R-24 - Full Merged Proposal

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Bellavista Charter School of the Arts
Full Charter Proposal
Dr. Oscia A. Miles Ed.D
Spring 2026

R-00a - Transmittal and Summary Form

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SUNY Charter Schools Institute
The State University of New York

2025 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2025 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information (note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School")	Bellavista Charter School of the Arts (Bellavista)		
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	August 2027	School District of Location (or NYC CSD):	Rochester City School District

Proposed Grades to be Served and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	7-8	150
Year 2	7-9	249
Year 3	7-10	350
Year 4	7-11	450
Year 5	7-12	550

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

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

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Dr. Oscia Miles Ed.D				
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☑ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):	N/A				

[redacted]

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

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Dr. Oscia Miles Ed.D	Phone #:	(585) 978-6118	Email:	oscia.miles@gmail.com

Program Design

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

Mission: Bellavista School of the Arts ignites creativity and leadership through rigorous academics and immersive arts education, empowering young people to lead with resilience, cultural pride, and purpose

Our Vision: To cultivate the next generation of scholars, artists, and leaders who excel academically, express themselves creatively, and engage civically- graduates who are confident, culturally grounded, and prepared to thrive in college, career, and community life.

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

1. HBCU Culture: Bellavista Charter School of the Arts (Bellavista) will cultivate a cultural movement grounded in the energy and traditions inherent in the student experience at historically black colleges and universities. Our students will build identity, confidence, and leadership through drumlines, step, cheer, and performance traditions such as an annual Homecoming paired with SEL practices that promote an environment of belonging, emotional expression, and collective responsibility.

2. Arts Integration as Core and Targeted Instruction: We will use a data-driven arts integration block and co-planned academic lessons where arts and content teachers reteach or deepen concepts. Instruction will apply movement, rhythm, visual symbolism, and drama (e.g., kinesthetic math modeling, musical fractions, scientific illustration, and drama-based literacy) to directly strengthen academic understanding and mastery.

3. Signature Arts Pathways: Beginning in grades 7 & 8, students will explore disciplines such as music, visual arts, dance, step, drama, and digital creation. In grades 10-12, they will specialize in pre-professional pathways (e.g., show-style marching band, step and dance, visual arts, drama, music production, and gaming/digital creation) and develop industry-aligned portfolios to demonstrate their growth and accomplishments.

4. Staff Development & Empowerment: Bellavista's experienced leaders and content experts will prioritize teacher effectiveness through weekly coaching. Teachers will participate in lesson internalization, data meetings, and co-planning to anticipate misconceptions and design precise instruction. Arts and core teachers will be held to the same accountability standards, ensuring consistent, high-quality teaching and measurable results.

5. Postsecondary Pathways & Creative Futures: We will provide all students with early and frequent exposure to postsecondary arts and culture pathways beginning in middle school through workshops, field experiences, HBCU partnerships, and industry guest artists. As our students progress through high school, they will build portfolios, engage in production and performance opportunities, and receive targeted advising that prepares them for arts-related majors, careers, and entrepreneurial paths.

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.)**

Bellavista will offer a rigorous, student-centered program where academic learning and artistic practice reinforce one another. Our philosophy is rooted in the belief that learning should be intellectually demanding, culturally affirming, and creatively expressive. We view all students as scholars and creators capable of deep reasoning, skillful communication, and purposeful artistic production.

We define rigor as access to meaningful, complex learning for every student, regardless of starting point. Grounded in TNTP's The Opportunity Myth and the work of Zaretta Hammond and Lisa Delpit, our program will ensure students engage with challenging academic content daily, building mastery through productive struggle, deliberate practice, and strategic scaffolding. Students who begin below grade level will receive targeted acceleration and support without reduced expectations.

Across content areas, learning at Bellavista will be built around the following core instructional methods and research-based strategies:

1.) Inquiry-Based Learning: Students will investigate essential questions, conduct experiments, and analyze evidence to construct understanding rather than receive information passively

2.) Workshop & Conferencing Models (ELA/Math): Mini-lessons will introduce targeted skills; then teachers confer with individuals/small groups while students draft, problem-solve, and revise

3.) Culturally Responsive Routines: Protocols such as Socratic Seminar, Debate Circles, Performance Reading, and Math Language Routines will support academic discourse connected to students identities and lived experiences

4.) Collaborative Learning Structures: Think-Pair-Share, Peer Critique, Gallery Walks, and Rehearse-Reflect-Revise routines will build feedback, iteration, and community-based learning

5.) Performance-Based Assessment: Students will demonstrate mastery through exhibitions, multimedia portfolios, debates, scientific investigations, compositions, and performances for authentic audiences

6.) Co-Planning ELA and Math with Arts: Content teachers and an arts-integrated teacher will plan content-area instruction together to connect literacy and numeracy to artistic practices like performance, rhythm, visual composition, or spoken word, which will be reinforced in small groups to address misconceptions and extend learning. All teachers will be accountable for student results, ensuring arts-based strategies directly support academic mastery

We have selected research-aligned curricula proven to accelerate growth for diverse learners while ensuring equitable access to grade-level rigor. These include CommonLit 360, which has demonstrated strong impact in Title I, high-poverty schools, with independent evaluations showing students gained up to 206 additional months of reading growth. We also utilize Illustrative Mathematics for its problem-based approach and evidence of improved math achievement in grades 7–8, particularly when paired with culturally responsive instructional supports embedded within the curriculum. Our science program incorporates OpenSciEd/BSCS materials, as research shows that phenomenon-based inquiry strengthens conceptual understanding and scientific argumentation, especially for historically underserved students. Additionally, we use McGraw Hill's C3-aligned social studies curriculum to promote inquiry, civic discourse, and disciplinary literacy in diverse, multicultural settings.

Our team of experienced school leaders and content experts know firsthand that teacher quality is the most powerful driver of student outcomes. Instructional quality at Bellavista will be consistently strengthened through systematic coaching that includes weekly data meetings, lesson internalization, and dedicated co-planning periods where teachers will identify misconceptions, adapt lessons, and plan questioning and scaffolds with precision. Coaches will work side-by-side with our teachers through observations, co-teaching, and feedback cycles that are specific to student outcomes and tied to Bellavistas instructional framework.

Proposed Board Members

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

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

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

Dr. Loretha McCullough – Board Chair
Dr. Loretha McCullough currently serves as Director of Human Resources at the Rochester Housing Authority, where she provides strategic leadership across all human capital functions, including talent acquisition, employee relations, and organizational development. She brings over 30 years of experience in human resources leadership, having previously held executive roles at Linde plc, Praxair, and Xerox Corporation.
Dr. McCullough holds a Doctorate in Executive Leadership from St. John Fisher University, an Executive Master of Business Administration from Rochester Institute of Technology, and a Bachelor of Science in Management Information Systems from Rochester Institute of Technology.
Her expertise in organizational leadership, compliance, and diversity, equity, and inclusion will support Bellavista in building strong governance systems and a people-centered culture. She also brings extensive board and community experience, including service with the Rochester Institute of Technology Alumni Board and Renaissance Academy Charter School of the Arts.

Nicole McCree – Treasurer
Nicole McCree is a Regional Account Manager at Elavon (U.S. Bank), where she specializes in business sales, financial services, and client relationship management. She brings a strong background in banking, real estate, and business development, with prior experience at Ricoh USA, T-Mobile, Konica Minolta, and Abbott Laboratories. Ms. McCree holds a Bachelor of Arts in Communication from SUNY Buffalo State College.
Her expertise in financial systems, sales strategy, and partnership development will support Bellavista's financial sustainability and external partnerships. As Treasurer, she will oversee financial reporting, budgeting, and fiscal accountability to ensure compliance with all regulatory requirements.

Chassity Wells – Secretary
Chassity Wells currently serves as Acting Regional Superintendent of Operations at Uncommon Schools, where she oversees regional operations, multi-site leadership, and budgets exceeding $20 million across multiple campuses. She brings over a decade of experience in K–12 operations, system design, and organizational leadership. Ms. Wells holds a Master of Business Administration from the University of Rochester and a Bachelor of Arts in Communication Arts and Sciences from The Pennsylvania State University. Her expertise in financial management, operational strategy, and performance systems will be critical to Bellavista's successful launch and sustainability. As Secretary, she will ensure strong governance practices, maintain board records, and support compliance and organizational effectiveness.

Phillip Hounshell III – Trustee
Phillip Hounshell III is the Director of College Access and Success Programs at the Rochester Education Foundation, where he leads citywide initiatives supporting postsecondary access and student success. He brings experience across the K–12 pipeline, including roles as a college access counselor and middle school teacher. Mr. Hounshell holds a Bachelor of Arts in Communications from SUNY Buffalo State College.
He also serves on advisory and nonprofit boards, including Let's Get L.I.T. Literacy and Glory House International Church.
His expertise in college readiness, program design, and community engagement will support Bellavista in aligning academic programming with postsecondary success and strengthening community partnerships.

Dr. Kerstin Wheeler – Trustee
Dr. Kerstin Wheeler currently serves as Director of Shared Services and Special Programs at Wayne-Finger Lakes BOCES, where she leads regional programs serving students across 25 school districts. She previously served as Assistant Superintendent of Curriculum and Instruction at Fairport Central School District, overseeing academic programming and a $66 million budget. Dr. Wheeler holds a Doctor of Education in Executive Leadership from St. John Fisher University, a Certificate of Advanced Study in School District Administration from SUNY Brockport, and both a Master of Science in Education and Bachelor of Arts from Nazareth College. Her expertise in K–12 education, special education, and compliance will ensure Bellavista delivers a rigorous, inclusive academic program aligned with New York State standards.

Parent Representative – Trustee
The Board will include a Parent Representative who is a parent of a Bellavista School of the Arts student. This individual will serve as a non-voting, ex-officio member to ensure family voice is represented in governance. The Parent Representative will provide insight into the student and family experience and support strong school-community relationships.

Additional Trustee – TBD
Bellavista School of the Arts intends to add an additional trustee to further strengthen board capacity in areas such as legal, finance, or community development. This individual will be selected based on their ability to support effective governance and contribute to the long-term success of the school.

Lead Applicant Signature	
Signature:	

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

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

R-00b - Statistical Overview

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Not applicable.

R-01ac -Community Need and Proposed School Impact

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a. Community Description and Need

Historical Overview

Rochester, New York is a mid-sized city in Western New York with higher-than-average poverty and crime statistics. Behind these present-day conditions are decades of uneven economic investment, shifts in regional industry, and barriers to upward mobility that have been compounded over generations.

Our city's early economic strength was tied to large-scale manufacturing and research-based industries. Rochester's boom era, from the late 1800s through the mid-20th century, was built on a combination of imaging, optics, precision manufacturing, and retail. The city was home to giants like Eastman Kodak Company, Bausch & Lomb Incorporated, and Xerox Corporation, which made it a global center of photographic film, optics, and office-imaging technology. Alongside them were major industrial firms such as Gleason Works, Stromberg-Carlson, and the Rochester Products Division of General Motors Company, known for advanced machinery, telecommunications equipment, and automotive parts. At the same time, the city developed a prominent clothing and retail industry, with Hickey Freeman Corporation and other garment makers establishing a hub for high-quality suit manufacturing, and big department stores defining a robust downtown shopping scene.

Growth was also supported by strong consumer brands and cultural institutions, some of which persist today. Companies like Wegmans Food Markets, Genesee Brewery, and the creators of the Ragu brand originated in Rochester and became household names. Meanwhile, major educational and medical centers such as University of Rochester, Strong Memorial Hospital, and Rochester Institute of Technology reinforced the city's identity as a center for research, engineering, and music. In short, Rochester's boom came from a mix of high-tech innovation, manufacturing skill, entrepreneurial retail, and strong civic investment; all of which shaped the city into an economic and cultural landmark of its time.

While Rochester's factories produced innovations that changed the world, our cultural institutions made the city a creative powerhouse. The Memorial Art Gallery, founded in 1913, and the Eastman School of Music, founded in 1921, were born from the same spirit of civic pride and innovation that fueled the city's industrial rise. Together with the Rochester Philharmonic Orchestra, the Rochester City Ballet, and later the Geva Theatre Center, these institutions established our city as a beacon for the arts. Eastman Kodak's legacy in photography also cemented Rochester's global reputation for visual storytelling, supported by organizations such

as the George Eastman Museum and the Visual Studies Workshop, which nurtured generations of artists and media innovators.

However, as the economic foundations that sustained Rochester's prosperity began to erode, the city's cultural ecosystem likewise faced change. Kodak's collapse and the decline of large-scale manufacturing triggered deep structural shifts: thousands of jobs disappeared, corporate philanthropy declined, and neighborhoods once anchored by steady employment faced disinvestment. The loss of economic stability weakened not only the city's financial base but also access to arts and enrichment opportunities, particularly for children in low-income communities.

Stable, middle-class manufacturing jobs disappeared faster than new industries could replace them. Neighborhoods tied to factory employment lost population, downtown retail collapsed, and income inequality widened. The result was a long-term economic downturn that still shapes Rochester today: poverty rates surged and economic distress became deeply entrenched. For instance, around the 2009-13 period the city's 5-year average poverty rate reached approximately 32.9 %[1]. Since 1990, the region experienced manufacturing-job declines counting tens of thousands of positions lost[2].

While Rochester has since rebuilt part of its economy around healthcare, universities, small-tech firms, and advanced optics, we have never fully regained the broad-based, high-wage employment that once defined the boom years. The legacy of that industrial collapse is still visible in our region's job market, housing patterns, and overall economic identity. These changes reshaped the city's social and economic landscape, concentrating advantage and disadvantage along neighborhood lines.

Community Demographics and Target Enrollment

Rochester's population today is approximately 209,000 residents. The city is racially and culturally diverse: about 43% of residents identify as White, around 40% as Black or African American, about 4% as Asian, 21 % of residents identify as Hispanic or Latino, and approximately 9% as multiracial. Linguistic diversity is also pronounced with about one in five households with school-aged children speaking a language other than English at home.

The Rochester City School District (RCSD) serves an even more richly diverse student population, with the majority of students identifying as Black or African American and Hispanic/

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[1] Rochester Area Community Foundation. *Benchmarking Rochester's Poverty – 2015 Update*. Rochester Area Community Foundation, 2015, www.racf.org/wp-content/uploads/2019/10/RACF-Poverty-Report-Update-2015.pdf.

[2] "Manufacturing and Inequality." *American Inequality*, 23 Mar. 2023, americaninequality.substack.com/p/manufacturing-and-inequality.

Latino. Recent state education data show that about 48% of students are Black or African American, around 31% are Hispanic/Latino, and approximately 9% are White, with smaller percentages of Asian and multiracial students. The district also serves a very high-needs student population. Roughly nine out of ten students are classified as economically disadvantaged, indicating widespread poverty and high reliance on supports such as free or reduced-price meals. Additionally, 19% of the RCSD's students qualify for services under special education programs, and about 14% identify as English Language Learners, representing a range of home languages and cultural backgrounds. These proportions have remained consistently high over recent years, reflecting both persistent community socioeconomic challenges and the district's role in serving multilingual and diverse learners.

Economic hardship remains a defining aspect of life for many families within city limits. According to regional data, nearly one in four residents live below the federal poverty line[3] and child poverty rates approach or exceed 40%[4]. This statistic is roughly two and a half times higher than the state average, and almost three times the national average. The table below provides a comparative analysis of the childhood poverty rates nationally, state-wide, and amongst the largest five cities in New York.

Table 1: Rates of Childhood Poverty, 2022	
United States	16.3%
New York State	18.8%
Rochester	42%
Syracuse	46.8%
Albany	29%
Buffalo	39.8%
New York City	23%
Data Analyzed by Rochester City Council Staff from the US Census Bureau: ACS 1-year estimates, and ACS 5-year estimates.	

These conditions are not random. They reflect concentrated disinvestment in particular neighborhoods, limited access to stable employment, transportation challenges, and persistent gaps in affordable, quality housing. However troubling the data above is, those numbers still do not show the full extent of poverty and its variability in the city of Rochester, as many high-rate zip codes are lumped into a single category. The impact of these conditions is deeply visible in

[3] *Rochester, New York – Data USA Profile.* Data USA, n.d., datausa.io/profile/geo/rochester-ny.

[4] "Rochester and Child Poverty: What Can We Do?" *The Children's Agenda*, 22 Jan. 2025, thechildrensagenda.org/2025/01/22/rochesterchildpoverty/.

education. Schools serving high-poverty neighborhoods must simultaneously respond to academic needs, trauma, language acquisition, and the effects of limited health, housing, and transportation access. Families across Rochester express a strong desire for schools that are academically rigorous, culturally responsive, and rooted in supportive relationships.

That is where the mission of Bellavista finds its place. Recognizing the dual legacy of Rochester's artistic prominence and economic decline, Bellavista intends to create a learning environment that provides students with strong academic foundations, affirming classroom culture, and meaningful engagement with families. The school aims to serve as an anchor institution that expands opportunity, contributes to neighborhood stability, and harnesses Rochester's arts-legacy to inspire creativity, resilience, and upward mobility.

While the city's population has declined modestly over the past decade (from about 210,000 in 2010 to 207,000 in 2023), data shows that much of Rochester's student-age population of approximately 46,000 young people remains concentrated in the city's lowest-income neighborhoods. Our team undertook a detailed market study of Rochester and Monroe County to determine where the greatest educational needs align with a strong enough student base to support a new school of choice. This analysis explored neighborhood-level patterns in demographics, enrollment, and school performance (which is discussed in more detail later in this response) to understand how population shifts and poverty levels affect access to quality education across the city.

Two key factors guided this work: identifying communities with the highest poverty rates and those maintaining a significant number of school-aged children. From this analysis, four zip codes emerged as priority areas with stable population density: 14605, 14608, 14611, and 14621[5]. These neighborhoods' overall population levels have remained stable over the past decade, and approximately 20,000 children under age 18 reside in areas that collectively represent some of Rochester's most challenged yet vibrant communities. The 14605 area stands out as both the city's poorest (43.4% of residents living in poverty, compared to the Rochester citywide average of 26.6%) and one of the most economically distressed zip codes in all of New York State[6], illustrating the depth of unmet need for excellent public school options.

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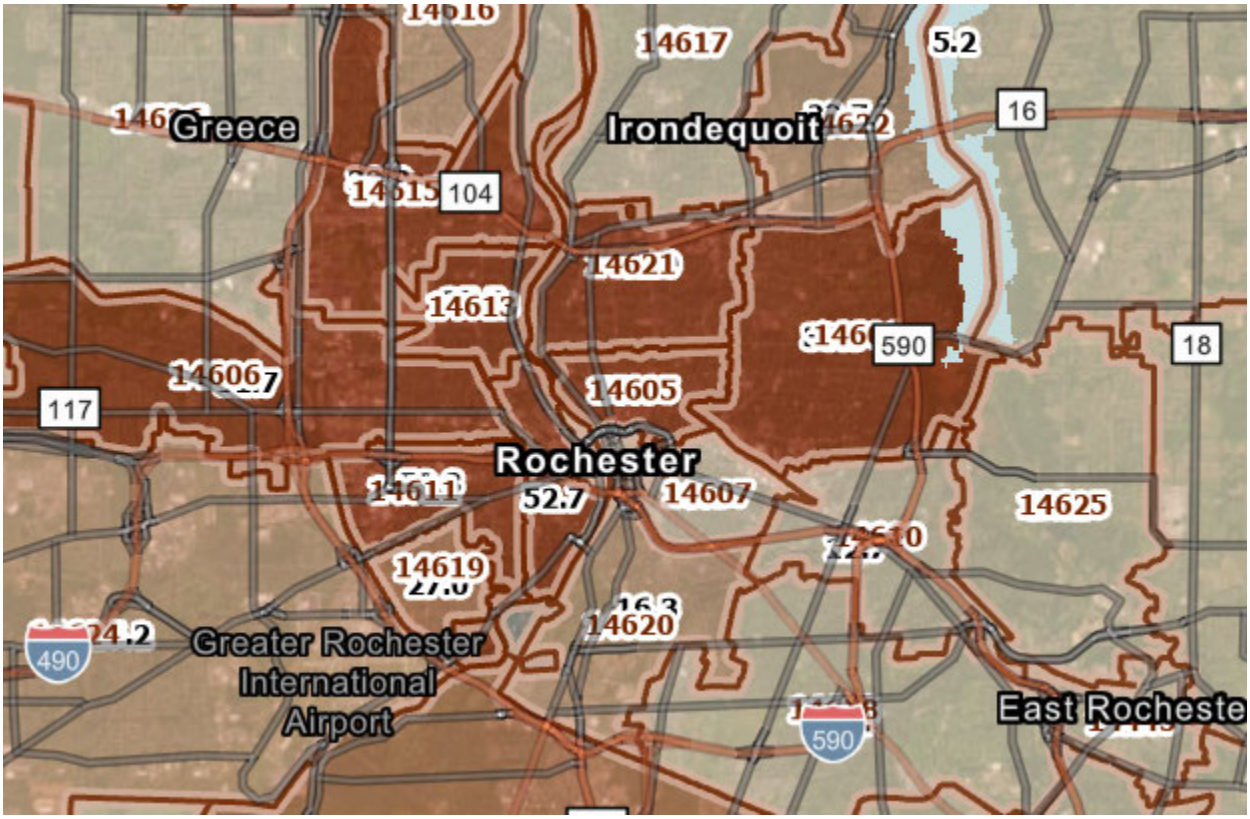
[5] United States Census Bureau. *American Community Survey 5-Year Estimates, 2019–2023: Selected Economic Characteristics, ZIP Code Tabulation Areas 14605, 14608, 14611, and 14621 (Rochester, NY).* U.S. Department of Commerce, 2024. https://data.census.gov.

[6] "Rochester, NY Poverty Rate by ZIP Code." *New York Demographics by ZIP Code,* World Media Group, 2024, https://www.newyork-demographics.com.



Population Below the Poverty Level, Children (Age 0-17), Percent by ZCTA, ACS 2019-23

- Over 30.0%
- 22.6 - 30.0%
- 15.1 - 22.5%
- Under 15.1%
- No Population Age 0-17 Reported
- No Data or Data Suppressed

While our primary outreach and recruitment efforts are focused within these neighborhoods and zip codes to expand opportunity precisely where it is most needed within the city, Bellavista's enrollment strategy is grounded in a regional understanding of Monroe County that recognizes both the concentration of need within Rochester and the demographic stability of nearby suburban communities. Our comprehensive market analysis examined population trends, racial and socioeconomic composition, enrollment patterns, and access to secondary school options across the city and surrounding districts to determine where a new 7–12 school of choice could be both necessary and sustainable.

As a result, Bellavista anticipates that the majority of students in each entering cohort will come from these Rochester neighborhoods, reflecting the school's core mission to expand opportunity where academic need and limited choice are most acute. At the same time, our analysis

intentionally considered the broader Monroe County context, particularly adjacent suburban districts whose geographic proximity and transportation access make cross-district enrollment both realistic and consistent with existing school choice patterns. The Greece Central School District and the West Irondequoit Central School District serve communities that differ markedly from Rochester in overall socioeconomic profile, yet still exhibit demographic diversity and within-district variation that create space for a limited number of families to seek alternative secondary options. The Bellavista team is also engaging with potential students, families, and stakeholders from neighboring school districts in Monroe County including the East Irondequoit Central School District, GatesChili Central School District, Fairport Central School District, and Churchville-Chili Central School District, so anticipates seeing modest student enrollment from those areas.

Census data underscore these contrasts. As of 2020, the Town of Greece was approximately 75 percent White, with smaller but meaningful Black, Hispanic/Latino, Asian, and multiracial populations, while Irondequoit was similarly majority White but with a slightly higher share of Hispanic/Latino residents. These community-level demographics differ from Rochester's majority-Black and Hispanic population, yet district enrollment data show that both Greece and West Irondequoit serve more diverse student populations than their surrounding communities alone might suggest, including students of color and economically disadvantaged students whose educational experiences are not fully captured by districtwide averages.

Importantly, neither Greece nor West Irondequoit lacks secondary schools; both operate established middle and high schools serving grades 7–12. However, these districts are structured around traditional comprehensive secondary models, which can limit access to highly specialized or theme-based programming. Bellavista's analysis found that families in these districts who seek an alternative option are not doing so due to the absence of schools, but rather in response to a desire for a different educational approach, particularly one that offers a coherent, arts-centered program spanning the full secondary continuum.

In this context, Bellavista does not position itself as a substitute for district schools in Greece or Irondequoit. Instead, the school anticipates enrolling a modest and intentional portion of each class from these suburban districts, complementing a primarily Rochester-based student body. This approach aligns with regional enrollment patterns, supports long-term sustainability, and contributes to a socioeconomically and geographically diverse school community without diluting Bellavista's mission or focus.

Taken together, the demographic realities of Rochester and its surrounding suburbs support Bellavista's proposed enrollment model. Rochester's highest-need neighborhoods provide a clear and compelling foundation for demand, while Greece and West Irondequoit offer stable, supplemental enrollment drawn from families seeking a distinctive secondary experience. This

balanced regional strategy ensures that Bellavista remains deeply rooted in serving Rochester students while responsibly acknowledging the broader Monroe County educational landscape in which families regularly exercise choice across district boundaries.

Founding Team Connections to the Community

Dr. Oscia Miles, Ed. D.'s decision to locate Bellavista in Rochester is grounded in her personal history as well as a deep understanding of the city's educational landscape. She is a graduate of the RCSD and attributes much of her academic and artistic development to key experiences that allowed her to see herself as a scholar and creator. Those moments, while powerful, were not consistently available to all students. Her own trajectory showed her both what is possible when young people have access to strong academics and meaningful arts experiences, and what is lost when those opportunities are limited. Founding Bellavista in Rochester is a way to expand those opportunities for the next generation in the very community that shaped her.

Bellavista's model intentionally integrates rigorous academics with rich, culturally affirming arts pathways. This approach is not an aesthetic addition to schooling; it is central to how students learn, develop confidence, and build identity. Rochester is a place where many students possess immense creative talent and cultural expression, yet often have fewer structured avenues to explore those strengths in school. By offering pathways such as dance and step, instrumental music and marching band, visual and digital arts, theater, and new media production, Bellavista is designed to meet students where they are and to broaden the range of futures they can imagine for themselves. These creative disciplines are framed not just as extracurricular options, but as vehicles for leadership, collaboration, and academic engagement.

Locating Bellavista in Rochester also reflects a commitment to the city's families, who continue to advocate for schools that affirm who their children are and support who they are becoming. Many parents express a desire for environments where students are known well, where culture is celebrated rather than minimized, and where academic expectations remain high. Bellavista aims to respond to these priorities by building a school culture rooted in belonging, community partnership, and student voice. The school seeks to play a stabilizing role in neighborhoods where access to consistent, high-quality educational options is uneven, and where families deserve a school that invests in the whole child.

Dr. Miles's leadership is further strengthened through local and national partners on the school's founding team. These individuals are detailed fully in Response 3.

School Performance in Rochester

The academic performance of students in the RCSD highlights an urgent and well-documented need for innovative public school options that meet students where they are and help them

reach their full potential. For years, the district's outcomes for middle and high school students have remained far below state averages, reflecting systemic challenges that disproportionately affect students of color, students from low-income families, English language learners, and students with disabilities.

The New York State Education Department's 2023–2024 Rochester City School District Report Card, released in March 2025, provides verified data on student achievement, graduation outcomes, and attendance across all grade levels in the district. Taken together, these indicators reveal a system that continues to struggle profoundly at the middle and high school levels, where academic performance, graduation rates, and student engagement all remain well below state expectations.

In the middle grades, student performance on state assessments reflects deep and persistent learning gaps. Among seventh graders, only 16% achieved proficiency in English Language Arts and 16% in mathematics. By eighth grade, the percentage of students meeting grade-level standards rose slightly to 21% in English but dropped to just 4% in math, excluding those who took the Algebra Regents. These results are less than half the statewide proficiency averages. The data make clear that many Rochester students enter high school without the foundational literacy and numeracy skills necessary to truly access and succeed in secondary coursework.

The challenges intensify in high school, where Regents examination results highlight widespread academic underperformance. In the 2023–24 school year, only 47% of students passed the English Language Arts Regents exam, and proficiency in math was far lower—18% in Algebra I, 16% in Geometry, and 41% in Algebra II. Science results were similarly weak, with just 20% of students passing the Living Environment exam and 23% meeting standards in Earth Science. In social studies, between 32-36% reached proficiency on the U.S. History and Global History Regents exams. Across subjects, the pattern is consistent: fewer than one in five students meet New York's grade-level or college-readiness benchmarks.

These academic outcomes are mirrored in graduation trends. The district's four-year graduation rate stands at 63% - compared to a statewide average of roughly 83 %. Within this overall figure lie sharp disparities: 64% of Black students and 57% of Hispanic students graduate on time, along with only 50% of students with disabilities and just 37% of English Language Learners. For economically disadvantaged students, who make up the majority of the district, the graduation rate is 62%. Only eight percent of graduates earn a Regents diploma with advanced designation, signaling that most are not completing the rigorous sequence required for college or technical programs. About fourteen percent of students drop out before earning a diploma, and nearly one-quarter remain enrolled beyond four years.

Chronic absenteeism compounds these academic challenges. In 2023–24, 70% of RCSD secondary students were chronically absent, missing at least one-tenth of the school year. Among Hispanic students, that rate rose to more than 75%; for students with disabilities and those who are economically disadvantaged, it hovered between 73-75%. Such pervasive absence undermines learning and reflects a broader climate of disengagement that the district has struggled to reverse.

Families often describe feeling uncertain about where to find consistent, high-quality options for their children, and many express fatigue from cycles of reform that have not yielded sustained improvement. Charter schools, while offering alternatives, have produced mixed results; some perform well, others struggle with the same issues of leadership turnover, inconsistent quality, and limited community trust.

Existing School Options

Within this landscape of underperformance, Rochester's secondary schools operate under a range of grade configurations. The district offers several structural models designed to serve students through the middle and high school years, yet most fall into three general categories: traditional middle and high schools on separate campuses for grades 7–8 and 9–12; combined 7–12 or 6–12 schools that maintain continuity across secondary grades; and K–12 or 9–12 charter and specialized programs.

Bellavista proposes to establish a 7–12 grade span school within the city of Rochester. This intentional design choice can bridge the critical transition between middle and high school. The model aims to provide both educational and developmental continuity at a time when RCSD students often experience disruption and disconnection between school levels. By uniting grades 7 through 12 in one cohesive environment, Bellavista seeks to strengthen relationships, stability, and student engagement; thereby responding directly to the district's current challenges in academic achievement, attendance, and persistence through graduation.

RCSD Middle and High Schools

School	Grade Span	School Type	Programmatic Focus
Andrew Langston Middle School #6	7–8	District	Standard (non-specialized)
Dr. Freddie Thomas Middle School #12	7–8	District	STEM-focused curriculum

Loretta Johnson Middle School	7–8	District	Standard (non-specialized)
Northwest Junior High @ Douglass	7–8	District	Standard (non-specialized)
Thurgood Marshall Middle School #4	7–8	District	Literacy & civic-learning focus
East Lower School	6–8	District	Standard (non-specialized)
East Upper School	9–12	District	Community-school model; U of R EPO
Edison Career & Technology High School	9–12	District	CTE pathways in trades & engineering
Franklin Upper School	9–12	District	Includes academies in business & tech
James Monroe Upper School	8–12	District	Bilingual, international focus
Joseph C. Wilson Magnet High School	9–12	District	College preparatory
Northwest College Preparatory High School	7–12	District	Humanities & global studies
Rochester Early College International High School	9–12	District	Partnership with Monroe CC
School of the Arts (SOTA)	7–12	District	Citywide arts magnet; audition based
School Without Walls	9–12	District	Experiential learning model

Charter Schools Serving Grades 7–12

School	Grade Span	School Type	Programmatic Focus
Eugenio María de Hostos Charter School	K–12	Charter	Bilingual college-prep curriculum
Rochester Academy Charter School	7–12	Charter	STEM and early-college focus
University Preparatory Charter School for Young Men (UPrep)	7–12	Charter	All-male; CTE
Vertus Charter School	9–12	Charter	Personalized mentoring model for boys
Young Women's College Prep Charter School of Rochester	7–12	Charter	All-female; college-bound focus
True North Rochester Prep Charter School – Brooks Campus	5–12	Charter	Part of Uncommon Schools network
True North Rochester Prep Charter School – West Campus	5–8	Charter	Part of Uncommon Schools network
True North Rochester Prep Charter School – High School	9-12	Charter	Part of Uncommon Schools network
Exploration Charter School (for STEM Learning)	K-5	Charter	STEM

Private / Independent Schools Serving Grades 7–12

School	Grade Span	School Type	Programmatic Focus
Allendale Columbia School	PK–12	Private	Independent college-prep school
McQuaid Jesuit	6–12	Private	Catholic, Jesuit, all-boys
Aquinas Institute of Rochester	6–12	Private	Catholic college-prep school
Northstar Christian Academy	K–12	Private	Faith-based academic program
Harley School	PK–12	Private	Progressive independent school with arts focus
Our Lady of Mercy High School	6-12	Private	All-girls, Catholic

Greece Middle and High Schools

School Name	Grades Served	School Type	Programmatic Focus
Athena Middle School	7–8	District middle school	Standard (non-specialized)
Arcadia Middle School	7–8	District middle school	Standard (non-specialized)
Olympia Middle School	7–8	District middle school	Standard (non-specialized)

Athena High School	9–12	District comprehensive high school	Arts programming
Arcadia High School	9–12	District comprehensive high school	College-preparatory comprehensive model
Olympia High School	9–12	District comprehensive high school	Standard (non-specialized)

West Irondequoit Middle and High Schools

School Name	Grades Served	School Type	Programmatic Focus
Dake Junior High School	7–8	District junior high school	Standard (non-specialized)
Irondequoit High School	9–12	District comprehensive high school	Standard (non-specialized)

Taken together, the school option list above for Greece and West Irondequoit highlight a secondary landscape that is stable and comprehensive, yet largely confined to traditional district-operated middle and high schools. In Greece, while Renaissance Academy Charter School for the Arts offers an arts-focused program at the elementary level, its K–6 grade span requires all students to transition to a different school for middle and high school, and no charter schools located within Greece provide secondary-grade options. Similarly, West Irondequoit operates a single junior high and a single comprehensive high school, with no charter schools serving grades 7–12 within district boundaries.

As a result, families in both districts who are seeking a coherent, continuous 7–12 program (particularly one organized around a specialized or arts-centered educational model) have limited local options. Bellavista's proposed 7–12 school directly addresses this structural gap by offering a continuous secondary pathway that complements existing district schools, supports smoother transitions from elementary and middle grades, and provides a mission-aligned option for a small number of suburban families, while remaining firmly centered on serving students from Rochester's highest-need neighborhoods.

B. Programmatic Impact

Of this list of existing options, there is one school that justifies additional comparative detail, given its grade span and programming. School of the Arts (SOTA) is one of Rochester's most well-known secondary schools, and its arts-based programming draws families from across the city. The school enrolls students in grades 7–12 and serves roughly 1,050 students. According to the NYSED 2022–23 School Report Card, SOTA's student population is approximately 44% Black, 27% Hispanic/Latino, and 23% White. By comparison, the RCSD overall enrolls a student population that is 53% Black, 33% Hispanic/Latino, and around 10% White[7].

This difference in racial composition reflects how access to SOTA is shaped by structural factors, including its multi-step audition requirement and the need for students to demonstrate skill or prior experience in a chosen arts discipline. While the school is public and tuition-free, gaining admission often requires knowledge of the audition process, time to prepare, access to instruction or coaching, reliable transportation, and family support to navigate the process. These are resources that are not evenly distributed across Rochester neighborhoods, particularly in communities experiencing concentrated poverty.

Although SOTA serves many economically disadvantaged students, its audition model naturally draws more students from families with the time, stability, and social networks to engage in arts learning before admission is even possible. This contributes to the school enrolling a higher percentage of White students and a lower percentage of Hispanic/Latino students than the district overall, despite being located in a highly diverse city. The demographic patterns suggest that ability to prepare for an audition (not just artistic talent) plays a significant role in who gains admission.

Bellavista is intentionally designed to reach students who are least likely to access SOTA under the current system. The school's approach eliminates audition barriers, embeds arts pathways directly into the school day, and invites students to explore and develop artistic identity regardless of prior exposure or training. This model particularly benefits students in Rochester

[7] NYSED School Report Card, School of the Arts 2022–23; NYSED District Profile, RCSD 2022–23.

neighborhoods with limited access to arts programming, fewer after-school enrichment opportunities, and fewer structured pathways into creative disciplines.

By serving neighborhoods with the highest levels of poverty and the lowest access to arts-rich schooling, Bellavista will meet the needs of students who have historically been underrepresented in Rochester's arts-focused secondary options. Rather than selecting students who already demonstrate artistic readiness, Bellavista's mission is to develop that readiness, ensuring that access to arts-driven education is a public resource rather than a privilege.

In general, while Bellavista will draw from the same general geographic area as other Rochester secondary schools, its enrollment impact on existing institutions is expected to be minimal. The Rochester educational landscape includes a range of specialized options. These include single-gender academies such as Leadership Academy for Young Men, Young Women's College Prep Charter School, and UPrep; selective-admission programs like School of the Arts and Wilson Magnet; and private schools such as McQuaid Jesuit, Aquinas Institute, and The Harley School, which require tuition payments beyond the reach of many Rochester families. Bellavista, by contrast, will operate as an open-enrollment public school that combines rigorous academics with a comprehensive arts integration model accessible to all students, regardless of prior performance, gender, or family income.

Furthermore, existing schools often serve distinct missions and populations. Single-gender schools appeal to families seeking a particular environment aligned with specific cultural or behavioral values; selective or audition-based schools serve students who meet programmatic thresholds; and private institutions attract families able to afford tuition or seeking religious affiliation. Many Rochester students, particularly those from low-income or multilingual households, face barriers to these opportunities, including competitive admissions processes, transportation limitations, and limited availability of arts-focused programming within their current schools. Bellavista's inclusive design directly addresses this gap by offering a public, tuition-free option that provides equitable access to high-quality arts and academic experiences. As such, Bellavista complements, rather than competes with, existing schools by expanding choice and addressing unmet demand within the city's educational ecosystem.

c. Fiscal Impact

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Rochester City School District							
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 Rochester City School District School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2027-28)	105	14,277	1,499,085	176,000	1,675,085	1,117,571,955	0.150%
Year 2 (2028-29)	174	14,277	2,488,481	275,000	2,763,481	1,117,571,955	0.247%
Year 3 (2029-30)	245	14,277	3,497,865	385,000	3,882,865	1,117,571,955	0.347%
Year 4 (2030-31)	315	14,277	4,497,255	495,000	4,992,255	1,117,571,955	0.447%
Year 5 (2031-32)	385	14,277	5,496,645	605,000	6,101,645	1,117,571,955	0.546%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://resources.finalsite.net/images/v1749605798/rcsdk12org/fmajolqjj3zxx8tqyy2g/pdf-2026proposedbudgetreport-updated0512foradoption.pdf				
OTHER NOTES:							

R-02ab - Addressing Need

R-02ab - Addressing Need

2. Mission and Key Design Elements

a. Mission Statement

Bellavista Charter School of the Arts will provide a rigorous college- and career-preparatory education grounded in arts integration, cultural pride, and high expectations. The school will cultivate confident, creative, and community-minded scholars who excel academically, lead with purpose, and graduate prepared to pursue postsecondary success in college, career, and the creative industries.

This mission reflects our deep commitment to academic excellence, culturally responsive practice, and the use of the arts and identity development as catalysts for student achievement and long-term success.

b. Key Design Elements

1. HBCU-inspired Culture

Bellavista will establish a schoolwide culture inspired by the traditions, pride, and communal ethos of Historically Black Colleges and Universities (HBCUs). Through rituals such as drumline, step, cheer, weekly gatherings, and signature events (including an annual Homecoming celebration) students will experience a sense of belonging and collective identity. This HBCU-inspired environment is strengthened by embedded social-emotional practices that promote emotional literacy, empathy, teamwork, and leadership. Together, these elements will create and nurture a positive, affirming culture that motivates students to engage deeply in both academic and artistic learning.

2. Arts Integration as Core and Targeted Instruction

Bellavista will use arts integration as a foundational instructional strategy that enriches core academic learning. A dedicated arts-integration block and cross-disciplinary co-planning will allow arts and content teachers to reteach and extend priority standards using artistic modalities. Instructional techniques such

as kinesthetic math modeling, rhythmic patterning, drama-based literacy, and visual symbolism in science and history will be grounded in research from Pauline Gibbons, Freeman & Freeman, and Mary Cappellini on language-rich, cognitively engaged learning. This approach deepens conceptual understanding, strengthens academic vocabulary, and increases engagement in rigorous instruction.

3. Signature Arts Pathways

Beginning in grades 7–8, students will participate in structured exploratory rotations in dance, visual arts, drama, music, digital creation, step, and related disciplines. As students progress into high school, they will select a specialized pathway (such as show-style marching band, dance/step, visual arts, music production, drama, or gaming/digital design) and develop discipline-specific portfolios, performances, and products aligned to postsecondary expectations. These pathways provide a structured continuum from early exposure to advanced skill development, culminating in tangible evidence of learning and readiness for college programs or industry-aligned opportunities.

4. Staff Development and Empowerment

Bellavista's professional learning model is designed to ensure consistent, high-quality instruction across the school. Teachers will participate in weekly coaching cycles, structured lesson-internalization protocols, data-driven instructional planning, and cross-disciplinary collaboration. Clear instructional expectations will guide practice in both core academics and arts classrooms. This framework supports teachers in refining content knowledge, anticipating student misconceptions, designing scaffolded instruction, and maintaining a high bar for student outcomes. Arts and academic teachers work within the same systems of accountability and support, creating coherence across disciplines.

5. Postsecondary Pathways & Creative Futures

Bellavista will provide a sequenced continuum of college and career exploration beginning in grade 7 and continuing through graduation. Students will participate in career exposure workshops, HBCU partnerships, field experiences, artist-in-residence programs, and advising structures that support pathway exploration. In high school, students will engage in portfolio development, performance

opportunities, and individualized postsecondary planning that includes traditional college pathways, arts conservatories, workforce options, apprenticeships, and entrepreneurial ventures. Each student will graduate with a personalized, viable postsecondary plan supported by documented experiences and artifacts.

Coherence Between Mission, Key Design Elements, and Educational Program

Bellavista's mission centers on academic rigor, cultural affirmation, creative expression, and preparation for postsecondary success. The school's Key Design Elements form a cohesive system that directly operationalizes this mission.

- Our HBCU-inspired Culture establishes the motivational foundation of belonging, pride, and identity that is necessary for students to fully engage in a rigorous academic program.

- Arts Integration strengthens academic instruction by embedding multiple modalities that reinforce priority standards and deepen comprehension, ensuring that the arts function as a lever for academic achievement rather than an enrichment add-on.

- Signature Arts Pathways extend this academic-arts connection by offering structured, high-expectation learning experiences that develop discipline-specific skills and habits aligned to future college and career opportunities.

- Staff Development and Empowerment ensures that teachers across subjects deliver high-quality, standards-aligned, culturally responsive instruction, creating consistency and reliability in the academic experience.

- The Postsecondary Pathways & Creative Futures framework brings the mission to its culmination by ensuring that every student graduates with a meaningful plan supported by the skills, experiences, and confidence necessary to pursue college or career.

R2ac- Proposal History

R2ac- Proposal History

a. Applicant Information

Dr. Oscia Miles is a proud Rochester native, graduate of the city's public schools, and a trained artist. She is also a parent, school administrator, educator, current community resident, and lead applicant for Bellavista.

Dr. Miles's foundation in the arts began as a graduate of RCSD's competitive School of the Arts (SOTA) and was further strengthened through years of post-secondary training with the Eastman and Crane Schools of Music, where she developed enduring artistic relationships. These experiences shaped her understanding of the transformative power of sustained, high-quality arts education and solidified her commitment to ensuring that students who have historically had limited access to such opportunities are able to engage in rigorous arts pathways as part of their public school experience. More specifically, her personal and professional backgrounds have shaped a clear vision for arts pathways that extend beyond enrichment and into coherent, multi-year programs of study. Bellavista's design reflects her understanding that well-structured arts pathways can strengthen academic outcomes while preparing students for postsecondary education and creative careers.

Dr. Miles currently serves as a School Innovation Fellow with READY, where she is responsible for developing the school's academic, operational, and cultural frameworks. Her work centers on building a coherent arts-integrated instructional model in which visual arts, music, movement, and performance are embedded within core academic programming to deepen student engagement and learning. She is actively engaging families, community stakeholders, and local arts and cultural partners to co-design a school model that elevates student voice, leadership, and creative expression as drivers of academic excellence.

Previously, Dr. Miles spent more than six years with Uncommon Schools in Rochester, most recently as Director of Operations, where she ensured that strong systems and fiscal stewardship supported high-quality instruction and student experiences. She managed budgets exceeding $1 million, implemented operational policies, and established quantitative and qualitative metrics to improve school effectiveness, resulting in measurable gains in efficiency. Earlier, as Director of Special Projects, she enhanced academic and cultural environments by designing schoolwide programs and

events, many of which integrated arts, culture, and student performance as central elements of school life. In this role, she managed facilities and operational initiatives while building partnerships with community organizations to expand student opportunities beyond the classroom.

Dr. Miles's arts-centered leadership was initially rooted in her work at Renaissance Academy Charter School of the Arts in Rochester, where she served as Education Coordinator. There, she managed educational grants supporting arts-based and interdisciplinary programming, facilitated professional development to strengthen arts integration across content areas, supported cross-functional teams, and strengthened communication and engagement with families and students. This experience solidified her commitment to arts-based school models that are academically rigorous, culturally responsive, and accessible to all students, rather than limited to elective or enrichment programming.

Her broader community experience includes serving as Cultural Competency Coordinator at the YWCA of Rochester & Monroe County, where she designed and evaluated programming that emphasized cultural expression, community storytelling, and trauma-informed practice. She collaborated with partner agencies and led large-scale community events that centered dialogue, identity, and shared learning; these experiences will inform Bellavista's emphasis on inclusive school culture. Dr. Miles has also served as a Parent Educator in Rochester, supporting families through early childhood education and community-based learning, reinforcing her belief that strong family partnerships are essential to student success.

Dr. Miles holds an Ed.D. in Executive Leadership from St. John Fisher University, a Master of Public Administration from SUNY Brockport, and a Bachelor's degree in Multi/Interdisciplinary Studies from SUNY Brockport.

b. Proposal History

Dr. Miles has been researching, designing, and planning Bellavista for several years. During the early stages of model development, Dr. Miles engaged with Rochester Education and Development for Youth, Inc. (READY), a Rochester-based 501(c)(3) nonprofit organization focused on strengthening educational opportunity and innovation. Through this early-stage engagement, Dr. Miles refined Bellavista's mission, explored community needs, and developed foundational elements of the school model, including arts integration, culture design, and operational priorities. READY's incubation support

contributed to early vision alignment, community-informed design, and preliminary school planning.

As Bellavista transitions from concept development into launch planning, Dr. Miles is currently partnering with multiple nonprofit organizations that collectively provide a comprehensive and holistic launch infrastructure. These partnerships support leadership development, staffing pipelines, instructional design, operational systems, fiscal sponsorship, and startup resource development. This work is actively underway and is informing Bellavista's planning-year implementation.

Building Capacities – Fiscal Sponsorship and Startup Infrastructure

Bellavista has partnered with Building Capacities, a 501(c)(3) nonprofit organization created to support founders, schools, and educational organizations in building sustainable operational and financial infrastructure. Building Capacities works with emerging school leaders to develop strong governance structures, secure startup resources, and build long-term organizational capacity.

Building Capacities is serving as Bellavista's fiscal sponsor during the planning year. In this role, the organization is supporting financial infrastructure development, startup resource acquisition, grant management, and organizational capacity building. This includes assistance with securing startup funding, managing early planning year expenditures, and establishing financial systems aligned to authorizer expectations.

This partnership strengthens Bellavista's financial readiness and ensures the school launches with sound fiscal management, appropriate financial controls, and access to startup resources. Building Capacities was selected because of its nonprofit mission, focus on supporting educational organizations, and ability to provide both fiscal oversight and organizational development during the pre-opening phase.

STREAM Education Services – Instructional and Operational Systems Design

Bellavista has partnered with STREAM Education Services, a mission-driven educational support organization, to assist with instructional and operational systems development. STREAM Education Services was created to support schools and educational organizations in building effective instructional models, leadership structures, and operational workflows that promote strong school implementation. STREAM is supporting Bellavista in building core school systems, including instructional

planning frameworks, academic programming alignment, operational structures, and implementation timelines. This includes support with developing systems for curriculum implementation, instructional leadership structures, school wide routines, and operational workflows aligned to Bellavista's arts-integrated model.

STREAM was selected because of its focus on supporting school launches, strengthening instructional programming, and helping schools develop cohesive operational systems aligned to their educational model.

EDceptional – Hiring Pipeline and Talent Development

Bellavista has engaged with EDceptional, another Rochester-based 501(c)(3) nonprofit educational organization focused on staff recruitment and the development of a strong hiring pipeline. EDceptional works with Rochester charter schools and educational organizations to identify, recruit, and develop educators and leaders aligned to mission-driven school environments. Through this partnership, Bellavista is building a pipeline of instructional staff, arts educators, and school leaders aligned to the school's arts-integrated model. EDceptional is supporting candidate sourcing, hiring process development, and leadership talent identification. This partnership strengthens Bellavista's staffing readiness and ensures the school is positioned to recruit high-quality educators prior to launch.

EDceptional was selected to support Bellavista's staffing strategy and provide access to a broader network of educators and school leaders committed to innovative school models.

Comprehensive Launch Support Model

Together, these nonprofit partners provide Bellavista with a comprehensive launch support structure that includes:

- Fiscal sponsorship and financial infrastructure (Building Capacities)
- Startup resource development and planning-year support (Building Capacities)
- Instructional systems design (STREAM Education Services)
- Operational systems development (STREAM Education Services)
- Leadership coaching and staff development (STREAM Education Services)
- Hiring pipeline and talent recruitment (EDceptional)

This expanded partnership model represents a transition from early-stage incubation support to a comprehensive launch infrastructure designed to ensure Bellavista opens with strong leadership, clear instructional systems, operational readiness, and sustainable financial structures. These partnerships provide Bellavista with a holistic support model that strengthens the school's readiness for launch and positions the organization for long-term success as an independent, board-governed public charter school.

c. List of Founding Team Members

Founding Team Table

Name	Role	Primary Responsibilities
Dr. Oscia A. Miles	Founder & Chief Executive Officer (CEO)	Visionary leader; primary author of the charter application; responsible for academic model design, strategic planning, school operations, community engagement, partnerships, and overall

Dr. Oscia Miles, founder of Bellavista School of the Arts, is supported by a team of experienced educational leaders who are providing expertise in charter school development, leadership coaching, staffing pipelines, instructional design, and operational planning. These advisors are supporting Dr. Miles in refining the school model, strengthening implementation planning, and ensuring Bellavista launches with strong instructional, operational, and organizational systems. This team reflects Bellavista's progression from early-stage model development to comprehensive launch support designed to ensure strong implementation and long-term sustainability.

Early Incubation and Design Support

Dr. Shanai Lee, MBA, Ed.D., founder and Executive Director of READY, provided early-stage incubation and advisory support to Dr. Miles. Dr. Lee is an education leader with experience in school development, organizational leadership, and financial planning. She holds a Doctorate in Educational Administration, a Master's degree in Educational Policy, and an MBA in Finance and Accounting from the University of Rochester, as well as a Bachelor's degree in Economics from Cornell University. Her background combines educational leadership with financial expertise, supporting founders in building sustainable and mission-driven school models.

Dr. Lee supported Dr. Miles in the early development of Bellavista by providing feedback on the school's vision, arts-integrated model, and community engagement approach. She also supported early planning conversations related to operational feasibility, governance structure, and authorization readiness. Through this support, Dr. Miles refined Bellavista's mission, clarified program design, and strengthened alignment between academic and operational components.

Bryant Jones also provided early advisory support to Dr. Miles during Bellavista's initial design phase. Mr. Jones brings experience in charter school authorizing, philanthropy, and school startup planning. He has served in leadership roles supporting charter school growth and has worked with organizations focused on expanding access to high-quality schools. Mr. Jones supported Dr. Miles in early conversations related to organizational design, sustainability, and implementation planning. Together, Dr. Lee and Mr. Jones supported Dr. Miles in shaping Bellavista's foundational design and early application development.

Current Founding Support and Launch Advisors

As Bellavista transitions from incubation into launch planning, Dr. Miles is now supported by a team of education leaders providing targeted expertise in school design, leadership development, staffing pipelines, and implementation planning.

Malik Muhammad – STREAM Education Services

Malik Muhammad is supporting Dr. Miles in the areas of expansion planning, leadership development, and educational technology integration. Mr. Muhammad brings experience working with schools and educational organizations to develop operational systems, leadership structures, and scalable implementation models. His work focuses on supporting founders in building strong operational foundations, integrating

technology to support instruction, and developing systems that allow schools to grow sustainably.

Mr. Muhammad is supporting Dr. Miles in building Bellavista's operational framework, including leadership roles, school-wide systems, and implementation timelines. He is also providing guidance on educational technology infrastructure and supporting the development of systems that align with Bellavista's arts-integrated model. His support strengthens Bellavista's readiness for launch and helps ensure the school opens with strong operational clarity and scalable systems.

Dr. Michael Conner – STREAM Education Services

Dr. Michael Conner is supporting Dr. Miles in leadership development and school implementation strategy. His work includes advising on school culture development, leadership coaching structures, and student-centered design aligned to Bellavista's mission. Dr. Conner is supporting Dr. Miles in strengthening Bellavista's leadership model and ensuring alignment between instructional priorities and school-wide expectations.

Dr. Paul Miller – STREAM Education Services

Dr. Paul Miller is supporting Dr. Miles in leadership strategy, school design, and reform planning. Dr. Miller brings experience in educational leadership, school improvement, and leadership development. His work focuses on supporting school leaders in building coherent educational models, strengthening leadership alignment, and designing systems that support strong student outcomes.

Dr. Miller is supporting Dr. Miles in refining Bellavista's school design, strengthening leadership structures, and aligning instructional and operational priorities. His guidance supports the development of a cohesive school model that integrates arts programming, academic rigor, and leadership development. This support strengthens Bellavista's planning-year implementation and launch readiness.

Sebrone O. Johnson – EDceptional

Sebrone O. Johnson, representing EDceptional, is supporting Dr. Miles in developing a strong hiring pipeline and talent recruitment strategy for Bellavista. Mr. Johnson brings experience supporting schools and educational organizations in recruiting mission-

aligned educators and building leadership pipelines. His work focuses on helping new schools identify high-quality candidates, develop hiring systems, and build staff structures aligned to school design.

Mr. Johnson is supporting Dr. Miles in developing Bellavista's staffing strategy, including identifying instructional staff, arts educators, and school leaders aligned to the school's mission. He is also supporting the development of hiring timelines, recruitment strategies, and candidate screening processes. Through this partnership, Bellavista is building a pipeline of educators and leaders prepared to support the school's arts-integrated instructional model.

This partnership strengthens Bellavista's staffing readiness and ensures Dr. Miles has support in recruiting high-quality educators prior to launch.

Dr. Miles serves as the primary author of the application and is responsible for drafting, revising, and finalizing all major sections of the proposal. READY provides structured feedback and technical guidance, but all substantive content, decisions, and representations in the application reflect Dr. Miles's leadership, vision, and accountability as lead applicant.

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

Not applicable:

1. This proposal, or any substantially similar proposal, has not previously been withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location (e.g., the New York State Board of Regents).
2. The applicant is not currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the New York State Board of Regents) or any charter entities in other states.
3. The lead applicant has never had a charter school proposal granted by any charter authorizing entity in any state or location that is no longer in existence.

R-03e - Letters of Justification

R-03e - Letters of Justification

Not applicable.

R-03f – Founding Team Resumes

R-03f – Founding Team Resumes

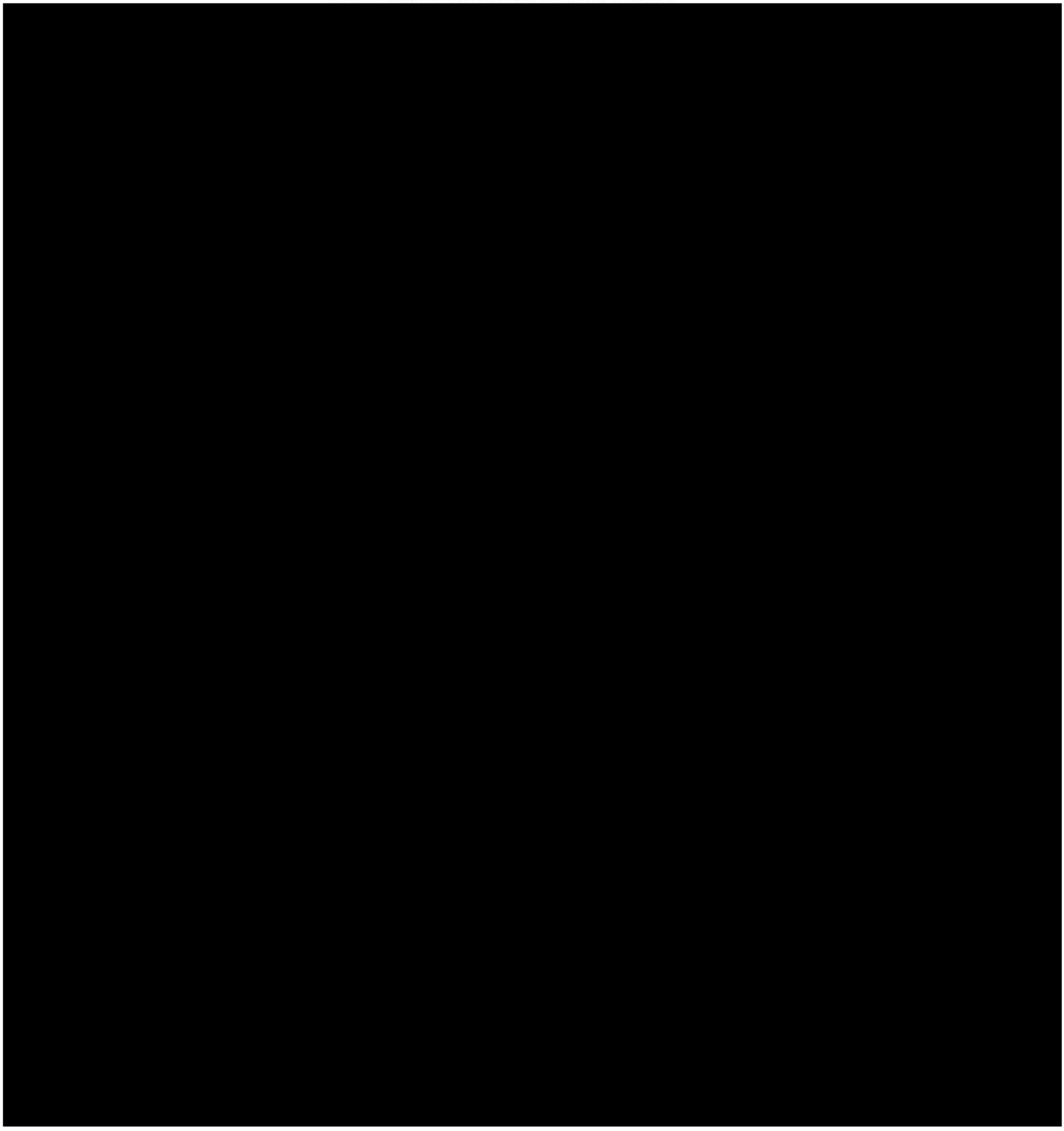
Founding Team Table

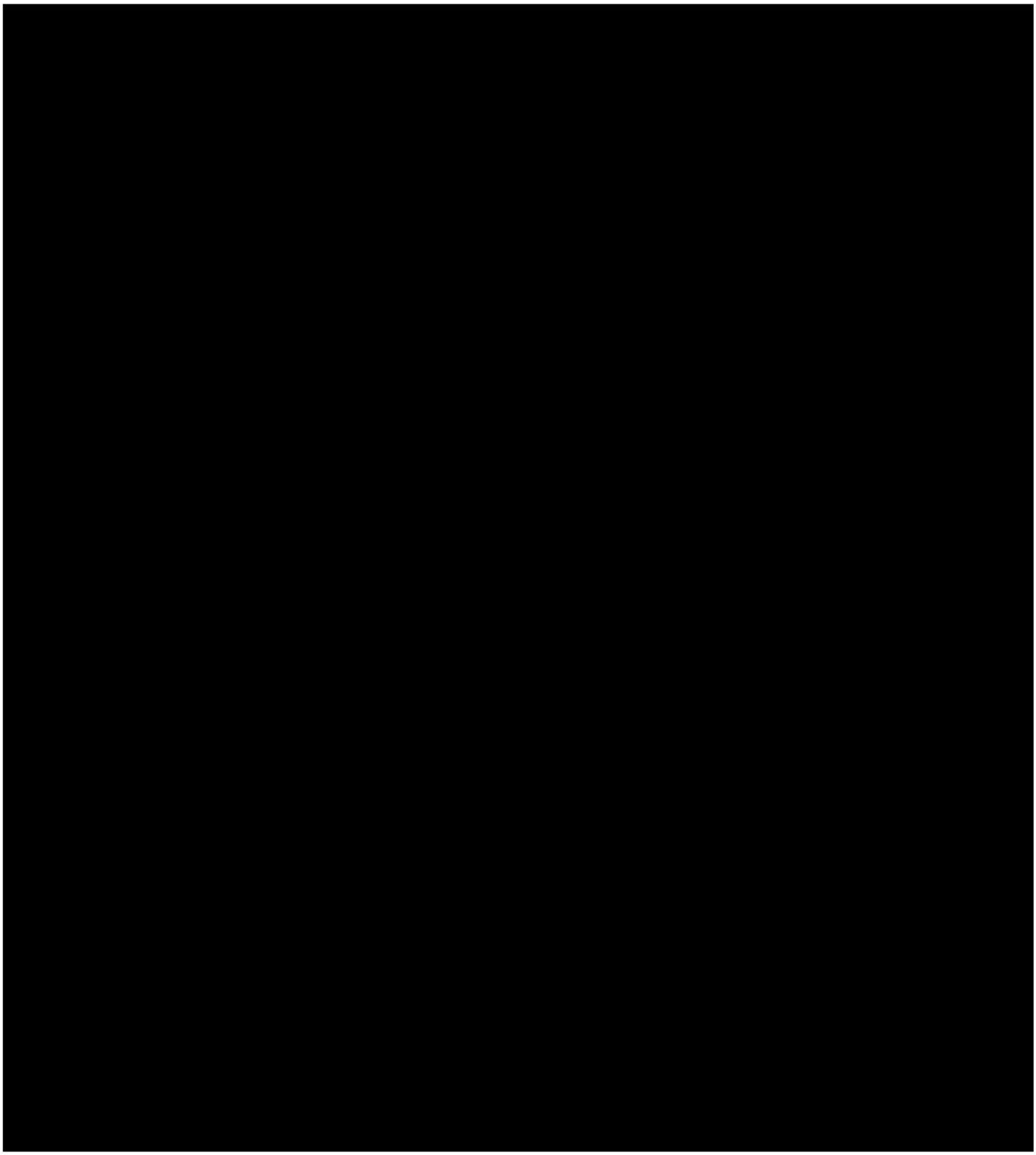
Name	Role	Primary Responsibilities
Dr. Oscia A. Miles	Founder & Chief Executive Officer (CEO)	Visionary leader; primary author of the charter application; responsible for academic model design, strategic planning, school operations, community engagement, partnerships, and overall

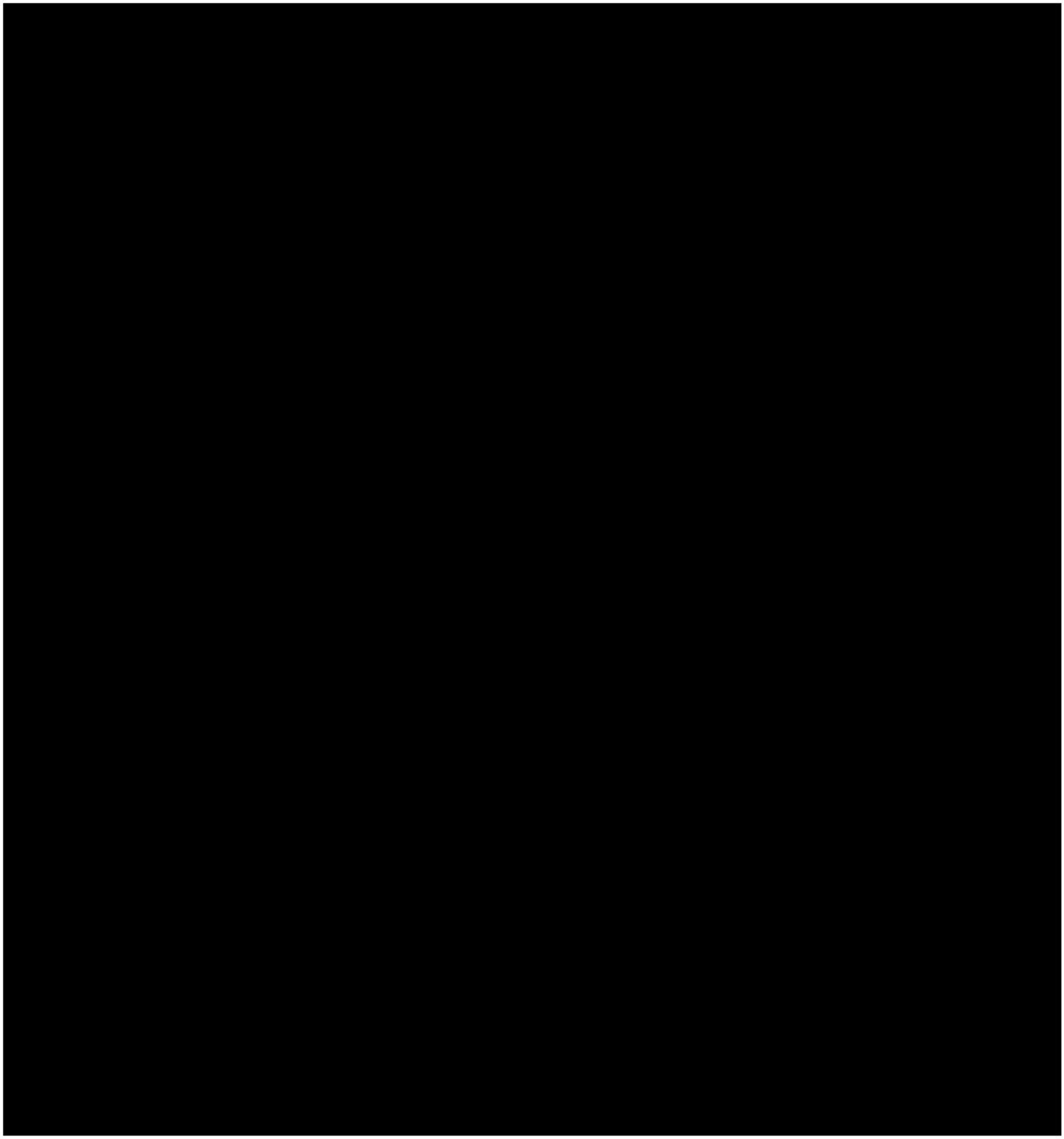
Dr. Oscia A. Miles is an experienced educational leader with over eight years of expertise in school operations, academic systems, and organizational development. She has served in leadership roles within Uncommon Schools in Rochester, New York, where she supported the expansion and launch of Rochester Prep's third middle school campus from 2021 to 2025, representing her second direct experience in building a school. In her role as Director of Operations, Dr. Miles partnered closely with instructional leaders to support rigorous academic programming, including curriculum implementation, data-driven instruction, assessment systems, and teacher development, ensuring strong academic outcomes alongside operational excellence. She has managed budgets exceeding $1 million and contributed to a 30% increase in student enrollment through strategic outreach and community engagement. Dr. Miles holds a Doctorate in Executive Leadership from St. John Fisher University and brings a strong foundation in arts-integrated instruction, which directly informs the academic model of Bellavista School of the Arts. As the sole founding team member and primary author of this proposal, she has led all aspects of the school's design and development and is supported by a committed Board of Trustees who provide strategic guidance toward a successful school launch.

BELLAVISTA
SCHOOL OF THE ARTS

Dr. OSCIA A. MILES Ed.D







R-03g - Disciplinary Status

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

Not applicable.

R-04abc – Community Outreach, Support, and Demand

R-04abc – Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach and Engagement

From the earliest stages of planning Bellavista, we intentionally grounded our outreach and engagement efforts in longstanding relationships within the Rochester community, led by founding school leader Dr. Oscia Miles. Dr. Miles's personal, professional, and artistic roots in Rochester shaped both the vision for Bellavista and the manner in which we approached community engagement: always prioritizing trust, accessibility, and authentic dialogue rather than one-time outreach.

Our community outreach process was designed to inform families and stakeholders of our intent to propose a new public charter school and to solicit meaningful input regarding the educational and programmatic needs of students. Throughout this process, we emphasized transparency, multiple entry points for participation, and clear opportunities for feedback, consistent with New York Education Law §2852(9-a)(b)(ii) and the expectations of the SUNY Charter Schools Institute.

Timely Notice and Community Awareness: We informed the community of our intent to develop a charter school proposal through a combination of digital outreach, in-person engagement, and partnerships with trusted community organizations. We launched the Bellavista website on October 22, 2025, establishing a centralized hub for information about the proposed school, opportunities for engagement, and access to surveys and interest forms. A community flyer describing Bellavista and explicitly inviting feedback was finalized and distributed beginning October 17, 2025, both digitally and in community spaces.

Recognizing that meaningful engagement in Rochester requires physical presence, we prioritized face-to-face outreach. We conducted neighborhood canvassing on November 1 and December 22, 2025, introducing families to the proposed school, answering questions, inviting feedback, and encouraging continued engagement. We also tabled at established community venues, including the Irondequoit Public Library and a school enrollment event hosted by READY, allowing us to connect with families already seeking information about educational options.

Meaningful Opportunities for Community Input: Our outreach strategy intentionally moved beyond one-way information sharing. We created multiple, structured opportunities for community members to influence the proposed school design. We hosted Community Q&A sessions on November 8, 2025; December 13, 2025; and February 14, 2026 to share our

evolving vision, respond to questions, and solicit input on academic priorities, arts integration, school culture, and student support.

We also conducted targeted engagement with specific stakeholder groups from October through December. Parent and family working groups launched on December 13, 2025 provided space for families to co-develop priorities for engagement and programming. Faith-based small-group meetings, facilitated through existing relationships, allowed us to build trust and gather candid feedback from families and community leaders.

Youth voice was incorporated through ongoing focus groups with 5th and 6th grade students at Renaissance Academy Charter School of the Arts, a local arts-focused public charter school serving families likely to be considering secondary school options in the coming years. This engagement reflects a natural community pipeline and allowed us to listen directly to students and families already invested in arts-based education as they plan for grades 7–12. Renaissance Academy's Chief Executive Officer, Dr. Cait Loury, has provided a letter of support for our application and specifically references the value the proposed school would provide for her students by providing "...a meaningful pathway to continue their artistic development while engaging in a rigorous, culturally affirming secondary school experience."

Educators were also meaningfully engaged. On December 10, 2025, we convened a focus group of school leaders, teachers, and school support staff to gather professional input on building a strong and inclusive workforce, instructional priorities, and school culture. In addition, the Bellavista Blueprint event held on November 4, 2025 (led by Dr. Miles in partnership with READY) brought together prospective board members, educators, and community leaders to shape the school's founding vision and governance approach.

Strategies for Soliciting and Incorporating Feedback: We collected community input through in-person conversations, focus groups, Q&A sessions, and a Community Interest Survey available in both online and paper formats. The survey asked respondents whether they would consider enrolling an age-appropriate student, which arts pathways were of greatest interest, and which school priorities mattered most, and included an open-ended prompt inviting families to describe unmet needs or concerns with current school options.

Feedback from all engagement activities was documented and reviewed by the founding team. We identified recurring themes: academic rigor, safe and supportive environments, access to arts programming in secondary grades, career readiness and life skills, and social-emotional supports, and used this input to refine Bellavista's proposed educational program, student supports, and family engagement approach. We also intentionally solicited concerns and opposing viewpoints during outreach events and focus groups to inform clearer communication and continued engagement.

Plans for Sustained Engagement: The outreach conducted during the planning phase directly informed our long-term community engagement strategy. We developed a structured framework for ongoing engagement that includes recurring school-wide events, advisory participation, formal community partnerships, and consistent feedback loops. These structures are designed to ensure that community voice—particularly the voices of families and students—remains central to decision-making once the school opens.

b. Description and Analysis of Community Support

Our outreach efforts have generated documented, substantive community support for Bellavista School of the Arts from a range of stakeholders, including educators, arts leaders, youth-serving professionals, mental health practitioners, parents, and community members. This support reflects confidence in Bellavista's proposed educational model and trust in the leadership of Dr. Oscia Miles, whose longstanding work in Rochester's education and arts communities underpins the school's development.

Letters of support submitted with this application demonstrate alignment between Bellavista's mission and the priorities of organizations and individuals actively serving Rochester's youth and families. Supporters consistently emphasize the need for academically rigorous secondary options that integrate the arts, attend to students' social and emotional development, and reflect the cultural strengths of the community.

Several letters reflect institutional and professional support from arts and education leaders, including a letter from Eastman Community Music School, which affirms the value of Bellavista's arts-integrated approach and its potential to expand access to high-quality music and arts learning opportunities for students in grades 7–12. Additional letters from educators and arts advocates, particularly strong support provided by Renaissance Academy, highlight the importance of sustaining students' artistic engagement beyond elementary school and creating secondary pathways that nurture both academic and creative development.

Support is also evidenced by letters from community-based professionals focused on student well-being and family support, who underscore the importance of Bellavista's emphasis on social-emotional learning, safe and supportive school environments, and whole-child development. These perspectives closely mirror the needs identified by families through surveys and in-person outreach.

Parents and community leaders have likewise submitted letters expressing support for Bellavista as a new public school option that responds to gaps in existing middle and high school offerings. These letters reflect appreciation for the school's inclusive, non-audition-based

arts model and confidence that Bellavista will serve as a positive and culturally affirming presence within the community.

Collectively, the letters demonstrate both breadth and depth of support. Supporters reference Bellavista's proposed grade span, educational design, and leadership rather than generic support for charter schools. Several letters reference prior professional collaboration or community engagement with Dr. Miles, reinforcing that this support is grounded in existing relationships and firsthand knowledge of her work.

We acknowledge that some families remain in an exploratory phase or have noted that current schools are meeting their children's needs. We view this as appropriate given Bellavista's future opening timeline and as an opportunity for continued engagement rather than opposition. To date, no organized opposition to the proposed school has emerged.

Beyond expressions of support, many individuals and groups with whom Bellavista's founders engaged provided feedback and suggestions for ways to enhance the design and effectiveness of the school. We encouraged such feedback, have considered it, and in numerous cases have modified our plans accordingly. For example, through our community engagement, we listened closely to families, educators, and local leaders who emphasized the need for culturally relevant, affirming learning spaces for students. In response to this feedback, Bellavista adopted an Historically Black Colleges and Universities (HBCU)-inspired school culture, intentionally embedding it into our curriculum, school traditions, and daily student experience. This commitment is also reflected in our Graduate Aims, as well as our SEL framework and overall school culture, ensuring students develop a strong sense of identity, belonging, leadership, and purpose alongside academic excellence.

We also received feedback on various other aspects of the Bellavista program. Several individuals suggested that we make sure that the arts program is broad enough to be infused with literacy, technology, and career pathways in the arts. We are carefully considering that feedback and will incorporate it into our thinking as our plans are refined. Please see the "Notes/ Follow Up" field in the chart, below, which characterizes the feedback we received and are considering.

c. Description and Analysis of Student Demand

We collected direct evidence of student demand through our Community Interest Survey and in-person outreach efforts. Survey respondents included families with children across elementary, middle, and high school grade levels, as well as community members expressing interest in Bellavista for future enrollment. Many respondents indicated that they would consider enrolling

an age-appropriate student, while others expressed interest in remaining connected as the school moves toward opening.

Survey responses demonstrate strong interest in Bellavista's proposed arts pathways, including music, visual arts, dance, theater/drama, and digital media and technology arts. Families consistently identified academic rigor, exposure to the arts, career readiness, and social-emotional supports as priorities, suggesting that Bellavista's model addresses unmet needs within existing school options.

Evidence of demand is further supported by engagement with families and students connected to Renaissance Academy Charter School of the Arts. Through student focus groups and family outreach, we engaged families whose children are currently in upper elementary grades and who will soon be making decisions about secondary school options. Although Renaissance Academy does not function as a guaranteed feeder and enrollment at Bellavista will be open and lottery-based, this engagement confirms interest from families already seeking arts-centered educational pathways for grades 7–12.

While Bellavista is not relying on an existing waitlist, the breadth of survey participation, repeated in-person engagement, and consistent alignment between family priorities and the proposed school model provide evidence that sufficient demand exists to meet proposed enrollment targets as the school opens and grows.

Community Engagement Timeline and Feedback Chart

Date	Activity	Goal
Sept 24, 2025	Meeting with Jewish Community Center of Rochester- Dr. Miles	Explore partnership opportunities, arts collaborations, and community access
Oct 15, 2025	Meeting with Eastman Community Music School- Dr. Miles	Build music integration partnership
Oct 17, 2025	Bellavista Flyer Created & Distributed- Bellavista Team:	Increase awareness and interest
Oct 22, 2025	Bellavista Website Launched	Central hub for interest, updates, and survey access
Nov 1 & December 22nd, 2025	Community Canvassing-Bellavista Team	Engage families in person and collect survey feedback

Nov 4, 2025	Bellavista Blueprint Event: Dr. Miles & Dr. Lee	Engage potential board members and advisory committee
Nov 8, 2025	Community Q&A #1 (Online)	Inform community, build trust, and answer questions
Nov 15 2025	Tabling at Irondequoit Library Board Member Nicole McCree	Soliciting feedback from future families and community partners on Bellavista School of the Arts
Dec 10 2025	Bellavista School Leaders, Teachers and School Support Staff Feedback - Bellavista Team Member Jennifer Tomczyn	Engaging future staff members on building a strong school and culture.
Dec 13, 2025	Tabling at School Enrollment Event READY Team	Gather input, co-design strategies, deepen engagement
Dec 13, 2025	Meeting with Rochester Housing Authority: Dr. Miles	Build partnership for family outreach and recruitment
Feb 14, 2026	Community Q&A #3	Maintain transparency and community trust
Ongoing	Focus Groups with Renaissance Academy 5th & 6th Graders: Bellavista Team Ruth Tolbert	Gather student voice to inform program design
Ongoing	Flyer distribution in community spaces & online engagement: Bellavista Team	Maintain consistent outreach and visibility

Ongoing	Advisory Committee Meetings	Maintain ongoing community voice and feedbackMaintain ongoing community voice and feedback to ensure our work remains responsive, inclusive, and aligned with the evolving needs of those we serve.

#	Name	Engagement Met	Profile	Org	Contact Info	Outreach	Date Scheduled	Finished	Notes/Follow Up
	[redacted]	1:1 Interview	Community leaders/ RCSD Superintendent	Rochester City School District	[redacted]	Yes	9/10/25	Yes	[redacted] expressed a strong desire to see literacy infused into all arts areas, ensuring students build strong reading and writing skills alongside creative skills." Unfortunately, she is unable to support
	[redacted]	1:1 Interview	Community leaders/ Vice Principal at Renaissance Academy	Renaissance Academy Charter School of the Arts	[redacted]	Yes	10/18/25	Yes	Expressed excitement about opportunities to participate in planning events and outreach efforts
	[redacted]	1:1 Interview	Families	Family	[redacted]	Yes	10/05/25	Yes	Expressed the need to partner with local organization to provided better quality meals and SEL for students and

4		1:1 Interview	Families	Family	[redacted]	Yes	09/28/25	Yes	Recommended broadening the arts offerings to include digital media, content creation, and technology-based arts to prepare
5		1:1 Interview	Business leaders/ Director of Marketing for Five Star Bank	Keller Williams		Yes	10/17/25	Yes	Multiple stakeholders said the HBCU concept resonates deeply, encouraging the school to integrate cultural celebrations and
6		Focus Group	Community leaders/ Director of College Access	Rochester Educational Foundation		Yes	09/15/25	Yes	Expressed interest in providing services and resources to help launch Bellavista — including space,
7		Focus Group	Community leaders/ Assistant Principal at RCSD Wilson High School	Sigma Gamma Rho		Yes	10/16/25	Yes	Multiple stakeholders said the HBCU concept resonates deeply, encouraging the school to integrate cultural celebrations and
8		1:1 Interview	Community leaders/ RCSD Superintendent	RCSD Superintendent		Yes	10/15/25	Yes	Shared that there is strong community support for Bellavista and a willingness to help amplify its
9		Focus Group	Community leaders/ President of Fairport Canal Days	Fairport Canel		Yes	10/15/25	Yes	Encouraged the inclusion of career pathways in arts and entrepreneurship to help students see

10	[redacted]	1:1 Interview	Business leaders/ Owner of NSP Photography	NSP/ Embolden Photography	[redacted]	Yes	10/11/25	Yes	Shared that there is strong community support for Bellavista and a willingness to help amplify its message. Willing to
11		Focus Group	Rochester Students	Joint Heir Kingdom Ministry Youth		Yes	10/04/25	Yes	Students recommended broadening the arts offerings to include digital media, content creation, and technology-based arts to prepare students for modern industries. Young people shared excitement about marching band, dance, and step
12		1:1 Interview	Community leaders/ Regional Operation Director of Uncommon Schools	Rochester Prep: Uncommon		Yes	10/08/25	Yes	Shared that there is strong community support for Bellavista and a willingness to help amplify its message.
13		1:1 Interview	Community leaders/ HR Director of Rochester Housing Authority	Rochester Housing Authority		Yes	10/03/25	Yes	Voiced that they want Bellavista to be a school that reflects their culture, values, and aspirations — not just an academic institution
14		1:1 Interview	Community leaders/ Boces Director	Boses		Yes	10/03/25	Yes	Requested family literacy programs and after-school tutoring to support students beyond the

15	[redacted]	1:1 Interview	Community leaders/ Director of Operation at READY program	READY	[redacted]	Yes	09/25/25	Yes	Emphasized the importance of locating the school in a neighborhood that is accessible by public transportation and centrally
16		1:1 Interview	Community leaders/ Dean of Students Rochester	Rochester Prep: Uncommon		Yes	09/20/25	Yes	Highlighted that parent voice should remain central to decision-making as
17		1:1 Interview	Community leaders/ Big Brother Big Sister Community Director	Rochester Boys & Girls Club		Yes	09/19/25	Yes	Asked how Bellavista plans to support families through transportation or after-school care to make enrollment
18		Focus Group	Families	Families		Yes	09/13/25	Yes	Requested clear communication on how families can stay informed about decisions, programming, and
19		Focus Group	Families	Families		Yes	09/13/25	Yes	Several participants requested clear communication on how families can stay informed about decisions, programming, and
20		1:1 Interview	Community leaders/ Former Mayor of	Community Leader	email	Yes	11/07/25	Yes	Supported the cause, stressed the importance of having community support.
21		1:1 Interview	Community leaders/ NYS	Senator		Yes	N/A		Sent two emails and no reply

22	[redacted]	1:1 Interview	Community leaders/ CEO of Community Foundation	CEO Community Foundation	email	Yes	11/10/25	Yes	Supported the cause. Thought highly of the idea to create another opportunity for students to express themselves and agrees that from the beginning of the process we should
23		1:1 Interview	Community leaders/ Rochester Council Member	Council member	email	Yes	11/12/25		Sent two emails and no reply
24		1:1 Interview	Community leaders/ NYS Assemblyman	Assembly man	[redacted]	Yes	11/12/25	Yes	He is not in support of charter schools at this moment. He was curious to learn more about my HBCU culture due to his
25		1:1 Interview	Education/ CEO of Renaissance Academy Charter School of the Arts	CEO of Renaissance Academy School of the Arts Charter School	[redacted]	Yes	11/10/25	Yes	[redacted] excited for the potential of her students having a place to go after 6th grade. We are working to partner with families to gain
26		1:1 Interview	Education/ Principal of RCSD School of	Principal of School of the Arts	email	Yes	12/25/11		Sent two emails and no reply
27		1:1 Interview	Community leaders/ Director of Operations for HOPE 585	HOPE 585	[redacted]	Yes	09/15/25	Yes	Emphasized the importance of locating the school in a neighborhood that is accessible by public transportation and centrally

Tabling Events	Contact	Action Steps
Lilac Festival		01/27 - Applied to table waiting for confirmation
Corn Hill Festival		01/28 - Applied and paid to table waiting for
Big Brother/ Big Sister		02/03- Oscia Reach out to Bridgett J. Water to see about tabling event via Text 02/10 - Meeting with BJW about another tabling event on 02/13-Tabled at Youth Skating Event
Down Town library	Chelsea.Arnold@librarywe b.org	02/07- Oscia Reach out to ROC DT Library to table 02/10 - OM followed up with library about tabling 02/10 - OM was provided with a contact to follow up about tabling 02/10 - OM sent intro email to Chelsea to connect about tabling 02/12- OM received a message from CA that tabling is located downstairs and she has
RENACAD	Dr. Cait Loury - CEO RA Hailey Korpi- RA Principal	01/30 - Oscia Reach out to RENACAD Team to talk about gathering surveys from potential students 02/03- Oscia Talk to Hailey on how we will engage students and families 02/09 - OM talked with Hailey and provided her
City of Rochester -Rec Tabling for Summer	Commissioner Shirley Green	01/28 - Sent an email re-introducing myself and requesting a meeting 01/30 - Received an invitation to meet with Dr. Green virtually at the end of February. 02/23/26 - OM spoke with CG and she provided 3 support groups to work with for student and family

Rochester Works	Vitta Tolbert- Carter	01/28 - Spoke with Viatta Tolbert- Carter to get in touch with youth department to initiate a focus group and Table '01/30 - Set up a meeting time with Antwan Williams to talk about partnership & Tabling for Roc Youth Fair. (Rochester Works) 02/09- Oscia and Antwan will meeting to discuss Bellavista and Tabling Opportunities 02/09 OM had coffee with AW about Partnership and exchanged best practices for S.E learning and supports for students. AW will circle back with his

R-04d - Evidence of Outreach

R-04d - Evidence of Outreach

Cover Sheet: Evidence of Community Out Reach

Document Name	Type of Outreach	Date(s)	Description	Page Number
Bellavista Outreach Narrative	Summary	Ongoing	Overview of outreach strategy, community need, and engagement approach	p. 2–7
Community Engagement Timeline	Outreach Log	Sept 2025 – Feb 2026	Timeline of meetings, events, and outreach activities	p. 8–9
Stakeholder Interview & Feedback Log	Community Input	Sept 2025 – Dec 2025	Summary of interviews, focus groups, and stakeholder feedback	p. 10–14
Tabling & Event Outreach Tracker	In-Person Outreach	Jan 2026 – Mar 2026	Documentation of tabling events and community engagement efforts	p. 15–16
Bellavista Flyers	Outreach Materials	Oct 2025 – Ongoing	Flyers distributed in community and at events	p. 17–19
Website & Social Media Screenshots	Digital Outreach	Oct 2025 – Ongoing	Screenshots of website, posts, and digital campaigns	p. 20–21
Community Interest Survey Results	Demand Evidence	Nov 2025 – Feb 2026	Summary of survey responses demonstrating community interest	p. 22–40
Video Outreach Campaign	Digital Engagement	Ongoing	Links and summaries of outreach videos (transcripts/screenshots included)	p. 41
Bellavista Tabling & Canvasing	In- Person Out Reach	Ongoing	Photos of Board members & Bellavista Supports engaging with the community	p. 42

Bellavista Charter School of the Arts Outreach Narrative

Bellavista Charter School of the Arts has implemented a comprehensive and intentional community outreach strategy designed to assess demand, build awareness, gather input, and validate the need for an open-access, arts-integrated middle and high school model in Rochester, New York. This outreach was grounded in a clear understanding of the local educational and socioeconomic context. Rochester City School District serves a student population in which approximately 91% are economically disadvantaged, alongside significant populations of students with disabilities and English Language Learners (New York State Education Department, 2023). Academic outcomes further highlight the need for innovative approaches, with proficiency rates remaining low across core subjects (Empire Center, 2025). Additionally, nearly half of children in Rochester live in poverty, creating increased urgency for school models that foster engagement, belonging, and access to meaningful learning opportunities (The Children's Agenda, 2022).

These conditions underscore the importance of designing a school model that not only improves academic outcomes, but also addresses student engagement, identity development, and access to enrichment opportunities. Bellavista's outreach efforts were therefore structured to determine whether families were actively seeking a school that integrates arts, culture, and rigorous academics in a more accessible and engaging format. The outreach strategy combined quantitative data collection with qualitative feedback to ensure that the proposed school reflects the needs, priorities, and lived experiences of the Rochester community.

Bellavista's community interest survey serves as a primary indicator of demand, generating over 150 completed responses from families and community members within the proposed service area. Analysis of this data demonstrates a high level of sustained interest and alignment with the proposed school model. More than 95% of respondents indicated that they would like to receive additional information about Bellavista, reflecting not only initial awareness but a strong desire for continued engagement and potential enrollment. Survey responses further indicate that families are specifically interested in an arts-integrated approach. All respondents identified at least one arts-based discipline—such as music, dance, visual arts, theater, or digital media—as important to their child's development, with digital media and technology-based arts emerging as one of the most frequently selected areas.

In addition to arts programming, families consistently prioritized academic rigor, college preparation, safe and supportive school environments, career readiness, and social-emotional learning. Open-ended survey responses provided deeper insight into these priorities, with families expressing concerns about limited access to arts programming, lack of cultural representation, insufficient academic challenge, and gaps in social-emotional support within current school options. Many respondents also emphasized the importance of preparing students for real-world experiences and ensuring that schools provide both academic and life skills development.

The consistency across both quantitative and qualitative survey data demonstrates that Bellavista is responding directly to clearly articulated community needs. The alignment between family priorities and Bellavista's proposed model suggests that demand is not only present, but specifically targeted toward the type of school Bellavista seeks to establish.

Bellavista's digital outreach strategy further demonstrates measurable awareness and engagement. Through the launch of its website in October 2025 and the development of active social media platforms, Bellavista established a digital presence that reached over 200 hundred community members across Rochester and Monroe County. Social media engagement, including followers, interactions, and content sharing, reflects growing visibility and interest in the school. More importantly, digital outreach resulted in action. Families who engaged with Bellavista online frequently proceeded to complete surveys, attend information sessions, or request additional information, indicating a clear progression from awareness to active interest.

A key component of this strategy was the April rollout of Bellavista's video campaign, which included multiple videos focused on community voice, belonging, and the importance of arts education. These videos were intentionally designed to reflect feedback gathered during earlier outreach efforts, reinforcing authenticity and responsiveness to community input. Following the release of these videos, Bellavista observed increased engagement across digital platforms, including higher interaction rates and increased participation in outreach activities. This pattern demonstrates that Bellavista's digital strategy is not only reaching families, but effectively motivating them to engage with and invest in the proposed school model.

In addition to digital outreach, Bellavista conducted in-person and live virtual engagement opportunities to deepen community connection and gather more nuanced feedback. Community Q&A sessions, both virtual and in-person, consistently engaged between five and ten participants per session. While these sessions were smaller in size, they were intentionally designed to foster meaningful dialogue, allowing families to ask questions, share experiences, and provide detailed feedback. These sessions provided critical qualitative insights, with participants expressing a strong desire for schools that balance academic rigor with creativity, prioritize student identity and belonging, and offer opportunities for leadership and performance-based learning.

Bellavista also participated in tabling events and community-based outreach efforts, resulting in dozens of direct interactions with families across Rochester. These engagements ensured that outreach efforts were accessible to families who may not engage through digital platforms, while also increasing visibility within the community. The combination of small-group engagement and broader in-person outreach demonstrates Bellavista's ability to build both trust and awareness, which are essential components of successful school development and enrollment.

In addition to family engagement, Bellavista conducted extensive stakeholder outreach, engaging more than 25 individuals through interviews and focus groups. These stakeholders included educators, community leaders, nonprofit organizations, business leaders, and elected officials. Feedback from these stakeholders consistently supported the expansion of arts education and emphasized the importance of culturally responsive programming, literacy integration, and student leadership development. Several stakeholders expressed interest in future partnerships, including opportunities to support programming, provide resources, and collaborate on community engagement efforts.

Bellavista also documented the outcomes of outreach efforts that did not result in support. Multiple attempts to engage elected officials did not receive responses, and at least one stakeholder expressed opposition to charter schools while remaining open to discussion about Bellavista's model. This level of transparency demonstrates that Bellavista's outreach process was comprehensive and reflective of a full range of community perspectives.

Across all outreach strategies, Bellavista engaged over 300 community members through surveys, in-person events, stakeholder interviews, and small-group sessions. From this engagement, more than 150 individuals expressed direct interest in the school, including families who completed surveys, requested follow-up information, or participated in continued outreach efforts. This conversion from engagement to expressed interest demonstrates not only broad awareness, but meaningful demand for the proposed school model.

The findings from Bellavista's outreach efforts are further supported by research. Studies have shown that students who experience a strong sense of belonging are more likely to demonstrate academic engagement, persistence, and positive social-emotional outcomes (Institute of Education Sciences, 2023). Additionally, access to arts education has been linked to improved academic performance, increased student motivation, and stronger social development, particularly for students in historically underserved communities (Bowen & Kisida, 2019). In a city like Rochester, where economic challenges and limited access to enrichment opportunities intersect, the integration of arts, culture, and rigorous academics represents a research-based approach to improving student outcomes.

Bellavista's outreach efforts provide clear, consistent, and measurable evidence of community demand for an open-access, arts-integrated middle and high school in Rochester. Through more than 100 survey responses, sustained digital engagement, direct interaction with dozens of families, and engagement with over 25 stakeholders, Bellavista has demonstrated that the proposed school is both wanted and needed within the community.

The consistency of feedback across outreach methods—including surveys, interviews, focus groups, and community events—demonstrates strong alignment between family needs and

Bellavista's design. Families are not only seeking additional school options, but specifically expressing interest in a model that integrates arts, academic rigor, cultural identity, and student-centered learning. Taken together, these findings confirm that Bellavista is not creating demand, but responding to an existing and clearly articulated need within the Rochester community. The depth of engagement, combined with measurable indicators of interest, positions Bellavista as a school that is both community-informed and community-supported, with a strong foundation for enrollment and long-term success.

COMMUNITY ENGAGEMENT & FEEDBACK PROCESS

Bellavista School of the Arts informed the community of the intent to develop a school proposal in a timely fashion, including how to provide comment. Early in the planning process, outreach efforts were conducted through community conversations, surveys, and engagement opportunities that allowed families, students, educators, and community members to learn about the proposed school and provide input. These efforts included direct communication with families, distribution of interest surveys, and opportunities to share feedback through both informal and structured channels.

The community had meaningful opportunities for input on the proposal. Feedback was intentionally gathered from a diverse group of stakeholders, including families, students, educators, and community-based organizations. In particular, targeted engagement with prospective students, especially those in grades 5 and 6 at Renaissance Academy Charter School of the Arts, provided critical insight into student preferences, interests, and educational needs. Additionally, a community focus group created space for deeper dialogue, where participants shared perspectives on programming, school culture, and community priorities.

There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school and the educational needs of students. Initially, Bellavista School of the Arts was designed as an arts-integrated, open-access school focused primarily on traditional arts programming. However, through community feedback, the model evolved significantly to better reflect the identities, interests, and aspirations of the students it intends to serve.

One of the most impactful areas of feedback centered on student identity and cultural representation. In response, Bellavista adopted an HBCU-inspired cultural framework to support social-emotional learning, community engagement, and student development. This shift ensures that students, particularly those from historically marginalized backgrounds, are able to see

themselves reflected in the school environment, while also providing all students with the opportunity to learn about and engage with HBCU culture in meaningful ways.

Additionally, direct feedback from students emphasized strong interest in contemporary arts programming, including digital media, social media content creation, vlogging, gaming, dance, and marching band experiences. This input had a significant impact on the development of the school's curriculum and program design, expanding the definition of arts integration to include both traditional and modern artistic pathways. As a result, Bellavista's educational model now reflects a more comprehensive, relevant, and engaging approach to arts education that aligns with student interests and future career opportunities.

The incorporation of this feedback also influenced how Bellavista continued to engage with the community. Following these adjustments, the updated model was shared with stakeholders, resulting in positive feedback and increased interest. Bellavista further deepened community engagement by exploring partnerships with organizations connected to HBCU culture, including Divine Nine organizations, to strengthen cultural programming, mentorship opportunities, and community connection.

Educators and school leaders also had opportunities to contribute to the planning and design of the school. Feedback from current and former educators—including those with experience in arts-integrated schools and charter school environments—helped inform the development of academic programming, school culture systems, and operational design. Additionally, collaboration with Renaissance Academy Charter School of the Arts provided valuable insight into student readiness, program alignment, and transition planning for incoming students.

If approved, Bellavista School of the Arts will continue to meaningfully engage with families and the broader community to establish and sustain strong, ongoing partnerships. Bellavista will implement regular family engagement opportunities, ongoing feedback cycles through surveys and forums, and structured partnerships with community organizations to ensure that the school remains responsive to the needs of its students and families. This commitment to continuous engagement will ensure that Bellavista not only launches with strong community support, but also sustains a dynamic, responsive, and community-centered educational environment over time.

Table 1

Community Engagement Timeline and Feedback Chart

Date	Activity	Goal
Sept 24, 2025	Meeting with Jewish Community Center of Rochester- Dr. Miles	Explore partnership opportunities, arts collaborations, and community access
Oct 15, 2025	Meeting with Eastman Community Music School- Dr. Miles	Build music integration partnership
Oct 17, 2025	Bellavista Flyer Created & Distributed- Bellavista Team:	Increase awareness and interest
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Dec 10 2025	Bellavista School Leaders, Teachers and School Support Staff Feedback - Bellavista Team Member Jennifer Tomczyn	Engaging future staff members on building a strong school and culture.
Dec 13, 2025	Tabling at School Enrollment Event READY Team	Gather input, co-design strategies, deepen engagement
Dec 13, 2025	Meeting with Rochester Housing Authority: Dr. Miles	Build partnership for family outreach and recruitment

Feb 14, 2026	Community Q&A #3	Maintain transparency and community trust
Ongoing	Focus Groups with Renaissance Academy 5th & 6th Graders: Bellavista Team Ruth Tolbert	Gather student voice to inform program design
Ongoing	Flyer distribution in community spaces & online engagement: Bellavista Team	Maintain consistent outreach and visibility
Ongoing	Advisory Committee Meeting	Maintain ongoing community voice and feedbackMaintain ongoing community voice and feedback to ensure our work remains responsive, inclusive, and aligned with the evolving needs of those we serve.

Table 2

Stakeholder Interviews & feedback Log

Name	Engagement	Profile	Org	Contact	Outreach	Date Schedule	Notes/Follow Up

[redacted]	1:1 Interview	Community leaders/ RCSD Superintendent	Rochester City School District	[redacted]	Yes	9/10/25	[redacted] expressed a strong desire to see literacy infused into all arts areas, ensuring students build strong reading and writing skills alongside creative skills." Unfortunately, she is unable to support Bellavist due to her position at
	1:1 Interview	Community leaders/ Vice Principal at Renaissa	Renaissance Academy Charter School of the Arts		Yes	10/18/25	Expressed excitement about opportunities to participate in planning events and outreach efforts before the school opens
	1:1 Interview	Families	Family		Yes	10/05/25	Expressed the need to partner with local organization to provided better quality meals and
	1:1 Interview	Families	Family		Yes	09/28/25	Recommended broadening the arts offerings to include digital media, content creation, and technology-based arts to prepare students for modern
	1:1 Interview	Business leaders/ Director of Marketing for Five Star Bank	Keller Williams	[redacted]	Yes	10/17/25	Multiple stakeholders said the HBCU concept resonates deeply, encouraging the school to integrate cultural celebrations and traditions
	Focus Group	Community leaders/ Director of College Access	Rochester Educational Foundation		Yes	09/15/25	Expressed interest in providing services and resources to help launch Bellavista — including space, volunteer time, and
	Focus Group	Community leaders/ Assistant Principal at RCSD Wilson High	Sigma Gamma Rho		Yes	10/16/25	Multiple stakeholders said the HBCU concept resonates deeply, encouraging the school to integrate cultural celebrations and traditions year-round

[redacted]	1:1 Interview	Community leaders/ RCSD Superintendent	RCSD Superintendent	[redacted]	Yes	10/15/25	Shared that there is strong community support for Bellavista and a willingness to help amplify its message.
	Focus Group	Community leaders/ President of Fairport Canal	Fairport Canel		Yes	10/15/25	Encouraged the inclusion of career pathways in arts and entrepreneurship to help students see tangible futures after graduation
	1:1 Interview	Business leaders/ Owner of NSP Photography	NSP/ Embolden Photography		Yes	10/11/25	Shared that there is strong community support for Bellavista and a willingness to help amplify its message. Willing to support in any capacity
	Focus Group	Rochester Students	Joint Heir Kingdom Ministry Youth		Yes	10/04/25	Students recommended broadening the arts offerings to include digital media, content creation, and technology-based arts to prepare students for modern industries. Young people shared excitement about marching band, dance, and step team programs and encouraged leadership to
	1:1 Interview	Community leaders/ Regional Operation Director of Uncommon Schools	Rochester Prep: Uncommon		Yes	10/08/25	Shared that there is strong community support for Bellavista and a willingness to help amplify its message.
	1:1 Interview	Community leaders/ HR Director of Rochester Housing	Rochester Housing Authority		Yes	10/03/25	Voiced that they want Bellavista to be a school that reflects their culture, values, and aspirations — not just an academic institution

[redacted]	1:1 Interview	Community leaders/ Boces Director	Boses	[redacted]	Yes	10/03/25	Requested family literacy programs and after-school tutoring to support students beyond the school day
	1:1 Interview	Community leaders/ Director of Operation at READY program	READY		Yes	09/25/25	Emphasized the importance of locating the school in a neighborhood that is accessible by public transportation and centrally connected to Rochester
	1:1 Interview	Community leaders/ Dean of Students Rochester Prep	Rochester Prep: Uncommon		Yes	09/20/25	Highlighted that parent voice should remain central to decision-making as the school expands
	1:1 Interview	Community leaders/ Big Brother Big Sister Communit	Rochester Boys & Girls Club		Yes	09/19/25	Asked how Bellavista plans to support families through transportation or after-school care to make enrollment more accessible
	Focus Group	Families	Families		Yes	09/13/25	Requested clear communication on how families can stay informed about decisions, programming, and student
	Focus Group	Families	Families		Yes	09/13/25	Several participants requested clear communication on how families can stay informed about decisions,
	1:1 Interview	Community leaders/ Former Mayor of Rochester	Community Leader	email	Yes	11/07/25	Supported the cause, stressed the importance of having community support.
	1:1 Interview	Community leaders/ NYS Senator	Senator		Yes	N/A	Sent two emails and no reply

[redacted]	1:1 Interview	Community leaders/ CEO of Community Foundation	CEO Community Foundation	email	Yes	11/10/25	Supported the cause. Thought highly of the idea to create another opportunity for students to express themselves and agrees that from the beginning of the process we should include families
	1:1 Interview	Community leaders/ Rochester Council Member	Council member	email	Yes	11/12/25	Sent two emails and no reply
	1:1 Interview	Community leaders/ NYS Assembly man	Assemblyman	[redacted]	Yes	11/12/25	He is not in support of charter schools at this moment. He was curious to learn more about my HBCU culture due to his
	1:1 Interview	Education / CEO of Renaissance Academy Charter School of	CEO of Renaissance Academy School of the Arts Charter School	[redacted]	Yes	11/10/25	Dr. Loury is excited for the potential of her students having a place to go after 6th grade. We are working to partner with families to gain more support and future programming.
	1:1 Interview	Education / Principal of RCSD School of	Principal of School of the Arts	email	Yes	12/25/11	Sent two emails and no reply
	:1 Interview	Community leaders/ Director of Operations for HOPE	HOPE 585	[redacted]	Yes	09/15/25	Emphasized the importance of locating the school in a neighborhood that is accessible by public transportation and centrally connected to Rochester

Table 3

Tabling & Event Outreach Tracker

Tabling Events	Contact	Action Steps
EDceptional Hiring		01/15- Tabled to let community know about
Rochester Educational		02/12- Tabled to let community know about Bellavista
Big Brother/ Big Sister		02/03- Oscia Reach out to Bridgett J. Water to see about tabling event via Text 02/10 - Meeting with BJW about another tabling event on 02/13-Tabled at Youth

Down Town library	Chelsea.Arnold@libraryweb.org	02/07- Oscia Reach out to ROC DT Library to table 02/10 - OM followed up with library about tabling 02/10 - OM was provided with a contact to follow up about tabling 02/10 - OM sent intro email to Chelsea to connect about tabling 02/12- OM received a message from CA that
RENACAD	Dr. Cait Loury - CEO RA Hailey Korpi- RA Principal	01/30 - Oscia Reach out to RENACAD Team to talk about gathering surveys from potential students 02/03- Oscia Talk to Hailey on how we will engage students and families 02/09 - OM talked with Hailey and provided
City of Rochester -Rec Tabling for Summer	Commissioner Shirley Green	01/28 - Sent an email re-introducing myself and requesting a meeting 01/30 - Received an invitation to meet with Dr. Green virtually at the end of February. 02/23/26 - OM spoke with CG and she provided 3 support groups to work with for student and family focus groups
Rochester Works	Vitta Tolbert- Carter	01/28 - Spoke with Viatta Tolbert- Carter to get in touch with youth department to initiate a focus group and Table '01/30 - Set up a meeting time with Antwan Williams to talk about partnership & Tabling for Roc Youth Fair. (Rochester Works) 02/09- Oscia and Antwan will meeting to discuss Bellavista and Tabling Opportunities 02/09 OM had coffee with AW about Partnership and exchanged best practices for S.E learning and supports for students. AW will circle back with his team to find an

Figure 1.1

Divine Nine Virtual Listening Session

Figure 1.2

Bellavista Outreach with Divine Nine Engagement and Feedback

Figure 1.3
Bellavista Community Feedback

Figure 1.4
Instagram Followers

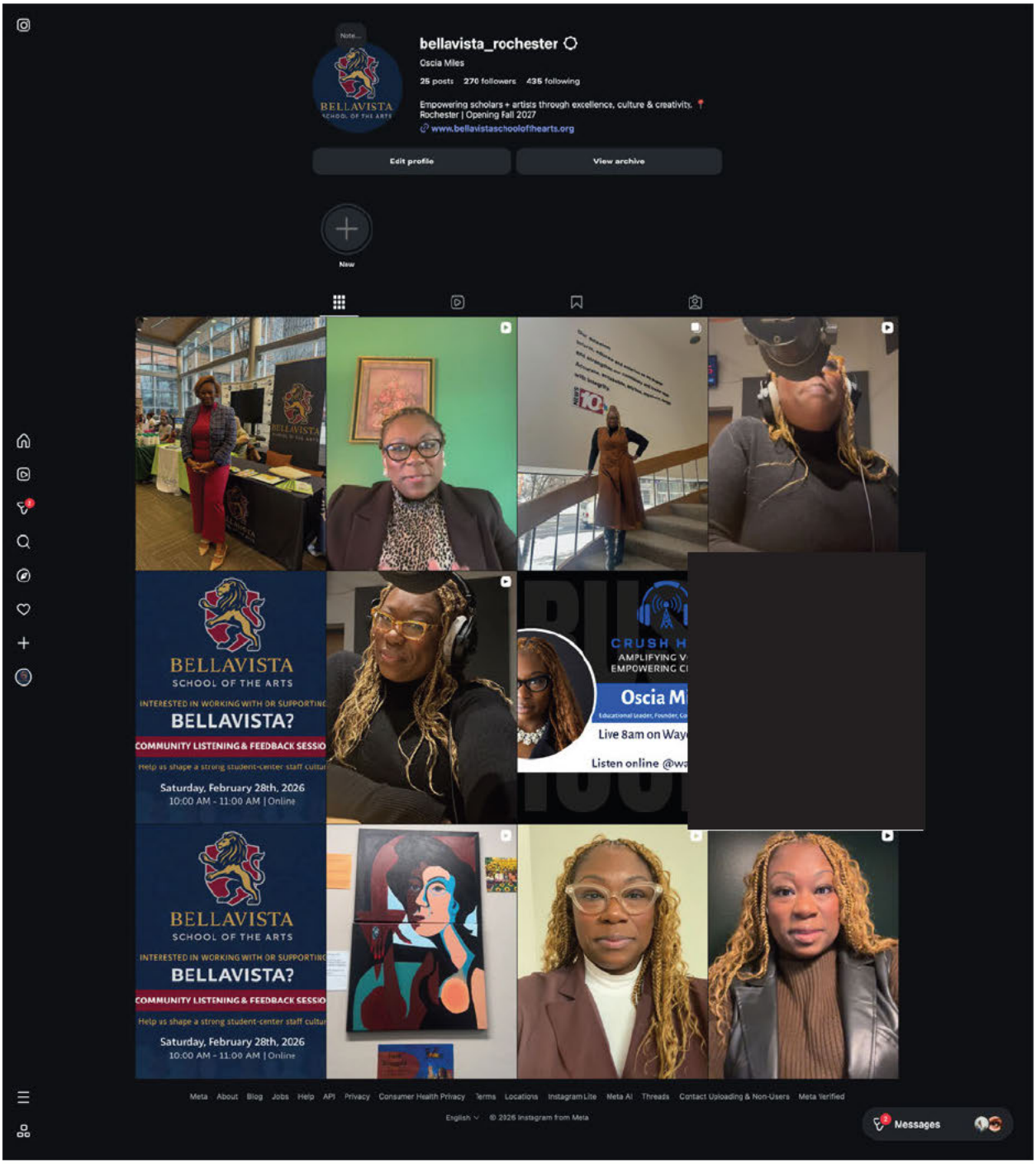


Figure 1.5
Facebook Account

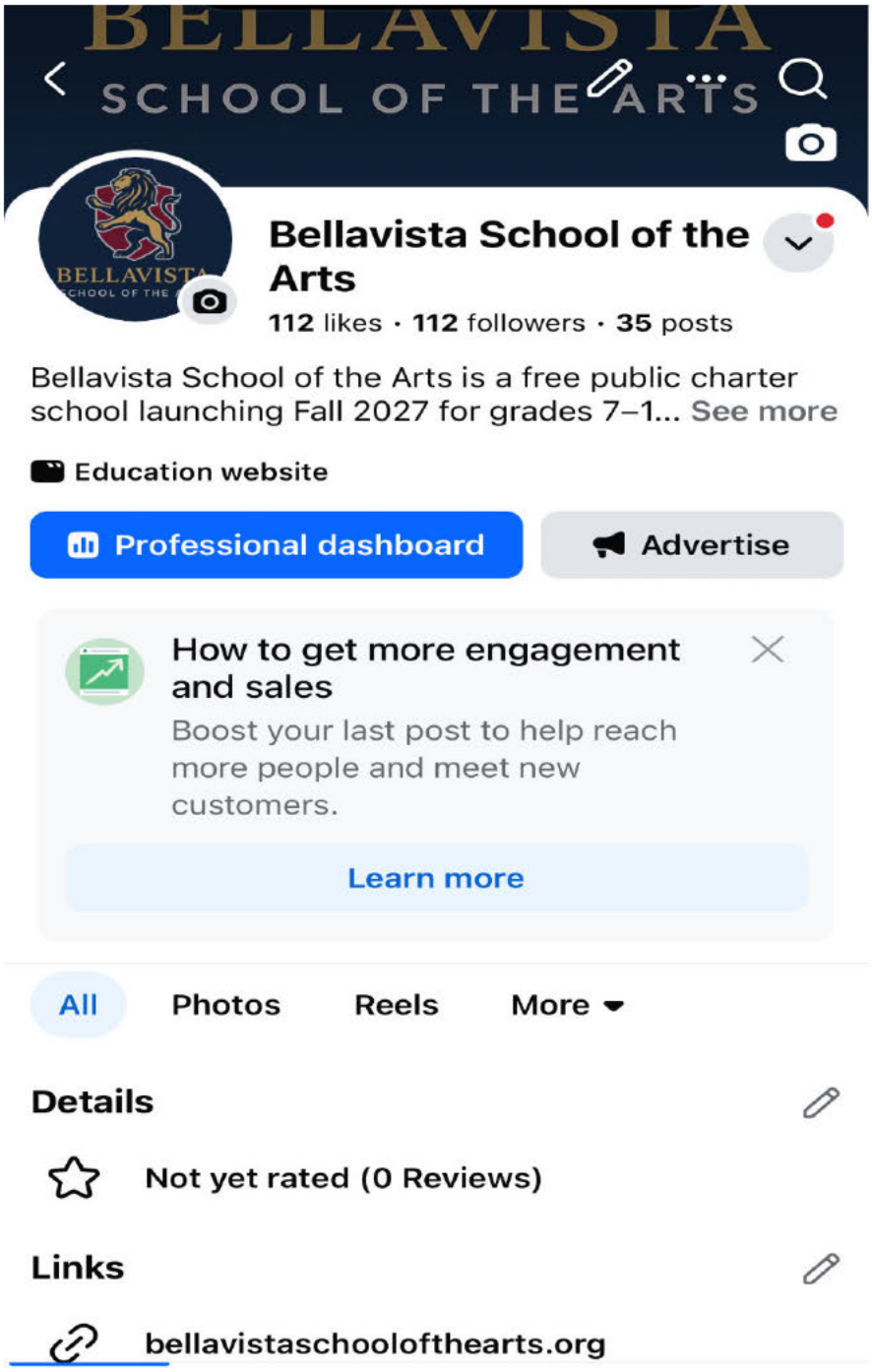


Table 4

Community Interest Surveys

Which areas of the arts are most important for your child's development? (Select up to 3)	What are your top priorities for your child's education? (Select up to 3)	What challenges do you feel current schools in Rochester are not addressing for your child?	Would you be interested in receiving more information or updates about Bellavista School of the	Contact Information: Email	Does your child enjoy expressing themselves through the arts?	Which art form excites them the most?	3. What would make school more exciting and meaningful for you?
Music	Emotional	None	No	[redacted]	Yes	Dance	Dance class
- Dance, - Digital Media/Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills	Academic and life preparedness	Yes		Yes	Digital Arts/ Media	Emotional and Mental Safety
Music, - Digital Media/Technology Arts	- Academic rigor/college prep, - Career readiness & life skills	Teaching the kids how to be respectful	Yes		Yes	Music	Play therapy, prayer, engaging mentors and community elders
Music, - Theater/ Drama, - Dance, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Expression and Higher Academics	Yes		Yes	Digital Arts/ Media	Respecting their community
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Exposure to arts and creative outlets	Lack of parent involvement	Yes		Yes	Visual Arts	More African-American studies with the arts
- Digital Media/ Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Emotional Wellbeing	Yes		Yes	Digital Arts/ Media	Getting students ready for college
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources	SEL	Yes		Yes	Dance	Being seen and heard
Music	- Academic rigor/college prep	No control if the classroom	Yes		Yes	Digital Arts/ Media	More African-American studies with the arts
Music, - Dance	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills	Life skills	Yes		Yes	Music	Strong academics.
Music, - Dance, - Digital Media/ Technology Arts	- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources	Currently needs are being met.	Yes		Yes	Digital Arts/ Media	Ensuring my child is prepared for the real world!

Music, - Theater/ Drama	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills	Lack of resources and specific cultural connectedness	Yes	[redacted]	Yes	Digital Arts/ Media	Social and Emotional Support
- Digital Media/ Technology Arts	- Academic rigor/college prep	Parental involvement	Yes		Yes	Dance	Ensuring my child is prepared for the real world!
Music, - Theater/ Drama, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Exposure to arts and creative outlets, - Career readiness & life skills	Academic rigor I don't believe she's being challenged academically	Yes		Yes	Music	I want my child challenged academically
Music, - Digital Media/Technology Arts	- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources	Mental safety	Yes		Yes	Digital Arts/ Media	Every child is seen
Music, - Theater/ Drama, - Visual Arts (painting, drawing, design)	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Expressing her creativity	Yes		Yes	Digital Arts/ Media	Social and Emotional Support
Music, - Dance, - Visual Arts (painting, drawing, design)	- Safe, supportive environment, - Exposure to arts and creative outlets, - Social/ emotional support & mental health resources	At their current level and school their needs are being met but as they get older my concerns are around their social emotional well being as neurodivergent children and meeting those needs while	Yes		Yes	Visual Arts	More African-American studies with the arts
Music, - Theater/ Drama, - Dance	- Academic rigor/college prep, - Exposure to arts and creative outlets, - Career readiness & life skills	Social and emotional skill development	Yes		Yes	Dance	A variety of technology, science and sports.
Music, - Dance, - Digital Media/ Technology Arts	- Safe, supportive environment, - Exposure to arts and creative outlets, - Social/ emotional support & mental health resources	SPED, mental/ social health, academic rigor, career readiness	Yes		No	Music	More African-American studies with the arts

- Theater/Drama, - Dance, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills*	*Current schools are addressing my child needs*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*Building skills for the world today .*
Music, - Theater/ Drama, - Dance, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Emotional support and individualize curriculum*	*Yes*		*Yes*	*Music*	*A safe space to learn and grow*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Exposure to arts and creative outlets*	*Social skills, enrichment*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
- Theater/Drama, - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than preferred.*	*Yes*		*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Lack of resources*	*Yes*		*Yes*	*Dance*	*Witnessing my child have access to artistic exploration and discipline, while being academically challenged.*

Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Exposure to arts and creative outlets	My child is fortunate to attend a wonderful elementary school in the district—School No. 15. However, I have growing concerns about the middle and high schools within the district. Many of our students are struggling academically and lack access to the resources they need to succeed. While my daughter is currently in a strong learning environment, I worry about the opportunities and support available to her in grades 7 through 12. I'm even considering taking on a second job to afford private school if	Yes	[redacted]	Yes	Visual Arts	More African-American studies with the arts
Music, - Theater/ Drama	- Academic rigor/college prep, - Safe, supportive environment, - Social/ emotional support & mental health resources	Social Emotional development	Yes		Yes	Digital Arts/ Media	Offer more arts
- Digital Media/ Technology Arts	- Safe, supportive environment, - Career readiness & life skills	Career exploration and readiness, as well as life/ success skills	Yes		Yes	Digital Arts/ Media	Ensuring my child is prepared for the real world!
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Exposure to arts and creative outlets	They're not incorporating Arts and necessary life skills into curriculum.	Yes		Yes	Music	A variety of technology, science and sports.
- Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills and mental health resources	Yes		Yes	Digital Arts/ Media	A school that utilizes the community school model.
- Visual Arts (painting, drawing, design)	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills	Safety issues	Yes		Yes	- Visual Arts	Ensuring my child safety
- Theater/Drama, - Dance	- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources	Exposure to arts	Yes		Yes	- Dance	Creativity

Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes	[redacted]	Yes	Music	More African-American studies with the arts
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Academic and life preparedness	Yes		Yes	Digital Arts/ Media	More collaboration with staff and for students to share/implement their ideas
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	A variety of technology, science and sports.
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		No	Dance	More tech based curriculum
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Social emotional learning support, academic rigor, and less access to opportunities/ exploration than	Yes		Yes	Digital Arts/ Media	Social and Emotional Support
- Dance, - Digital Media/Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Music	Kids often ask - when will I ever use thids in real life?... School would be more interesting to students if they had numerous opportunities to see/experience/gain mentorship on how the things they learn in school provide meaningful context and
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Academic and life preparedness	Yes		Yes	Digital Arts/ Media	N/A
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	African studies

- Dance, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Visual Arts*	*More African-American studies with the arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Music*	*Building student identity and belonging*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Dance*	*Resources that meet the diverse needs of students.*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Making sure scholars are well rounded academically and extra curricular*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*According to my daughter an environment where she can be more expressive artistically.*
- Dance, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Offer more arts*

- Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*Representation*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*More arts please!*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Social and Emotional Support*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Visual Arts*	*A variety of technology, science and sports.*
- Digital Media/ Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Music*	*Helping kids understand what it means to experience life as opposed to just existing in it.*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Social and Emotional Support*

Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Dance*	*Opportunities for fun and joy in learning.*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Offer more arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Digital Arts/ Media*	*Social and Emotional Support*
- Dance, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Music*	*Offer more arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*More African-American studies with the arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*Offer more arts*
Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*Offer more arts*

Music, - Visual Arts (painting, drawing, design), - Digital Media/ Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*Social and Emotional Support*
- Dance, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Safe, supportive environment, - Career readiness & life skills, - Social/emotional support & mental health resources*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Dance*	*Offer more arts*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Ensuring my child is prepared for the real world!*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*We want students to understand real life events and how to navigate it.*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*A variety of technology, science and sports.*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Music*	*Ensuring my child is prepared for the real world!*
Music, - Dance	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Being outstanding citizens prepared for life*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*.N/A*

Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*	[redacted]	*Yes*	*Music*	*Social and Emotional Support*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*N/A*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*Dance class*
Music, - Dance	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Digital Arts/ Media*	*Emotional and Mental Safety*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Play therapy, prayer, engaging mentors and community elders*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*Preparing for life*
Music, - Theater/ Drama, - Dance	*- Academic rigor/college prep*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Digital Arts/ Media*	*Understanding their community*
Music, - Theater/ Drama, - Dance	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*Being seen and heard*

Music, - Digital Media/Technology Arts	*- Academic rigor/college prep, - Exposure to arts and creative outlets, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Dance*	*More African-American studies with the arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Holding a higher standard for education, students, staff*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*Ensuring my child is prepared for the real world!*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Social and Emotional Support*
Music, - Theater/ Drama, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*N/A*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*A sense of belonging*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*College ready*

Music, - Digital Media/Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Music*	*Social and Emotional Support*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*A variety of technology, science and sports.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*College and Career ready*
Music, - Theater/ Drama, - Dance	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Digital Arts/ Media*	*A safe space for students to learn and grow*
Music, - Digital Media/Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*More African-American studies with the arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*A variety of technology, science and sports.*

Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*Witnessing my child have access to artistic exploration and discipline, while being academically challenged.*
Music, - Theater/ Drama, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*More African-American studies with the arts*
Music, - Dance	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*Offer more arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*Ensuring my child is prepared for the real world!*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*A school that utilizes the community school model.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Dance	*- Academic rigor/college prep*	*Life skills*	*Yes*		*Yes*	*Dance*	*More collaboration with staff and for students to share/implement their ideas*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*

Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*es*	*Music*	*More tech based curriculum*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*es*	*Digital Arts/ Media*	*Social and Emotional Support*
Music, - Theater/ Drama, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*es*	*Digital Arts/ Media*	*Kids often ask - when will I ever use this in real life?... School would be more interesting to students if they had numerous opportunities to see/experience/gain mentorship on how the things they learn in school provide meaningful context and*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep*	*Social emotional learning support, academic rigor, and less access to opportunities/*	*Yes*		*es*	*Dance*	*N/A*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*es*	*Music*	*N/A*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*es*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Theater/ Drama, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*es*	*Digital Arts/ Media*	*A variety of technology, science and sports.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*es*	*Visual Arts*	*Contemporary arts is needed*

Music, - Theater/ Drama, - Dance	- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes	[redacted]	Yes	Dance	A variety of technology, science and sports.
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		No	Music	Resources that meet the diverse needs of students.
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	Making sure scholars are well rounded academically and extra curricular
Music, - Digital Media/Technology Arts	- Academic rigor/college prep	Life skills	Yes		Yes	Music	According to my daughter an environment where she can be more expressive artistically
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	Offer more arts
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Social emotional learning support, academic rigor, and less access to opportunities/ exploration than	Yes		Yes	Digital Arts/ Media	More African-American studies with the arts
Music, - Dance	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		No	Dance	Representation
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Visual Arts	Kids often ask - when will I ever use thids in real life?... School would be more interesting to students if they had numerous opportunities to see/experience/gain mentorship on how the things they learn in school provide meaningful context and
Music, - Digital Media/Technology Arts	- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	SPED, mental/ social health, academic rigor, career readiness	Yes		Yes	Digital Arts/ Media	Social and Emotional Support

Music, - Theater/ Drama, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*More African-American studies with the arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Helping kids understand what it means to experience life as opposed to just existing in it.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*Social and Emotional Support*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Digital Arts/ Media*	*Opportunities for fun and joy in learning.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Offer more arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*Social and Emotional Support*
Music, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*Offer more arts*
Music, - Digital Media/Technology Arts	*- Academic rigor/college prep*	*Life skills*	*Yes*		*Yes*	*Music*	*More African-American studies with the arts*

Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*
Music, - Theater/ Drama, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Social emotional learning support, academic rigor, and less access to opportunities/ exploration than*	*Yes*		*Yes*	*Digital Arts/ Media*	*Offer more arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*Offer more arts*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Social and Emotional Support*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Music*	*Offer more arts*
Music, - Dance	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*Ensuring my child is prepared for the real world!*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*N/A.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*A variety of technology, science and sports.*

Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*	[redacted]	*Yes*	*Music*	*Ensuring my child is prepared for the real world!*
Music, - Theater/ Drama, - Dance	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Caring and loving environment to grow*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*More life skills and Idenity*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Dance*	*Social and Emotional Support*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*SPED, mental/ social health, academic rigor, career readiness*	*Yes*		*Yes*	*Digital Arts/ Media*	*Lots of SEL*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Dance class*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Visual Arts*	*Emotional and Mental Safety*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Life skills*	*Yes*		*Yes*	*Digital Arts/ Media*	*Play therapy, prayer, engaging mentors and community elders*

Music, - Theater/ Drama, - Dance	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	SPED, mental/ social health, academic rigor, career readiness	Yes	[redacted]	Yes	Music	Mutual respect and student centered .
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	SPED, mental/ social health, academic rigor, career readiness	Yes		Yes	Digital Arts/ Media	More African-American studies with the arts
Music, - Digital Media/Technology Arts	- Academic rigor/college prep	Life skills	no		Yes	Dance	Kids often ask - when will I ever use thids in real life?... School would be more interesting to students if they had numerous opportunities to see/experience/gain mentorship on how the things they learn in school provide meaningful context and
Music, - Theater/ Drama, - Dance	- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	Being seen and heard
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	More African-American studies with the arts
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Music	Being prepared for the world
Music, - Dance	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	SPED, mental/ social health, academic rigor, career readiness	Yes		Yes	Digital Arts/ Media	Ensuring my child is prepared for the real world!
Music, - Digital Media/Technology Arts	- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Visual Arts	Social and Emotional Support

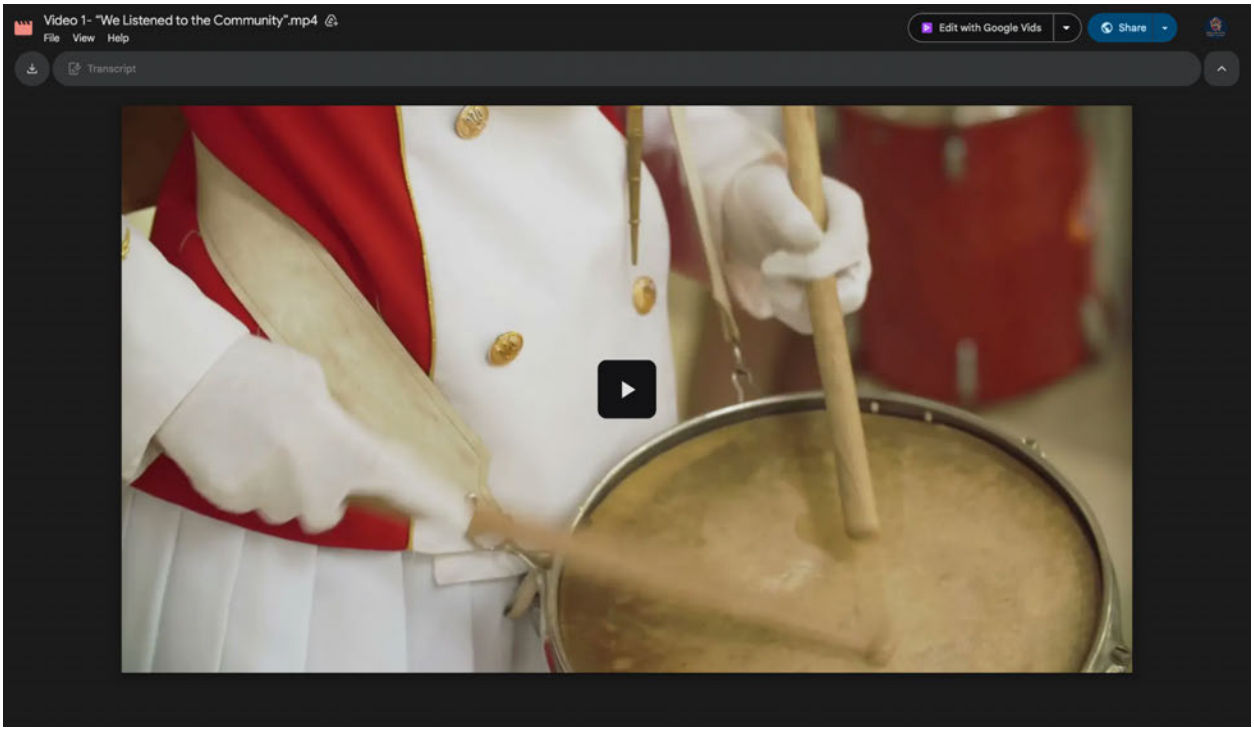
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	SPED, mental/ social health, academic rigor, career readiness	Yes	[redacted]	Yes	Dance	Ensuring my child is prepared for the real world!
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Music	N/A.
Music, - Theater/ Drama, - Dance	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Digital Arts/ Media	I grew up deeply involved in the arts. During the late 1980s and early 1990s, I was part of my high school's marching band in Detroit, Michigan, where I performed as a Dancing Doll. I loved painting and creating arts and crafts—activities that fueled my creativity and kept me excited about going to school. When art programs were cut, many of us, myself included, struggled to stay as engaged. Later in life, I attended and graduated from RIT, but it just wasn't the same without that early
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Dance	Social and Emotional Support
Music, - Dance	- Academic rigor/college prep	Life skills	Yes		Yes	Digital Arts/ Media	More African-American studies with the arts
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Social emotional learning support, academic rigor, and less access to opportunities/ exploration than	no		Yes	Digital Arts/ Media	A variety of technology, science and sports.
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Music	More African-American studies with the arts
Music, - Digital Media/Technology Arts	- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources	Life skills	Yes		Yes	Music	Real communication with the school and family .

Music, - Digital Media/Technology Arts	*- Safe, supportive environment, - Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*	[redacted]	*Yes*	*Digital Arts/ Media*	*Student should experience the arts in a safe space.*
Music, - Digital Media/Technology Arts	*- Exposure to arts and creative outlets, - Career readiness & life skills, - Social/emotional support & mental health resources*	*Academic and life preparedness*	*Yes*		*Yes*	*Digital Arts/ Media*	*More African-American studies with the arts*

Table 5

Video Outreach Campaign

Please Click the Link to Review



Bellavista School of the Arts: Community Out Reach
Video 1- “We Listened to the Community”.mp4
Video 2- “A School Where Students Belong”.mp4
Video 3- “Why Arts Matter in Our Community”.mp4
Video 3- “Why Arts Matter in Our Community”.mp4

Figure 1.6
Bellavista Tabling and Cavasing

BELLAVISTA
SCHOOL OF THE ARTS

BELLAVISTA

R-04e- Evidence of Community Support

R-04e- Evidence of Community Support

Cover Sheet: Evidence of Community Support

Doc #	Document Title	Page(s)	Description
1	Community Support Narrative	2- 3	Narrative summary of Bellavista's community support, family demand, outreach efforts, and the significance of stakeholder endorsements and survey results.
2	Letter of Support – Rochester Education Foundation	4	Identifies a clear gap in Rochester for arts-integrated secondary education and supports Bellavista as a needed option for students and families.
3	Letter of Support – Uncommon Schools-Rochester Prep	5–6	Confirms the founder's leadership experience, school-building capacity, and ability to create strong systems that support students, staff, and families.
4	Letter of Support – Renaissance Academy Charter School of the Arts	7–8	Expresses support for Bellavista as an arts-based secondary pathway and notes intent to collaborate on enrollment and student transition efforts.
5	Letter of Support – Big Brothers Big Sisters of Greater Rochester	9	Supports Bellavista's mission and highlights alignment with mentorship, leadership development, and positive youth outcomes.
6	Letter of Support – Dr. Daniele Lyman-Torres	10–11	Affirms Bellavista as a needed community-based educational investment and supports the founder's leadership capacity and long-term vision.
7	Letter of Support – Mosaic Minds (Frankie Sampson, LMSW, CASAC)	12	Expresses support for Bellavista's whole-child model and indicates willingness to support through mentorship, partnerships, family engagement, and resource sharing.

8	Letter of Support – Sigma Gamma Rho Sorority, Inc.	13	Highlights Bellavista's alignment with community uplift, educational equity, and youth empowerment.
9	Letter of Support – Eastman Community Music School	14-15	Connects Bellavista to Rochester's strong arts ecosystem and reinforces the need for sustained arts education opportunities for students in grades 7–12.
10	Letter of Support – Kerstin Wheeler, Ed.D.	16	Supports Bellavista's academic and arts-integrated educational model as a valuable option for Rochester students and families.

Evidence of Community Support Narrative

Bellavista School of the Arts has generated strong and measurable community support through direct outreach, stakeholder engagement, and formal endorsements from educational leaders, nonprofit organizations, and community partners across Rochester. Through intentional outreach efforts, the founding team engaged over 300 community members, including families, students, and local stakeholders. As a result of this engagement, more than 150 families expressed direct interest in enrolling their child, demonstrating clear and actionable demand for a new secondary school option that integrates rigorous academics with the arts.

Community interest survey results further reinforce this demand, with families consistently identifying a need for programming that includes music, dance, digital media, and performance-based learning, alongside a strong desire for culturally responsive environments, smaller school settings, and opportunities for student leadership and creative expression. (Please review sections R-04d) for community survey results.)

These findings confirm that Bellavista's model is directly aligned to the specific preferences and unmet needs of families in Rochester. In addition to family demand, Bellavista has secured broad cross-sector support, reflecting alignment between the proposed school model and community priorities. Educational leaders and organizations consistently identified a gap in arts-integrated secondary education, noting that no comparable charter school option currently exists in Rochester . Supporters emphasized that arts education is strongly linked to increased

student engagement, confidence, and academic success, reinforcing the value of Bellavista's design.

Importantly, support extends beyond general endorsement to include active partnership and resource commitment. Renaissance Academy Charter School of the Arts has expressed intent to collaborate on student transition and enrollment efforts, ensuring continuity for students seeking an arts-based pathway . Community-based organizations, including Big Brothers Big Sisters of Greater Rochester and Mosaic Minds, have also indicated willingness to support Bellavista through mentorship, family engagement, and student development programming, strengthening the school's ability to deliver whole-child outcomes .

Additionally, civic leaders and community advocates highlighted the broader impact of Bellavista, positioning the school as a cultural and educational investment in Rochester, capable of expanding opportunity, fostering leadership, and strengthening the local arts and education ecosystem. Collectively, this evidence demonstrates not only strong community support, but a clear, specific, and unmet demand for Bellavista School of the Arts. Families are actively seeking enrollment, and community partners are prepared to support implementation—confirming that Bellavista is both needed and positioned for success within the community it intends to serve.

10/16/2025

To Whom It May Concern:

I am writing to express my strong support for the proposed Bellavista School of the Arts, a 7–12 charter school in Rochester dedicated to arts integration and performing arts.

As an organization representative, I see firsthand the need for educational options that nurture creativity while also providing rigorous academic preparation. Rochester families, especially in grades 7–12, deserve access to a school that fosters not only academic achievement but also social-emotional growth, cultural expression, and opportunities for success in college, careers, and life.

Bellavista's mission to combine academic excellence with music, theater, dance, and visual arts fills a critical gap in our community. Currently, no charter school in Rochester offers this type of specialized programming, despite overwhelming evidence of the positive impact of arts education on student engagement, confidence, and achievement.

I fully endorse the vision of Bellavista School of the Arts and believe it will be a valuable asset to Rochester's students, families, and community. I look forward to seeing its impact and would be honored to continue supporting its growth and development.

Sincerely,
Phillip Hounshell

Director of College Access and Success Programs
Rochester Education Foundation
585-910-2576 | phil@rochestereducation.org

Chassity Wells
Uncommon Schools
Chassity.Wells@rochesterprep.org
585-662-8888
11/10/2025

To Whom It May Concern,

It is my pleasure to write this letter in strong support of Bellavista School of the Arts, a proposed charter school founded and led by Dr. Oscia Miles. I had the privilege of working closely with Dr. Miles for four years at Rochester Prep, where I served as her manager and witnessed firsthand her exceptional leadership, strategic acumen, and unwavering commitment to building high-quality, student-centered schools. Based on this experience, I am confident that Bellavista School of the Arts is being developed under thoughtful, capable, and mission-driven leadership.

During our time working together, Dr. Miles played a critical role in building and strengthening school operations and culture. She demonstrated a deep understanding of systems, logistics, and execution—ensuring that educators, students, and families had the structures and supports needed to thrive. These same strengths are clearly embedded in the design of Bellavista, from its intentional organizational planning to its focus on creating a safe, supportive, and engaging learning environment.

Beyond operational excellence, Dr. Miles consistently centered people in her work. She invested deeply in staff development, family engagement, and student experience, always seeking feedback, reflecting on practice, and translating learning into immediate and measurable improvements. Bellavista School of the Arts reflects this same commitment to continuous improvement and responsiveness to community needs.

What has always stood out most about Dr. Miles' leadership—and what gives me great confidence in Bellavista's future—is her ability to lead through relationships and purpose. She builds trust naturally, communicates with clarity, and fosters environments where students, families, and staff feel seen, respected, and valued. Her combination of strategic thinking, emotional intelligence, and genuine care for young people positions Bellavista School of the Arts to become a meaningful and lasting asset to the Rochester community.

I offer my strongest support for the approval and launch of Bellavista School of the Arts. With Dr. Miles' proven track record and compelling vision, I am confident the school will provide a rigorous, arts-integrated educational experience that expands opportunity and positively impacts

students and families for years to come. Please feel free to contact me should you require any additional information.

Sincerely,
Chassity Wells
Uncommon Schools

Dr. Cait Loury
Renaissance Academy Charter School of the Arts
loury@renacad.org
585-259-9704
12/17/2025

To Whom It May Concern,

I am pleased to write this letter in strong support of Dr. Oscia Miles and her work as the founding leader of Bellavista School of the Arts. I had the opportunity to work with Dr. Miles during her time at Renaissance Charter School of the Arts, where I witnessed firsthand her exceptional work ethic, deep commitment to students, and passion for building schools that honor both academic excellence and artistic identity.

During her tenure at Renaissance, Dr. Miles consistently demonstrated an unmatched level of dedication, professionalism, and follow-through. She approached her work with urgency, integrity, and a clear sense of purpose—always ensuring that students, staff, and families were supported with intention and care. Her ability to balance vision with execution made her a respected and trusted leader within our school community.

I am genuinely excited about Dr. Miles' vision for Bellavista School of the Arts and the opportunity it will create for students across Rochester. Bellavista represents a natural and powerful continuation of the arts-based learning that our scholars value so deeply. For our current students, Bellavista offers a meaningful pathway to continue their artistic development while engaging in a rigorous, culturally affirming secondary school experience.

Of particular importance is Bellavista's intentional grounding in HBCU-inspired culture, which provides students with the opportunity to explore identity, build character, and develop pride in self and community. This approach supports not only academic and artistic growth, but also social-emotional development, leadership, and a strong sense of belonging—elements that are essential for long-term student success.

I am fully supportive of Bellavista School of the Arts and excited about the collaborative work ahead. Dr. Miles and I plan to partner during the 2026 school year to support enrollment programming and student transition initiatives, ensuring that families and scholars experience a

thoughtful, well-supported transition into Bellavista. This partnership reflects our shared commitment to continuity, access, and student-centered planning.

I offer my strongest recommendation for Dr. Oscia Miles as a founding school leader. Her proven work ethic, visionary leadership, and deep respect for the arts and culture position her to launch a school that will positively impact students and families for generations to come. Please do not hesitate to contact me if additional information is needed.

Sincerely,
Dr. Cait Loury
Chief Educational Officer
Renaissance Charter School of the Arts

BELLAVISTA
SCHOOL OF THE ARTS

Big Brothers Big Sisters.
IGNITING POTENTIAL

TOGETHER, WE ARE DEFENDERS OF POTENTIAL
1 South Washington St., Suite 405
Rochester, NY 14614
585-442-2250

SUNY Charter Schools Institute
Charter School Application Review Committee

Re: Support for Bellavista School of the Arts

Dear Members of the SUNY Charter Schools Institute,

On behalf of Big Brothers Big Sisters of Greater Rochester, I am writing to express our strong support for the launch of Bellavista School of the Arts, a proposed charter school dedicated to empowering young people through a rigorous academic foundation integrated with immersive arts education.

Bellavista's mission—*to nurture creativity, discipline, and innovation while fostering cultural pride, resilience, and community leadership*—aligns powerfully with the needs of students and families in Rochester and across New York State. Our community has long recognized that talent is everywhere, but opportunity is not. Bellavista seeks to change that reality by expanding access to a world-class education that integrates the arts into every dimension of learning.

We are particularly inspired by Bellavista's Graduate Aims, which ensure that scholars will emerge as:

- Critical Thinkers & Problem Solvers, equipped with entrepreneurial and financial literacy skills;
- Innovators & Artists, who express themselves with confidence and creativity;
- Culturally Grounded Leaders, embodying resilience, wellness, and balance;
- Active Citizens, prepared to engage civically and contribute meaningfully to their communities.

These aims not only prepare students for academic success but also cultivate the skills, mindsets, and character needed for lifelong achievement and impact. This vision is consistent with the high standards SUNY upholds for excellence in public charter schools—ensuring accountability, innovation, and results for students.

As a [role—community leader/organization/partner], we are committed to supporting Bellavista through [examples: partnerships, student programming, mentorship, arts residencies, internships, family engagement, resource sharing, etc.]. We believe this school will strengthen the educational ecosystem, provide opportunities currently unavailable, and inspire the next generation of scholars, artists, and leaders.

We wholeheartedly endorse Bellavista School of the Arts and urge the SUNY Charter Schools Institute to approve its charter. This school represents not only a vital educational opportunity but also a cultural and civic investment in the future of Rochester and beyond.

Sincerely,

Bridgette Jones-Waters
Chief Program Officer
Big Brothers Big Sisters of Greater Rochester
bjoneswaters@bbbsr.org/585-261-2008

Dr. Daniele Lyman-Torres
Executive Leader | Educator | Board Chair & Civic Advocate
Email: daniele@drdltconsulting.com| Phone: (585) 402-9665
www.drdltconsulting.com

October 16, 2025

To Whom It May Concern,

It is with great enthusiasm and full confidence that I write this letter of support for Ms. Oscia A. Miles and the establishment of the Bellavista School of the Arts. As a professional whose career has been devoted to transforming youth, child, and human services systems, and as an educator with a Doctorate in Executive Leadership, I have long championed initiatives that merge academic excellence with social and emotional development, equity, and community engagement. Ms. Miles's vision and qualifications align perfectly with these values and with the pressing educational needs of our community.

Over the course of my career, I have served in leadership roles spanning municipal government, education administration, and nonprofit management. My work has centered on empowering youth and families, strengthening public systems, and preparing leaders — from school superintendents to university presidents — through strategic, evidence-based development. This experience has afforded me a deep understanding of what it takes to build sustainable educational ecosystems that serve all children, especially those historically marginalized.

Equally important is my extensive record of board service and civic engagement, including governance roles in regional nonprofits, educational institutions, and community development organizations. These experiences have strengthened my belief that transformative education must be rooted in local partnership, cultural relevance, and authentic leadership — qualities Ms. Miles exemplifies through her professional and personal endeavors.

Ms. Miles's record is impressive and deeply aligned with the mission of Bellavista School of the Arts. She brings over eight years of comprehensive leadership experience in education operations, policy development, and organizational improvement. Her strategic leadership at Rochester Prep and her earlier work at the YWCA of Rochester demonstrate her ability to implement programs that increase student engagement, strengthen family partnerships, and foster inclusive environments. Her expertise in budget management, program design, and teacher development — paired with her pursuit of a Doctorate in Executive Leadership — uniquely positions her to lead an institution that blends artistic creativity with academic rigor.

BELLAVISTA
SCHOOL OF THE ARTS

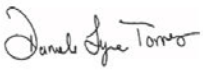
DLT Consulting
Navigating goals to outcomes

The Bellavista School of the Arts embodies a transformative vision for Rochester: to cultivate critical thinkers and problem solvers, innovators and artists, culturally grounded leaders, and active citizens who contribute meaningfully to their communities. This vision reflects the highest ideals of community-based education — a model that prepares students not only for college and careers but for leadership and service. It is precisely the kind of school that our region needs to inspire the next generation of creative, confident, and civically engaged young people.

For all of these reasons, I wholeheartedly endorse Ms. Oscia Miles's leadership and the establishment of the Bellavista School of the Arts. I urge the State University of New York and all stakeholders to recognize the immense potential of this initiative to deliver world-class, arts-integrated education to Rochester's students.

Please feel free to contact me if additional information or support is needed.

With deepest respect and conviction,



Dr. Daniele Lyman-Torres

Executive Leader | Educator | Board Chair & Civic Advocate

Frankie Sampson, LMSW, CASAC, 108 Canal Landing Blvd, Suite 8,Rochester NY 14626

SUNY Charter Schools Institute
Charter School Application Review Committee

Re: Support for Bellavista School of the Arts

Dear Members of the SUNY Charter Schools Institute,

On behalf of Mosaic Minds LMSW, PLLC, I am writing to express our strong support for the launch of Bellavista School of the Arts, a proposed charter school dedicated to empowering young people through a rigorous academic foundation integrated with immersive arts education.

Bellavista's mission—*to nurture creativity, discipline, and innovation while fostering cultural pride, resilience, and community leadership*—aligns powerfully with the needs of students and families in Rochester and across New York State. Our community has long recognized that talent is everywhere, but opportunity is not. Bellavista seeks to change that reality by expanding access to a world-class education that integrates the arts into every dimension of learning.

We are particularly inspired by Bellavista's Graduate Aims, which ensure that scholars will emerge as:

- Critical Thinkers & Problem Solvers, equipped with entrepreneurial and financial literacy skills;
- Innovators & Artists, who express themselves with confidence and creativity;
- Culturally Grounded Leaders, embodying resilience, wellness, and balance;
- Active Citizens, prepared to engage civically and contribute meaningfully to their communities.

These aims not only prepare students for academic success but also cultivate the skills, mindsets, and character needed for lifelong achievement and impact. This vision is consistent with the high standards SUNY upholds for excellence in public charter schools—ensuring accountability, innovation, and results for students.

As a community and collegiate psychotherapist, we are committed to supporting Bellavista through partnerships, mentorship, family engagement, and resource sharing. We believe this school will strengthen the educational ecosystem, provide opportunities currently unavailable, and inspire the next generation of scholars, artists, and leaders.

We wholeheartedly endorse Bellavista School of the Arts and urge the SUNY Charter Schools Institute to approve its charter. This school represents not only a vital educational opportunity but also a cultural and civic investment in the future of Rochester and beyond.

Sincerely,
Frankie Sampson, LMSW, CASAC
Founder & Clinical Social Worker
Mosaic Minds LMSW PLLC
fmsampsn@mosaicmindspllc,com

585-318-8896

Nicole McCree
Member, Sigma Gamma Rho Sorority, Inc.
Nicolechambersmccree@gmail.com
10/3/2025

Dear Members of the SUNY Charter Schools Institute,

I am writing this letter as a proud member of **Sigma Gamma Rho Sorority, Inc.**, an organization founded on the enduring principles of *Greater Service, Greater Progress*. In that spirit, I offer my full support for the charter application of **Bellavista School of the Arts**, a proposed SUNY charter school that seeks to transform education in Rochester through an innovative fusion of academic rigor and immersive arts education.

At Sigma Gamma Rho, we believe in uplifting communities by empowering youth, promoting education, and creating equitable opportunities. Bellavista's mission aligns closely with these values. It is committed to nurturing students as whole individuals—academically, artistically, culturally, and civically—particularly those in communities where access to arts education and academic enrichment has been limited.

I am especially inspired by Bellavista's vision to develop graduates who are:

- **Critical Thinkers & Problem Solvers** with entrepreneurial and financial literacy,
- **Innovators & Artists** who are creative, disciplined, and confident,
- **Culturally Grounded Leaders** who embrace wellness, resilience, and balance, and
- **Active Citizens** who contribute meaningfully to their communities.

This vision not only reflects the needs of our youth, it reflects the potential within them. Bellavista will open doors to students who are eager to learn, grow, and lead. By fostering both academic excellence and artistic expression, the school will be a beacon of equity, creativity, and progress in Rochester.

On behalf of myself and in alignment with the mission of Sigma Gamma Rho Sorority, Inc., I strongly support the launch of Bellavista School of the Arts. It represents the kind of *greater service* that will undoubtedly lead to *greater progress* in our city and beyond.

Sincerely,
Nicole McCree
Member, Sigma Gamma Rho Sorority, Inc.

October 15, 2025

To Whom It May Concern:

I am writing to express my strong support for the proposed Bellavista School of the Arts, a 7–12 charter school in Rochester dedicated to arts integration and performing arts.

As a lifelong teacher of choral music dedicated to both to the training of future voice professionals as well as to community enrichment, I see firsthand the need for educational options that nurture creativity while also providing rigorous academic preparation. Rochester families, especially in grades 7–12, deserve access to a school that fosters not only academic achievement but also social-emotional growth, cultural expression, and opportunities for success in college, careers, and life.

Bellavista's mission to combine academic excellence with music, theater, dance, and visual arts fills a critical gap in our community. Currently, no charter school in Rochester offers this type of specialized programming, despite overwhelming evidence of the positive impact of arts education on student engagement, confidence, and achievement.

Rochester has a well established track record for producing world class artists.
This city's exceptional artistic richness makes it the perfect setting to grow, sustain, and meet the requirements of schools for developing artists. We have available teachers, collaborators, professional musician/artist mentors, venues, supporters, and eventual employment opportunities.

Inscribed on the facade of Rochester's own Eastman Theater are the words and goals of its founder, George Eastman, "For The Enrichment Of The Community."
Mr. Eastman's insight here speaks to manyfold aspects of the arts to serve the community's needs whether individually or societally, whether making the art or consuming it. Everyone benefits.

Artists are essential to all manner of communication. We can all relate to iconic images or songs which have the power to connect us culturally, to inform us of history or possible futures, and to engage us emotionally. The arts offer all of us the development of the mind, whether mechanically, cognitively, or conceptually.

Let's encourage the teaching of this irreplaceable and essential piece of education.

I fully endorse the vision of Bellavista School of the Arts and believe it will be a valuable asset to Rochester's students, families, and community. I look forward to seeing its impact and would be honored to continue supporting its growth and development.

Sincerely,

Vera Forster
Director, ECCSingers, Eastman Community Music School
585•200-6376
vforster@esm.rochester.edu

Letter of Support

To Whom It May Concern:

I am writing to express my strong support for the proposed Bellavista School of the Arts, a 7–12 charter school in Rochester dedicated to arts integration and performing arts.

As an educational leader, I see firsthand the need for educational options that nurture creativity while also providing rigorous academic preparation. Rochester families, especially in grades 7–12, deserve access to a school that fosters not only academic achievement but also social-emotional growth, cultural expression, and opportunities for success in college, careers, and life.

Bellavista's mission to combine academic excellence with music, theater, dance, and visual arts fills a critical gap in our community. Currently, no charter school in Rochester offers this type of specialized programming, despite overwhelming evidence of the positive impact of arts education on student engagement, confidence, and achievement.

I fully endorse the vision of Bellavista School of the Arts and believe it will be a valuable asset to Rochester's students, families, and community. I look forward to seeing its impact and would be honored to continue supporting its growth and development.

Sincerely,

Full Name: Kerstin Wheeler, Ed.D.

Director Wayne- Finger Lakes BOCES

[redacted]

R-04f- Evidence of Student Demand

R-04f- Evidence of Student Demand

Cover Sheet: Evidence of Student Demand

Doc #	Document Title	Page(s)	Description
1	Student Demand Narrative	2-3	Narrative summarizing measurable family demand, feeder school pipeline, survey data, and enrollment indicators demonstrating Bellavista's ability to meet enrollment targets
2	Renaissance Academy Student Interest Survey (Grades 5–6) & Key stakeholder communication	4–22	Direct feedback from prospective feeder students indicating interest in arts programming, school experience, and Bellavista-aligned offerings
5	Focus Group Interest & Engagement Evidence	23	Documentation of community focus group participation, including 10 individuals interested in supporting and/or working at Bellavista

Evidence of Student Demand

Bellavista School of the Arts has demonstrated strong and actionable student demand through a combination of targeted feeder school engagement, community-based survey data, and direct family outreach. Collectively, this evidence indicates that the school is well-positioned to meet and sustain its proposed enrollment targets.

A key driver of demand is Bellavista's intentional engagement with Renaissance Academy Charter School of the Arts, a natural feeder school serving students in grades 5 and 6. Through direct student surveys and engagement efforts, Bellavista gathered feedback from prospective students who represent a primary enrollment pipeline. These students expressed strong interest in a secondary school experience that expands access to arts programming, including music, dance, theater, and digital media, while maintaining high academic expectations. Students also emphasized a desire for a school environment that is more engaging, culturally relevant, and connected to real-world applications of learning.

This feeder alignment is particularly significant, as Renaissance students are already engaged in arts-based learning and are actively seeking a continuation of that experience in middle and high school. Bellavista directly responds to this need by providing a clear and intentional pathway from elementary arts education into a 7–12 arts-integrated model, positioning the school to recruit from an established and aligned student population.

In addition to feeder school demand, broader community interest further supports the viability of enrollment. A community survey of families across Rochester yielded strong results, with the overwhelming majority of respondents indicating interest in enrolling their child in a 7–12 charter school focused on arts integration and performing arts . Families consistently identified key priorities including academic rigor, safe and supportive environments, career readiness, and access to arts programming, all of which are core components of Bellavista's model. (Please see section R-04d for family survey results)

Survey responses also highlighted clear gaps in current school offerings. Families reported that existing schools are not adequately addressing social-emotional learning, cultural representation, real-world skill development, and access to arts education . Many respondents emphasized that arts programming increases student engagement and helps make learning more meaningful, reinforcing the demand for Bellavista's integrated approach.

Across outreach efforts, Bellavista engaged over 300 community members, resulting in more than 150 families expressing direct interest in enrollment. This level of interest represents a strong early enrollment pipeline, particularly for a new school model, and demonstrates that families are not only supportive of the concept, but are actively seeking this option for their children.

Additionally, a community focus group further validated demand, with 8 out of 10 participants expressing interest in supporting, working at, or engaging with the school, signaling both community investment and early capacity for staffing and program support. Taken together, this evidence demonstrates a clear, specific, and sustained demand for Bellavista School of the Arts. The combination of a defined feeder pipeline, strong family interest, and alignment with unmet community needs provides a solid foundation for initial enrollment and long-term sustainability.

Figure 1.1
Renaissance Academy Charter School of the Arts Family Communication

BELLAVISTA
SCHOOL OF THE ARTS

BELLAVISTA
SCHOOL OF THE ARTS

Dear Families,

My name is **Dr. Oscia A. Miles, Ed.D.**, and I am the Founder & CEO of Bellavista School of the Arts, a proposed arts-integrated public charter school anticipated to open in **August 2027** in Rochester, New York.

In collaboration with community partners, including RENECAD, I am currently engaging students and families across Rochester to gather feedback as we design this school. As part of that process, your child recently participated in a survey to share their voice about their educational interests, artistic passions, and what they would like their school experience to feel like.

Their voice truly matters.

Bellavista School of the Arts is being designed as an open-access school for grades 7–12 where strong academics and the performing and visual arts work hand-in-hand. Our mission is to cultivate creativity, critical thinking, leadership, and excellence through an arts-integrated model that prepares students for college, career, and life.

A key pillar of our vision is building an **HBCU-inspired student culture** — rooted in pride, scholarship, tradition, unity, and high expectations. We envision a school community where students are celebrated, challenged, and developed as leaders. From meaningful traditions and performance showcases to student leadership structures and community celebrations, Bellavista will intentionally cultivate a culture of excellence and belonging.

As a proud Rochester native and graduate of the Rochester City School District, I understand firsthand the importance of access and opportunity. I earned my Doctorate in Executive Leadership (Ed.D.), and my life's work has centered on strengthening schools and expanding opportunities for young people in our city. Bellavista School of the Arts represents both my professional expertise and my deep personal commitment to Rochester's future.

We believe in building a school **with the community — not for the community.** That means listening to our youth, partnering with families, and designing a school experience that reflects the dreams and aspirations of Rochester students.

Your child's feedback is helping shape:

- Academic programming
- Arts pathways (music, theater, dance, visual arts, media arts, and more)
- HBCU-inspired traditions and leadership experiences
- School culture and student life
- Family engagement structures

If you have any questions, comments, or would like to learn more, I warmly invite you to connect.

📧 Email: bellavistaschoolofthearts@gmail.com
🌐 Website: www.bellavistaschoolofthearts.org
📱 Instagram: @bellavista_rochester

Figure 1.2
Renaissance Academy Charter School of the Arts Staff & Student Communication

Teacher Script (Read Aloud)

Purpose: Help teachers and students understand *why* they're doing this and why their voice matters.

"Today, you're going to help design a brand-new school called Bellavista School of the Arts.

This school is being created *for students like you*, and the leaders of the school want to know what you are interested in, what excites you, and what kind of school environment helps you learn best.

This is not a test. There are no right or wrong answers. We are asking for your honest opinions so that this school can be designed with students in mind.

Your answers will help decide the types of arts, classes, activities, and school culture Bellavista offers in the future.

You'll only be asked for your **first name**, **grade**, and a few questions about what you're interested in. Please take your time, read each question carefully, and answer honestly."

Table 1

Renaissance Academy Charter School of the Arts Student Survey Results

Timestamp	What is your first name? (First name only)	What grade are you currently in?	How do you identify?	Which types of arts would you be most excited to study in middle or high school? (Select all that apply)	What kind of school environment helps you learn best?	Would you be interested in learning STEM (Science, Technology, Engineering, Math) through the arts? Examples: coding music, designing sets with math, science through dance or movement, game design
3/6/2026 9:19:01	[redacted]	6th Grade	Girl	Visual Art (drawing, painting, design)	A school that is creative and expressive, A school that is calm and structured	Yes, that sounds exciting
3/6/2026 9:20:39		6th Grade	Girl	Dance, Fashion or Costume Design, Step / Rhythm / Movement	A school that is creative and expressive, A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/6/2026 9:20:43		6th Grade	Prefer not to say	Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation, Fashion or Costume Design	A school that feels like a family, A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 9:20:45		6th Grade	Girl	Dance, Theater / Acting, Step / Rhythm / Movement	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 9:20:49		6th Grade	Boy	Music (singing, instruments, band, orchestra), Digital Art / Animation, Fashion or Costume Design	A school that feels like a family, A school that is calm and structured	Yes, that sounds exciting

3/6/2026 9:21:49	[redacted]	6th Grade	Girl	Dance, Theater / Acting	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 9:22:48		6th Grade	Girl	Dance, Visual Art (drawing, painting, design), Fashion or Costume Design	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 9:23:10		6th Grade	Boy	Step / Rhythm / Movement	A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/6/2026 9:23:48		6th Grade	Girl	Dance	A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/6/2026 9:24:29		6th Grade	Girl	Dance, Visual Art (drawing, painting, design)	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 9:25:21		6th Grade	Girl	Dance, Visual Art (drawing, painting, design), Theater / Acting, Fashion or Costume Design, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that celebrates different cultures and identities	Not really my interest
3/6/2026 9:25:39		6th Grade	Girl	Dance, Theater / Acting, Film / Photography, Fashion or Costume Design	A school that feels like a family	Yes, that sounds exciting
3/6/2026 9:30:20		6th Grade	Prefer not to say	Digital Art / Animation	A school that is creative and expressive	Maybe, I'd like to learn more

3/6/2026 9:31:36	[redacted]	5th Grade	Girl	Theater / Acting	A school that is creative and expressive, A school that is calm and structured	Maybe, I'd like to learn more
3/6/2026 9:31:38		5th Grade	Boy	Theater / Acting	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 9:31:56		5th Grade	Girl	Dance, Visual Art (drawing, painting, design), Creative Writing / Poetry, Step / Rhythm / Movement	A school that feels like a family, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:31:57		5th Grade	Boy	I'm not sure yet	A school that feels like a family	Yes, that sounds exciting
3/6/2026 9:32:07		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design)	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 9:32:07		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting, Film / Photography, Fashion or Costume Design	A school that feels like a family, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:32:11		5th Grade	Boy	Dance, Theater / Acting, Film / Photography, Digital Art / Animation	A school that is creative and expressive	Maybe, I'd like to learn more

3/6/2026 9:32:16	[redacted]	5th Grade	Prefer not to say	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Creative Writing / Poetry, Digital Art / Animation, Fashion or Costume Design	A school that is calm and structured, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:32:51		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting	A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:32:54		5th Grade	Prefer not to say	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:33:06		5th Grade	Girl	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Digital Art / Animation	A school that feels like a family, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:33:25		5th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting	A school that feels like a family, A school that encourages leadership and confidence	Maybe, I'd like to learn more

3/6/2026 9:33:33	[redacted]	5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Film / Photography, Fashion or Costume Design, Step / Rhythm / Movement	A school that is creative and expressive, A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 9:33:35		5th Grade	Boy	Theater / Acting, Creative Writing / Poetry, Film / Photography, Digital Art / Animation, Fashion or Costume Design	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured	Yes, that sounds exciting
3/6/2026 9:33:41		5th Grade	Prefer not to say	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:33:45		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Fashion or Costume Design, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting

3/6/2026 9:34:04	[redacted]	5th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Creative Writing / Poetry	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 9:34:20		5th Grade	Prefer not to say	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:34:55		5th Grade	Girl	Dance, Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Fashion or Costume Design	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:35:12		5th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Film / Photography	A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 9:35:55		5th Grade	Girl	Visual Art (drawing, painting, design), Creative Writing / Poetry, Digital Art / Animation	A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more

3/6/2026 9:37:09	[redacted]	5th Grade	Boy	Fashion or Costume Design	A school that feels like a family, A school that celebrates different cultures and identities	Not really my interest
3/6/2026 9:54:02		6th Grade	Boy	Music (singing, instruments, band, orchestra), Dance	A school that is calm and structured, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 9:54:38		6th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Film / Photography	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 9:54:52		6th Grade	Boy	Music (singing, instruments, band, orchestra), Dance	A school that is calm and structured, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 9:54:58		6th Grade	Boy	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Digital Art / Animation	A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 9:55:15		6th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 9:55:18		6th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting	A school that is calm and structured, A school that encourages leadership and confidence	Not really my interest
3/6/2026 9:55:29		6th Grade	Boy	Dance	A school that is creative and expressive, A school that encourages leadership and confidence	Yes, that sounds exciting

3/6/2026 9:55:48	[redacted]	6th Grade	Girl	Dance, Visual Art (drawing, painting, design), Theater / Acting, Fashion or Costume Design	A school that feels like a family	Maybe, I'd like to learn more
3/6/2026 9:56:07		6th Grade	Girl	Dance, I'm not sure yet	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/6/2026 9:56:30		6th Grade	Prefer not to say	Music (singing, instruments, band, orchestra), Creative Writing / Poetry, Fashion or Costume Design	A school that feels like a family, A school that is calm and structured, A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 9:56:50		6th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that feels like a family	Not really my interest
3/6/2026 9:57:08		6th Grade	Prefer not to say	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Fashion or Costume Design, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:57:08		6th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design)	A school that feels like a family, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 9:59:18		6th Grade	Girl	Visual Art (drawing, painting, design), Film / Photography, Digital Art / Animation, Fashion or Costume Design	A school that celebrates different cultures and identities	Yes, that sounds exciting

3/6/2026 9:59:48	[redacted]	6th Grade	Girl	Dance, Theater / Acting, Creative Writing / Poetry, Film / Photography, Digital Art / Animation, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive	Not really my interest
3/6/2026 10:30:52		5th Grade	Boy	Visual Art (drawing, painting, design), Digital Art / Animation	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 10:31:57		5th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 10:32:11		5th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that celebrates different cultures and identities	Not really my interest
3/6/2026 10:32:19		5th Grade	Prefer not to say	Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Digital Art / Animation	A school that is calm and structured	Yes, that sounds exciting
3/6/2026 10:32:27		5th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting	A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 10:32:36		5th Grade	Girl	Dance, Visual Art (drawing, painting, design), Digital Art / Animation, Fashion or Costume Design	A school that feels like a family, A school that is calm and structured	Maybe, I'd like to learn more

3/6/2026 10:32:39	[redacted]	5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting, Film / Photography, Fashion or Costume Design	A school that feels like a family, A school that is calm and structured, A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/6/2026 10:32:44		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Fashion or Costume Design	A school that feels like a family	Maybe, I'd like to learn more
3/6/2026 10:33:00		5th Grade	Boy	Music (singing, instruments, band, orchestra), Film / Photography, Digital Art / Animation	A school that is creative and expressive	Maybe, I'd like to learn more
3/6/2026 10:33:03		5th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that celebrates different cultures and identities	Not really my interest
3/6/2026 10:33:04		5th Grade	Prefer not to say	Visual Art (drawing, painting, design), Digital Art / Animation	A school that is creative and expressive	Maybe, I'd like to learn more
3/6/2026 10:33:06		5th Grade	Prefer not to say	Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Digital Art / Animation	A school that is calm and structured	Yes, that sounds exciting
3/6/2026 10:33:09		5th Grade	Girl	Dance, Theater / Acting, Fashion or Costume Design	A school that celebrates different cultures and identities	Not really my interest
3/6/2026 10:33:25		5th Grade	Boy	I'm not sure yet	A school that is creative and expressive	Not really my interest

3/6/2026 10:33:44	[redacted]	5th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting, Digital Art / Animation	A school that feels like a family, A school that is calm and structured, A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/6/2026 10:33:44		5th Grade	Girl	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation	A school that feels like a family, A school that is calm and structured, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 10:34:01		5th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence	Yes, that sounds exciting
3/6/2026 10:34:04		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting, Fashion or Costume Design	A school that celebrates different cultures and identities	Not really my interest
3/6/2026 10:34:06		5th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting, Digital Art / Animation	A school that feels like a family, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 10:35:06		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance	A school that feels like a family	Maybe, I'd like to learn more

3/6/2026 10:35:34	[redacted]	th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry	A school that feels like a family	Yes, that sounds exciting
3/6/2026 10:35:46		th Grade	Girl	Dance, Visual Art (drawing, painting, design), Theater / Acting, Step / Rhythm / Movement	A school that is creative and expressive	Yes, that sounds exciting
3/6/2026 10:35:47		th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that is calm and structured	Maybe, I'd like to learn more
3/6/2026 10:36:09		th Grade	Boy	Theater / Acting	A school that feels like a family	Yes, that sounds exciting
3/6/2026 10:36:27		th Grade	Girl	Dance, Visual Art (drawing, painting, design), Digital Art / Animation, Fashion or Costume Design	A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/6/2026 10:39:27		th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Digital Art / Animation, Fashion or Costume Design	A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/6/2026 10:49:34		th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Theater / Acting	A school that feels like a family	Yes, that sounds exciting
3/9/2026 9:31:50		th Grade	Boy	Visual Art (drawing, painting, design)	A school that feels like a family	Maybe, I'd like to learn more

3/9/2026 9:32:34	[redacted]	5th Grade	Boy	I'm not sure yet	A school that feels like a family, A school that celebrates different cultures and identities	Not really my interest
3/9/2026 9:33:22		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting, Fashion or Costume Design, Step / Rhythm / Movement, I'm not sure yet	A school that feels like a family, A school that encourages leadership and confidence	Yes, that sounds exciting
3/9/2026 9:33:29		5th Grade	Boy	Visual Art (drawing, painting, design), Theater / Acting, Film / Photography, Digital Art / Animation, Fashion or Costume Design	A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/9/2026 9:34:12		5th Grade	Boy	Film / Photography, Digital Art / Animation	A school that feels like a family	Maybe, I'd like to learn more
3/9/2026 9:34:54		5th Grade	Boy	Dance, Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Digital Art / Animation, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence	Yes, that sounds exciting

3/9/2026 9:35:19	[redacted]	5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Fashion or Costume Design, Step / Rhythm / Movement	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Not really my interest
3/9/2026 9:35:25		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting, Film / Photography, Fashion or Costume Design, Step / Rhythm / Movement	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Not really my interest
3/9/2026 9:35:32		5th Grade	Girl	Visual Art (drawing, painting, design), Theater / Acting, Digital Art / Animation	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Not really my interest

3/9/2026 9:35:33	[redacted]	5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/9/2026 9:35:34		5th Grade	Girl	Music (singing, instruments, band, orchestra), Theater / Acting, Step / Rhythm / Movement	A school that is calm and structured, A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/9/2026 9:35:34		5th Grade	Boy	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), I'm not sure yet	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/9/2026 9:35:34		5th Grade	Boy	I'm not sure yet	A school that is calm and structured	Yes, that sounds exciting
3/9/2026 9:35:35		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Creative Writing / Poetry, Digital Art / Animation, Fashion or Costume Design	A school that feels like a family, A school that is calm and structured	Not really my interest

3/9/2026 9:35:36	[redacted]	5th Grade	Girl	Dance, Visual Art (drawing, painting, design), Fashion or Costume Design, I'm not sure yet	A school that is calm and structured, A school that celebrates different cultures and identities	Not really my interest
3/9/2026 9:35:38		5th Grade	Girl	Visual Art (drawing, painting, design), Digital Art / Animation, Fashion or Costume Design	A school that encourages leadership and confidence	Maybe, I'd like to learn more
3/9/2026 9:35:38		5th Grade	Prefer not to say	I'm not sure yet	A school that feels like a family, A school that is calm and structured	Yes, that sounds exciting
3/9/2026 9:35:41		5th Grade	Girl	Visual Art (drawing, painting, design), Creative Writing / Poetry, Digital Art / Animation	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/9/2026 9:36:18		5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Film / Photography, Fashion or Costume Design, Step / Rhythm / Movement	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Not really my interest

3/9/2026 9:36:23	[redacted]	5th Grade	Prefer not to say	Visual Art (drawing, painting, design), Theater / Acting, Digital Art / Animation	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Not really my interest
3/9/2026 9:43:04		6th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Film / Photography, Digital Art / Animation, Fashion or Costume Design, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/9/2026 9:43:24		6th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Digital Art / Animation, Fashion or Costume Design	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that celebrates different cultures and identities	Maybe, I'd like to learn more

3/9/2026 9:43:39	[redacted]	6th Grade	Boy	Visual Art (drawing, painting, design), Film / Photography, Digital Art / Animation	A school that feels like a family, A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/9/2026 9:43:45		6th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design)	A school that feels like a family	Yes, that sounds exciting
3/9/2026 9:43:59		6th Grade	Boy	I'm not sure yet	A school that is creative and expressive	Yes, that sounds exciting
3/9/2026 9:44:14		6th Grade	Boy	I'm not sure yet	A school that celebrates different cultures and identities	Yes, that sounds exciting
3/9/2026 9:44:19		6th Grade	Girl	Music (singing, instruments, band, orchestra), Visual Art (drawing, painting, design), Creative Writing / Poetry, Film / Photography, Digital Art / Animation	A school that is creative and expressive, A school that is calm and structured, A school that encourages leadership and confidence	Yes, that sounds exciting
3/9/2026 9:44:39		6th Grade	Girl	Dance, Visual Art (drawing, painting, design), Fashion or Costume Design, Step / Rhythm / Movement	A school that feels like a family, A school that is creative and expressive, A school that celebrates different cultures and identities	Maybe, I'd like to learn more

3/9/2026 9:45:22	[redacted]	6th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Creative Writing / Poetry, Film / Photography, Digital Art / Animation, Fashion or Costume Design, Step / Rhythm / Movement	A school that feels like a family, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Yes, that sounds exciting
3/9/2026 9:46:01		6th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that feels like a family	Maybe, I'd like to learn more
3/9/2026 9:47:14		6th Grade	Girl	Dance, Theater / Acting, Film / Photography, Fashion or Costume Design, Step / Rhythm / Movement	A school that is creative and expressive, A school that is calm and structured, A school that celebrates different cultures and identities	Not really my interest
3/9/2026 9:47:37		6th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting	A school that feels like a family	Maybe, I'd like to learn more
3/9/2026 9:49:22		6th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Theater / Acting	A school that is creative and expressive, A school that encourages leadership and confidence, A school that celebrates different cultures and identities	Maybe, I'd like to learn more
3/9/2026 14:47:16		6th Grade	Boy	Music (singing, instruments, band, orchestra)	A school that feels like a family, A school that encourages leadership and confidence	Maybe, I'd like to learn more

3/11/2026 9:17:28	[redacted]	5th Grade	Girl	Music (singing, instruments, band, orchestra), Dance, Visual Art (drawing, painting, design), Theater / Acting, Fashion or Costume Design	A school that feels like a family	Yes, that sounds exciting
4/9/2026 17:57:32		6th Grade	Boy	Music (singing, instruments, band, orchestra), Theater / Acting, Film / Photography	A school that feels like a family, A school that is calm and structured, A school that celebrates different cultures and identities	Not really my interest

Table 2

Focus Group Interest & Engagement Evidence

Timestamp	*Full Name*	*Email Address*	*How are you interested in supporting Bellavista*
2/28/2026 10:00:20	[redacted]		*Other: _____*

2/28/2026 10:01:38	[redacted]	*Interested in working at Bellavista*
2/28/2026 10:04:49		*Interested in staying informed about progress, Other: _____*
2/28/2026 10:06:45		*Interested in working at Bellavista, Interested in supporting as a community partner, Interested in mentoring or volunteering, Interested in arts collaboration, Interested in staying informed about progress*
2/28/2026 10:08:25		*Interested in mentoring or volunteering, Other: _____*
2/28/2026 10:46:30		*Interested in supporting as a community partner, Interested in mentoring or volunteering, Interested in arts collaboration, Interested in staying informed about progress*
2/28/2026 11:00:18		*Interested in working at Bellavista*
3/4/2026 12:31:19		*Interested in supporting as a community partner, Interested in mentoring or volunteering, Interested in staying informed about progress*

R-05ac - Enrollment

R-05ac - Enrollment

5(a) Enrollment Plan

Bellavista School of the Arts proposes to open serving students in Grades 7 and 8, with an initial enrollment of 75 students per grade, totaling 150 students. The school will expand by one grade level each year until reaching full enrollment across Grades 7–12. In Year 2, Bellavista will enroll 99 students in Grade 9 as the inaugural high school cohort, with enrollment stabilizing at 100 students per grade in Grades 9 through 12 in subsequent years. This phased growth model results in a projected full enrollment of approximately 550 students.

This enrollment structure is intentionally designed to support a strong middle school foundation while preparing students for a rigorous high school experience grounded in arts integration, college and career preparation, and culturally affirming learning environments.

Bellavista's proposed grade configuration aligns broadly with the structure of secondary education in the RCSD, which serves students in middle school and high school grade spans. While some RCSD schools begin middle school in Grade 6, Bellavista will begin serving students in Grade 7. This design reflects the structure of Rochester's arts education ecosystem and ensures that Bellavista complements existing programs rather than competing with them.

Bellavista's founding team has established a partnership with Renaissance Academy Charter School of the Arts, an existing arts-integrated elementary program that serves students through Grade 6. By opening Bellavista at Grade 7, we can provide a natural transition point for students completing that program and create a coherent K–12 arts pathway for students and families seeking sustained arts-focused education. This approach strengthens the overall arts education ecosystem in Rochester and allows students to continue developing their artistic interests alongside rigorous academic preparation.

Beginning Bellavista at Grade 7 also supports the developmental design of the school's academic model. The founding cohort will establish Bellavista's academic expectations, school culture systems, and arts programming before the addition of high school grades. This phased approach allows leadership and faculty to refine instructional practices, student supports, and performance expectations before expanding into upper grades.

Bellavista will follow the same eligible and minimum ages per grade used by RCSD. Students enrolling in each grade must meet the age requirements associated with that grade level in the district. For example, students entering Grade 7 must meet the district's age expectations for seventh-grade enrollment. Age eligibility will be verified through birth records and prior school

documentation during the enrollment process. Because Bellavista begins serving students at Grade 7, there are no kindergarten or early elementary age eligibility requirements associated with the school's admissions process.

Bellavista will grow gradually over the charter term by adding one grade level each year. This measured expansion allows the school to establish strong academic systems, student culture expectations, and arts programming before expanding into additional grade levels. This phased growth model supports program quality and operational stability. Opening with middle school grades allows Bellavista to establish strong academic and cultural systems before introducing high school programming.

Based on patterns observed across Rochester charter schools, Bellavista anticipates an annual a ttrition rate of approximately 6 to 9 percent. Student mobility within Rochester often reflects fa mily relocation, housing changes, or other life circumstances rather than dissatisfaction with a school program. Bellavista will prioritize strong student retention through a supportive school culture, meaningful family engagement, and engaging arts programming designed to foster a strong sense of belonging among students.

In alignment with its commitment to educational equity and community access, Bellavista will backfill vacancies at all grade levels, including during the school year when seats become available due to attrition or voluntary withdrawal. When a vacancy occurs, the school will offer the seat to the next student on the grade-level waitlist generated through the annual admissions lottery. If the waitlist has been exhausted, Bellavista will continue targeted recruitment efforts to fill the seat.

Students who enroll after the school year begins will receive structured transition supports to ensure successful integration into the school community. These supports may include orientation sessions for families, advisory-based social-emotional onboarding, academic bridging supports where needed, and individualized guidance from a staff member responsible for supporting new student transitions. When possible, Bellavista will admit new students in small cohorts to ensure that new students receive appropriate attention and support as they join the school community.

During its first charter term, Bellavista will focus exclusively on successfully launching and implementing its Grades 7–12 arts-integrated academic program. The school does not anticipate requesting additional grade levels or enrollment increases during the initial charter period. If Bellavista demonstrates strong academic, operational, and organizational performance during the first charter term, the school may consider future expansion during a subsequent charter period. Possible future considerations could include earlier grade levels or expanded

arts programming; however, any such proposal would be developed in collaboration with community stakeholders and would require approval through the charter renewal process.

5(b) Target Population Enrollment

Bellavista is committed to enrolling and successfully supporting a student population that reflects the diversity of RCSD. The school will actively recruit and retain students who are economically disadvantaged, English Language Learners (ELLs), and students with disabilities, consistent with the enrollment and retention targets established by the SUNY Trustees.

Based on the SUNY Charter Schools Institute Enrollment and Retention Target Calculator, Bellavista will work to meet or exceed the following enrollment and retention targets once the school reaches full enrollment:

Target Population	Enrollment Target	Retention Target
Economically Disadvantaged (FRPL)	85.9%	92.9%
English Language Learners (ELLs)	16.6%	93.2%
Students with Disabilities	18.6%	94.4%

Bellavista will monitor enrollment and retention data annually to ensure the school meets or exceeds these benchmarks. School leadership will regularly review enrollment, persistence, and academic performance trends for each subgroup and will adjust recruitment and retention strategies as needed.

Bellavista's recruitment strategy is designed to ensure that families across Rochester are aware of the school and understand that Bellavista is an accessible, inclusive public school option. Recruitment activities will occur throughout the year, with the most intensive outreach taking place between November and the annual application deadline.

Bellavista will conduct outreach in neighborhoods with high concentrations of economically disadvantaged families by distributing enrollment materials in community locations such as public libraries, community centers, grocery stores, neighborhood businesses, and affordable housing complexes. School representatives will attend community events, festivals, family resource fairs, and neighborhood gatherings to share information about the school and assist families with completing applications. Bellavista will also host school information sessions and arts workshops in community spaces located in high-need neighborhoods so families can learn about the school's academic and arts programming in accessible and familiar settings.

To recruit ELLs, Bellavista will provide application materials and recruitment information in multiple languages commonly spoken by families in the Rochester community, including Spanish, Nepali, Arabic, and Chinese, reflecting the linguistic diversity of the RCSD student population and recent immigrant and refugee communities in the region (U.S. Census Bureau, American Community Survey 5-Year Estimates; Rochester City School District Department of Multilingual Education). Additional languages will be added as needed based on community demand. Bilingual staff and interpreters will be present at enrollment events and information sessions to assist families in completing applications and understanding the admissions process. Recruitment materials will be distributed through cultural organizations, houses of worship, and community centers serving immigrant and refugee populations, and the school will conduct outreach through multilingual social media platforms and media outlets to ensure families who speak languages other than English are aware of the school.

Bellavista will also actively recruit students with disabilities by clearly communicating the school's commitment to inclusive education and individualized support. Recruitment materials will highlight Bellavista's special education programming, staffing structures, and student support services. The school will develop relationships with community organizations and parent advocacy groups that support families of students with disabilities and will share enrollment information about the school's programs through these networks.

Bellavista will design recruitment events and outreach activities to remove barriers that might otherwise prevent families from participating in the admissions process. Events will be held in community locations such as libraries, arts centers, and neighborhood gathering spaces to ensure accessibility. Recruitment events will be scheduled at varied times, including evenings and weekends, to accommodate families with different work schedules. Translated recruitment materials and interpretation services will be available for families who speak languages other than English, and staff members will assist families with completing applications during outreach events.

Bellavista will follow all applicable provisions of the New York Charter Schools Act regarding admissions preferences. The school will offer the following preferences in its admissions lottery:

- Students who reside in RCSD
- Siblings of currently enrolled students

Bellavista may also apply additional admissions factors permitted under state law that support the enrollment of targeted student populations, provided such practices remain compliant with federal Charter School Program requirements. We will prioritize a preference for ELL students in our early years while we are limited to one weighting criterion.

Bellavista recognizes that successful enrollment of target populations must be accompanied by strong retention supports. The school will implement structures designed to ensure that students with diverse learning needs are able to thrive academically and socially. These supports will include an advisory program that provides ongoing social-emotional support and academic guidance, arts-integrated instruction that engages students with diverse learning styles, targeted academic interventions, and strong family engagement initiatives that strengthen partnerships between the school and families.

The school will monitor the effectiveness of these efforts through regular analysis of student data. Academic performance, attendance, and persistence will be reviewed and disaggregated by subgroup, including economically disadvantaged students, English Language Learners, and students with disabilities. Leadership will review these data through structured data analysis cycles to identify areas where additional supports or interventions may be needed.

5(c) Student Enrollment

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**AGE RANGE**
7th Grade	Middle School	75	75	75	75	75	12- 13
8th Grade	Middle School	75	75	75	75	75	13-14
9th Grade	High School		99	100	100	100	14-15
10th	High School			100	100	100	15-16
11th	High School				100	100	16-17
12th	High School					100	17-18
Ungraded							
TOTAL		150	249	350	450	550	

R-05d - Admissions Policy

R-05d - Admissions Policy

Bellavista School of the Arts (Bellavista) will maintain an open admissions process consistent with the New York Charter Schools Act, applicable state regulations, and all federal and state non-discrimination laws governing public school enrollment. Admission will be open to all students eligible to attend public school in New York State. The school will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, disability status, academic ability, income level, English language proficiency, or any other characteristic protected by law.

Bellavista will not administer entrance exams, interviews, auditions, essays, or any other screening process as a condition of admission. Although the school integrates arts education throughout its academic program, students will not be required to demonstrate prior artistic experience in order to apply or enroll. The school's admissions practices are designed to ensure equitable access for all students and to support the enrollment and retention targets described in Response 5b for students with disabilities, English language learners, and economically disadvantaged students.

Bellavista will open serving grade 7 in its founding year and will add one grade level each year until reaching its full program of grades 7 through 12. The school will accept applications for all grades served in a given year.

Applications will be available both online and in paper format and will be distributed widely through the school's website, community organizations, neighborhood events, and public locations such as libraries and community centers. Application materials will be made available in multiple languages to ensure accessibility for Rochester families. In recognition of the linguistic diversity of the Rochester community, materials and outreach will be designed to support families who speak languages commonly used in the area, including Spanish as well as languages such as Nepali, Arabic, and Chinese. The application will request only basic information necessary to administer the admissions process, including the student's name, address, date of birth, and sibling status. Families will not be required to attend an informational session or open house in order to apply.

If the number of applications exceeds the number of available seats in any grade, Bellavista will conduct a random public lottery in accordance with the New York Charter Schools Act and the random selection requirements set forth in 8 NYCRR §119.5. The lottery will be conducted in a transparent manner and will be open to families and

members of the public. All eligible applications received by the published deadline will be entered into the lottery. Each application will be assigned a number and included in the random selection process.

Bellavista will apply statutory enrollment preferences in accordance with the Charter Schools Act. Students currently enrolled at the school will have priority for re-enrollment and will not participate in the lottery. After returning students, preference will be given to siblings of enrolled students and then to applicants who reside within the Rochester City School District, the district in which the school will be located. These preferences will be applied consistently and transparently in accordance with state law.

Bellavista does not propose any at-risk enrollment designations or set-asides beyond those permitted under the Charter Schools Act. However, the school's recruitment and outreach efforts are designed to attract a student body that reflects the demographics of the Rochester community and the communities surrounding the school.

Applicants who are not offered seats through the lottery will be placed on a waitlist for the applicable grade level in the order determined by the lottery. If seats become available, students will be offered admission in the order in which they appear on the waitlist, consistent with applicable enrollment preferences. Families will be notified promptly of lottery results and provided with clear instructions for completing enrollment if their child is offered a seat.

Bellavista will fill seats that become vacant in grades 7 through 10 by offering those seats to students on the waitlist. Beginning in grade 11, the school may elect not to fill vacated seats in order to maintain instructional continuity and support students' progress toward graduation. The school will continue to offer seats from the waitlist as openings arise through the early part of the school year. After a designated point in the school year, Bellavista may discontinue admissions for that grade level in order to maintain stability within instructional cohorts.

Bellavista will maintain records documenting the admissions process, including applications received, lottery procedures, waitlists, and enrollment decisions. These records will be maintained in accordance with applicable law and will be made available to the SUNY Charter Schools Institute upon request.

R-06af - Curriculum and Instruction Section

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6. Curriculum and Instructional Design

Bellavista's academic program is grounded in a coherent set of research-based pedagogical models that emphasize inquiry, collaboration, and arts integration as central drivers of academic and social-emotional growth. We have drawn on research from the Kennedy Center demonstrating that arts integration increases student engagement, retention, and academic achievement, particularly for diverse learners (Kennedy Center, ArtsEdge; Changing Education Through the Arts [CETA], 2019). Constructivist learning theory further informs Bellavista's emphasis on collaboration and the co-construction of knowledge through dialogue, performance, and hands-on exploration (Vygotsky, 1978). Inquiry-based learning research shows that students develop deeper understanding when they build knowledge through questioning, problem-solving, and reflection, a foundation embedded in frameworks such as NGSS and the C3 Framework (Bruner, 1961). Bellavista's model is also shaped by culturally relevant pedagogy, which affirms student identity, culture, and community as integral to academic success (Ladson-Billings, 1995), and by research on co-teaching and integrated instruction demonstrating improved access to grade-level content through collaboration and differentiation (Friend & Cook, 2017). Together, these research foundations validate Bellavista's approach to blending rigorous academics with artistic creativity to promote engagement, critical thinking, and equitable outcomes for all students.

(a) Curriculum Selection Process

Our curriculum at Bellavista will be designed to develop the whole child through rigorous, student-centered, and arts-integrated learning. Our curriculum decisions will be grounded in the belief that education should inspire curiosity, creativity, and purpose while reflecting students' cultures, identities, and lived experiences. Every content area, academic and artistic, will work in harmony to cultivate scholars and artists who think critically, create boldly, and lead compassionately.

Our educational philosophy views learning as transformative. Core academic subjects will build our students' minds through inquiry, analysis, and problem-solving, while the arts will expand their senses of imagination, identity, and expression. Together, they will prepare students to understand the world, express their place within it, and shape their futures as confident scholars, creators, and compassionate citizens. This philosophy directly informs our curriculum selection, instructional design, and the structures we will use to ensure all students experience rigorous grade-level learning with appropriate supports.

To establish a strong foundation for our curricular approach, our team has determined an operational definition for rigor at Bellavista. Rigor will mean providing every student with equitable access to high-quality, grade-level learning that recognizes their brilliance, builds on their strengths, and supports them in meeting ambitious academic and artistic expectations. In practice, rigor does not mean more work or harder work, but the *right* work: meaningful,

relevant, and culturally responsive tasks that challenge students' thinking, deepen understanding, and result in high-quality products of learning.

Our approach is further informed by **The Opportunity Myth**, which demonstrates that students (particularly students of color) are too often denied consistent access to grade-level content despite showing the capacity to succeed. We will explicitly reject deficit-based thinking. Students who enter below grade level will never be given lowered expectations; instead, they will receive targeted supports designed to accelerate growth while maintaining full access to grade-level standards.

Rigorous learning activities, grounded in high quality instructional materials, will also be shaped by research emphasizing productive struggle, strategic scaffolding, and culturally responsive instruction. We will ensure students are known, affirmed, and intellectually supported so they can engage deeply with complex ideas. Explicit, transparent instruction will provide access to the academic and artistic "codes of power," including clear expectations, strong modeling, and consistent feedback. Across classrooms, students will do the cognitive heavy lifting—analyzing, creating, revising, rehearsing, writing, reflecting, and producing work for authentic audiences.

We selected Bellavista's core instructional materials through a deliberate, research-informed process designed to ensure strong alignment to our mission, arts-integrated model, and the needs of our target student population. Our process prioritized academic rigor, equity, coherence across grades, and flexibility for creative, student-centered instruction.

First, we identified non-negotiable criteria for curriculum selection. All materials had to:

- Be fully aligned to New York State Learning Standards and relevant national frameworks (e.g., Common Core, NGSS, C3);
- Demonstrate research-based evidence of effectiveness, particularly in urban, diverse, and historically underserved school contexts;
- Support inquiry, collaboration, and higher-order thinking rather than rote or worksheet-driven instruction;
- Offer strong digital platforms to support accessibility, reduce reliance on print materials, and enable real-time data use; and
- Provide flexibility for authentic arts integration without compromising academic rigor.

Using these criteria, we conducted a structured review of nationally recognized instructional programs for grades 7–12. We examined EdReports ratings, state-approved curriculum lists, independent research studies, and district and charter implementation evidence to assess coherence, usability, and alignment to grade-level expectations. We also reviewed scope-and-sequence documents, sample units, assessments, and embedded supports to ensure that teachers would clearly know what to teach and when.

Throughout the selection process, we considered not only the quality of individual programs, but also how the full curriculum suite would work together across disciplines. We intentionally selected materials that reinforce shared instructional priorities—such as inquiry, discourse, collaboration, and authentic performance tasks—so students experience a coherent academic program rather than isolated subject silos.

We will continue to evaluate the effectiveness of these curricula through annual reviews of student achievement data, teacher feedback, classroom observations, and alignment to Bellavista's graduate aims. This ongoing review process will ensure that curriculum decisions remain responsive, equitable, and aligned to our mission of providing rigorous, arts-integrated learning for all students.

English Language Arts (ELA)

We will use CommonLit 360 for grades 7–12 to cultivate confident readers, expressive writers, and powerful communicators who see language as both an art form and a tool for agency. We selected this curriculum because of its strong evidence base for literacy growth, vertically aligned units, and emphasis on culturally relevant texts, discussion, and evidence-based writing. Its integration of reading, writing, speaking, and listening aligns directly with our vision of literacy as both academic skill and artistic expression, while its digital tools support differentiation and formative assessment.

Through arts-integrated instruction, students will engage with culturally relevant literature, performance, and media to deepen comprehension, analyze diverse perspectives, and express their own stories with purpose.

CommonLit 360 will provide a strong research base for literacy growth, vertically scaffolded reading and writing instruction, and integrated speaking and listening opportunities. Students will participate in structured discussions, text-dependent analysis, and evidence-based writing tasks that strengthen critical thinking and academic voice. The digital platform will support collaboration, student discourse, and formative assessment while minimizing printing.

We will extend ELA instruction through arts integration by designing opportunities such as spoken-word poetry, readers' theatre, short-film adaptations, performance readings, and student-produced literary magazines. These experiences will allow students to demonstrate literacy mastery through authentic, creative products while strengthening reading comprehension, writing fluency, and oral communication.

Mathematics

We will use Illustrative Mathematics for grades 7–12 to support deep conceptual understanding, mathematical reasoning, and real-world application through problem-based, inquiry-driven instruction. We selected this curriculum because of its research-validated, problem-based approach that emphasizes conceptual understanding, reasoning, and student discourse. As an open educational resource, it promotes equitable access and instructional flexibility. Its focus on sense-making and collaboration aligns with our belief that mathematics, like the arts, is a creative process grounded in exploration, design, and communication. Students will collaborate to explore multiple solution strategies, explain their thinking, and engage in productive mathematical discourse.

Illustrative Mathematics will promote equity and access through its open educational resource design and digital flexibility. Its emphasis on sense-making, reasoning, and discussion will align with our belief that mathematics is both a language of logic and a canvas for creativity. Students will connect mathematical concepts to artistic modalities, such as design, movement, rhythm, and visual representation, to make abstract ideas more tangible and meaningful.

We will integrate arts-based approaches such as “Math in Motion,” architectural design projects, and visual modeling to reinforce geometry, ratio, proportion, and pattern recognition. These strategies will deepen understanding while maintaining alignment to grade-level standards and high expectations.

Science

Our science curriculum will be designed to nurture curious, analytical thinkers who explore the natural and physical world through hands-on investigation and inquiry. We will emphasize scientific reasoning, evidence-based thinking, and real-world application so students learn not only scientific content, but also how scientists think, question, test ideas, and communicate findings.

We will use OpenSciEd for grades 7–8 and BSCS Science Learning for grades 9–12 because together they provide a coherent, phenomenon-based progression aligned to NGSS and New York State science standards. These programs emphasize inquiry, equity, and real-world application and will ensure our students engage deeply with scientific concepts through investigation, discourse, and evidence-based reasoning. Together, these programs will provide a coherent, research-backed, phenomenon-based approach aligned to the New York State P–12 Science Learning Standards and NGSS.

Students will engage in sustained investigations anchored in real-world phenomena, developing and revising models, designing experiments, analyzing data, and participating in scientific discourse using claim–evidence–reasoning structures. Arts integration will support science learning through visual modeling, design thinking, performance-based demonstrations, and multimedia representations of complex systems and processes.

Social Studies

Our social studies curriculum will prepare students to become informed, empathetic citizens who understand history, culture, economics, and civic responsibility. Instruction will be grounded in culturally responsive practice and inquiry-based learning that connects local and global stories to students' identities and lived experiences.

We will use McGraw Hill Education social studies programs aligned to the C3 Framework because of its emphasis on inquiry arcs and robust use of primary sources. The program supports student voice, collaboration, and civic reasoning, while its digital platform enables project-based and performance-driven learning experiences aligned with our arts-integrated model. Students will investigate compelling questions, analyze primary and secondary sources, engage in dialogue and debate, and explore multiple perspectives.

Arts integration will bring social studies content to life through performances, exhibitions, debates, and documentary projects that deepen understanding of justice, identity, leadership, and civic responsibility.

Specialty and Elective Courses: Artistic Mastery and Purpose

Our specialty and elective courses will serve as the heartbeat of Bellavista and provide opportunities to transform students from learners into artists, innovators, and changemakers. Over our initial charter term, elective offerings will include visual arts, music, theatre, dance, digital media, and design innovation, led by practicing artists with professional experience.

In grades 7–9, students will be exposed to multiple art forms through arts integration and enrichment. In grades 10–12, students will select an artistic "major" and engage in advanced coursework culminating in performances, exhibitions, and capstone projects emphasizing critique, revision, and professional presentation.

Curriculum Review, Evaluation, and Revision

We will review and revise the curriculum annually through a continuous improvement cycle led by the principal and instructional coaches. This process will include analysis of student achievement data, disaggregated by subgroup; teacher feedback; classroom observations; and alignment to Bellavista's graduate aims. Planning documents will be updated monthly in response to student data.

Our principal, supported by ELA, mathematics, science, and humanities instructional coaches, will be responsible for curriculum selection, implementation, and review. Teachers will play an active role through collaborative planning, PLCs, and curriculum feedback cycles.

(b) Assessment System

Bellavista's assessment system will be designed to support rigorous, equitable, and student-centered learning. Assessments will be used not only to measure student learning but to improve instruction, ensuring that all students have consistent access to grade-level standards, targeted supports, and meaningful opportunities to demonstrate understanding through both academic and artistic work. The system will incorporate diagnostic, formative, and summative assessments aligned to curriculum, instruction, and Bellavista's graduate aims in order to ensure coherence across classrooms, grade levels, and content areas.

Diagnostic assessments will be used to establish students' academic starting points and to identify strengths, needs, and unfinished learning, including learning loss resulting from prior educational disruptions. These assessments will be administered at the beginning of the school year and at key transition points. Diagnostic measures will include curriculum-embedded tasks aligned to grade-level standards in English language arts, mathematics, and science; baseline reading and writing samples; mathematics diagnostics focused on conceptual understanding and prerequisite skills; and performance-based tasks that allow students to demonstrate thinking through written, oral, and artistic modalities. Teachers and instructional coaches will analyze diagnostic results during the opening weeks of school to identify priority standards, surface misconceptions, inform pacing decisions, and plan targeted supports and enrichment. Diagnostic data will never be used to place students into lower-level coursework; rather, it will guide acceleration and intervention while preserving full access to grade-level curriculum.

Formative assessment will be the foundation of instructional decision-making at Bellavista. Teachers will use frequent, low-stakes formative measures to monitor student understanding in real time, adjust instruction, and respond quickly to student needs. These assessments will be embedded within daily instruction and arts integration blocks and will include checks for understanding from curriculum embedded tasks, such as: student discussions, annotations, journals, short quizzes, draft writing samples, problem-solving tasks, and artistic demonstrations aligned to academic objectives. Teachers will collect formative data on a daily and weekly basis using digital platforms and shared data tools. Instructional teams will review formative data during weekly planning meetings and professional learning communities to identify trends, address misconceptions, adjust upcoming lessons, and design small-group instruction and targeted arts-integrated instruction. Arts integration teachers will use formative data from core content classes to plan responsive lessons that address specific learning gaps through artistic modalities.

Summative assessments will be used to evaluate student mastery of standards at the end of instructional units, courses, and academic terms. These assessments will help determine whether students are on track for success on New York State assessments and long-term academic goals. Summative measures will include curriculum-embedded unit assessments aligned to state standards, end-of-course assessments and Regents-aligned tasks where applicable, nationally normed benchmark assessments administered at scheduled intervals, and performance-based assessments such as exhibitions, portfolios, and capstone projects. Writing tasks will be scored using common rubrics to ensure consistency across classrooms. Summative assessments will require students to apply knowledge, analyze information, communicate reasoning, and produce high-quality academic and artistic work.

Bellavista Assessment Protocol Aligned to the School Year

Type	Frequency	Grade Level	What is its purpose?	How is it used by leaders? By teachers?
NWEA Reading & Math	Two times a year -Beginning of Year -End of the year	7th & 8th Grade	An adaptive test (with national norms) that measures student progress throughout the year.	Leaders- Tracking progress toward school milestones and predicting outcomes for state accountability tests; evaluate program effectiveness Teachers-Tracking progress and using the data to choose interventions or enrichment activities
CommonLit 360 (ELA): Formative Lesson Checks	Daily/lesson	7th - 12th Grade	Provide immediate checks for understanding during instruction. Help teachers know whether students are ready to proceed deeper or need support.	Teachers: use this real-time data to adjust instruction, re-teach, or offer extra support. Leaders: can look at trends across classes to identify common struggles with particular
CommonLit 360 (ELA): Unit Skills Assessments	Two unit skill assessments per Unit. Twelve unit skill assessments in total for the academic year. Assessments take place halfway and at the end of each unit.	7th - 12th Grade	Check ongoing comprehension and application of unit skills. Provide formative insights that inform daily instruction and pacing	Teachers: assign these at strategic points in the unit to see whether students grasp critical skills before the culminating task. Leaders: use results to support teachers with targeted professional development, refine grouping or intervention, and
CommonLit 360 (ELA): Culminating Tasks	End of each unit	7th - 12th Grade	Evaluate deep learning and application of key skills from reading, writing, and discussion lessons.	Teachers: use rubrics tied to standards to score these tasks for mastery evidence and to inform next instructional steps. Leaders: use them to track unit outcomes and to support teacher calibration on expectations.
CommonLit 360 (ELA): Benchmark Assessment	Three times per year. -Beginning of Year -Middle of the Year -End of the year	7th - 12th Grade	Measure growth across the year — showing how reading skills develop from beginning to end of year. Also, provide standards-aligned data on student strengths and areas needing support.	Teachers: identify trends in comprehension and skill gaps to plan instruction and interventions. Leaders: use aggregated results to evaluate curriculum impact and support professional

Illustrative Mathematics: Quarterly Benchmark	• Formative Tasks: 10–15 minutes 2–3× per week • Unit Assessments: 45–60 minutes every 4–6 weeks • Quarterly Benchmark: 60	7th - 12th Grade	• Assess conceptual understanding, procedural fluency, and application of mathematical practices. • Identify misconceptions through problem-based performance tasks.	• Teachers: Use results in weekly data meetings to re-teach or enrich. • Leaders/Coaches: Track grade-level progress, ensure pacing alignment, and provide coaching on mathematical discourse and differentiation.
Illustrative Math: Check Your Readiness Assessment (Diagnostic)	At the start of each unit	7th - 12th Grade	To assess prerequisite knowledge and skills needed for the upcoming unit and identify gaps before new instruction begins.	Teachers: Use results to plan targeted review, adjust pacing, and group students for just-in-time support during the unit. Leaders/Coaches: Review trends across classrooms to identify common prerequisite gaps, plan reteach supports, and inform coaching and professional
Illustrative Math: Cool Down (Formative)	Each lesson includes a cool-down (also known as an exit slip or exit ticket) to be given to students at the end of the lesson.	7th - 12th Grade	This activity serves as a brief checkpoint to determine whether students understood the main concepts of that lesson. Teachers can use this as a formative assessment to plan further instruction.	Teachers: Use results daily to plan for review and targeted instruction. Also, teachers can use cool downs to see if students have more opportunities to engage with the same topic. Leaders/ Coaches: Review trends across the unit. Support teachers with responding to data weekly.
Illustrative Math: Summative Assessments	End-of-Unit: every unit (8–9 times/year) Mid-Unit: occasionally in longer units only	7th - 12th Grade	Measure summative mastery of key concepts taught in the unit. Also, to prepare students for rigorous performance tasks and deeper problem solving	Teacher: Us to verify proficiency before moving to the next unit and generate data for retargeted teaching of specific standards. Also, to use rubrics and student work to inform scoring and next steps. Leader: Use to Analyze patterns in summative results across grade levels/teachers and Identify units or standards needing schoolwide attention. Also, Use data for instructional focus in PLCs or PD

OpenSciEd: Pre-Assessment	At the start of lesson sets or units (as students begin a new phenomenon investigation)	7th - 12th Grade	Reveal student thinking before formal instruction. Help teachers understand what ideas students bring that can support or hinder sensemaking.	Teacher: Use to Inform instructional entry points, activate prior knowledge, and shape discussions and early investigations. Leader: Use toIdentify common starting misconceptions across classrooms and support PD on
OpenSciEd: Formative Assessment	Daily- These include exit tickets, teacher observations of discussions, model development checkpoints, and other lesson-level performance checks.	7th - 12th Grade	Primary Purpose to monitor student thinking in real time and support ongoing instructional adjustments.	Teacher: Use to adjust teaching next day based on student need, support small-group instruction, and provide targeted feedback. Leader: Use to look for patterns in formative data across grades and coach on interpretation and instructional responses.
OpenSciEd: Summative Assessment	At the end of unit segments or end of a unit's storyline	7th - 12th Grade	Evaluate mastery of core ideas and practices and provide evidence of students' 3D understanding.	Teachers: use these assessments to determine where students are in their multi-dimensional learning and to adjust future unit pacing and instructional decisions based on student outcomes. Leaders: use summative assessment patterns to set instructional goals and share outcomes with stakeholders to
OpenSciEd: Self-Assessment	At identified points within a unit	7th - 12th Grade	Primary Purpose to encourage student ownership of learning and to help students articulate strengths and areas for growth.	Teachers: use these practices to support students' metacognitive development and to better understand how students perceive their own learning. Leaders: use this information to promote a reflective classroom culture and to monitor growth in student agency over time.
OpenSciEd: Peer Assessment	During complex tasks where diverse student work can benefit from shared feedback	7th - 12th Grade	Primary Purpose is to Build communication and science and argumentation skills. Also to support peer sensemaking of phenomena .	Teachers: use these practices to facilitate scientific discourse and guide students in providing high-quality feedback to one another. Leaders: encourage collaborative assessment cultures and support the implementation of structured feedback protocols across grade levels.

McGraw Hill Social Studies: Diagnostic assessment	Once per unit or at the beginning of the year (BOY)	7th - 12th Grade	Primary Purpose to Identify students' background knowledge and Surface misconceptions before instruction begins.	Teachers: use diagnostic data to plan entry points into the unit, adjust pacing, pre-teach vocabulary, and differentiate instruction. Leaders: analyze trends to identify readiness gaps across classrooms or grade levels and plan instructional supports or professional development.
McGraw Hill Social Studies: Ongoing formative checks	Daily: Exit tickets Quick checks Interactive questions Vocabulary checks Reading comprehension prompts	7th - 12th Grade	Primary Purpose to monitor understanding of lesson objectives and provide immediate feedback during instruction.	Teachers: use formative data to adjust instruction in real time, clarify misconceptions, and determine whether students are ready to move forward. Leaders: look for patterns in formative performance to support coaching conversations, instructional alignment, and consistency across classrooms.
McGraw Hill Social Studies: Unit/ Chapter summative assessment	Usually six to ten times per year, depending on pacing	7th - 12th Grade	Primary Purpose to measure mastery of unit standards and key concepts and to provide summative evidence of learning.	Teachers: use results to determine mastery, plan reteaching, assign grades, and inform future instruction. Leaders: analyze unit data to identify trends across classrooms, evaluate curriculum
McGraw Hill Social Studies: Performance - based tasks	Once per Unit	7th - 12th Grade	Primary Purpose to measure application of content knowledge and assess historical thinking, reasoning, and literacy skills.	Teachers: evaluate students' ability to analyze sources, construct arguments, and apply concepts using rubrics aligned to standards. Leaders: use performance task outcomes to assess depth of learning, rigor of instruction, and alignment to district or state social studies priorities.

McGraw Hill Social Studies: Periodic benchmark assessment	Three to four times a year	7th - 12th Grade	Primary Purpose is to Monitor progress toward grade-level standards and Prepare students for state or end-of-course assessments.	Teachers: use benchmark data to identify students needing intervention, adjust instructional focus, and plan review or spiral supports. Leaders: use benchmark results to track schoolwide progress, support MTSS decision-making, allocate resources, and communicate outcomes to stakeholders.
Arts Program	To anchor rigor and best practice, Bellavista references established arts-integration examples and performance-based assessment models (e.g., those informed by The Kennedy Center and similar research-based approaches). These frameworks provide a shared definition of high-quality arts integration—where students meaningfully connect artistic processes to academic content, not simply engage in arts-adjacent activities.	7th - 9th Grade	The purpose of Bellavista's arts integration assessment is to: Gauge whether arts integration is actively supporting and deepening academic learning Measure the rate and quality of student connections between content and the arts Ensure that arts integration is not symbolic, but instructional and impactful Provide rapid feedback that allows for real-time instructional pivots	Teachers: use weekly arts integration assessments to determine whether students are making authentic, meaningful connections between academic content and artistic practice. Results allow teachers to immediately adjust instruction, refine artistic strategies, and collaborate with arts integration staff to strengthen learning outcomes. School leaders: use arts integration assessment data to monitor the fidelity and effectiveness of the arts-integrated instructional model across grades and disciplines. Data informs coaching, professional development, and instructional planning to ensure arts integration is driving academic growth as intended.

Non-Academic assessments One: Arts Identity & Creative Expression	Twice per year (mid-year and end-of-year) through portfolio reviews and performance-based demonstrations Culminating capstone exhibition in Grade 12 aligned to Arts Diploma requirements	10th - 12th Grade	The purpose of this assessment is to measure students' growth in artistic identity, creative expression, and confidence in sharing their voice through artistic mediums. The assessment ensures students are progressing toward completion of required arts coursework and are prepared to graduate with an Arts Diploma that reflects sustained creativity, self-expression, and artistic ownership.	Teachers: use Arts Identity & Creative Expression assessments to guide instruction, mentor students in refining their artistic voice, and ensure students are meeting Arts Diploma coursework expectations. Results inform feedback, portfolio development, and individualized support to strengthen confidence and authentic self-expression. School leaders: use assessment data to monitor student progress toward Arts Diploma completion and the development of artistic identity across grade levels. Data informs program quality, resource allocation, and continuous improvement of Bellavista's arts pathway and graduation outcomes.
Non-Academic assessments Two: Cultivators of Creativity Arts Diploma Completion	Annually, with formal reviews in the fall and spring through portfolio checks, participation tracking, and student reflection surveys Ongoing monitoring occurs throughout the year via course completion data and performance/ exhibition participation logs	9th - 12th Grade	The purpose of this assessment is to measure students' development of a strong arts identity, creative confidence, and sustained engagement in artistic practice over time. The assessment ensures students are on track to meet Arts Diploma requirements while demonstrating growth in authentic self-expression through visual, performing, and creative arts.	Teachers: use assessment data to guide instruction, support portfolio development, and mentor students in refining their artistic voice and confidence. Results inform individualized feedback, instructional planning, and targeted supports to ensure students meet Arts Diploma and creative expression expectations. School leaders: use assessment data to monitor progress toward Arts Diploma completion and the effectiveness of Bellavista's arts programming. Data informs program evaluation, resource allocation, and continuous improvement of arts pathways to ensure equitable access and strong graduation outcomes.

For assessments that are not yet finalized, Bellavista will apply the same research-based criteria used in curriculum selection. All assessments will be aligned to grade-level standards and curriculum, designed to measure higher-order thinking and application rather than rote recall, developmentally appropriate and culturally responsive, and capable of generating actionable instructional data. When addressing learning loss, the school will prioritize assessments that

identify unfinished learning within grade-level standards rather than relying on below-grade-level measures, ensuring an acceleration-focused approach rather than remediation.

To ensure the validity and reliability of assessment results, Bellavista will use assessments that align directly to curriculum scope and sequence and apply common rubrics and scoring guides across classrooms. Teachers will participate in regular calibration sessions during which they review and score student work collaboratively to ensure consistent expectations and reduce bias. Instructional coaches and school leaders will analyze assessment results across classrooms and grade levels to monitor consistency and identify areas requiring additional support or adjustment.

Teachers will be responsible for administering classroom-based assessments and collecting formative and summative data. Instructional coaches will support data analysis, facilitate collaborative review of student work, and guide instructional adjustments during weekly professional learning sessions. The principal will oversee assessment implementation, data integrity, and alignment to schoolwide academic goals. Directors of Instruction will review assessment data regularly to monitor progress, identify system-level needs, and ensure equitable outcomes for all student groups.

School leaders and teachers will ensure that student work products indicate preparation for success on New York State assessments by aligning unit assessments and performance tasks to state standards and assessment expectations. Regents-style questions, prompts, and tasks will be embedded into instruction and assessment across applicable grade levels. Teachers and leaders will engage in quarterly reviews of student work to evaluate rigor, alignment, and readiness across classrooms.

Assessment results will be accessible to all stakeholders and used purposefully. Teachers will use data to plan instruction, differentiate learning, and monitor student progress. School leaders will use assessment results to inform coaching, professional development, and schoolwide improvement efforts. The board of trustees will receive regular aggregated reports on academic performance, growth trends, and progress toward established goals. Students will receive clear, age-appropriate feedback and opportunities to reflect on their learning, set goals, and revise work. Parents and families will have access to assessment information through conferences, progress reports, and the PowerSchool digital platform.

Bellavista will communicate academic achievement and progress to parents and students through quarterly report cards aligned to standards, regular progress updates, parent-teacher conferences held at least twice per year, and digital systems that provide ongoing access to grades, feedback, and assignments. Family information sessions and workshops will explain assessment practices, expectations, and how families can support learning at home. Communication will be timely, transparent, and accessible, ensuring that families understand both student performance and next steps for growth.

(c) Instructional Methods

At Bellavista, students will experience a coherent, student-centered instructional approach grounded in inquiry, collaboration, and arts integration. Instructional methods will be intentionally designed so that students consistently engage in rigorous, grade-level learning while seeing their identities, strengths, and creative potential affirmed. Learning will emphasize deep understanding, application of knowledge, and development of academic language and voice, supported by structures that promote collaboration, differentiation, and responsiveness to student data. These methods will operationalize Bellavista's Key Design Elements (KDEs) by translating the school's mission, educational philosophy, and unique themes into daily learning experiences.

1. Inquiry driven-instruction: Across all content areas, students will engage in inquiry-driven instruction aligned to the curriculum frameworks described in Response 6(a). Students will explore essential questions, investigate real-world problems, and complete meaningful tasks that require them to analyze information, solve problems, construct arguments, and reflect on their learning. Through regular discussion, collaboration, and performance-based work, students will explain their reasoning, revise their thinking, and demonstrate understanding through multiple modalities.[8] This instructional approach will advance Bellavista's KDE focused on strong academic foundations by ensuring students consistently engage in higher-order thinking and authentic application of grade-level standards.

   Our emphasis on inquiry, collaboration, dialogue, and hands-on learning is grounded in constructivist learning theory, which posits that students construct knowledge through social interaction and active engagement rather than passive reception.[9]

2. Arts integration: Arts integration will be a defining feature of students' instructional experience and a core expression of Bellavista's identity. In grades 7 through 9, students will participate in a dedicated arts integration block multiple times per week. During this block, students will engage in learning experiences designed collaboratively by arts integration teachers, content-area teachers, and instructional coaches, using artistic modalities such as music, movement, visual arts, drama, and design to reteach, reinforce, or extend core academic concepts identified through formative assessment data. Students will apply artistic processes to address misconceptions, strengthen conceptual understanding, and deepen engagement while maintaining full access to grade-level expectations. This structure will directly advance Bellavista's Key Design Element emphasizing rigorous arts-integrated instruction by positioning creativity as a pathway to academic mastery rather than enrichment alone. In grades 10 through 12, students receive arts instruction in their major.

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[8] Bruner, J. (1961). "The Act of Discovery." *Harvard Educational Review*, 31(1), 21–32.

[9] Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Research supporting Bellavista's arts-integrated instructional approach is grounded in national work led by the Kennedy Center. Studies from the Kennedy Center's ArtsEdge and Changing Education Through the Arts (CETA) initiatives demonstrate that arts integration increases student engagement, retention, and academic achievement, particularly for culturally and linguistically diverse learners and students in urban settings.[10]

3. Culturally Responsive Practices: Students will also experience instructional practices aligned to Bellavista's KDE focused on identity development, student voice, and inclusive learning environments. Through inquiry-based learning, culturally responsive teaching, and performance-based tasks, students will see their cultures, experiences, and perspectives valued as assets in the learning process. Students will engage regularly in dialogue, collaboration, critique, and reflection, building confidence, agency, and ownership of their learning. Performances, exhibitions, and public demonstrations of learning will provide authentic opportunities for students to express understanding, develop leadership skills, and connect their learning to the school and broader community.

   Bellavista's focus on identity, student voice, and community-centered learning is supported by research on culturally relevant pedagogy, which demonstrates improved academic outcomes and engagement when students' cultural identities and lived experiences are treated as instructional assets.[11]

4. Instructional Technology: Technology will support students' instructional experiences intentionally and purposefully through a 1:1 program. Students will use digital curriculum platforms aligned to Bellavista's selected instructional materials to access texts, tasks, assessments, and feedback in real time, supporting collaboration and formative assessment while minimizing reliance on printed materials.

5. Physical Spaces: Learning environments will allow students to engage in whole-group discussion, small-group collaboration, movement, performance, and creative work. Classroom routines and expectations will support a safe, inclusive, and respectful learning environment where students can take intellectual risks and engage fully in the learning process.

Students' instructional experiences at Bellavista will be grounded in established research and existing educational models shown to be effective for the school's target population, with the added benefit of community-connected educators that have a deep understanding of local opportunities and challenges. Our collective experience, as well as academic research on arts integration, affirms that students experience increased engagement, retention, and

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[10] Kennedy Center ArtsEdge. "What Is Arts Integration?" https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/artsedge/arts-integration/Kennedy Center. *Changing Education Through the Arts (CETA)*. https://www.kennedy-center.org/education/ceta/

[11] Ladson-Billings, G. (1995). "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal*, 32(3), 465–491.

achievement when artistic processes are embedded in academic learning. Constructivist learning theory supports students' learning through collaboration and the co-construction of knowledge via dialogue, performance, and hands-on exploration. Inquiry-based learning research shows that students develop deeper understanding when they build knowledge through questioning, problem-solving, and reflection, an approach reflected in frameworks such as NGSS and the C3 Framework. Culturally relevant pedagogy further supports students' academic success by affirming identity, representation, and community-centered learning.

Collectively, these instructional methods will advance Bellavista's KDEs related to strong academics, arts integration, identity development, collaboration, and early and frequent exposure to arts pathways. In grades 7 through 9, students will experience broad exposure to multiple art forms through both arts integration and enrichment opportunities. In grades 10 through 12, students will transition into discipline-specific artistic majors, where instructional practices such as critique, revision, rehearsal, and public presentation will mirror postsecondary and professional expectations. Through these experiences, students will develop habits of persistence, reflection, and excellence.

d. Course or Subject Overview

Subject Area	Course Title	Description	Frequency and Timing
ELA	English Language Arts 7	English Language Arts 7 is aligned to the New York State Next Generation Learning Standards for ELA and focuses on strengthening students' reading, writing, speaking, listening, and language skills through the study of literary and informational texts of increasing complexity. Students engage in close reading, evidence-based discussion, and structured writing—including narrative, argumentative, and explanatory texts—while building academic vocabulary and command of language conventions. The course emphasizes critical thinking, collaboration, and research skills to prepare students for the	M,T,Th,F 90 min W 60 mins

Math	Math 7	Mathematics 7 is aligned to the New York State Next Generation Learning Standards for Mathematics and focuses on developing students' understanding of ratios and proportional relationships, rational numbers, expressions and equations, geometry, and statistics and probability. Students engage in problem-solving, mathematical reasoning, and real-world applications to build fluency, conceptual understanding, and precision in mathematical thinking. The course emphasizes perseverance, collaboration, and clear mathematical communication to prepare students for increasingly rigorous	M,T,Th,F 90 min W 60 mins
Science	Science 7 (Integrated Life & Earth Science)	Science 7 (Integrated Life & Earth Science) is aligned to the New York State P–12 Science Learning Standards and integrates life science and earth and space science concepts through inquiry-based instruction. Students explore topics such as ecosystems, structure and function of living organisms, Earth's systems, weather and climate, and human impacts on the environment while developing scientific reasoning and investigation skills. The course emphasizes observation, data analysis, modeling, and evidence-based explanations to prepare students for	M,F, 50 min W 60 mins
Social Studies	Social Studies 7 (Early America & Geography)	Social Studies 7 (Early America & Geography) is aligned to the New York State K–12 Social Studies Framework and examines the geographic, cultural, economic, and political foundations of early American societies. Students study Indigenous civilizations, European exploration and colonization, and the development of early colonial systems while building skills in historical inquiry, geographic analysis, and civic reasoning. The course emphasizes the use of primary and secondary sources, maps, and evidence-based discussion to deepen	T,Th, 50 min W 60 mins
Arts	Arts Integration - Music & Math 7th Grade	Arts Integration: Music & Mathematics 7 is aligned to the New York State Learning Standards for the Arts and Mathematics and explores the mathematical foundations of music, including rhythm, patterns, ratios, and structure. Students apply mathematical concepts through musical analysis, composition, and performance while strengthening problem-solving, reasoning, and precision. The course emphasizes interdisciplinary thinking, creativity, and real-world application to deepen understanding of both mathematical and musical concepts.	M,T,Th,F 50 min

Physical Education	Wellness, Health & Physical Education	Wellness, Health & Physical Education (Grades 7–12) is aligned to the New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences and supports students' physical, mental, and emotional well-being. Students develop knowledge and skills related to personal fitness, nutrition, health literacy, safety, and lifelong wellness through age-appropriate instruction and physical activity. The course emphasizes goal setting, responsible decision-making, teamwork, and healthy habits to promote lifelong health and fitness.	M,T,Th,F 50 min
Electives	Dance 7th & 8th	Dance (Grades 7–8) is aligned to the New York State Learning Standards for the Arts and introduces students to foundational dance techniques, movement principles, and performance skills. Students explore a variety of dance styles while developing body awareness, coordination, creativity, and expressive movement through structured practice and choreography. The course emphasizes collaboration, discipline, and reflection to support artistic growth and confidence in	M,T,Th,F 50 min
Electives	Step Team 7th & 8th	Step Team (Grades 7–8) is aligned to the New York State Learning Standards for the Arts and focuses on rhythm, movement, coordination, and performance through the tradition of step. Students develop timing, musicality, teamwork, and physical endurance while learning structured routines and performance techniques. The course emphasizes discipline, collaboration, and cultural expression to build confidence, leadership,	M,T,Th,F 50 min
Electives	Choir 7th & 8th	Choir (Grades 7–8) is aligned to the New York State Learning Standards for the Arts and develops students' vocal technique, musical literacy, and ensemble performance skills. Students study a diverse repertoire while building skills in pitch, rhythm, harmony, sight-reading, and expressive singing through individual and group practice. The course emphasizes collaboration, discipline, and performance readiness to foster confidence and musical growth.	M,T,Th,F 50 min
Electives	Digital Arts 7th & 8th	Digital Arts (Grades 7–8) is aligned to the New York State Learning Standards for the Arts and introduces students to digital tools, media, and design principles. Students develop skills in visual composition, digital creation, and responsible technology use through projects that integrate creativity and technical proficiency. The course emphasizes problem-solving, collaboration, and digital literacy to prepare students for advanced artistic and media-based coursework.	M,T,Th,F 50 min

Electives	Lego League 7th & 8th	LEGO League (Grades 7–8) is aligned to the New York State Learning Standards for Science, Mathematics, and Computer Science and engages students in hands-on engineering and problem-solving challenges. Students design, build, and program solutions using LEGO robotics while applying concepts from coding, data analysis, and scientific inquiry. The course emphasizes collaboration, critical thinking, and innovation to strengthen STEM skills and prepare students for advanced technology and engineering coursework.	M,T,Th,F 50 min
Electives	Spoken Word 7th & 8th	Spoken Word (Grades 7–8) is aligned to the New York State Learning Standards for the Arts and English Language Arts and focuses on poetry, performance, and oral expression. Students analyze and create original spoken word pieces while developing skills in writing, voice, rhythm, and stage presence. The course emphasizes self-expression, critical listening, and performance to build confidence, communication skills,	M,T,Th,F 50 min
Electives	Bellavista Podcast 7th & 8th	Bellavista Podcast (Grades 7–8) is aligned to the New York State Learning Standards for the Arts, English Language Arts, and Computer Science and introduces students to audio storytelling and digital media production. Students develop skills in research, scriptwriting, interviewing, recording, and editing while producing original podcast content. The course emphasizes collaboration, media literacy, and responsible communication to strengthen students' voice, creativity, and	M,T,Th,F 50 min
ELA	English Language Arts 8	English Language Arts 8 is aligned to the New York State Next Generation Learning Standards for ELA and focuses on deepening students' reading, writing, speaking, listening, and language skills through the study of increasingly complex literary and informational texts. Students engage in close reading, evidence-based discussion, and advanced writing tasks—including analytical, argumentative, and research-based compositions—while strengthening academic vocabulary and command of language conventions. The course emphasizes critical thinking, synthesis of ideas, and independent	M,T,Th,F 90 min W 60 mins

Math	Pre-Algebra	Pre-Algebra is aligned to the New York State Next Generation Learning Standards for Mathematics and prepares students for high school–level algebra. Students strengthen understanding of rational numbers, proportional reasoning, expressions, equations, and introductory functions through problem-solving and mathematical reasoning. The course emphasizes fluency, conceptual understanding, and mathematical communication to support successful progression to Algebra I.	M,T,Th,F 90 min W 60 mins
Math	Algebra I	Algebra I is aligned to the New York State Next Generation Learning Standards for Mathematics and introduces students to linear, quadratic, and exponential relationships. Students analyze and solve equations and inequalities, interpret functions, and apply algebraic reasoning to real-world contexts. The course emphasizes precision, problem-solving, and mathematical modeling to prepare students for Geometry and higher-level mathematics.	M,T,Th,F 90 min W 60 mins
Science	Science 8 (Physical Science)	Science 8 (Physical Science) is aligned to the New York State P–12 Science Learning Standards and focuses on physical science concepts including matter and its interactions, energy, forces and motion, and waves. Students engage in inquiry-based investigations, data analysis, and scientific modeling to explain natural phenomena and solve problems. The course emphasizes evidence-based reasoning, experimental design, and application of scientific principles to prepare	M,F, 50 min W 60 mins
History	Social Studies 8 (US History – Reconstruction to Present)	Social Studies 8 (U.S. History: Reconstruction to the Present) is aligned to the New York State K–12 Social Studies Framework and examines the political, economic, and social development of the United States from Reconstruction through the modern era. Students analyze key historical events, movements, and turning points while developing skills in historical inquiry, civic reasoning, and geographic analysis. The course emphasizes the use of primary and secondary sources, evidence-based writing, and informed discussion to deepen understanding of the nation's past and its impact on contemporary society.	T,Th, 50 min W 60 mins

arts	Arts Integration - Dance & ELA 8th Grade	Arts Integration: Dance & English Language Arts 8 is aligned to the New York State Learning Standards for the Arts and English Language Arts and integrates movement, performance, and literacy skills. Students analyze literary texts and express themes, characters, and ideas through choreography, movement composition, and reflective writing. The course emphasizes creative interpretation, collaboration, and communication to deepen comprehension and strengthen both artistic	M,T,W,F 50 min
ELA	English I	English I (Grade 9) is aligned to the New York State Next Generation Learning Standards for English Language Arts and introduces students to high school–level reading, writing, speaking, listening, and language skills. Students analyze complex literary and informational texts while developing proficiency in analytical writing, evidence-based argumentation, and academic discussion. The course emphasizes critical thinking, textual analysis, and effective communication to prepare students for advanced high school English coursework and the New	M,T,Th,F 90 min W 60 mins
Math	Geometry	Geometry is aligned to the New York State Next Generation Learning Standards for Mathematics and focuses on geometric relationships, reasoning, and proof. Students study congruence, similarity, right triangle trigonometry, circles, and geometric measurement while applying algebraic and spatial reasoning. The course emphasizes logical reasoning, mathematical modeling, and precision to prepare students for the New York State Regents examination and advanced mathematics	M,T,Th,F 90 min W 60 mins
Science	Living Environment (Biology)	Living Environment (Biology) is aligned to the New York State P–12 Science Learning Standards and introduces students to the study of living systems. Students explore topics such as cellular structure and function, genetics, evolution, ecology, and homeostasis through laboratory investigations and scientific inquiry. The course emphasizes data analysis, evidence-based reasoning, and scientific literacy to prepare students for the New York State Regents examination and	M,F, 50 min W 60 mins

History	Global History & Geography I	Global History & Geography I is aligned to the New York State K–12 Social Studies Framework and examines world history from ancient civilizations through the early modern era. Students analyze geographic, political, economic, and cultural developments while building skills in historical inquiry, geographic analysis, and civic reasoning. The course emphasizes the use of primary and secondary sources, evidence-based writing, and informed discussion to prepare students for advanced global studies coursework and the New York State Regents examination.	T,Th, 50 min W 60 mins
	Arts Integration - Theater & ELA 9th Grade	Arts Integration: Theater & English Language Arts (Grade 9 – Semester) is aligned to the New York State Learning Standards for the Arts and the New York State Next Generation Learning Standards for English Language Arts. Students analyze dramatic and literary texts and apply elements of theater—such as character development, dialogue, and staging—to deepen comprehension and interpretation. The course emphasizes performance, textual analysis, collaboration, and reflective writing to strengthen literacy skills and artistic expression.	M,T,Th,F 40 min
Arts	Arts Integration- Visual Arts & Math 9th Grade	Arts Integration: Visual Arts & Mathematics (Grade 9) is aligned to the New York State Learning Standards for the Arts and Mathematics and integrates visual design principles with mathematical reasoning. Students explore concepts such as geometry, proportion, scale, symmetry, and data representation through visual art creation and analysis. The course emphasizes problem-solving, precision, creativity, and interdisciplinary thinking to deepen understanding of both	M,T,Th,F 40 min
Major/ Electives	Dance Technique I: Ballet, Modern, Jazz	Dance Technique I: Ballet, Modern, Jazz is aligned to the New York State Learning Standards for the Arts and introduces students to foundational techniques in multiple dance styles. Students develop strength, flexibility, coordination, alignment, and musicality through structured movement practice and technique-based instruction. The course emphasizes discipline, body awareness, and expressive movement to build a strong technical foundation for advanced dance	M,T,Th,F 60 min

Major/ Electives	Dance Composition & Choreography Foundations	Dance Composition & Choreography Foundations is aligned to the New York State Learning Standards for the Arts and introduces students to the principles of dance composition and creative process. Students explore elements such as space, time, energy, and form while creating original movement phrases and choreographic studies. The course emphasizes creativity, reflection, collaboration, and intentional movement to develop foundational choreography skills and artistic	M,T,Th,F 60 min
Major/ Electives	Band I (Concert, Marching Fundamentals)	Band I (Concert & Marching Fundamentals) is aligned to the New York State Learning Standards for the Arts and introduces students to foundational instrumental performance skills in both concert and marching band settings. Students develop tone production, rhythm, ensemble skills, and basic marching techniques while studying a diverse repertoire. The course emphasizes discipline, collaboration, musicianship, and performance readiness to build a strong foundation	M,T,Th,F 60 min
Major/ Electives	Music Theory I	Music Theory I is aligned to the New York State Learning Standards for the Arts and introduces students to the fundamentals of musical structure and notation. Students study pitch, rhythm, scales, key signatures, intervals, and basic harmony while developing skills in reading, writing, and analyzing music. The course emphasizes critical listening, musicianship, and theoretical understanding to support performance, composition, and advanced music study.	M,T,Th,F 60 min
Major/ Electives	Choir I	Choir I is aligned to the New York State Learning Standards for the Arts and introduces students to foundational vocal technique and choral performance skills. Students develop tone production, breath control, sight-reading, harmony, and ensemble musicianship through the study and performance of diverse choral repertoire. The course emphasizes collaboration, discipline, and expressive singing to build confidence and musical literacy for advanced choral study.	M,T,Th,F 60 min
Major/ Electives	Acting I: Voice & Movement	Acting I: Voice & Movement is aligned to the New York State Learning Standards for the Arts and introduces students to foundational acting techniques through physical and vocal expression. Students develop skills in movement, voice, characterization, and ensemble work through improvisation, scene study, and performance exercises. The course emphasizes body awareness, vocal control, confidence, and collaboration to support expressive and effective stage performance.	M,T,Th,F 60 min

Major/ Electives	Theatre Production Foundations	Theatre Production Foundations is aligned to the New York State Learning Standards for the Arts and introduces students to the technical and collaborative aspects of theatrical production. Students explore areas such as stagecraft, lighting, sound, costumes, props, and set design while learning production processes and safety practices. The course emphasizes teamwork, problem-solving, and technical skill development to support effective participation in school productions and	M,T,Th,F 60 min
Major/ Electives	Digital Media I: Photography, Film, Graphic Design	Digital Media I: Photography, Film, Graphic Design is aligned to the New York State Learning Standards for the Arts and introduces students to visual storytelling and media design. Students develop foundational skills in photography, filmmaking, and graphic design while exploring composition, lighting, editing, and visual communication. The course emphasizes creativity, technical proficiency, and media literacy to prepare students for advanced digital arts coursework and creative	M,T,Th,F 60 min
Major/ Electives	Intro to Animation & Editing	Intro to Animation & Editing is aligned to the New York State Learning Standards for the Arts and introduces students to foundational animation and digital editing techniques. Students explore principles of motion, timing, sequencing, and visual storytelling while creating animated and edited media projects. The course emphasizes creativity, technical skill development, and problem-solving to support digital media literacy and future creative coursework.	M,T,Th,F 60 min
Major/ Electives	Studio Art I	Studio Art I is aligned to the New York State Learning Standards for the Arts and introduces students to foundational visual art techniques and processes. Students explore a variety of media, materials, and methods while developing skills in drawing, painting, design, and artistic composition. The course emphasizes creative expression, craftsmanship, and critical reflection to build a strong foundation for advanced visual	M,T,Th,F 60 min
Major/ Electives	Drawing & Painting I	Drawing & Painting I is aligned to the New York State Learning Standards for the Arts and introduces students to fundamental drawing and painting techniques. Students develop skills in observation, composition, color theory, and the use of various media while creating original artworks. The course emphasizes craftsmanship, creative expression, and reflective practice to build a strong foundation for	M,T,Th,F 60 min

Major/ Electives	Coding/ Gaming	Coding & Game Design is aligned to the New York State Learning Standards for Computer Science and Digital Fluency and introduces students to foundational programming and game development concepts. Students learn basic coding structures, logic, and computational thinking while designing interactive games and digital experiences. The course emphasizes problem-solving, creativity, and collaboration to build technical skills and prepare students for advanced computer	M,T,Th,F 60 min
ELA	English II	English II (Grade 10) is aligned to the New York State Next Generation Learning Standards for English Language Arts and focuses on analyzing increasingly complex literary and informational texts. Students strengthen skills in analytical and argumentative writing, research, and evidence-based discussion while examining themes, author's craft, and the development of ideas across texts. The course emphasizes critical thinking, synthesis, and academic communication to prepare students for the New York State Regents examination and advanced English	M,T,Th,F 90 min W 60 mins
Math	Algebra II	Algebra II is aligned to the New York State Next Generation Learning Standards for Mathematics and extends students' understanding of algebraic concepts and functions. Students study polynomial, rational, exponential, logarithmic, and trigonometric functions while analyzing relationships, modeling real-world situations, and solving complex problems. The course emphasizes precision, mathematical reasoning, and problem-solving to prepare students for the New York State Regents examination and advanced mathematics coursework.	M,T,Th,F 90 min W 60 mins
Science	Chemistry	Chemistry is aligned to the New York State P–12 Science Learning Standards and focuses on the study of matter and its interactions. Students explore atomic structure, chemical bonding, reactions, stoichiometry, and thermodynamics through laboratory investigations and scientific inquiry. The course emphasizes data analysis, problem-solving, and evidence-based reasoning to prepare students for the New York State Regents examination and advanced science coursework.	M,F, 50 min W 60 mins

History	Global History & Geography II	Global History & Geography II is aligned to the New York State K–12 Social Studies Framework and examines global history from the mid-eighteenth century to the present. Students analyze political, economic, social, and cultural transformations across regions while developing skills in historical inquiry, geographic analysis, and civic reasoning. The course emphasizes the use of primary and secondary sources, evidence-based writing, and informed discussion to prepare students for the New York State Regents examination and advanced global studies	T,Th, 50 min W 60 mins
College & Career	Leadership Seminar (College & Career Identity, Public Speaking)	Leadership Seminar (College & Career Identity, Public Speaking) is aligned to the New York State Learning Standards for Career Development and Occupational Studies and English Language Arts. Students explore personal leadership identity, postsecondary pathways, and career interests while developing skills in public speaking, presentation, and professional communication. The course emphasizes self-reflection, goal setting, confidence, and effective communication to prepare students for college, career, and civic leadership.	M,T,Th,F 40 min
Major/ Electives	Dance Technique II	Dance Technique II is aligned to the New York State Learning Standards for the Arts and builds upon foundational technique in ballet, modern, and jazz. Students refine technical skills, strength, flexibility, alignment, and performance quality through more complex movement sequences and stylistic study. The course emphasizes discipline, artistry, and technical precision to prepare students for advanced dance training and	M,T,Th,F min 50
Major/ Electives	Dance History & Cultural Studies	Dance History & Cultural Studies is aligned to the New York State Learning Standards for the Arts and examines the historical and cultural foundations of dance across time and cultures. Students study major dance traditions, influential artists, and the social contexts that shaped various dance forms. The course emphasizes analysis, research, and critical reflection to deepen understanding of dance as an artistic and	M,T,Th,F 60 min
Major/ Electives	Band II (Marching Band Performance)	Band II (Marching Band Performance) is aligned to the New York State Learning Standards for the Arts and builds upon foundational instrumental and marching techniques. Students refine ensemble musicianship, advanced marching fundamentals, and performance skills while preparing for school and community performances. The course emphasizes discipline, precision, teamwork, and performance excellence to support continued growth in instrumental music.	M,T,Th,F 60 min

Major/ Electives	Music Theory II	Music Theory II is aligned to the New York State Learning Standards for the Arts and builds upon foundational music theory concepts. Students study advanced harmony, chord progressions, scales, intervals, and introductory composition and analysis techniques. The course emphasizes analytical listening, theoretical application, and musicianship to support advanced performance, composition, and music	M,T,Th,F 60 min
Major/ Electives	Gospel Choir	Gospel Choir is aligned to the New York State Learning Standards for the Arts and focuses on vocal performance within the gospel music tradition. Students develop vocal technique, harmony, rhythm, and expressive performance while studying the historical and cultural roots of gospel music. The course emphasizes musicianship, collaboration, and emotional expression to build confidence, musical excellence, and	M,T,Th,F 60 min
Major/ Electives	Acting II	Acting II is aligned to the New York State Learning Standards for the Arts and builds upon foundational acting techniques introduced in Acting I. Students deepen skills in character development, scene study, vocal and physical expression, and ensemble performance through more advanced theatrical work. The course emphasizes artistic discipline, collaboration, and interpretive skill to prepare students for advanced acting coursework and performance opportunities.	M,T,Th,F 60 min
Major/ Electives	Playwriting & Directing Foundations	Playwriting & Directing Foundations is aligned to the New York State Learning Standards for the Arts and introduces students to the creative and collaborative processes of developing original theatrical works. Students explore scriptwriting, storytelling, staging, and directorial decision-making while creating and revising original scenes. The course emphasizes creativity, collaboration, and critical reflection to build foundational skills in playwriting and directing for advanced theater	M,T,Th,F 60 min
Major/ Electives	Digital Media II (Video Production, Digital Storytelling)	Digital Media II (Video Production, Digital Storytelling) is aligned to the New York State Learning Standards for the Arts and builds upon foundational digital media skills. Students develop advanced techniques in video production, editing, and narrative storytelling while creating original digital content. The course emphasizes creative expression, technical proficiency, and media literacy to prepare students for advanced media arts coursework and production opportunities.	M,T,Th,F 60 min

Major/ Electives	Animation & Motion Graphics I	Animation & Motion Graphics I is aligned to the New York State Learning Standards for the Arts and introduces students to foundational animation and motion design techniques. Students explore principles of movement, timing, sequencing, and visual effects while creating animated and motion graphic projects. The course emphasizes creativity, technical skill development, and visual storytelling to support advanced	M,T,Th,F 60 min
Major/ Electives	Studio Art II	Studio Art II is aligned to the New York State Learning Standards for the Arts and builds upon foundational visual art techniques and processes. Students refine skills across a variety of media while exploring more complex concepts in composition, design, and artistic intent. The course emphasizes craftsmanship, creative problem-solving, and critical reflection to prepare students for advanced visual arts	M,T,Th,F 60 min
Major/ Electives	Sculpture & Mixed Media	Sculpture & Mixed Media is aligned to the New York State Learning Standards for the Arts and introduces students to three-dimensional art forms and experimental materials. Students explore sculptural techniques, mixed media processes, and spatial design while creating original works using a variety of materials. The course emphasizes creativity, craftsmanship, and conceptual thinking to support artistic	M,T,Th,F 60 min
ELA	English III (American Literature)	English III (American Literature) is aligned to the New York State Next Generation Learning Standards for English Language Arts and focuses on the study of American literary and informational texts. Students analyze works from diverse voices and historical periods while strengthening skills in literary analysis, research, and evidence-based writing. The course emphasizes critical thinking, synthesis, and effective communication to prepare students for the New York State	M,T,Th,F 90 min W 60 mins
Math	Pre-Calculus	Pre-Calculus is aligned to the New York State Next Generation Learning Standards for Mathematics and prepares students for advanced mathematical study, including calculus. Students explore polynomial, rational, exponential, logarithmic, and trigonometric functions while analyzing relationships, modeling real-world situations, and solving complex problems. The course emphasizes mathematical reasoning, precision, and problem-solving to support college readiness and	M,T,Th,F 90 min W 60 mins

Math	Statistics	Statistics is aligned to the New York State Next Generation Learning Standards for Mathematics and focuses on the collection, analysis, and interpretation of data. Students study statistical methods including data representation, measures of center and variability, probability, and statistical inference while applying concepts to real-world contexts. The course emphasizes critical thinking, quantitative reasoning, and data-based decision-making to prepare students for college, careers, and	M,T,Th,F 90 min W 60 mins
Science	Physics	Physics is aligned to the New York State P–12 Science Learning Standards and examines the fundamental principles governing matter, energy, and motion. Students study topics such as mechanics, waves, electricity, magnetism, and energy through laboratory investigations and scientific inquiry. The course emphasizes problem-solving, data analysis, and evidence-based reasoning to prepare students for advanced	M,F, 50 min W 60 mins
Science	Environmental Science	Environmental Science is aligned to the New York State P–12 Science Learning Standards and examines the relationships between natural systems and human activity. Students study ecosystems, climate change, natural resources, and sustainability through scientific investigation and data analysis. The course emphasizes environmental literacy, critical thinking, and responsible decision-making to prepare students for informed citizenship and postsecondary science study.	M,F, 50 min W 60 mins
History	U.S. History	U.S. History is aligned to the New York State K–12 Social Studies Framework and examines the political, economic, social, and cultural development of the United States. Students analyze major historical events, movements, and turning points while developing skills in historical inquiry, civic reasoning, and geographic analysis. The course emphasizes the use of primary and secondary sources, evidence-based writing, and informed discussion to prepare students for the New York State Regents examination and responsible civic participation.	T,Th, 50 min W 60 mins

College & Career	Bellavista-Distinctive Seminar	College Seminar I: Pathways to Higher Education is aligned to the New York State Learning Standards for Career Development and Occupational Studies and English Language Arts. Students develop college readiness skills through SAT preparation, academic writing, and the college application process while exploring a range of postsecondary pathways, including HBCUs and other higher education options. The course emphasizes self-reflection, goal setting, and informed decision-making to prepare students for successful transition to college and	M,T,Th,F 40 min
Major/ Electives	Advanced Dance Technique	Advanced Dance Technique is aligned to the New York State Learning Standards for the Arts and provides advanced training in multiple dance styles. Students refine technical proficiency, strength, flexibility, alignment, and performance quality through rigorous movement practice and complex choreography. The course emphasizes discipline, artistry, and expressive movement to prepare students for advanced performance opportunities and postsecondary dance study.	M,T,Th,F 60 min
Major/ Electives	Choreography II (Performance & Show Production)	Choreography II (Performance & Show Production) is aligned to the New York State Learning Standards for the Arts and builds upon foundational choreography and composition skills. Students create, rehearse, and present original works while learning elements of show production, staging, and performance planning. The course emphasizes artistic intent, collaboration, and production management to prepare students for advanced dance performance and leadership roles.	M,T,Th,F 60 min
Major/ Electives	Advance Choir	Advanced Choir (Completion Choir) is aligned to the New York State Learning Standards for the Arts and serves as the culminating choral ensemble for students completing the choir sequence. This is a touring choir, with students performing advanced choral repertoire through local, regional, and national tours as well as competitive performance opportunities, while refining vocal technique, musicianship, sight-reading, and ensemble leadership skills. The course emphasizes artistic excellence, collaboration, and professional performance standards to prepare students for postsecondary music study and high-level ensemble	M,T,Th,F 60 min

Major/ Electives	Advanced Music Theory & Composition	Advanced Music Theory & Composition is aligned to the New York State Learning Standards for the Arts and provides in-depth study of advanced musical structures and compositional techniques. Students analyze complex harmonic progressions, form, and style while creating original compositions using traditional and digital notation tools. The course emphasizes analytical listening, creative expression, and compositional craft to prepare students for postsecondary music study	M,T,Th,F 60 min
Major/ Electives	Acting III (Character Development, Scene Work)	Acting III (Character Development, Scene Work) is aligned to the New York State Learning Standards for the Arts and advances students' theatrical performance skills through in-depth character analysis and scene study. Students explore text interpretation, emotional truth, movement, voice, and ensemble dynamics while performing complex scenes from a variety of dramatic works. The course emphasizes artistic discipline, collaboration, and interpretive depth to prepare students for advanced performance opportunities and postsecondary theater study.	M,T,Th,F 60 min
Major/ Electives	Theatre Production & Stagecraft	Theatre Production & Stagecraft is aligned to the New York State Learning Standards for the Arts and focuses on the technical and production elements of live theater. Students develop skills in stage management, lighting, sound, set construction, costumes, and backstage operations while supporting school productions. The course emphasizes safety, collaboration, and problem-solving to prepare students for advanced technical theater work and production leadership roles.	M,T,Th,F 60 min
Major/ Electives	Digital Media III (Documentary, Editing, Branding)	Digital Media III (Documentary, Editing, Branding) is aligned to the New York State Learning Standards for the Arts and advances students' skills in visual storytelling and media production. Students create documentary-style projects while developing advanced techniques in video editing, narrative structure, and brand identity. The course emphasizes creative vision, technical mastery, and media literacy to prepare students for professional-level media production and	M,T,Th,F 60 min

Major/ Electives	Animation II	Animation II is aligned to the New York State Learning Standards for the Arts and builds upon foundational animation and motion graphics skills. Students refine techniques in character animation, visual effects, timing, and digital editing while producing more complex animated works. The course emphasizes creative problem-solving, technical precision, and visual storytelling to prepare students for advanced digital arts study and professional creative pathways.	M,T,Th,F 60 min
Major/ Electives	Visual Arts Portfolio Development I	Visual Arts Portfolio Development I is aligned to the New York State Learning Standards for the Arts and focuses on the development of a cohesive body of student artwork. Students refine technical skills, artistic voice, and conceptual intent while producing and curating original works across selected media. The course emphasizes critique, reflection, and professional presentation to prepare students for advanced portfolio development and postsecondary arts opportunities.	M,T,Th,F 60 min
Major/ Electives	Printmaking / Advanced Drawing	Printmaking / Advanced Drawing is aligned to the New York State Learning Standards for the Arts and provides advanced study in drawing and print-based art processes. Students explore techniques such as relief, intaglio, screen printing, and mixed drawing methods while developing technical precision and expressive depth. The course emphasizes experimentation, craftsmanship, and critical reflection to support advanced visual arts study and portfolio development.	M,T,Th,F 60 min
ELA	English IV	English IV (Grade 12) is aligned to the New York State Next Generation Learning Standards for English Language Arts and serves as the culminating English course. Students analyze complex literary and informational texts from diverse global perspectives while refining skills in critical analysis, research, and advanced writing. The course emphasizes synthesis, independent thinking, and effective communication to prepare students for college, career, and civic	M,T,Th,F 90 min W 60 mins
Math	AP Calculus,	AP Calculus is aligned to the New York State Next Generation Learning Standards for Mathematics and the College Board Advanced Placement curriculum. Students study limits, derivatives, integrals, and the Fundamental Theorem of Calculus while applying mathematical reasoning to analyze functions and solve real-world problems. The course emphasizes analytical thinking, precision, and problem-solving to prepare students for the AP Calculus examination and advanced	M,T,Th,F 90 min W 60 mins

Math	AP Statistics	AP Statistics is aligned to the New York State Learning Standards for Mathematics and the College Board Advanced Placement curriculum. Students study statistical methods including data analysis, probability, sampling, experimental design, and statistical inference while applying concepts to real-world data. The course emphasizes critical thinking, quantitative reasoning, and interpretation of results to prepare students for the AP Statistics examination and college-level coursework.	M,T,Th,F 90 min W 60 mins
History	Participation in Government	Participation in Government is aligned to the New York State K–12 Social Studies Framework and focuses on civic engagement, democratic principles, and the responsibilities of citizenship. Students examine the structure and function of government while participating in discussions, simulations, and community-based civic activities. The course emphasizes informed decision-making, civic responsibility, and active participation to prepare students for engaged citizenship beyond high	T,Th, 50 min W 60 mins
History	Economics	Economics is aligned to the New York State K–12 Social Studies Framework and examines fundamental economic principles and systems. Students study topics such as supply and demand, markets, personal finance, government policy, and global economics while analyzing real-world economic issues. The course emphasizes economic reasoning, financial literacy, and informed decision-making to prepare students for college, careers, and responsible citizenship.	T,Th, 50 min W 60 mins
College & Career	Bellavista-Distinctive Seminar II	College Seminar I: Pathways to Higher Education is aligned to the New York State Learning Standards for Career Development and Occupational Studies and English Language Arts. Students develop college readiness skills through SAT preparation, academic writing, and the college application process while exploring a range of postsecondary pathways, including HBCUs and other higher education options. The course emphasizes self-reflection, goal setting, and informed decision-making to prepare students for successful transition to college and	M,T,Th,F 40 min

Major/ Electives	Dance Capstone Project & Senior Showcase	Dance Capstone Project & Senior Showcase is aligned to the New York State Learning Standards for the Arts and serves as the culminating dance experience for graduating seniors. Students design, choreograph, rehearse, and perform original works while demonstrating technical mastery, artistic intent, and reflective practice. The course emphasizes independent artistry, collaboration, and professional presentation through a public senior showcase and portfolio of work.	M,T,Th,F 60 min
Major/ Electives	Advanced Choreographic Design	Advanced Choreographic Design is aligned to the New York State Learning Standards for the Arts and provides advanced study in choreography and creative process. Students develop original works through in-depth exploration of movement invention, structure, musicality, and artistic intent. The course emphasizes independent creation, critical reflection, and professional-level presentation to prepare students for postsecondary dance study and performance	M,T,Th,F 60 min
Major/ Electives	Marching Band Leadership (Drum Major, Section Leader)	Marching Band Leadership (Drum Major, Section Leader) is aligned to the New York State Learning Standards for the Arts and focuses on student leadership within a marching band ensemble. Students serve in leadership roles such as drum major or section leader while developing skills in conducting, rehearsal management, musical interpretation, and team leadership. The course emphasizes responsibility, communication, and performance excellence to prepare students for collegiate ensembles and leadership roles in the performing arts.	M,T,Th,F 60 min
Major/ Electives	Music Composition & Performance Capstone	Music Composition & Performance Capstone is aligned to the New York State Learning Standards for the Arts and serves as the culminating music experience for vocal and instrumental majors. Students compose, rehearse, and perform original or advanced works while demonstrating mastery of musical technique, interpretation, and ensemble or solo performance. The course emphasizes artistic excellence, independent musicianship, and professional presentation to prepare students for postsecondary music study and performance-based	M,T,Th,F 60 min

Major/ Electives	Theatre	Theatre is aligned to the New York State Learning Standards for the Arts and serves as a culminating performance-based course for senior students. Students apply advanced skills in acting, production, and theatrical collaboration through rehearsals, performances, and reflective practice. The course emphasizes artistic excellence, ensemble work, and professional presentation to prepare students for postsecondary theater study and performance opportunities.	M,T,Th,F 60 min
Major/ Electives	Senior Acting Capstone / Musical Theatre	Senior Acting Capstone / Musical Theatre is aligned to the New York State Learning Standards for the Arts and serves as the culminating performance course for senior theatre students. Students demonstrate advanced skills in acting, singing, movement, and character development through the preparation and performance of scenes and musical theatre repertoire. The course emphasizes artistic excellence, collaboration, and professional-level performance to prepare students for postsecondary theatre training and performance opportunities.	M,T,Th,F 60 min
Major/ Electives	Directing & Production Leadership	Directing & Production Leadership is aligned to the New York State Learning Standards for the Arts and serves as an advanced leadership course in theatrical production. Students assume leadership roles as directors, assistant directors, or production leaders while guiding rehearsals, coordinating technical elements, and managing collaborative teams. The course emphasizes artistic vision, organization, communication, and professional responsibility to prepare students for postsecondary theatre study and leadership roles in the performing arts.	M,T,Th,F 60 min
Major/ Electives	Digital Media	Digital Media is aligned to the New York State Learning Standards for the Arts and serves as an advanced, project-based course in digital creation and storytelling. Students apply skills in video production, editing, design, branding, and multimedia communication to produce original, portfolio-ready digital works. The course emphasizes creative independence, technical mastery, and professional presentation to prepare students for postsecondary study and careers in media,	M,T,Th,F 60 min

Major/ Electives	Digital Media Capstone (Film, Branding, Animation Portfolio)	Digital Media Capstone (Film, Branding, Animation Portfolio) is aligned to the New York State Learning Standards for the Arts and serves as the culminating digital media experience for senior students. Students create a professional-quality portfolio that includes film, branding, and animation projects while demonstrating advanced technical and creative skills. The course emphasizes independent project development, media literacy, and professional presentation to prepare students for postsecondary study and careers in digital media and	M,T,Th,F 60 min
Major/ Electives	Studio Production Leadership	Studio Production Leadership is aligned to the New York State Learning Standards for the Arts and focuses on leadership within creative studio environments. Students oversee planning, coordination, and execution of artistic productions while managing teams, timelines, and production resources. The course emphasizes leadership skills, collaboration, problem-solving, and professional practice to prepare students for postsecondary study and leadership roles in creative industries.	M,T,Th,F 60 min
Major/ Electives	Advance Visual Arts	Advance Visual Arts is aligned to the New York State Learning Standards for the Arts and serves as an advanced studio course for senior students. Students create original works across a range of media while refining technical skill, artistic voice, and conceptual development. The course emphasizes independent practice, critique, and professional presentation to prepare students for portfolio submission, postsecondary study, and careers in the visual arts.	M,T,Th,F 60 min
Major/ Electives	Visual Portfolio Development II	Visual Portfolio Development II is aligned to the New York State Learning Standards for the Arts and serves as the culminating visual arts portfolio course. Students refine and finalize a cohesive, professional-quality body of work that demonstrates technical mastery, artistic voice, and conceptual depth across selected media. The course emphasizes critique, revision, and professional presentation to prepare students for college portfolio reviews, exhibitions, and postsecondary arts pathways.	M,T,Th,F 60 min

Major/ Electives	Senior Art Exhibition Preparation	Senior Art Exhibition Preparation is aligned to the New York State Learning Standards for the Arts and serves as the culminating exhibition experience for senior visual artists. Students curate, install, and present original artwork while developing skills in exhibition design, artist statements, and professional presentation. The course emphasizes planning, critique, and public presentation to prepare students for exhibitions, portfolio reviews, and postsecondary arts opportunities.	M,T,Th,F 60 min

e. Promotion and Graduation Policy

By aligning inquiry-based learning, arts integration, and culturally responsive instruction to our mission and KDEs, Bellavista will ensure that our students are prepared academically, creatively, and personally for success beyond the school. Students will graduate having experienced a rigorous, coherent, and inclusive instructional program that reflects Bellavista's distinctive vision and values.

At Bellavista, we will promote students and award diplomas based on clear, consistent expectations for academic performance, participation in our arts-integrated program, and demonstrated readiness for the next stage of learning. Our approach is grounded in defined thresholds, structured supports, and regular communication with students and families.

Promotion Policy

We will advance students only when they have demonstrated readiness through both academic performance and engagement in the full instructional program, including the arts.

In middle school (grades 7–8), students must pass all core academic courses (English Language Arts, mathematics, science, and social studies) and participate in required arts-integrated coursework. A final average of 76% or higher is considered passing. Students earning between 65% and 75% will be required to attend Summer Academy for targeted support, while students earning 64% or below will fail the course and may be required to repeat it. Students must also participate in applicable New York State assessments and meet attendance expectations.

In high school (grades 9–12), promotion is tied directly to credit attainment. Students earning 76% or higher will pass and earn credit. Students earning between 65% and 75% will be required to attend Summer Academy for targeted credit support, and students earning 64% or below will fail the course and must complete credit recovery.

We will also use a GPA-based system to identify and support students who are off track. Students with a GPA between 2.5 and 2.0 will be required to attend Summer Academy. Students with a GPA below 2.0 will be placed on

academic probation with an intervention plan, and students with a GPA below 1.0 will receive intensive credit recovery and may be considered for retention review.

We do not anticipate early promotion as a typical pathway. It would only be considered in rare cases where a student demonstrates clear readiness beyond grade-level expectations.

We will communicate promotion expectations through the student and family handbook and reinforce them throughout the year with regular academic updates. Students at risk of not meeting promotion standards will be identified early, and we will communicate directly with families about required supports, including Summer Academy, credit recovery, or retention.

Graduation Policy

We will ensure that all students meet New York State graduation requirements while also completing additional expectations aligned to Bellavista's arts-integrated model.

Students will complete the New York State minimum of 22 credits for graduation, including required coursework in English Language Arts, social studies, mathematics, science, physical education, health, languages other than English, the arts, and electives. To reflect our program design, we will require students to exceed these minimums by completing an additional 2–4 credits in performing arts, for a total of 24–26 credits.

In addition to coursework, all students will complete a Senior Arts Showcase or Portfolio Defense. This culminating requirement provides a public, performance-based demonstration of student learning and reflects sustained engagement in the arts over time.

We will award New York State diplomas in accordance with applicable state requirements. Students will meet diploma requirements through completion of required coursework, accumulation of credits, and successful completion of any state-required assessments. We will monitor each student's progress toward meeting these requirements and provide targeted support, including Summer Academy and credit recovery, to ensure that all students remain on track to graduate.

We will track progress toward graduation through credit accumulation and GPA and will identify students who are falling behind as early as possible. These students will receive structured supports, including Summer Academy, academic probation plans, and credit recovery.

We will communicate graduation requirements and student progress regularly so that students and families understand expectations, know where they stand, and are able to take action to stay on track for graduation.

f. Programmatic Audits

Bellavista will conduct a comprehensive internal programmatic audit annually, beginning each June, to evaluate the effectiveness of its academic, arts-integrated, and organizational programming. This audit is designed to support continuous improvement and ensure alignment between Bellavista's mission, KDEs, and student outcomes.

As part of the internal audit process, we will administer structured surveys to instructional staff, non-instructional staff, students, and families. These surveys will be developed collaboratively by school leadership and the Board of Trustees to ensure alignment with school priorities and SUNY accountability expectations.

Instructional staff surveys will focus on the quality and impact of instructional coaching, curriculum and assessment alignment, arts integration practices, and the effectiveness of professional learning experiences. Additional survey items will capture educator feedback on student support systems, including academic interventions, social-emotional supports, special education services, multilingual learner programming, and family communication practices. Staff will also assess the effectiveness of operational systems, instructional technology, and overall school culture and satisfaction.

Family and student surveys will provide feedback on academic expectations, the quality of arts pathways and enrichment opportunities, school climate, communication, and the extent to which Bellavista fosters student engagement, belonging, and readiness for postsecondary pathways. Non-instructional staff surveys will assess operational effectiveness, internal communication, and support structures that contribute to the smooth functioning of the school.

Survey findings will be analyzed alongside end-of-year academic performance data, including internal interim assessments, arts performance rubrics, student growth measures, and New York State assessments, as applicable. These multiple data sources will allow Bellavista to evaluate progress toward annual academic and organizational goals, identify strengths, and surface areas requiring targeted improvement.

The Director of Operations will compile and synthesize programmatic, academic, and operational data into a comprehensive internal audit report. This report will be reviewed by the school leadership team and submitted to the Board of Trustees. The Board will engage in a formal review of findings and provide strategic recommendations. School leadership will then be responsible for translating Board feedback into actionable improvement plans and overseeing implementation in the subsequent school year.

Annual Reporting and External Review

In addition to its internal audit, Bellavista will complete all required annual reporting to the SUNY Charter Schools Institute. To further strengthen accountability and objectivity, Bellavista will engage an external contractor periodically to conduct a whole-school review. This review may include interviews with trustees, staff, students, and families; classroom observations; and reviews of instructional, arts, and operational practices.

Findings from the external review will inform our annual report, which will include analyses of the school's financial health, student enrollment trends, revenues and expenditures, and key financial indicators. Academic performance will be assessed using student mastery and growth data, attendance and attrition rates, discipline data, and outcomes for special populations, including students with disabilities, students with 504 plans, and multilingual learners.

The annual report will also highlight organizational strengths, notable accomplishments, challenges encountered, and planned strategies for continuous improvement. We will make this report publicly available as part of our commitment to transparency, and submit it to SUNY as part of our ongoing accountability and oversight obligations.

Through this structured internal audit process and regular external review, Bellavista will establish and maintain a culture of reflection, transparency, and continuous improvement for staff that supports high-quality instruction, strong arts integration, and positive outcomes for all students.

g. Draft Accountability Plan (see separate document)

R-06g - Draft Accountability Plan

R-06g - Draft Accountability Plan

Accountability Plan Template
SUNY Authorized Charter Schools

For schools serving students in grades Kindergarten - 12

This Accountability Plan template for schools enrolling students in Kindergarten – 12th grades outlines to the required Accountability Plan goals and measures in place since 2013 and revised in 2018 to incorporate the state's ESSA accountability system and update academic measures to account for the state's phase out of pre-Common Core Regents exams.

Sections highlighted in yellow indicate where to insert information to complete the Accountability Plan. Some yellow highlighted sections provide space for the inclusion of additional academic or organizational goals and measures. It is not required that schools include additional goals. For further discussion, or for a detailed explanation of the goals and measures included in this template and required of all SUNY authorized charter schools, refer to

the *Guidelines for Creating an Accountability Plan*, revised July, 2019.

Bellavista Charter School of the Arts

Accountability Plan
for the Accountability Period 2027- 28 TO 2032- 33

ACADEMIC GOALS

GOAL I: HIGH SCHOOL GRADUATION

Goal: Students will meet New York standards for graduation and successfully complete the academic requirements of the School within four years after entering the ninth grade.

Leading Indicators

- Each year, 75 percent of students in first and second year high school Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

- Each year, 75 percent of students in the second year high school Graduation Cohort will score at or above proficiency on at least three different New York State Regents exams required for graduation.

Absolute Measure

- Each year, 75 percent of students in the fourth year high school Graduation Cohort will graduate.

- Each year, 95 percent of students in the fifth year high school Graduation Cohort will graduate.

- Each year, 75 percent of students in the high school Graduation Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Comparative Measure

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

GOAL II: COLLEGE PREPARATION

Goal: Students at Bellavista will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
    - passing an Advanced Placement ("AP") exam with a score of 3 or higher;
    - earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
    - passing a College Level Examination Program ("CLEP") exam;
    - passing a college level course offered at a college or university or through a school partnership with a college or university;
    - achieving the college and career readiness benchmark on the SAT[12];
    - earning a Regents diploma with advanced designation; or,
    - a school-created indicator approved by the Institute.

- Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

- Each year, the school's CCCRI for the Graduation Cohort will exceed that of the district's Graduation Cohort.
  .
- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

- Write additional measure(s) here.

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[12] Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf, p3.

GOAL III: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient readers and writers of the English Language.

Absolute Measures

Elementary and Middle School

- 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 English language arts exam for grades 7-8.

- Each year, the school's aggregate Performance Index[13] ("PI") on the state English language arts exam will meet that year's state MIP set forth in the state's ESSA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, the PI on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

- Write additional absolute measure(s) here.

[13] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. See: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

Comparative Measures

Elementary and Middle School

- 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 English language arts exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment economically disadvantaged students among all public schools in New York State.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.

- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

- Write additional comparative measure(s) here.

Growth Measures

Elementary and Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 7th – 8th grades will be above the target of 50.

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts) by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
- Write additional absolute measure(s) here.

GOAL IV: MATHEMATICS

Goal: Bellavista students will become proficient in the application of mathematical skills and concepts by demonstrating mastery of grade level standards.

Absolute Measures

Elementary and Middle School

- 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 7-8.
- 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.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, the PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

- Write additional absolute measure(s) here.

Comparative Measures

Elementary and Middle School

- 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.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.

- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district partially meeting Common Core expectations.
- Each year, the PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.
- Write additional comparative measure(s) here.

Growth Measures

Elementary and Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 7th – 8th grades will be above the target of 50.

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.
- Write additional absolute measure(s) here.

GOAL V: SCIENCE

Goal: Bellavista students will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measures

Elementary and Middle School

- 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 science exam.

High School

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.
- Write additional absolute measure(s) here.

Comparative Measures

Elementary and Middle School

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

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Write additional comparative measure(s) here.

GOAL VI: SOCIAL STUDIES (High Schools Only)

Goal: Bellavista students will understand, analyze and evaluate history and geography.

Absolute Measures

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

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

- Write additional absolute measure(s) here.

Comparative Measures

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

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

- Write additional comparative measure(s) here.

GOAL VII: ESSA

Goal: The school will remain in good standing.

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 VIII: ADDITIONAL ACADEMIC GOAL(S)

Goal: Write the school's additional academic goal here.

- Write additional measure(s) here.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: ADDITIONAL NON-ACADEMIC STUDENT GOAL(S) Cross assessment map)

Goal: Write in the additional organizational or other non-academic goal here.

1. Arts Identity & Creative Expression

Aligned to: Cultivators of Creativity

Students will develop a strong artistic identity by demonstrating creativity, self-expression, and confidence in sharing their voice through artistic mediums.

Metrics & Measures:

Bellavista Middle School

Proficiency on State Assessments

- 85% of students scoring proficient or above in ELA
- 85% of students scoring proficient or above in Math
- 95 % of students meeting or exceeding rubric expectations on arts performance tasks (technical skill, expression, collaboration)

Arts Integration Impact

- 95% of academic projects that include arts integration with rubric-assessed outcomes
- Student self-reports on arts to reinforce understanding in core subjects

Bellavista High School

- **Arts Diploma Completion:**
  - **100% of graduating students will complete the required arts credits to earn an Arts Pathway Diploma.**
- **Performance, Exhibition & Portfolio Participation:**
  - At least **95% of students** will participate annually in one or more public-facing arts experiences, such as performances, exhibitions, showcases, or portfolio presentations.

- **Creative Confidence & Expression:**
    - At least **80% of students** will demonstrate growth in creative confidence and self-expression, as measured by student reflection surveys and arts portfolio reviews from fall to spring.

Monitoring & Review:
Progress will be monitored each semester through course completion data, participation logs, portfolio reviews, and annual student surveys, with results used to refine programming and supports.

- Write additional measure(s) here.

Aligned to: Secondary Readiness & Persistence Skills

By the end of grade 10, at least 75% of students will score at or above the national average in Self-Efficacy and Sense of Belonging, as measured by the Panorama SEL Survey, supporting persistence toward graduation and postsecondary readiness.

Measure: Panorama Survey

GOAL II: ADDITIONAL ORGANIZATIONAL GOAL(S)

Goal: Write in the additional organizational goal here.

Write additional measure(s) here.

R-07ac - Calendar and Schedules

R-07ac - Calendar and Schedules

a. School Calendar

Bellavista's 2027–2028 school calendar is designed to ensure full compliance with New York State instructional requirements while also supporting the School's academic model, culture, and continuous improvement structures.

The calendar includes a total of 183 instructional days and 1,077 instructional hours, meeting and exceeding New York State minimum requirements for secondary schools. Instructional hours reflected in the calendar include all scheduled academic programming during the regular school day and do not include additional supports such as tutoring or extended learning opportunities that may occur outside of core hours.

Instruction is projected to formally begin on September 1, 2027, with a multi-day student orientation period. This is intentionally designed to establish school culture, build relationships, and introduce academic expectations prior to full implementation of the instructional program. The school year concludes on June 22, 2028.

The academic year is organized into four quarters, with scheduled report card conferences following each marking period. This structure allows for consistent monitoring of student progress, structured opportunities for family engagement, and timely instructional adjustments.

Several elements of the calendar reflect Bellavista's programmatic design and may not be immediately evident from the calendar itself:

- Student Orientation (September 1–3, 2027) is not a typical instructional launch. These days are intentionally designed as a culture-building and onboarding experience that introduces students to Bellavista's expectations, instructional model, and community structures before academic pacing begins in full.
- Quarterly report card conferences are embedded as key milestones in the academic calendar. These are designed not only for reporting purposes but also as structured opportunities for goal-setting, intervention planning, and strengthening school-family partnerships.
- Signature school events, such as the Arts Integration/Science Fair Showcase and House of Excellence ceremonies, are integrated into the academic year as part of the School's instructional and cultural model. These events serve as authentic demonstrations of student learning and are aligned to Bellavista's emphasis on performance, exhibition, and community engagement.

While summer school is not explicitly scheduled within the first-year calendar, Bellavista anticipates offering targeted summer programming based on student need. Specific dates and structures will be determined following analysis of student performance data during the academic year.

Pending Approval 2027- 2028 School Calendar

Commencing September 1,2027- June 22, 2028

Total Student Days: 183 | **Total Instructional Hours:** 1077| **Total Teacher Days:** 192

**In the event of an extensive number of emergency closures, February and April recess may need to be utilized to make up learning time*

July

S	M	T	W	T	F	S
				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

0 Instructional Days

August

S	M	T	W	T	F	S
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				

0 Instructional Days

September

S	M	T	W	T	F	S
			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		

21 Instructional Days

October

S	M	T	W	T	F	S
					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						

20 Instructional Days

November

S	M	T	W	T	F	S
	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				

18 Instructional Days

December

S	M	T	W	T	F	S
			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	

13 Inst. Days.

Important Dates

July 2nd- 5th 2027	Independence Day Weekend
July 26th, 2027	Bellavista Administration Report
August 2nd, 2027	Bellavista Leadership Report
August 9th, 2027	Bellavista Staff Orientation & Onboarding
August 18th, 2027	Bellavista Rooted & Rise: HBCU House Reveal
September 1st- 3rd 2027	First Day of School: Student School Orientation
September 6th, 2027	Labor Day- No School
September 22nd, 2027	Bellavista Curriculum Night
October 11th, 2027	Indigenous People's Day- No School
October 14th, 2027	Hispanic Heritage Celebration
November 11th, 2027	Veterans Day- No School
November 17th, 2027	Quarter One Report Card Conference
November 18th, 2027	The House of Excellence Ceremony: Quarter One
November 24th-26th 2027	Thanksgiving Recess- No School
December 16th, 2027	Bellavista Holiday Celebration
December 20th - 30th 2027	Winter Holidays & Recess- No School
January 3rd 2028	School Resume
January 17th 2028	Martin Luther King Jr. Day
February 9th 2028	Quarter Two Report Card Conference
February 17th 2028	Black History Celebration
February 21st - 25th 2028	Winter Recess- No School
March 16th 2028	Bellavista Arts Integration/ Science Fair Showcase
April 10th- 14th 2028	Spring Recess- No School
April 19th, 2028	Quarter Three Report Card Conference
May 29th 2028	Memorial Day- No school
June 13th 2028	Bellavista The House of Excellence Finale
June 19th 2028	Juneteenth
June 22nd 2028	Last Day of School

Calendar Key	
Holiday Recess- No School	
Bellavista Administration	
Bellavista Leadership	
Bellavista Staff Orientation/ Onboarding	
Bellavista Student & Family Event	
First & Last Day of School	
Report Card Conference	

Bellavista School of the Arts
Contact Information

January

S	M	T	W	T	F	S
						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					

20 Instructional Days

February

S	M	T	W	T	F	S
		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				

16 Instructional Days

March

S	M	T	W	T	F	S
			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	

23 Instructional Days

April

S	M	T	W	T	F	S
						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						

15 Instructional Days

May

S	M	T	W	T	F	S
	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			

22 Instructional Days

June

S	M	T	W	T	F	S
				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	

15 Inst.. Days

b. Sample Student Schedule

At Bellavista, the student day is intentionally structured to balance rigorous academic instruction, arts integration, and whole-child development. The schedule reflects sustained instructional blocks, daily opportunities for creative expression, and structures that support student wellness and community.

Students will start arriving at 7:30 a.m., and the school day begins with a structured entry period that includes breakfast, advisory, and community-building routines. Formal academic instruction begins at approximately 9:00 a.m. and continues through dismissal at 3:30 p.m. Wednesdays include early dismissal at approximately 12:30 p.m. for teacher professional development and data analysis.

Core components include advisory, core academics (ELA, mathematics, science, history), arts enrichment, and embedded intervention support.

Minimum Weekly Instructional Minutes by Subject (Grades 7–8)

Subject	Daily Minutes	Weekly Frequency	Weekly Minutes
English Language Arts (ELA)	90	3 blocks	270
Mathematics	80	3 blocks	240
Science	40	6 periods	240
History	40	6 periods	240
Arts Enrichment	40	5 days	200
Total Instructional Minutes	-	-	1,190

Weekly Student Schedule (Grades 7–8)

Time	Monday	Tuesday	Thursday	Friday
7:30–9:00	Arrival/Advisory	Arrival/Advisory	Arrival/Advisory	Arrival/Advisory

9:00–10:30	ELA	ELA	ELA	ELA
10:30–11:50	Math	Math	Math	Math
11:50–12:30	Science	History	Science	History
12:30–1:10	History	Science	History	Science
1:10–1:50	Arts Integration	Arts Integration	Arts Integration	Arts Integration
1:50–3:30	Support/ Enrichment	Support/ Enrichment	Support/ Enrichment	Support/ Enrichment

Weekly Student Schedule (Grades 11)

Time	Monday	Tuesday	Thursday	Friday
7:30–9:00	Arrival/College Readiness SAT prep, college essays, portfolio/ audition prep, scholarships, internships, goal setting	Arrival/College Readiness SAT prep, college essays, portfolio/ audition prep, scholarships, internships, goal setting	Arrival/College Readiness SAT prep, college essays, portfolio/ audition prep, scholarships, internships, goal setting	Arrival/College Readiness SAT prep, college essays, portfolio/ audition prep, scholarships, internships, goal setting
9:00–10:30	ELA: ELA 11, AP Language & Composition, Dual Enrollment English	ELA: ELA 11, AP Language & Composition, Dual Enrollment English	ELA: ELA 11, AP Language & Composition, Dual Enrollment English	ELA: ELA 11, AP Language & Composition, Dual Enrollment English
10:30–11:50	Math: Algebra II, Pre-Calculus, Trigonometry, Financial Algebra	Math: Algebra II, Pre-Calculus, Trigonometry, Financial Algebra	Math: Algebra II, Pre-Calculus, Trigonometry, Financial Algebra	Math: Algebra II, Pre-Calculus, Trigonometry, Financial Algebra

11:50–12:30	Science: Environmental Sci, Chemistry, Physics	Science: Environmental Sci, Chemistry, Physics	Science: Environmental Sci, Chemistry, Physics	Science: Environmental Sci, Chemistry, Physics
12:30–1:10	History: History: U.S. History, AP U.S. History, African American History, Global Studies	History: History: U.S. History, AP U.S. History, African American History, Global Studies	History: History: U.S. History, AP U.S. History, African American History, Global Studies	History: History: U.S. History, AP U.S. History, African American History, Global Studies
1:10–1:50	Major Section Ensemble Choir, Wind/Jazz Ensemble, Orchestra, Dance Company, Theater Ensemble, Visual Arts Studio, Digital Media	Major Section Ensemble Choir, Wind/Jazz Ensemble, Orchestra, Dance Company, Theater Ensemble, Visual Arts Studio, Digital Media	Major Section Ensemble Choir, Wind/Jazz Ensemble, Orchestra, Dance Company, Theater Ensemble, Visual Arts Studio, Digital Media	Major Section Ensemble Choir, Wind/Jazz Ensemble, Orchestra, Dance Company, Theater Ensemble, Visual Arts Studio, Digital Media
1:50–3:30	Major Selection Technique Class Dance III, Vocal Tech III, Instrumental Tech III, Acting III, Visual Arts Studio, Film/Animation I	Major Selection Technique Class Dance III, Vocal Tech III, Instrumental Tech III, Acting III, Visual Arts Studio, Film/ Animation I	Major Selection Technique Class Dance III, Vocal Tech III, Instrumental Tech III, Acting III, Visual Arts Studio, Film/ Animation I	Major Selection Technique Class Dance III, Vocal Tech III, Instrumental Tech III, Acting III, Visual Arts Studio, Film/ Animation I

Wednesday (Early Dismissal)

Time	Wednesday
7:30–9:00	Arrival/Advisory
9:00–10:30	ELA

10:30–11:50	Math
11:50–12:30	Science or History
12:30	Dismissal

Student Experience

I get off the bus right at 8:30 and head inside. The first thing I do is grab breakfast. Sometimes I sit with friends, sometimes I talk with my advisor. Advisory feels like my school family. While we eat and settle into the day, we check in with each other, talk about how we're feeling, set goals, or work on quick intervention tasks that help us grow.

This slow, supported start to the morning helps me feel grounded and ready for learning. It develops Compassionate Citizenship, because we build relationships, empathy, and community. It also supports Discipline & Balance, helping me transition into the day with a clear mind and calm energy.

In ELA we use CommonLit 360, which helps us read deeply, discuss texts, and write with purpose. We annotate, debate, and explore big ideas. When it's my turn for computer time, I do independent reading, practice writing skills, or work through lessons designed just for me.

This aligns with Bellavista's Graduate Aim: Critical Thinking, because I'm always analyzing and using my voice to express my ideas.

Math is where we dive into Illustrative Mathematics. We explore equations, patterns, and real-world problems. My teacher pushes us to explain our thinking, challenge ourselves, and try different approaches.

This strengthens Critical Thinking, helping me break down problems and communicate my reasoning. It also builds Discipline & Balance, since math requires persistence and focus.

Lunch is my reset. I get to relax, eat, laugh, and unwind with friends. Sometimes we go outside or join quick games.This time helps me recharge and supports the Graduate Aim of Balance, giving me space to rest and build healthy social connections.

Arts Integration is the part of the day where learning and creativity come together. Today we're doing Dance + Math, using movement to understand ratios, patterns, and expressions. It helps me see math in a whole new way. This supports the Graduate Aim: Creativity, because I get to express ideas through the arts while strengthening my academic understanding.

This block rotates every other day. Today is Science, so we're doing a hands-on lab, collecting data, and making sense of what we observe. Tomorrow is Social Studies, where we connect lessons to civic engagement and discuss how history shapes our communities.

Both subjects help me explore the world and ask deeper questions. This supports Critical Thinking and Compassionate Citizenship, because I learn to analyze information, understand multiple perspectives, and think about my role in society.

For enrichment I chose Step, and I get to practice choreography, tell stories through movement, and build performances with my classmates. We're preparing for the big Hip Hop Nutcracker show in December, and it feels exciting to work toward something big.

I've also started building my arts portfolio, which will grow throughout middle and high school. This time supports the Graduate Aim of Creativity, letting me explore my artistic identity and grow my skills.

We end the day back in my homeroom. I pack up, check my planner, write down homework, and make sure I'm ready for tomorrow. Then I grab my things, get on the bus, and head home. This routine develops Discipline & Balance, helping me stay organized and manage my responsibilities.

c. Sample Teacher Schedule

Teachers work from 7:30 a.m. to 3:30 p.m. Instruction begins at approximately 9:00 a.m. after advisory. Wednesdays include early dismissal for students and professional development for staff.

Weekly Teacher Schedule (MS ELA Example)

Time	Monday	Tuesday	Thursday	Friday
7:30–9:00	Prep	Prep	Prep	Prep
9:00–10:30	Teach	Teach	Teach	Teach
10:30–12:00	Teach	Teach	Teach	Teach
12:00–12:40	Planning	Planning	Planning	Planning
12:40–2:10	Teach	Teach	Teach	Teach
2:10–3:30	Planning	Planning	Planning	Planning

Wednesday Teacher Schedule

Following early student dismissal, teachers engage in structured professional learning, including whole-staff professional development, collaborative data analysis, and individual or team-based instructional planning. This protected time ensures that instructional practices remain aligned to student needs and supports continuous improvement across classrooms.

Time	Activity
7:30–9:00	Arrival, Preparation, Advisory
9:00–10:30	Instructional Block 1 (ELA or Math)
10:30–11:50	Instructional Block 2 (ELA or Math)
11:50–12:30	Instructional Block 3 (Science or History)
12:30	Student Dismissal
12:30–1:00	Transition / Lunch / Reset
1:00–2:15	Professional Development (Whole Staff)
2:15–3:00	Data Analysis / Team Collaboration
3:00–3:30	Instructional Planning / Coaching Follow-Up

Teacher Experience

I start my day by preparing my classroom and reviewing the lessons I'll be teaching. This quiet time helps me get centered and ready. I check the materials I need, finalize my plans, and organize my board so students know exactly what to expect.

On Mondays, this block is our Whole-Staff Meeting time. I meet with my colleagues to look at data, calibrate instruction, and align on school priorities. This collaboration helps me stay grounded and connected to our mission. Starting the morning with clarity supports my own Discipline & Balance, and helps me model the organization I want students to develop.

At 8:30, I greet my students as they get off the bus. I love welcoming them—some walk in smiling, some look tired, and some need a quick check-in. Students grab breakfast and settle in, and I start the day with a calm activity, SEL reflection, or quick intervention task. This time feels like family. I get to really know my students, build our classroom culture, and help them start their day with purpose.

During Advisory, I focus on Compassionate Citizenship by teaching empathy, communication, and emotional awareness, while also helping students establish routines that support Balance.

During ELA, I guide students through CommonLit 360 lessons. I model annotation, facilitate discussions, ask questions that push them to think deeply, and coach them as they write. I also run computer rotations, where I conference with students individually or support targeted interventions. I love this block because I get to watch students' voices strengthen—whether they're analyzing a poem, debating a theme, or responding to a text. This time directly supports Critical Thinking, as students learn to read closely and communicate with confidence.

During lunch, I get a much-needed planning block. I take this time to reset, check emails, grade work, or prepare materials for the afternoon. Sometimes I meet with colleagues or receive coaching support. This time helps me maintain Balance and manage my workload effectively.

During Arts Integration and content blocks, I support interdisciplinary learning and help students make connections across subjects. During Arts Enrichment or Gym, students attend their specials while I have another dedicated planning block. I use this time to review data, collaborate, and prepare for upcoming instruction.

At the end of the day, I meet students back in homeroom, support dismissal, and ensure they are prepared for the next day. I also use this time to check in with students and reinforce expectations. Closing the day with consistency and care reinforces both Compassionate Citizenship and Discipline & Balance.

R - 08ad- Specific Populations

R - 08ad. Specific Populations

Bellavista will serve a student population reflective of the RCSD, including a high proportion of students who are economically disadvantaged, students performing below grade level, students with disabilities, and ELLs. Accordingly, our academic and organizational model will be intentionally structured to ensure that these students are not only served, but are able to access rigorous, grade-level content and demonstrate meaningful academic growth.

Our theory of action is grounded in the belief that students who have historically been underserved require both early identification and sustained, structured support to achieve at high levels. When we implement a coherent Multi-Tiered System of Supports (MTSS), ensure that intervention is embedded within the instructional program rather than isolated from it, and align staffing, scheduling, and data systems to support student needs, students will demonstrate accelerated growth and will be able to meet the demands of rigorous academic and arts-integrated instruction.

Our model will be further strengthened by research on the role of arts education in supporting student outcomes, particularly for students from historically underserved backgrounds. Longitudinal research conducted by the National Endowment for the Arts has found that students from low-income communities who are highly engaged in the arts are significantly more likely to demonstrate academic persistence, graduate from high school, and pursue postsecondary opportunities than their peers with limited arts exposure. These findings reinforce our belief that arts-integrated learning will function not only as an engagement strategy, but also as a lever for improving long-term academic and life outcomes for students at risk of academic failure.

Across all student groups, we will implement a unified system that integrates academic, behavioral, and social-emotional supports. This system will be operationalized through clearly defined processes for identification, intervention, collaboration, and progress monitoring, supported by a staffing model that ensures consistent access to services and maintains a strong emphasis on inclusion.

a. Struggling Students

Bellavista anticipates that a substantial number of students will enter the school with unfinished learning, especially in literacy and mathematics, and that some students will also demonstrate needs related to executive functioning, school engagement,

attendance, behavior, or academic confidence. We will therefore define a struggling student as any student who is not yet meeting the academic, behavioral, social-emotional, or developmental expectations necessary to fully access and succeed in Bellavista's rigorous academic and arts-integrated program. This definition is intentionally broader than proficiency on a single assessment because, in a secondary arts-integrated setting, students must be able to access complex text, participate in discussion, sustain effort, collaborate with peers, complete projects, and perform or present learning in public-facing ways.

Identification and Placement

We will identify struggling students through a systematic, ongoing process that begins before the first day of instruction and continues throughout the school year. Prior to enrollment or during onboarding, we will review available student records, including state assessment results, report cards, attendance histories, behavior records, and any documentation of prior intervention services. We will also gather information from families during enrollment and orientation so that teachers and school leaders begin the year with as complete a picture as possible of each student's learning history and current needs.

At the beginning of each school year, all students will participate in diagnostic assessments in English language arts and mathematics aligned to the school's adopted curricula and instructional priorities. These beginning-of-year assessments will establish baseline performance and help teachers identify students who are significantly below grade-level expectations, students with specific skill deficits, and students whose learning profiles suggest a need for targeted support from the outset.

Identification will not end with screening. Throughout the year, we will use multiple data sources to determine which students are struggling and why. These sources will include interim assessments, curriculum-embedded assessments, writing samples, performance tasks, project work, class participation, attendance patterns, missing assignments, teacher observations, and behavioral data. Because Bellavista is an arts-integrated school, our teachers will also analyze how students perform in rehearsal, collaborative project work, artistic production, critique, and presentation settings. For some students, these contexts will reveal strengths that are not visible on traditional assessments; for others, they will reveal barriers such as difficulty with processing multi-

step directions, sustaining focus, speaking publicly, organizing work, or collaborating productively.

All of these data points will be reviewed through a formal Student Support Team process. The Student Support Team will include the Directors of Instruction, the Special Education Coordinator, grade-level special education teachers, the school social worker, the Dean of Students, the Behavior Specialist, and, when relevant, classroom and arts teachers. The team will meet regularly to review student data, determine the intensity of need, assign interventions, and establish monitoring plans. This process will ensure that struggling students are identified through a collaborative, multidisciplinary review rather than through isolated teacher judgment alone.

In a remote setting, we will continue this identification process through digital diagnostics, analysis of student work submitted online, attendance and participation data from virtual platforms, assignment completion patterns, family communication logs, and structured teacher observation of student participation in live virtual instruction. The Student Support Team will continue meeting remotely to analyze evidence and assign supports.

Instructional Model and Service Delivery

We will implement an MTSS that is embedded within the daily instructional program rather than layered on as a separate system. Our instructional model for struggling students will be built around three tiers of support.

At Tier 1, 100% of all students will receive high-quality, standards-aligned instruction in general education classrooms through Bellavista's adopted curricula. Instruction will be designed using principles of Universal Design for Learning and will be strengthened by arts integration, which will provide multiple entry points for students to engage with content and demonstrate understanding. Teachers will use strategies such as modeling, think-alouds, structured discourse, guided practice, annotated texts, chunking of tasks, visual supports, rehearsal, and explicit vocabulary instruction to ensure that students

can access grade-level work. Our expectation will not be that struggling students receive a different curriculum, but that they receive stronger access to the same rigorous curriculum.

At Tier 2, students who do not demonstrate adequate progress in core instruction will receive targeted intervention during designated intervention blocks built into the school day. These interventions will focus on specific skill deficits such as decoding complex text, reading fluency, vocabulary development, comprehension, writing organization, mathematical reasoning, computational fluency, executive functioning, or task initiation and completion. As a 7-12 school, these interventions will be designed to meet adolescent needs rather than replicate elementary remediation structures. We will place particular emphasis on content-area literacy, writing support, executive functioning, and helping students access complex academic and artistic tasks. Given the RCSD's grade level proficiency averages, we anticipate approximately 40-60% of our students needing Tier 2 support.

At Tier 3, students with more significant or persistent needs will receive intensive support through individualized or very small-group instruction. Tier 3 interventions will be more frequent, more targeted, and closely monitored for responsiveness. They may include intensified literacy or mathematics intervention, individualized executive functioning support, or coordinated academic and behavioral planning through the Student Support Team. We anticipate approximately 30% of our students needing (intermittent and/or sustained) Tier 3 support.

A defining feature of our model will be that support is embedded within classroom instruction whenever possible. Each grade level will have a dedicated special education teacher who will support struggling students across both academic and arts classes. Push-in support will be the primary method of service delivery. In push-in settings, the special education teacher will work alongside classroom teachers to provide real-time scaffolding, adapt tasks, support comprehension, facilitate small groups, and help students remain engaged in grade-level instruction. Pull-out support will be used strategically when students need targeted small-group instruction that cannot be delivered effectively in the general education setting. These sessions will be scheduled to minimize disruption to core academic and arts learning.

Arts integration will be an important part of service delivery for struggling students. Students will not be asked to demonstrate understanding only through written tests or extended written responses. They will also have opportunities to show learning through

spoken presentation, performance, visual representation, collaborative artistic production, and project-based application. The rehearsal cycle of plan, practice, feedback, revise, and perform will reinforce persistence, comprehension, and revision habits for struggling students. For many students, arts integration will function as both an engagement strategy and an access strategy, allowing them to enter rigorous content through multiple modalities rather than through text alone.

In a remote setting, Tier 2 and Tier 3 interventions will continue through live virtual small-group instruction, targeted check-ins, monitored asynchronous assignments, and structured digital progress monitoring. Push-in support will continue in live virtual classes through co-facilitation, breakout room instruction, and targeted conferencing.

Staffing and Collaboration

Our Directors of Instruction will oversee the implementation of academic supports, ensure the integrity of the RTI system, and lead data analysis cycles. The Special Education Coordinator will oversee intervention systems, compliance, coaching, and coordination among academic and student support staff. Grade-level special education teachers will play a central role in delivering push-in and pull-out support and collaborating with both academic and arts teachers. The school social worker, Dean of Students, and Behavior Specialist will address non-academic barriers that may affect student learning, including attendance, behavior, emotional regulation, and school engagement.

Teachers will collaborate through common planning meetings, intervention planning sessions, grade-level data meetings, and Student Support Team meetings. This collaboration will ensure that intervention decisions are informed by multiple perspectives and that supports are coordinated across classes rather than fragmented by subject.

Monitoring Progress and Exit Criteria

We will monitor the progress of struggling students through a continuous cycle of evidence collection and review. Teachers will use formative assessments, curriculum-embedded checks, writing samples, student work reviews, and interim assessment data to measure progress. Students receiving Tier 2 and Tier 3 interventions will have clearly

defined goals, intervention plans, and progress monitoring schedules. Their responsiveness to intervention will be reviewed regularly by the Student Support Team.

Students will move between tiers based on evidence of improvement, not time served. When a student demonstrates sustained progress, improved independence, and consistent ability to access grade-level work with less support, the Student Support Team will reduce the intensity of intervention and transition the student back to a less intensive tier. If a student does not make expected progress despite targeted interventions, the team will intensify services, revise strategies, or consider whether a referral for further evaluation is appropriate.

Arts-based tasks will be used as part of this monitoring system. Performances, rehearsals, portfolios, visual representations, and project-based products will provide additional evidence of student learning, especially for students whose understanding may not be fully captured through traditional assessment formats. These artifacts will help teachers assess comprehension, communication, persistence, application, and growth over time.

Ensuring Access and Participation

We will ensure that struggling students have full access to all aspects of the Bellavista program, including core academic instruction, arts integration projects, performances, exhibitions, and extracurricular opportunities. We will not create a support model that removes struggling students from the most engaging or defining parts of the school experience. Instead, support will be designed to help them participate more fully.

Arts integration and performance will be important tools for access. Students who struggle with conventional classroom tasks may still be able to demonstrate understanding through movement, visual design, dramatic interpretation, music, or spoken presentation. Collaborative artistic work will also help struggling students build confidence, contribute meaningfully to group tasks, and experience success in visible ways. We will ensure that intervention schedules and support plans do not systematically exclude students from performance opportunities or arts-based projects. When students need additional support to participate successfully, those supports will be built into the experience.

Program Evaluation

We will evaluate the effectiveness of our approach to serving struggling students by examining student growth, movement between tiers, course performance, attendance, behavior, and participation in core school experiences. Instructional leaders will also review the fidelity of intervention implementation through classroom observations, lesson and intervention plan reviews, and team meeting documentation. We will use these data to refine our systems, reallocate support where necessary, and ensure that struggling students are making measurable progress

b. Students with Disabilities

Bellavista will serve students with disabilities in full compliance with all federal and state laws and regulations, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the assurances contained in Appendix B of the SUNY RFP. We agree to abide by all of the assurances found in Appendix B and to implement a special education program that is compliant, inclusive, and closely integrated with the instructional design of the school. The Bellavista planning materials emphasize that our strongest special education model will be one that is built around clear systems, inclusive practices, grade-level staffing, push-in supports, and close collaboration among academic, arts, and student support staff.

Identification and Placement

We will identify students with disabilities through a comprehensive Child Find process aligned to our MTSS and Student Support Team structures. During enrollment and onboarding, we will review records for students with existing IEPs or 504 plans, request prior documentation from sending schools, and work with families to understand the student's service history and current needs. We will implement all existing IEPs upon enrollment and collaborate with the Rochester City School District Committee on Special Education to ensure appropriate service delivery and placement decisions.

For students who do not enter with an existing IEP but begin to demonstrate persistent academic, behavioral, communication, or functional concerns, we will use our RTI and Student Support Team processes as a pre-referral structure. Teachers will document the student's areas of concern, interventions attempted, student response, and relevant classroom observations. The Student Support Team will review these data and determine whether the student's needs can be met through general education interventions alone or whether a referral to the CSE is appropriate. Families will be

involved throughout the process, and no evaluation will proceed without the required parental consent.

We will also comply with all requirements related to 504 plans. Students with 504 plans will receive their required accommodations, and teachers will be trained to implement them consistently. The Special Education Coordinator will oversee these systems in the early years and ensure that all documentation, service plans, and family communication are maintained appropriately.

Instructional Model and Service Delivery

Our special education model will be grounded in inclusion and the least restrictive environment. We will design services so that students with disabilities are educated alongside their peers to the greatest extent appropriate and have full access to Bellavista's academic and arts-integrated program.

Each grade level, grades 7 through 12, will have a dedicated special education teacher. This structure will support manageable caseloads, strong relationships with students, and regular collaboration with both academic and arts teachers. The majority of support will be delivered through push-in services. In push-in settings, the special education teacher will support students in accessing grade-level content in general education and arts classrooms by providing accommodations, scaffolds, modified approaches to tasks, small-group support, and direct feedback during instruction. This model reflects Bellavista's commitment to inclusion and to making support part of the instructional experience rather than a separate program.

Pull-out services will be used strategically when students require targeted small-group or individualized instruction aligned to IEP goals. These sessions may focus on literacy, numeracy, writing, executive functioning, or other identified areas of need and will be scheduled to reduce unnecessary loss of access to core academic and arts learning.

We will also implement some ICT sections where student need and scheduling warrant that level of support. We are not proposing that every grade will be served primarily through ICT. Rather, Bellavista will maintain a flexible continuum in which push-in and pull-out supports are primary, with selected ICT sections used intentionally as part of the overall service model. This approach is consistent with the Bellavista memo's emphasis on strong inclusion, push-in whenever possible, and integrated co-teaching where appropriate.

Related services such as speech therapy, occupational therapy, physical therapy, and counseling required by IEP will be provided through the district of residence or by third-party contracted providers, as applicable. Bellavista will provide direct instructional supports through our own staffing model, while partnering with the district and providers to ensure all mandated related services are delivered.

Arts integration will play a central role in service delivery for students with disabilities. Artistic processes provide multiple ways for students to access content, communicate understanding, and participate meaningfully in learning. Special education teachers will collaborate with arts teachers to scaffold projects, adapt performance tasks, support rehearsal participation, and modify expectations where appropriate without lowering rigor. Performance, studio work, collaborative creation, critique, and portfolio development will create authentic opportunities for students with disabilities to demonstrate growth, apply skills, and participate visibly in the life of the school.

In a remote setting, we will continue required services through live virtual instruction, teletherapy where appropriate, digitally delivered accommodations and supports, virtual push-in support, and targeted small-group instruction. We will monitor participation and service delivery carefully to ensure continuity and compliance.

Staffing and Collaboration

In years one and two, our Special Education Coordinator will oversee compliance, service delivery systems, teacher coaching, family communication, and coordination with the CSE. As the school grows, a full-time Director of Student Support will assume broader oversight of special education programming, intervention systems, behavioral supports, and alignment across student services. Grade-level special education teachers will collaborate closely with general education and arts teachers through common planning, shared data review, and Student Support Team meetings. The school social worker, Dean of Students, and Behavior Specialist will contribute to behavior intervention planning, attendance support, and social-emotional response strategies.

This collaboration will be essential because students with disabilities at Bellavista will not experience support only in academic classes. We will provide coherent support across academic learning, artistic production, rehearsal expectations, performance tasks, school culture systems, and postsecondary planning. Our philosophy emphasizes

that collaboration across academic and arts settings is necessary for students to access both content and creative expression.

Monitoring Progress and Exit Criteria

We will monitor the progress of students with disabilities through IEP goal tracking, classroom assessment data, interim assessments, behavior and engagement data, observational data, and ongoing review of student work. Special education teachers will collect evidence of progress toward IEP goals and review it regularly with the Special Education Coordinator and instructional leaders. Families will receive progress reports consistent with legal requirements and will be kept informed through ongoing communication.

We will monitor not only progress toward IEP goals, but also how effectively students are accessing the general education curriculum and Bellavista's arts-integrated program. Arts-based assessments such as performances, portfolios, project presentations, and studio products will provide additional evidence of growth and access. For some students, these contexts will show levels of comprehension, communication, and persistence that traditional tests alone may not capture.

Changes to special education services will be made through the legally required CSE process rather than through internal school decision-making alone. However, our internal data systems will inform recommendations, support progress review, and help ensure that services remain appropriately matched to student needs.

Ensuring Access and Participation

We will ensure that students with disabilities have full access to academic instruction, arts programming, extracurricular opportunities, performances, exhibitions, and other defining features of the Bellavista model. To us, inclusion means more than placement in a general education classroom. It will mean thoughtful access to instruction, peer collaboration, artistic expression, leadership opportunities, and public demonstration of learning.

Arts integration will be a major access lever for students with disabilities. Through music, theater, visual arts, movement, and collaborative production, students will have nontraditional pathways to engage with content and show understanding. Rehearsal structures will allow repeated practice, modeling, feedback, and revision. Performance

opportunities will help students build confidence, communication, and self-advocacy. We will ensure that accommodations and supports extend into performances, exhibitions, and arts-based projects so that students with disabilities are not excluded from the most public and powerful elements of the school model.

Program Evaluation

We will evaluate the effectiveness of our special education program by analyzing progress toward IEP goals, academic outcomes, attendance, behavior, family feedback, compliance indicators, and student participation in Bellavista's broader program. We will also review the quality of implementation through classroom observations, planning artifacts, service logs, and team meeting records. Professional development effectiveness will be reviewed based on teacher implementation of accommodations, collaboration routines, RTI practices, and behavioral supports. We will use these data to strengthen systems over time and ensure that students with disabilities are being served effectively and inclusively.

c. English Language Learners

We will identify and serve English Language Learners (ELLs) in full compliance with all federal and New York State requirements. Our approach will ensure that students who are developing English proficiency have full and equitable access to rigorous academic content and to Bellavista's arts-integrated instructional program. We will design our systems to ensure that language development is embedded within instruction and that students are not limited in their ability to participate in any aspect of the school program.

Identification and Placement

We will identify ELLs through a standardized and compliant process beginning at enrollment. All students will complete a Home Language Identification Survey (HLIS) as part of the intake process. For any student whose survey indicates a language other than English spoken at home, we will administer the New York State Identification Test for English Language Learners (NYSITELL) within the required timeframe to determine eligibility and level of service.

In addition to initial identification, we will review prior school records, including any existing ELL designation and prior NYSESLAT performance, to ensure continuity of

services. We will also monitor students throughout the year for potential language needs that may not have been identified at enrollment.

We will take deliberate steps to ensure that English Language Learners are not inappropriately identified as students with disabilities. This will include careful analysis of student performance across multiple data points, implementation of targeted language supports, and collaboration among instructional staff prior to any referral for special education evaluation.

Instructional Model and Service Delivery

We will implement an integrated approach to English language development that prioritizes access to grade-level content while supporting language acquisition. ELL students will receive a combination of push-in support and targeted small-group instruction aligned to their level of English proficiency and instructional needs.

Push-in support will be the primary model of service delivery. Students will receive language supports within core academic classes, allowing them to engage with grade-level content while developing academic language skills. This approach ensures that students remain in the general education setting and are able to participate fully in both academic and arts-based learning experiences.

Targeted small-group or pull-out instruction will be used strategically to provide additional language development support. These sessions will focus on building foundational and academic language skills, including reading, writing, speaking, and listening, with particular attention to the demands of secondary content areas and performance-based learning.

Our instructional model will ensure that language development is integrated across all subject areas. Students will engage in structured discussion, collaborative learning, and performance-based tasks that support both language acquisition and content mastery. Teachers will use scaffolding strategies such as visual supports, modeling, sentence frames, and explicit vocabulary instruction to ensure that students can access rigorous content regardless of their level of English proficiency.

Staffing and Collaboration

ELL supports at Bellavista will be delivered through a collaborative instructional model that leverages the expertise of classroom teachers and student support staff. Instructional support for ELL students may be provided by classroom teachers or special education teachers who have experience working with multilingual learners and/or specialized training in English as a New Language (ENL) strategies.

This approach reflects our commitment to embedding language development within the instructional program rather than isolating it as a separate service. Teachers will be responsible for implementing strategies that support language acquisition within their classrooms, ensuring that ELL students receive consistent and integrated support throughout the school day.

Our Directors of Instruction will oversee the implementation of instructional practices that support ELL students and will ensure alignment with curriculum and assessment expectations. Teachers will engage in common planning and data analysis to ensure that supports are consistently implemented across classrooms. Collaboration among general education teachers, special education teachers, and student support staff will ensure that ELL students receive coordinated and appropriate support.

We will provide ongoing professional development to instructional staff focused on effective strategies for supporting ELL students, including academic language development, scaffolding techniques, and culturally responsive teaching. This will ensure that responsibility for ELL success is shared across the school.

Monitoring Progress and Exit Criteria

We will monitor the progress of ELL students through multiple measures, including NYSESLAT results, internal assessments, and classroom performance. Teachers will regularly review student data to assess both language development and academic growth, ensuring that students are progressing toward proficiency while also accessing grade-level content.

Students will exit ELL status based on New York State-defined criteria, including performance on the NYSESLAT. Following exit, students will continue to receive support as Former ELLs in accordance with state requirements to ensure sustained academic success.

Ensuring Language Is Not a Barrier to Participation

We will take deliberate and proactive steps to ensure that language is not a barrier to full participation in any aspect of the Bellavista program. We will provide all critical school communications (including but not limited to enrollment materials, family handbooks, academic updates, disciplinary notices, and event information) in languages that families can understand. We will utilize translation services to ensure written communication is accessible and will provide interpretation services for all family-facing meetings, including parent-teacher conferences, Individualized Education Program meetings, and school events.

Within the instructional program, we will ensure that ELLs can fully participate in academic and arts-based learning experiences through the consistent use of scaffolding strategies. Teachers will incorporate visual supports, modeling, structured discussion protocols, sentence frames, and explicit vocabulary development into daily instruction so that students can engage meaningfully with grade-level content regardless of their level of English proficiency.

Bellavista's arts-integrated model will serve as a critical bridge for students developing English proficiency. Arts integration projects and performance-based learning will provide multiple, non-linguistic pathways for students to demonstrate understanding and participate fully in the learning process. Through visual arts, music, theater, and movement, students will be able to express ideas, interpret content, and engage in complex tasks without relying solely on written or spoken language. Students will have opportunities to demonstrate comprehension through performance, visual representation, and collaborative artistic production, allowing them to access rigorous academic content while continuing to build language skills.

The rehearsal process, modeling, and iterative performance cycles embedded within the arts program will also provide structured and authentic opportunities for language development. Students will engage in dialogue, collaboration, and feedback in meaningful contexts, accelerating both language acquisition and content mastery.

We will also ensure equitable access to extracurricular activities, performances, and extended learning opportunities by embedding language supports into these settings. Staff will provide clear directions, model expectations, and support participation through

structured routines and peer collaboration. Students will not be excluded from any program or opportunity based on their level of English proficiency.

At the systems level, our instructional leadership team will monitor participation data for our ELLs across academic, arts, and extracurricular programming to ensure equitable access. Where gaps are identified, we will adjust supports, outreach, and instructional strategies to ensure that all students and families are fully included in the Bellavista community.

Remote Instruction

In the case of a school closure that requires remote instruction, we will continue to provide language supports through virtual instruction. Teachers will provide push-in support within virtual classrooms and targeted small-group instruction through breakout sessions and digital platforms. We will maintain regular communication with families to support student engagement and participation.

Program Evaluation

We will evaluate the effectiveness of our approach to serving ELL students through analysis of student growth in language proficiency, academic performance, and engagement. Instructional leaders will review disaggregated data, conduct classroom observations, and gather feedback from students, families, and staff. We will use this information to refine our instructional practices and ensure that ELL students are making consistent and meaningful progress.

d. Gifted and Advanced Students

We recognize that students will enter Bellavista with a wide range of strengths, including students who are academically advanced, creatively gifted, or exceptionally strong in one or more artistic disciplines. Our approach to gifted and advanced students will ensure that these students are not simply kept busy, but are meaningfully challenged through differentiated instruction, deeper inquiry, enrichment, acceleration where appropriate, and expanded opportunities for leadership and artistic growth.

Identification and Placement

We will identify advanced and gifted students through a combination of quantitative and qualitative indicators. These will include diagnostic and interim assessment results, classroom performance, teacher recommendations, writing samples, project work, artistic products, auditions or performance evidence where applicable, and observation of how students respond to complex tasks. Identification will be ongoing, because not all advanced learners arrive with a history of formal enrichment or immediately demonstrate their strengths in conventional ways.

We will be especially attentive to identifying advanced potential among students from historically underserved backgrounds, including students whose gifts may emerge more clearly through artistic production, performance, oral expression, or creative problem-solving than through standardized measures alone.

Instructional Model and Service Delivery

Within general education classrooms, we will differentiate instruction to ensure that advanced students are consistently challenged. Teachers will use flexible grouping, tiered assignments, extended inquiry, advanced texts, open-ended questions, project-based learning, and opportunities for independent or small-group investigation. Advanced students will not be limited to faster pacing alone. They will be asked to engage in greater depth, complexity, originality, and application.

Our arts-integrated model will create especially powerful opportunities for advanced learners. These students will engage in complex performance-based tasks, portfolio development, interdisciplinary projects, critique, revision, and public presentation of work. They may assume leadership roles in collaborative artistic productions, exhibitions, and performances and may pursue advanced projects aligned to their strengths and interests. Where appropriate, we will also provide cross-grade or accelerated learning opportunities so that students can work at a level commensurate with their readiness rather than being restricted by grade-level norms.

Extended learning opportunities, including after-school arts programming and enrichment experiences, will further support advanced students in developing their academic and artistic talents.

Staffing and Collaboration

Teachers will be responsible for differentiating instruction and identifying students who require greater challenge. The Directors of Instruction will support planning, review student work and data, and ensure that advanced opportunities are coherent across classrooms. Arts teachers and academic teachers will collaborate to identify students whose gifts emerge in one domain and can be extended across others. This is especially important at Bellavista, where academic and artistic rigor are not separate tracks but mutually reinforcing elements of the school model.

Monitoring Progress and Exit Criteria

We will monitor advanced and gifted students through assessment data, classroom performance, project work, portfolios, exhibitions, performances, and teacher observation of student growth over time. Instructional leaders will review student work to determine whether students are being sufficiently challenged and whether their learning reflects depth, creativity, and sustained growth rather than simple task completion.

Because gifted education is not a tiered intervention system in the same way that RTI is, we will not use “exit” in the same way we do for struggling students. Instead, we will continually reassess the degree of challenge students need and adjust instructional opportunities accordingly. Students may move into more advanced or more specialized opportunities as their strengths become clearer and more developed.

Ensuring Access and Participation

We will ensure that advanced and gifted students have equitable access to rigorous opportunities, including students from groups that are often underidentified for advanced learning. Bellavista’s arts-integrated model will support this goal by broadening the ways students can demonstrate advanced thinking, creativity, and leadership.

Arts integration and performance will be especially important for advanced learners because they provide opportunities not only for expression, but for extension. Students will be able to apply academic knowledge in authentic and complex ways through performance, composition, design, creation, critique, and public presentation. Leadership in rehearsal, production, exhibition, and portfolio development will give advanced students meaningful avenues to deepen their skills and contribute to the larger school community.

We will ensure that advanced students are not overlooked in a school rightly focused on intervention and support. Bellavista's model will be designed to meet students at every point along the continuum, including those who require acceleration, enrichment, and greater intellectual and artistic challenge.

Remote Instruction

In a remote setting, we will continue to provide advanced students with enrichment, independent study, extended inquiry projects, virtual mentorship where feasible, and access to advanced digital tools and resources.

Program Evaluation

We will evaluate the effectiveness of our approach to advanced and gifted students through review of student achievement, growth, participation in advanced opportunities, and the quality of student work, including performances and portfolios. Instructional leaders will monitor whether advanced students are receiving appropriately challenging work and will adjust supports and opportunities as needed.

R- 09ad- Instructional Leadership

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a. Instructional Leadership Roles

Over the first five years of operation, instructional leadership at Bellavista will be structured to ensure that implementation of the academic program is supervised with consistency, rigor, and measurable accountability as student and staff numbers grow. We recognize that a new school's instructional culture is shaped early and is either reinforced or diluted by its leadership systems. For that reason, Bellavista will establish a vertically aligned leadership structure in which authority is explicit, supervision lines are clear, and academic outcomes are monitored through disciplined routines. Instructional leadership will be organized very intentionally to produce coherence and measurable growth from day one.

Instructional leadership will operate across three integrated levels: executive oversight led by the Chief Executive Officer; division-level supervision led by Directors of Instruction; and content-specific and specialized support from lead teachers and the Special Education Coordinator in years one and two, as well as the Director of Student Support and Director of the Arts in years three through five. Each instructional staff member will have one clearly identified primary supervisor responsible for coaching and evaluation. While collaboration will occur across roles, evaluation authority will not be ambiguous, and evaluative feedback will be provided in one voice.

Executive Oversight: Dr. Oscia Miles, Chief Executive Officer

Dr. Miles will provide executive-level instructional oversight informed by her extensive instructional and operational experience in Rochester's charter school sector. Her

background includes direct engagement in teaching, arts-integrated curriculum design, instructional leadership development, and operational oversight in highly accountable environments. This experience will allow her to integrate academic supervision with structural decision-making in areas such as staffing, budgeting, compliance, and scheduling.

Dr. Miles will supervise and evaluate the Middle School and High School Directors of Instruction. Her responsibility will not be limited to reviewing annual results; rather, she will maintain a continuous line of sight into instructional performance and will oversee and support weekly professional development and pedagogical coaching. Bi-weekly executive supervision meetings will require Directors to present structured summaries of classroom observation trends, teacher coaching implementation, Data-Driven Instruction (DDI) findings, and progress of identified at-risk students. These meetings will focus on evidence, not anecdotes. Directors will be expected to demonstrate that observation feedback is translating into instructional shifts and that instructional shifts are translating into improved student performance.

If academic indicators fall below expected trajectories, Dr. Miles will require written action plans detailing specific instructional adjustments, intensified coaching strategies, and revised intervention structures. These plans will include measurable checkpoints and timelines. Dr. Miles will revisit those checkpoints in subsequent executive supervision meetings to ensure follow-through. This process ensures that instructional leadership at the division level remains accountable for outcomes rather than merely activities.

In addition, Dr. Miles will present quarterly academic updates to the Board of Trustees. These updates will include benchmark performance summaries, subgroup growth patterns, and narrative explanation of instructional priorities. Through this governance-

level reporting, instructional leadership will be transparently connected to board oversight.

Division-Level Instructional Leadership

The Directors of Instruction will serve as the primary leaders of Bellavista's academic program. From Year 1, Bellavista will employ a Director of Instruction for Middle School. As grades expand into high school, a Director of Instruction for High School will assume responsibility for grades 9–12. During the initial expansion years, transitional coordination between Directors will ensure continuity across grade bands.

As Bellavista grows from a single middle school cohort to a full grades 7–12 program, the instructional leadership team will expand proportionately to maintain close supervision and meaningful coaching relationships with all teachers. In Year 1, when enrollment is limited to the founding middle school cohort, instructional supervision will be anchored by the Chief Executive Officer, the Middle School Director of Instruction, and two content-based lead teachers. As additional grades are added each year, leadership capacity will grow alongside staff. A High School Director of Instruction will be added when ninth grade opens, ensuring that instructional supervision remains focused and developmentally appropriate for each grade band. Additional lead teacher and specialized leadership roles, including arts program leadership and student support coordination, will also expand as faculty size increases. Bellavista's leadership structure is intentionally designed so that no instructional leader is responsible for supervising an unmanageable number of teachers, allowing leaders to maintain the weekly observation, coaching, and data analysis routines described in this section. This proportional growth ensures that instructional supervision remains intensive and personalized even as the school reaches full enrollment.

The Middle School Director of Instruction will supervise all middle school classroom teachers in ELA, History, Math, and Science. This Director will also supervise the

Special Education Coordinator. When hired in year three, the High School Director of Instruction will supervise all high school academic teachers. The Director of Student Support will supervise the Dean of Student Culture. In both divisions, lead teachers will function as content supervisors under the strategic direction of the Directors of Instruction.

The Directors of Instruction will be responsible for ensuring that curriculum is aligned to state standards and that pacing calendars are executed consistently. They will oversee the integrity of Bellavista's assessment systems, ensuring that interim assessments reflect grade-level standards and that grading practices are calibrated across classrooms. They will conduct formal evaluation observations and will determine final evaluation ratings for teachers in their division.

Each Director will lead a weekly instructional leadership meeting attended by the lead teachers, Director of Student Support, Special Education Coordinator, and the Dean of Students. These meetings will follow a disciplined structure: review of classroom observation trends; analysis of coaching implementation; identification of upcoming unit internalization priorities; review of intervention lists; and clarification of responsibilities for follow-up. Directors will ensure that these meetings remain focused on academic quality rather than administrative logistics.

The Directors of Instruction at Bellavista will also play a key role in supporting teachers in bringing our arts-integrated instructional model to life. These leaders will work closely with lead teachers and teachers to ensure that core academic content is intentionally connected to the arts, helping students engage creatively while mastering rigorous academic standards. The Director will also support curriculum alignment, professional development, and coaching to ensure that Bellavista's instructional model remains both academically strong and deeply rooted in arts integration.

To support strong classroom culture and engagement, teachers will utilize the Focus Five framework as a core set of instructional tools. Focus Five strategies—including Power Zone, Strong Voice, Do It Again, Threshold, and Props—will help teachers create structured, engaging classrooms where students are actively involved in both academic and arts-integrated learning experiences. The Director of Instruction will support teachers in implementing these practices with consistency across the school.

Lead Teachers

A full-time ELA/History Lead Teacher and Math/Science Lead Teacher will support instruction within their respective content areas across grades 7–12. These roles are intentionally designed to build instructional leadership capacity while maintaining a lean and efficient founding staffing model.

Each Lead Teacher will carry a targeted coaching load rather than a full teaching assignment to focus on supporting teachers who require additional development in instructional practice. The ELA/History Lead Teacher will emphasize text complexity, argumentative writing, evidence-based discussion, and interdisciplinary humanities integration. The Math/Science Lead Teacher will emphasize conceptual understanding, inquiry-based problem solving, lab design, and alignment to state standards. In both cases, coaching will prioritize the highest-need teachers to ensure that instructional improvement efforts are strategic and impactful.

In the founding year, the Director of Instruction will also maintain a coaching load, allowing the Director to model effective coaching practices, develop the Lead Teachers' coaching capacity, and establish strong internal coaching systems that will be expanded in future years. This approach ensures that coaching quality is consistent and aligned to Bellavista's instructional expectations from the outset.

In addition to their coaching responsibilities, Lead Teachers will serve critical instructional and operational support functions that strengthen classroom practice and student outcomes. These responsibilities include:

- Supporting teacher development through targeted coaching, modeling, and collaborative planning
- Assisting in the design and facilitation of professional development sessions throughout the year
- Leading and supporting student intervention systems, including RTI and MTSS structures
- Organizing and facilitating small-group instruction and targeted tutoring for students performing below grade level
- Collaborating closely with the Special Education Coordinator to strengthen differentiated instruction and provide embedded classroom support

Given Bellavista's expectation of serving a significant proportion of students requiring academic intervention and special education services, these roles provide essential instructional capacity. This is particularly important in Year 1, when special education staffing includes one Special Education Coordinator and one Special Education teacher serving approximately 150 students. Lead Teachers will help ensure that intervention systems are consistently implemented and that classroom teachers are supported in meeting diverse learner needs.

Lead Teachers will also play an important role in maintaining continuity of instruction. They will provide instructional coverage when teachers are absent, ensuring that academic learning continues without disruption and that expectations for rigor and engagement remain consistent.

As Bellavista grows, these roles are designed to evolve into full Instructional Coach positions. In later years, Lead Teachers may transition into roles with expanded

coaching loads and a more exclusive focus on teacher development. At that stage, the Director of Instruction will gradually shift away from direct coaching responsibilities and focus fully on instructional leadership, systems oversight, and division-level performance management.

This structure allows Bellavista to maintain strong systems for coaching, intervention, special education collaboration, and instructional continuity in the founding years, while remaining fiscally responsible and strategically positioned for future growth.

Special Education Coordinators and Monitoring of At-Risk Students

Special Education Coordinators will supervise implementation of special education services and ensure that accommodations and modifications are embedded in classroom instruction. They will manage Individual Education Program (IEP) meetings, track compliance timelines, and monitor progress toward individualized goals. Importantly, Special Education Coordinators will participate fully in DDI reviews to ensure that students with disabilities are included in academic monitoring and intervention planning.

Students will be identified as academically at risk through benchmark assessments, course performance trends, attendance patterns, and IEP progress monitoring. At-risk students will be documented on division-level intervention lists reviewed weekly during leadership meetings and formally revisited during monthly DDI cycles. For each student, leaders will identify specific skill gaps, assign targeted interventions, and establish measurable review timelines. If students do not demonstrate improvement within the established window, intervention strategies will be intensified or revised.

Selection and Development of Instructional Leaders

Instructional leaders will be recruited, interviewed, and selected through a rigorous process aligned to Bellavista's educational philosophy. Candidates for Director of

Instruction and lead teacher roles will be evaluated for demonstrated history of improving student outcomes, experience coaching adults, facility with structured data analysis, and alignment to Bellavista's arts-integrated and culturally affirming mission. Performance-based hiring components will include data analysis exercises, simulated coaching sessions, and case-study intervention planning. These processes ensure that leaders are selected based on demonstrated competence and mission alignment rather than solely on credentials.

Over the first five years, Bellavista will invest in internal leadership development by identifying high-performing teachers who demonstrate instructional leadership potential and providing them with mentoring opportunities, observation calibration training, and structured leadership development sessions.

b. Teacher Support and Supervision

Bellavista's approach to individual teacher supervision will be grounded in the belief that instructional excellence is developed through disciplined practice, consistent feedback, and structured follow-through. In addition to the weekly coaching cycles described below, we will implement a structured annual Educator Growth, Observation, and Feedback Cycle that provides formal checkpoints for teacher reflection, evaluation, and support. This cycle includes a beginning-of-year professional development survey, fall feedback conversations, formal instructional observations, mid-year performance reviews, and spring contract renewal discussions. Together, these milestones ensure that ongoing coaching is complemented by formal opportunities for reflection, performance assessment, and leadership feedback. The structure reinforces transparency in expectations and will provide our teachers with clear opportunities to discuss progress, support needs, and professional goals across the school year.

Teacher supervision and support will not occur intermittently or only during formal evaluation windows. Instead, teachers will experience continuous developmental supervision anchored in weekly observation, structured coaching cycles, and ongoing analysis of student performance data.

Each teacher will be assigned a primary instructional supervisor. At both middle and high school levels, this will be the Director of Instruction, supported by the appropriate lead teacher, with oversight and final evaluative authority residing with the Director of Instruction. This structure ensures that coaching is frequent while evaluation authority remains clearly defined.

Weekly Coaching Cycle Structure

Teachers will receive at least one focused classroom observation per week. These observations will typically last between twenty and thirty minutes and will focus on a clearly identified instructional priority. Observations will generate low-inference notes capturing teacher actions, student responses, questioning patterns, and evidence of academic rigor. Immediately following observation, the supervisor will identify the highest-leverage instructional shift needed to strengthen student learning.

Within forty-eight hours, the teacher will participate in a structured feedback conference. These conferences will follow a reflective protocol: the teacher will first self-assess, the supervisor will present evidence from observation notes, and together they will identify one or two precise instructional adjustments. These adjustments will be concrete and observable, such as increasing the percentage of students participating in academic discourse or clarifying modeling before independent practice.

Each coaching conversation will conclude with a defined follow-up timeline. The supervisor will revisit the targeted instructional shift during the next observation cycle to determine whether implementation occurred and whether student engagement or

understanding improved. These frequent observation cycles ensure that formal evaluation components, such as the annual instructional observation conducted during the fall semester, reflect an accurate picture of classroom practice developed through ongoing coaching and support rather than isolated classroom snapshots.

Weekly One-on-One Instructional Meetings

In addition to weekly observations, teachers will participate in weekly one-on-one instructional meetings with their supervisor and lead teacher, respectively. These meetings will extend beyond classroom performance to include review of unit and lesson plans, alignment to pacing calendars, evidence of internalization, and examination of student work. Teachers will be expected to bring lesson materials and samples of student responses. Supervisors will assess whether instructional plans are implemented and effectively facilitated. These meetings ensure that supervision addresses both planning and execution, not simply observable classroom performance.

Lesson Internalization and Pre-Unit Planning

Before launching major instructional units, teachers will participate in structured lesson internalization sessions facilitated by the Director of Instruction or relevant lead teacher during Wednesday PD workshops. During these sessions, teachers will unpack standards, analyze exemplar assessments, anticipate misconceptions, and align daily lesson sequencing to unit-level outcomes. Internalization ensures that teachers enter instruction with clarity about learning objectives and success criteria.

Intensified Support and Escalation Protocol

Instructional documentation will occur consistently for all teachers, regardless of performance level. Weekly observation notes, coaching feedback, student work analysis, and assessment data will be logged in a centralized instructional tracking

system. This ongoing documentation ensures that patterns of strength and need are identified early and that any intensified support plan is grounded in objective evidence rather than isolated incidents.

The Directors of Instruction and lead teachers will review classroom observation trends and student performance data on a weekly basis during leadership data meetings. Entry into an intensified coaching cycle will occur when documented evidence indicates one or more of the following:

- Persistent instructional weaknesses across multiple observations
- Failure to implement prior coaching action steps
- Student assessment data showing stagnation or decline in targeted standards
- Classroom culture concerns impacting learning time
- Misalignment between lesson execution and curriculum standards

When a teacher enters an intensified coaching cycle, a formalized Support and Growth Plan will be developed. This plan will include:

- 2–3 clearly defined instructional priority areas
- Measurable benchmarks tied to observable teacher behaviors and student performance indicators
- Specific student outcome targets (e.g., percentage of students mastering identified standards on interim assessments)
- Increased observation frequency (minimum of two formal touchpoints per week)
- Scheduled weekly coaching meetings with documented action steps
- Explicit timelines (typically 4–6 weeks) for demonstrated improvement

Supervisors will document all feedback, action steps, implementation evidence, and progress toward benchmarks. Teachers will receive written summaries after each

intensified observation cycle outlining progress toward goals and next steps. Progress monitoring will include both instructional indicators (e.g., questioning

If observation evidence indicates persistent instructional weaknesses or if student performance data reflects stagnation, teachers will enter an intensified coaching cycle. This cycle will increase observation frequency and will include explicit performance benchmarks tied to student outcomes. Supervisors will document progress toward these benchmarks and will meet more frequently with the teacher to assess implementation.

This escalation protocol ensures that supervision responds to evidence rather than waiting for formal evaluation windows.

Documentation and Quality Assurance

All coaching conversations, observation notes, and action steps will be documented in a centralized system. Directors of Instruction and Dr. Miles will review coaching logs periodically to ensure consistency and quality of feedback. This monitoring prevents coaching from becoming superficial and ensures alignment across supervisors.

Through this structured supervision system, Bellavista will ensure that teachers receive continuous, evidence-based support directly tied to student learning outcomes.

c. Professional Development

While 9(b) addresses the individualized supervision and coaching supports our teachers will receive, Bellavista's professional development program will provide structured learning experiences for groups of teachers and for the full faculty on a weekly basis. Frequent professional development will function as a systemic lever for improving instructional coherence, closing subgroup gaps, and reinforcing Bellavista's mission-driven educational philosophy.

Annual Professional Development Arc

Professional development will begin with a multi-week summer institute in August. During this period, teachers will engage in deep curriculum alignment sessions, training on Bellavista's instructional expectations, calibration of grading practices, and professional learning focused on culturally affirming and arts-integrated pedagogy, including the HBCU-inspired components and social-emotional learning. Teachers will rehearse classroom culture routines and practice delivery of core instructional strategies before students arrive.

During the academic year, professional development will follow a predictable rhythm. Weekly faculty sessions on Wednesdays (and two full day workshops aligned to the RCSD's calendar Superintendent days) will focus on instructional refinement, such as strengthening questioning techniques, increasing rigor in academic discourse, or improving differentiation practices. These sessions will be facilitated by Directors of Instruction, the lead teachers, and the Director of Student Support/Special Education Coordinator.

One Wednesday PD workshop per month will be dedicated to a DDI session, which will serve dual purposes: structured assessment analysis and professional learning. Teachers will examine benchmark results, identify standards requiring reteach, and collaborate on strategies for improving mastery. These sessions ensure that professional development is anchored in real-time student data.

Bellavista will implement a structured, data-informed professional development model that combines universal training, differentiated skill development, teacher-selected growth pathways, and intentional cultivation of the school's arts-integrated and HBCU-inspired culture. Professional development will ground faculty in the school's Graduation Aims, instructional framework, arts integration model, and culturally affirming practices rooted in the traditions of excellence, community, and pride characteristic of HBCUs.

All faculty members will participate in core professional learning that ensures alignment to Bellavista's academic vision. This includes training on:

- Graduation Aims
- Arts-integrated instructional design
- Assessment systems and data-driven instruction
- Culturally affirming and inclusive pedagogy

Professional development will intentionally reflect key elements of HBCU culture, including communal accountability, call-and-response engagement, visible celebration of achievement, mentorship structures, professional presence, and an emphasis on both rigor and belonging. Staff will engage in sessions that explore the historical significance of HBCUs, their legacy of producing leaders, and how those traditions can translate into classroom culture, instructional practices, and student identity formation.

Differentiated Professional Development

Knowing that we will likely hire a number of individuals new to the profession, Bellavista will differentiate professional development to meet the needs of diverse faculty members. Novice teachers will receive onboarding sessions focused on instructional planning, pacing, and classroom management systems. Experienced teachers will engage in advanced sessions focused on refinement of pedagogy and leadership development. All teachers will participate in targeted sessions led by Special Education Coordinators to strengthen differentiation and accommodation practices.

Arts faculty will engage in specialized sessions led by the Director of Performing Arts and Technology to ensure alignment between artistic performance expectations and academic rigor.

Developmental differentiation to support our teachers will occur through two primary pathways:

1. Data-Driven Development: Instructional leaders will analyze observation data, coaching documentation, interim assessment results, and teacher check-ins to identify both collective and individual growth areas. Teachers requiring targeted support will receive differentiated sessions focused on specific instructional techniques and strategies.

2. Ongoing Coaching: Instructional leaders provide job-embedded coaching that includes regular observations, actionable feedback, and individualized support aligned to each educator's growth areas. Professional learning is informed by student data, classroom trends, and teacher self-reflection, ensuring that development is both responsive and targeted. Through cycles of observation, feedback, practice, and reflection, educators strengthen instructional practices, deepen arts integration, and drive student achievement. This model ensures that all staff are continuously growing in alignment with Bellavista's vision of excellence, creativity, and culturally responsive teaching.

Identification of Professional Development Priorities

Professional development topics will not be selected arbitrarily. The CEO and Directors of Instruction will analyze observation trends, benchmark assessment data, and subgroup performance gaps to determine priorities. For example, if DDI reviews reveal persistent weaknesses in argumentative writing, faculty sessions will focus on modeling thesis development and evidence integration.

Monthly Evaluation of Professional Development Effectiveness

Bellavista will evaluate the efficacy of professional development by examining subsequent observation evidence and student performance trends. If instructional shifts targeted during professional development do not appear in classroom practice or do not yield improved student outcomes, leadership will adjust content and delivery methods.

Through this iterative process, professional development will remain dynamic and responsive rather than static.

d. Teacher Evaluation and Accountability

Bellavista's teacher evaluation system will formally assess instructional effectiveness while reinforcing the continuous coaching structure described above. Evaluation will not be a stand-alone event; it will synthesize evidence collected throughout the year.

Evaluation Components

Teacher evaluation will include multiple formal observations conducted by the Director of Instruction, supplemented by informal observation evidence gathered through weekly coaching cycles. Evaluation evidence will include lesson plans, evidence of lesson internalization, instructional artifacts, participation in Data-Driven Instruction cycles, and analysis of student performance trends including mastery of academic standards, student growth in core content areas, and arts-integrated performance and presentation.

Bellavista's teacher evaluation system formally assesses instructional effectiveness while reinforcing the continuous coaching structure described above. Evaluation is not a stand-alone event; rather, it synthesizes evidence collected consistently throughout the year: teachers will participate in mid-year and end-of-year evaluation conferences during which supervisors will review observation evidence, discuss student outcomes, and identify areas of strength and growth. Teachers will receive frequent written feedback, clear performance metrics, and structured milestone reviews to ensure transparency and alignment to expectations.

Annual Educator Growth and Feedback Milestones

In addition to ongoing coaching and observation cycles, Bellavista will implement a structured series of educator development milestones throughout the academic year to ensure consistent feedback and professional reflection. These milestones form part of the school's Educator Growth, Observation, and Feedback Cycle and are designed to align teaching, evaluation, and staff development.

At the beginning of the school year, faculty members will complete a Staff Training and Development Survey following the summer professional development institute. This survey allows teachers to provide feedback regarding the clarity, usefulness, and relevance of training sessions and helps school leadership refine professional development priorities for the year.

During the fall semester, instructional leaders will conduct 2x2 feedback meetings with teachers. These structured conversations provide an opportunity for administrators to share feedback related to professional growth, instructional practice, and school culture, while also giving teachers space to share input regarding the supports and resources they need to be successful.

A formal instructional observation will also occur during the fall semester. This observation allows instructional leaders to evaluate classroom practice after the initial months of coaching and professional development. The process focuses on instructional rigor, student engagement, and fidelity to Bellavista's instructional model.

Midway through the academic year, teachers will participate in a mid-year performance review with school leadership. During this review, supervisors will examine classroom observation evidence, coaching implementation, and student learning outcomes. Teachers and leaders will jointly identify areas of progress and define priorities for the second half of the year.

Finally, in the spring semester, school leadership will conduct staff contract renewal meetings. These meetings provide an opportunity to recognize strong performance, discuss professional growth, and plan staffing decisions for the upcoming academic year while reinforcing Bellavista's commitment to developing and retaining high-quality educators.

Ongoing Weekly Accountability

Teachers will receive weekly written feedback (presented as "glows" and "grows") grounded in classroom observations, student performance data, and instructional implementation. Lead teachers will conduct regular classroom observations and provide written action steps tied to measurable instructional competencies. The Director of Instruction will also conduct periodic observations and leadership check-ins to ensure alignment with school-wide priorities, professional culture expectations, and Bellavista's Graduation Aims, arts integration model, and HBCU-inspired culture.

Each week, teachers will review their feedback and corresponding metrics, including:

- Standards mastery trends
- Student work analysis outcomes
- Classroom culture indicators
- Implementation of prior coaching action steps
- Alignment to curriculum pacing

This ongoing documentation ensures that evaluation is evidence-based and that teachers always understand what they are working toward.

Connection to Student Achievement

Student achievement will inform evaluation decisions. Directors of Instruction will examine benchmark growth trends, subgroup performance, and progress of identified

at-risk students within a teacher's classroom. Teachers will be expected to demonstrate responsiveness to data by adjusting instruction and participating actively in intervention planning.

Calibration and Oversight

To ensure consistency across divisions, Directors of Instruction will meet with Dr. Miles to review evaluation evidence and ratings prior to finalization. This calibration process ensures fairness and alignment of expectations across grade bands.

Directors of Instruction themselves will be evaluated by Dr. Miles based on division-level student performance, fidelity of instructional supervision, and implementation of Data-Driven Instruction systems. This layered accountability ensures that evaluation systems apply not only to teachers but also to instructional leaders.

R- 10a- School Culture & Discipline

R- 10a. School Culture and Discipline

a. School Culture

Bellavista will cultivate a school culture grounded in pride, excellence, and shared responsibility, drawing inspiration from traditions associated with Historically Black Colleges and Universities (HBCUs). HBCUs have long demonstrated the power of culturally affirming educational environments that combine high expectations, strong mentorship, and a deep sense of belonging. Research indicates that these environments strengthen student motivation, engagement, and persistence by connecting academic achievement with identity, leadership, and community responsibility.[14] [15]

Inspired by the legacy of HBCU pride and Black excellence, Bellavista's culture will affirm students' identities while holding them to collegiate and professional standards. In Rochester, where many students have historically lacked access to rigorous academic and arts pathways, this identity-affirming approach will serve as a foundation for all students, including those of all races and those who may have learning or linguistic differences. The culture model will intentionally pair belonging with achievement and voice with accountability. Bellavista will incorporate these principles into its daily practices by emphasizing academic excellence, artistic expression, leadership development, and mutual respect as core expectations for all students.

Five foundational values will anchor our culture:

- Respect

[14] Gasman, Marybeth, and Felecia Commodore. "The State of Research on Historically Black Colleges and Universities." *The Journal of Negro Education*, vol. 83, no. 1, 2014, pp. 2–9.

[15] Harper, Shaun R. *Black Male Student Success in Higher Education: A National Study.* University of Pennsylvania Center for the Study of Race and Equity in Education, 2012.

- Responsibility
- Resilience
- Reflection
- Creativity

These foundations will be visible in classrooms, hallways, advisory, and community meetings. They will be taught explicitly, practiced intentionally, and reinforced consistently so that they become a common language aligned to our graduate aims, guiding how students interact, solve problems, and approach their work.

Launching the Culture: Culture Bootcamp

The school year will open with a two-day Culture Bootcamp designed to ground students in identity, expectations, and community norms before full academic instruction begins. Research on school belonging shows that when students feel connected to their school community and experience high expectations paired with strong relationships, they demonstrate higher engagement, persistence, and positive behavior.[16] Culture Bootcamp will serve as the first step in establishing this sense of belonging and shared responsibility across the Bellavista community.

During these first days, students will learn the school chant and motto, “Creating with Character, Leading with Heart,” and will practice call-and-response routines that reinforce unity and pride. The five foundations will be introduced through modeling, reflection, and role-play. Sessions will focus on scholar posture, professional greetings, collaboration, and what it means to carry oneself with confidence.

Academic expectations will be integrated immediately. Students will complete baseline ELA and math diagnostics framed as tools to help teachers understand starting points and design instruction. Shout-Out Yearbooks will be introduced, and students will decorate and personalize them as part of reflection work.

Culture Bootcamp will also introduce the mentorship and leadership expectations that will shape Bellavista’s culture throughout the year. Faculty and staff will model

[16] Strayhorn, Terrell L. *College Students’ Sense of Belonging: A Key to Educational Success for All Students.* 2nd ed., Routledge, 2018.

professional norms and serve as mentors who reinforce high expectations while supporting students' academic and personal development. Research on mentoring and leadership structures in educational settings shows that these relationships can strengthen student confidence, persistence, and engagement.[17]

Families will be invited to a brief end-of-bootcamp showcase so that expectations are transparent from the outset. By the conclusion of Day 2, all students will be expected to recite the motto and identify the five foundations, and most families will have engaged in at least one culture touchpoint. This deliberate launch will communicate that culture and academics are inseparable and that each student's success contributes to the strength and reputation of the broader school community.

Programs and Methods to Support Social and Emotional Development

Bellavista's social-emotional framework will integrate advisory, restorative practices, structured reflection, and public recognition.

1. **Advisory and Daily Reflection:** Each student will participate in a daily advisory led by a consistent adult mentor. Advisory will serve as the primary structure for relationship-building, goal-setting, and social-emotional instruction. Students will reflect regularly on how they upheld the five foundations, identify areas for growth, and set short-term academic and character goals. Daily reflection journals and weekly shout-outs will create a steady rhythm of feedback and recognition. Students will track acknowledgments in their Yearbooks, reinforcing positive contributions to both classroom learning and community life.
2. **Restorative Practices:** When conflict arises, the school's first response will center on restoration and accountability. Our behavior team (consisting of a full time Behavioral Specialist in years one and two, and a Dean of Students and additional Behavioral Specialist in years three through five) will be trained in Restorative Practices to support student culture and development, and also act as a resource to turnkey concepts and strategies to instructional staff. Community-building circles will establish norms at the beginning of the year, while restorative circles will address harm when it occurs. Structured reflection packets will guide students in identifying the impact of their actions and outlining next steps before returning fully to class. Restorative will not mean permissive. Clear non-negotiables will protect the integrity of the community. Fighting, chronic disrespect, or persistent refusal to uphold foundational expectations may result in

[17] Palmer, Robert T., and J. Luke Wood. "Examining the Impact of Mentoring on Black Male Student Success at Historically Black Colleges and Universities." *Journal of College Student Development*, vol. 53, no. 3, 2012, pp. 421–426.

more serious consequences, including family conferences and suspension when necessary. The expectation will be that students can repair harm and rejoin the community, while the safety and dignity of others remain paramount. Discipline data will be reviewed monthly and disaggregated to monitor patterns and ensure equitable implementation.

3. **Recognition, Ritual, and Annual Traditions:** Culture will be reinforced publicly and consistently. Weekly shout-outs, a structured character and talent pin system, and regular pinning ceremonies will create visible markers of growth and pride. Students will be celebrated not only for academic achievement but also for demonstrating resilience, leadership, creativity, and reflection.By June 2028, we expect that most students will have earned multiple character or talent pins, with academic performance and character recognition intentionally aligned. Weekly community meetings will function as convocations that blend scholarship and artistry. Music, chant, performance, and celebration will build unity. Annual traditions will further strengthen continuity and shared identity. In addition to Foundations Week and showcase nights, Bellavista will host an annual HBCU-style Homecoming celebration called the La Vista. This event will establish traditions at the school to showcase our strong community pride, visibly celebrate achievement, and encourage intergenerational connection by bringing together students, families, alumni, community partners, and local artists in a multi-day celebration of scholarship, artistry, and cultural pride. La Vista will include performances by student ensembles, visual arts exhibitions, spirit events, alumni recognition, and a culminating community celebration. The event will serve both as a tradition-building mechanism and as a public demonstration of student achievement and community partnership. Over time, La Vista will become a signature tradition that reinforces pride, belonging, and legacy.

Supporting Teachers and Staff in Sustaining an Equitable Culture

Strong culture will depend on adult consistency. Faculty and staff will participate in a Summer Institute focused on the foundations, advisory structures, restorative practices, and expectations for student presentation and engagement. Time will be dedicated to rehearsing routines, practicing interactive modeling, and calibrating responses to common behavioral scenarios.

Professional development throughout the year will emphasize culturally responsive pedagogy, identity-affirming instruction, and equitable participation strategies. Instructional coaching will include attention to classroom climate, tone, and restorative language. Teachers will receive feedback not only on lesson execution but also on the quality of relationships and engagement structures in their classrooms.

The leadership team will review discipline trends regularly to identify disparities or inconsistencies. Adult modeling during transitions, assemblies, and informal interactions will be treated as a core leadership responsibility.

Maintaining a Safe and Orderly Environment

A safe and orderly environment will be maintained through clear expectations, predictable routines, and visible adult presence. The Student and Family Handbook will outline behavioral standards aligned to the five foundations, due process protections, and tiered disciplinary responses.

Procedures for arrival, hallway transitions, lunch, dismissal, and device use will be explicitly taught and practiced, particularly during the first weeks of school. Logical consequences will preserve student dignity while reinforcing accountability. Re-entry conferences will follow suspensions to ensure students return with a clear plan for success.

Emergency procedures and safety drills will comply fully with state and local requirements. Clear supervision plans will ensure students are supported in every space, not only inside classrooms.

Instilling Culture Across Stakeholders

The cultural vision will extend beyond students. Our staff, families, and Board of Trustees will receive annual orientation on Bellavista's culture model and will review key indicators such as attendance, discipline patterns, and family engagement. Oversight will include monitoring whether implementation aligns with stated commitments.

Staff expectations will be reinforced through evaluation criteria and professional growth plans. Culture will be discussed regularly in faculty meetings, and successes will be shared alongside areas for improvement.

Students will sign a Culture Commitment Pledge at the beginning of the year and revisit it during advisory and community meetings. Families will receive clear communication about expectations and will be invited to participate in pinning ceremonies, showcases, Homecoming events, and community circles. Engagement will be tracked intentionally, with the goal that most families participate in at least one culture-centered event annually.

Through deliberate launch structures, advisory, restorative practices, consistent recognition, adult coaching, transparent family partnership, and signature traditions such as annual Homecoming, Bellavista will sustain a culture that is both affirming and demanding. Students will experience school as a place where identity is honored, expectations are clear, and excellence is both celebrated and expected.

R-10b - Discipline Policy

R-10b - Discipline Policy

b. Discipline Policy

Bellavista will implement a Discipline Policy for general education students that balances safety, accountability, and constitutional protections. The policy will be grounded in Restorative Practices and aligned with Bellavista's five foundational values: Respect, Responsibility, Resilience, Reflection, and Creativity.

Bellavista will prioritize restoration, reflection, and relationship repair as the primary responses to student misconduct. Exclusionary discipline, including out-of-school suspension and expulsion, will be used only when necessary to protect the safety of the school community or when restorative interventions have not resulted in meaningful behavioral change.

This policy will clearly define prohibited conduct, consequences, due process protections, alternative instruction procedures, Gun-Free Schools Act compliance, and appeal processes. The full policy will be published annually in the Student and Family Handbook.

RESTORATIVE PHILOSOPHY AND FRAMEWORK

Bellavista will respond to student misconduct through a graduated system of supports:

1. Restorative conversations and reflection
2. Community-building or restorative circles
3. Behavior reflection packets and repair plans
4. Parent partnership meetings
5. In-school intervention
6. Short-term suspension when necessary
7. Long-term suspension or expulsion as a last resort

Students will be expected to repair harm caused to individuals and to the community. Whenever possible, discipline will focus on accountability and reintegration rather than removal. However, when conduct threatens physical safety or substantially disrupts the learning environment, removal may be required.

At Bellavista, intervention decisions are guided by a tiered Response to Intervention (RTI) and behavior support framework that considers severity, frequency, impact, and student need.

Decision-Making Process to Determine the Appropriate Intervention

Adults use a structured protocol:

Step 1: Identify the Behavior

- What happened? (objective, not emotional)
- Is this academic, behavioral, or social-emotional?

Step 2: Assess Severity

- **Low-level** (e.g., off-task, talking)
- **Moderate** (e.g., repeated disruption, refusal)
- **High-level** (e.g., unsafe behavior, aggression, defiance)

Step 3: Consider Frequency & Pattern

- First-time vs repeated behavior
- Pattern across classes or isolated incident

Step 4: Determine Impact

- Is learning disrupted?
- Are others impacted?
- Is safety a concern?

Step 5: Match to Tier of Support

Tier	Type of Behavior	Intervention
Tier 1 (Universal)	Low-level, occasional	In-class redirection, proximity, nonverbal cues, quick restorative check-in

Tier (Targeted)	**2**	Repeated or moderate behaviors	Restorative conversation, reflection sheet, small group intervention, family communication
Tier (Intensive)	**3**	Chronic or high-impact behaviors	Formal restorative conference, behavior plan, counseling, leadership/Dean involvement

2. What does a restorative conversation actually look like?

At Bellavista, restorative conversations are **structured, student-centered, and accountability-driven**—not just "talking it out."

Restorative Conversation Protocol

Typically 5–10 minutes, grounded in these questions:

1. **What happened?**
2. **What were you thinking/feeling at the time?**
3. **Who was impacted and how?**
4. **What could you have done differently?**
5. **What needs to happen to make this right?**

Example (Teacher–Student)

> "I noticed you walked out during instruction. Help me understand what was going on for you."
>
> "When that happened, it disrupted your learning and others around you. What do you think the impact was?"
>
> "What's a better choice you could make next time?"
>
> "How can we fix this so you can be successful moving forward?"

Tone & Approach

- Calm, private, and respectful
- Focused on **reflection, not punishment**
- Ends with a **clear action or repair step**

3. What would a restorative response look like in a typical classroom situation?

Let's ground this in a real Bellavista classroom:

Scenario

A student repeatedly talks over others during a discussion.

Restorative Response Flow

In the Moment (Tier 1):

- Nonverbal cue (eye contact, proximity)
- Quiet redirect:
  "Let's make sure we're respecting others' voices."

If Behavior Continues (Tier 2):

- Private conversation after class:
  - Use restorative questions
  - Identify root cause (attention, frustration, misunderstanding)

Repair Action

- Student apologizes to peers OR
- Student participates appropriately in next discussion OR
- Student sets a participation goal

Follow-Up

- Teacher checks in next class:
  "Let's reset today—I know you can lead positively in this discussion."

Key Elements

- Immediate response + reflection
- Student ownership
- Opportunity to repair harm
- Reintegration into the classroom community

4. Who facilitates restorative circles?

At Bellavista, restorative practices are **shared responsibility with clear roles**:

Tiered Facilitation Model

Tier 1: Teacher-Led Circles

- classroom community circles (weekly or biweekly)
- Used for:
    - Community building
    - Low-level conflict
    - Classroom resets

Tier 2: Behavior Team / Dean-Led Circles

- For:
    - Repeated conflict
    - Peer-to-peer issues
    - Ongoing classroom disruption
- Facilitated by:
    - Dean of Students
    - Behavior Support Staff

Tier 3: Leadership-Facilitated Circles

- For:
    - Serious harm or conflict
    - Family-involved situations
    - Re-entry after suspension
- Facilitated by:
    - School Leadership (Principal/CEO or Director of Student Supports)
    - Dean + Counselor

LIST OF ACTIONABLE OFFENSES

Students may be disciplined for conduct that disrupts learning, endangers safety, or violates school policy.

I. Disrupting the School Environment

In general, these offenses will be addressed through restorative and in-school disciplinary measures. Repeated or serious violations may result in suspension.

Students may not:

- Arrive late to school or class
- Cut school, class, detention, or mandatory events
- Violate the dress code
- Disrupt class or prevent teaching
- Cheat, plagiarize, or commit academic dishonesty
- Forge signatures
- Lie to a staff member
- Be disrespectful toward staff or peers
- Possess inappropriate property, including unauthorized electronics
- Gamble
- Fail to comply with school-imposed consequences
- Engage in conduct deemed detrimental to the school by the Chief Executive Officer

Repeated violations may result in progressively more serious consequences.

II. Assault, Threats, and Physical Harm

Students may not:

- Cause bodily harm

- Commit assault or assault and battery
- Engage in fighting or unwanted physical contact
- Make threats or set off false alarms
- Engage in sexual activity or inappropriate touching

Restorative responses will be attempted where appropriate; however, safety concerns may require immediate suspension. Serious or violent conduct may result in long-term suspension or expulsion.

III. Firearms, Weapons, and Dangerous Objects

Students may not:

- Possess or use a firearm
- Possess or use a mock firearm
- Bring or use a weapon or dangerous object
- Commit arson

Gun-Free Schools Act Compliance

In compliance with the Gun-Free Schools Act (20 U.S.C. § 7961) and 18 U.S.C. § 921, Bellavista will impose a mandatory minimum one-year suspension on any student determined to have brought a firearm to school or possessed a firearm at school.

The Chief Executive Officer may modify the one-year requirement on a case-by-case basis in writing, consistent with federal law.

Firearm offenses will be referred to appropriate Rochester law enforcement authorities as required.

IV. Controlled Substances, Alcohol, and Tobacco

Students may not:

- Use or possess drugs or alcohol
- Sell or distribute controlled substances
- Use or distribute tobacco products

Restorative conferencing and referral to support services will be considered when appropriate; however, distribution offenses may result in long-term suspension.

V. Harassment, Bullying, and Civil Rights Violations

Students may not:

- Violate the civil rights of others
- Engage in harassment or sexual harassment
- Engage in bullying or cyberbullying
- Use discriminatory or abusive language

Bellavista will comply with the New York State Dignity for All Students Act (DASA). Restorative circles and mediation will be used when appropriate; however, serious harassment may result in suspension.

VI. Theft, Vandalism, Technology Misuse, and Gang Activity

Students may not:

- Steal or damage property
- Misuse school technology
- Participate in gang activity or display gang symbols

Restorative restitution, repair agreements, and parent conferences will be prioritized.

STUDENT DISCIPLINARY ACTIONS

Discipline will be administered under the authority of the Chief Executive Officer or her designee.

Definitions

- **Short-Term Suspension**: Removal for 10 school days or fewer
- **Long-Term Suspension**: Removal for more than 10 school days
- **Expulsion**: Permanent removal

In-School Disciplinary Measures

When misconduct occurs:

1. The staff member will document the incident.
2. The student will receive notice of the infraction and an opportunity to respond.
3. Parents will be notified.
4. A restorative intervention may be implemented.

Possible in-school consequences include:

- Restorative conference or circle
- Behavioral contract
- Lunch, after-school, or Saturday detention
- Community service

- In-school suspension

In-school suspension will include academic instruction.

DUE PROCESS PROTECTIONS

Bellavista will comply fully with the 14th Amendment and *Goss v. Lopez*, 419 U.S. 565 (1975).

Short-Term Suspension (10 Days or Fewer)

Before imposing a short-term suspension:

1. The student will receive oral or written notice of the charges.
2. The student will receive an explanation of the evidence.
3. The student will have an opportunity to present their version of events.

Parents will receive written notice in their dominant language where known. They will have the right to request an informal conference with the Chief Executive Officer.

Short-term suspensions may be appealed pursuant to Education Law § 2855(4).

Long-Term Suspension or Expulsion (More Than 10 Days)

If a long-term suspension is contemplated:

1. Written notice of charges will be provided.
2. A formal hearing will be scheduled.
3. The student will have the right to:
    - Be represented by counsel (at parent's expense)
    - Present evidence

- Question witnesses

An impartial hearing officer or the Chief Executive Officer will conduct the hearing.

A written decision will be issued.

Appeals

Parents may appeal to the Board of Trustees within five school days. A committee of trustees not involved in the original decision will hear the appeal. A written decision will follow.

Provision of Alternative Instruction

Bellavista will comply with New York Education Law § 3214.

Alternative instruction will:

- Begin as soon as practicable, generally no later than the day following suspension
- Be delivered by certified instructional staff
- Allow students to complete coursework and maintain academic progress

In-school suspension will include supervised academic work.

Commitment to Equity and Non-Discrimination

Bellavista will not impose discipline in a discriminatory manner. Discipline data will be reviewed regularly and disaggregated by subgroups to ensure equitable implementation.

Conclusion

Bellavista's Discipline Policy will prioritize restorative practices, accountability, and student reintegration. Exclusionary discipline will be used only when necessary to ensure safety or when restorative interventions have been unsuccessful. At all times, the school will uphold constitutional due process protections, comply with the Gun-Free Schools Act, and provide alternative instruction consistent with New York State law.

R-10c - Special Education Policy

R-10c - Special Education Policy

c. Special Education Discipline Policy

Bellavista will comply fully with the Individuals with Disabilities Education Act (IDEA), 34 C.F.R. §§ 300.530–300.536, Section 504 of the Rehabilitation Act of 1973, and all applicable New York State Education Law requirements when disciplining students with disabilities.

Our discipline policy for students with disabilities will prioritize restorative practices and removal from the classroom will be used only as a last resort. Students with disabilities will be afforded all procedural safeguards and substantive protections guaranteed under federal and state law.

The Chief Executive Officer will ensure that all disciplinary procedures involving students with disabilities are implemented in compliance with IDEA. The school will maintain written records of all disciplinary actions involving students with disabilities, including:

- A description of the behavior
- The disciplinary action taken
- The number of days the student has been removed from instruction
- Documentation of services provided during removal

General Discipline Principles for Students with Disabilities

Students with disabilities will be subject to the same Code of Conduct as general education students; however, additional procedural safeguards will apply when discipline may result in a change of placement.

For removals of ten (10) school days or fewer in a school year that do not constitute a change in placement, students with disabilities may be disciplined in the same manner as students without disabilities, provided that services are continued as required by law.

Bellavista will ensure that students continue to receive a free appropriate public education (FAPE) during any period of removal that exceeds ten cumulative school days in a school year.

Manifestation Determination Review (MDR)

If a student with an Individualized Education Program (IEP) is suspended for more than ten (10) consecutive school days, or if the student's cumulative suspensions exceed ten (10) school days in a school year and constitute a pattern of removal, Bellavista will immediately refer the student to the RCSD Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).

The MDR will occur within ten (10) school days of the decision to change placement.

The CSE will determine:

1. Whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or

2. Whether the conduct was the direct result of the school's failure to implement the student's IEP.

Parents will be notified of the MDR and will receive notice of procedural safeguards.

If the Behavior Is a Manifestation of the Disability

If the CSE determines that the conduct was a manifestation of the student's disability:

- The student will return to the previous placement unless the parent and CSE agree otherwise.

- The CSE will conduct or review a Functional Behavioral Assessment (FBA).

- The CSE will develop or revise a Behavioral Intervention Plan (BIP).

- Restorative supports and behavioral interventions will be implemented to address the conduct.

Removal beyond ten days will not proceed except in cases involving special circumstances (see below).

If the Behavior Is Not a Manifestation

If the CSE determines that the conduct was not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability.

However, Bellavista will continue to provide educational services sufficient to enable the student to:

- Participate in the general education curriculum; and
- Progress toward meeting IEP goals.

Parents will have the right to request an impartial hearing to challenge the manifestation determination. During the pendency of the hearing, the student will remain in the current placement unless special circumstances apply.

Special Circumstances – 45-Day Interim Alternative Educational Setting

Under IDEA, a student with an IEP may be removed to an interim alternative educational setting for up to forty-five (45) school days, regardless of whether the conduct is a manifestation of the disability, if the student:

- Brings or possesses a weapon at school;
- Knowingly possesses or uses illegal drugs or sells controlled substances at school; or
- Inflicts serious bodily injury upon another person at school.

In such cases, the RCSD CSE will determine the interim alternative educational setting in collaboration with Bellavista.

If a parent challenges the placement or manifestation determination, the student will remain in the interim alternative educational setting pending the decision of the Impartial Hearing Officer, unless the parent and school agree otherwise.

Students Not Yet Identified as Eligible

A student not previously identified as having a disability may assert IDEA protections if:

- The parent previously requested an evaluation;
- The parent expressed concerns in writing regarding the student's behavior; or
- School personnel expressed specific concerns regarding the student's behavior pattern.

If such a basis of knowledge exists, Bellavista will refer the student to the RCSD CSE for evaluation and will apply IDEA protections pending the determination.

Students with Section 504 Plans

Students with Section 504 Plans will receive similar disciplinary protections.

If a proposed disciplinary action would result in a significant change of placement (more than ten cumulative days of removal), Bellavista will conduct a manifestation determination review through its 504 team. The team will include individuals knowledgeable about:

- The student
- The student's disability
- The student's educational placement

If the behavior is determined to be a manifestation of the disability, the student will return to placement and appropriate behavioral interventions will be implemented.

Parents may challenge manifestation determinations through applicable grievance procedures.

Provision of Services During Removal

We will ensure that students with disabilities continue to receive services consistent with FAPE requirements during any period of removal.

For removals exceeding ten (10) cumulative school days:

- Services will enable the student to progress in the general curriculum;
- Services will allow continued progress toward IEP goals;
- Instruction may be delivered in-school or in an interim alternative setting as determined by the CSE.

For removals of fewer than ten days, students will receive classroom assignments and opportunities to complete work.

The Chief Executive Officer will ensure coordination with the Rochester CSE regarding all required services and placement determinations.

Functional Behavioral Assessments and Behavioral Intervention Plans

When a student's conduct results in disciplinary action and is determined to be a manifestation of disability, Bellavista will refer the student to the Rochester CSE for consideration of:

- A Functional Behavioral Assessment (FBA); and
- Development or revision of a Behavioral Intervention Plan (BIP).

Bellavista may also initiate referrals for an FBA or BIP proactively when behavioral concerns arise, consistent with its restorative philosophy and commitment to early intervention.

Commitment to Restorative Practices and Equity

Bellavista will prioritize restorative interventions, behavioral supports, and family partnership before considering removal from instruction. Exclusionary discipline for

students with disabilities will be used only when necessary to ensure safety or when legally mandated.

The Chief Executive Officer will monitor discipline data disaggregated by disability status to ensure equitable implementation and compliance with IDEA and Section 504.

Through adherence to IDEA, Section 504, New York State Education Law, and restorative principles, Bellavista will ensure that students with disabilities are disciplined fairly, lawfully, and in a manner that protects their right to a free appropriate public education.

R- 10d- Dress Code Policy

R- 10d- Dress Code Policy

Bellavista will implement a dress code that brings students together while still reflecting the creativity and individuality at the heart of our mission. This dress code is designed to feel purposeful but not restrictive. It signals pride, belonging, and high expectations for achievement, while still honoring the creativity and individuality that define an arts-focused school. The same policy will apply to both middle school and high school students.

Standard Daily Attire:

- Bottoms: Navy pants, slacks, skirts, or school-appropriate shorts
- Top: Burgundy shirt (collared, short or long sleeved)

We will not require families to purchase from a specific vendor. Parents may buy compliant items wherever it makes the most sense financially. As long as the colors align with the dress code, we are happy to offer our students and families flexibility.

Physical Education / Dance Attire:

- Students participating in physical education, athletics, or dance may wear appropriate sports or dance attire during those class periods.
- Clothing must be safe and appropriate for movement.

Bellavista's dress code is structured but not rigid. It supports a strong school culture while leaving room for expression.

Our goals are simple:

- **Unity Without Uniformity:** A shared navy and burgundy color scheme creates a clear school identity and reduces distractions tied to clothing trends or cost differences.
- **A Professional, College-Ready Tone:** Students look and feel prepared for serious academic work while still being comfortable throughout the day.
- **Creative and Cultural Expression:** Within the color guidelines, students can layer, style, and accessorize in ways that reflect who they are. Cultural attire and religious garments will be fully respected. As an arts school, we are committed to encouraging and celebrating our students' sense of personal expression.

- **Celebrating Achievement in Visible Ways:** We are especially excited about our recognition system connected to the dress code. Students who earn an A average will receive a Bellavista blazer with the school logo, and students who earn a B average will receive a school cardigan. Students who demonstrate core character traits will earn pins recognizing qualities such as leadership, perseverance, artistic excellence, and service. These items will be awarded during school ceremonies. Our goal is to make academic success and character visible in tangible ways and celebrated across the building and in the community.
- **Affordability:** We are committed to ensuring that the dress code does not create a financial burden for families.Our culture budget includes funding to provide every student with at least one burgundy shirt at no cost. Families experiencing financial hardship may confidentially request additional support through the Chief Executive Officer. Because we are not tied to a specific vendor, families can shop where prices are lowest. We will also establish a uniform exchange program so gently used items can be shared within the school community. Blazers, cardigans, and character pins will be fully funded by the school.

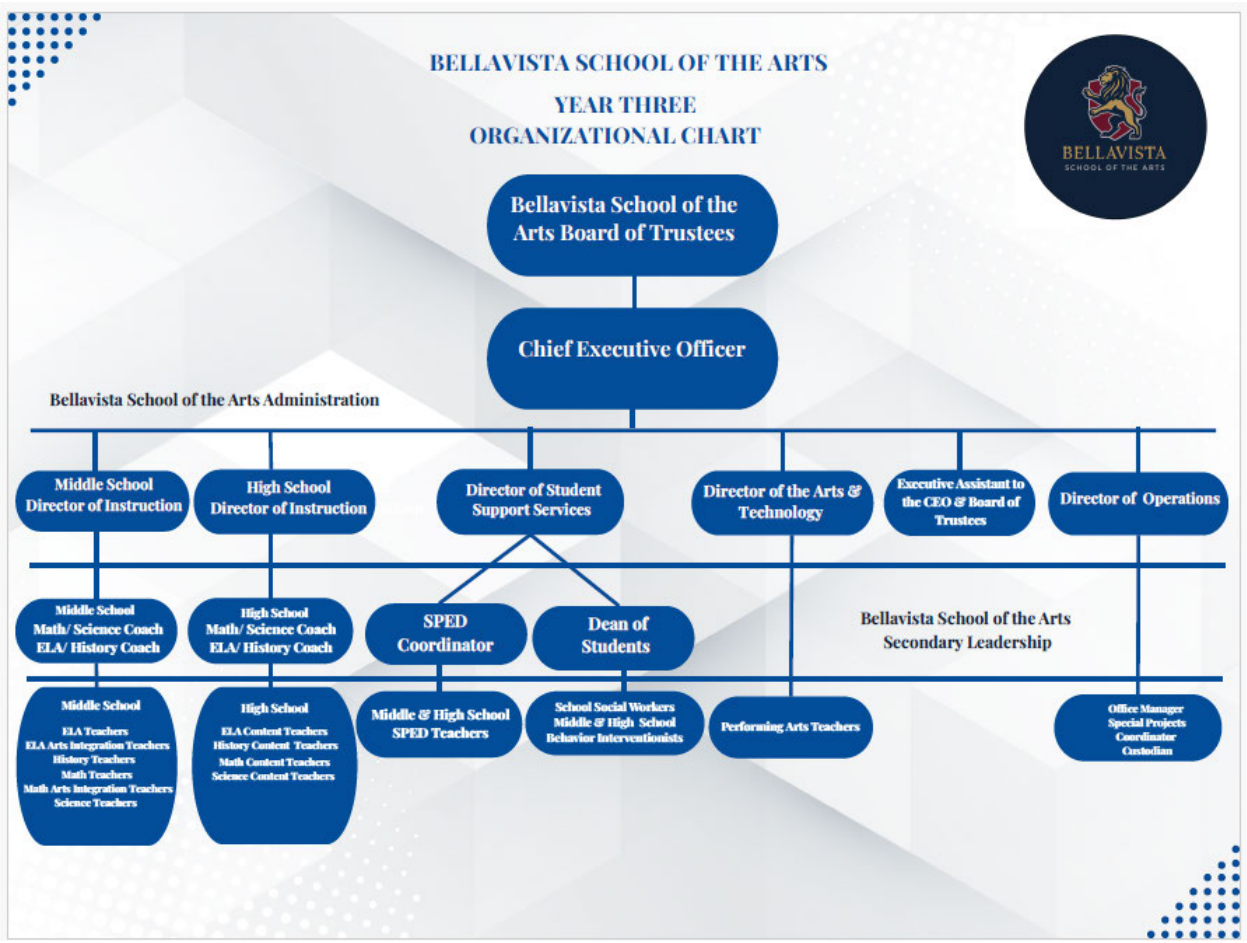
Our Dean of Student Culture will oversee implementation of the dress code. Our approach will be supportive, not punitive. If a student is out of compliance, staff will work with the student and family to resolve the issue. Minor dress code violations will not result in exclusionary discipline.

R-11ab - School Management and Leadership

R-11ab - School Management and Leadership

11(a) Organizational Charts

BELLAVISTA SCHOOL OF THE ARTS
YEAR TWO
ORGANIZATIONAL CHART
Bellavista School of the Arts Board of Trustees
Chief Executive Officer
Director of Instruction
Executive Assistant to the CEO & Board of Trustees
Director of Operations
Middle School ELA/ History Coach
Middle School Math/ Science Coach
SPED Coordinator
Office Manager
Special Projects/ Community Engagement Coordinator
Middle School ELA/ History/ ELA Arts Integration Teachers
Middle School Math/ Science/ Math Arts Integration Teachers
SPED Teacher/ School Social Worker/ Middle School Behavior Interventionist


BELLAVISTA SCHOOL OF THE ARTS
YEAR THREE
ORGANIZATIONAL CHART
Bellavista School of the Arts Board of Trustees
Chief Executive Officer
Bellavista School of the Arts Administration
Middle School Director of Instruction
High School Director of Instruction
Director of Student Support Services
Director of the Arts & Technology
Executive Assistant to the CEO & Board of Trustees
Director of Operations
Middle School Math/ Science Coach ELA/ History Coach
High School Math/ Science Coach ELA/ History Coach
SPED Coordinator
Dean of Students
Bellavista School of the Arts Secondary Leadership
Middle School
ELA Teachers
ELA Arts Integration Teachers
History Teachers
Math Teachers
Math Arts Integration Teachers
Science Teachers
High School
ELA Content Teachers
History Content Teachers
Math Content Teachers
Science Content Teachers
Middle & High School SPED Teachers
School Social Workers
Middle & High School Behavior Interventionists
Performing Arts Teachers
Office Manager
Special Projects Coordinator
Custodian

Bellavista's organizational structure reflects an intentional separation between governance and management, combined with a disciplined internal chain of supervision. The organizational charts above illustrate years 1, 2, 3, and 4-5, respectively, with each one demonstrating a vertically aligned reporting structure designed to ensure clarity of authority, instructional focus, operational stability, and long-term scalability.

At the highest level, the Board of Trustees will serve as the governing body responsible for fiduciary oversight, policy adoption, charter accountability, and evaluation of the Chief Executive Officer. The Board will not supervise Directors, teachers, or operational

staff. It will not manage day-to-day operations. Instead, it will hold a single individual accountable for the performance of the school: the Chief Executive Officer.

After careful review of her professional background, instructional and operational leadership experience, and community engagement record, the Board has selected and intends to hire Dr. Miles as Bellavista's founding Chief Executive Officer. Her resume reflects deep and uniquely relevant experience aligned to Bellavista's mission and academic model.

Dr. Miles currently serves as a School Innovation Fellow with READY in Rochester, where she has engaged directly in school design, charter development, and academic model refinement. In this role, she has collaborated with community stakeholders, instructional leaders, and school support organizations to develop innovative academic programming grounded in rigorous standards and culturally affirming practices. Her work has required sophisticated understanding of accountability frameworks, instructional systems design, and stakeholder engagement.

Dr. Miles is also a graduate of Rochester's School of the Arts, a competitive academic and artistic institution, and she earned her undergraduate degree in interdisciplinary arts for children, her MPA with a focus on charter school education, and her Ed.D. in executive leadership. Her early academic training was deeply rooted in artistic rigor and performance discipline. She further trained through the Eastman School of Music and the Crane School of Music, establishing meaningful artistic and professional connections. This foundation is directly aligned to Bellavista's arts-integrated academic vision. Her lived experience within Rochester's arts education landscape provides both credibility and authenticity in leading an arts-centered charter school.

In addition to her arts background, Dr. Miles' resume demonstrates significant experience in adult leadership, Lead Teachering, and program implementation. She has worked in roles requiring supervision of teams, management of initiatives, development

of systems, and execution of performance-aligned goals. She has demonstrated the ability to lead adults, analyze performance data, and implement structured improvement plans.

The Board's decision to select Dr. Miles was grounded in several factors: her demonstrated commitment to Rochester students; her instructional expertise; her operational leadership experience; her deep understanding of charter accountability structures; and her ability to integrate academic rigor with arts-centered identity development. The Board determined that her professional experience and personal trajectory uniquely position her to launch Bellavista with clarity of mission and disciplined execution.

In Year 1, Dr. Miles will directly supervise the Director of Instruction (Middle School) and the Director of Operations. This structure ensures that instructional and operational leadership are coordinated but distinct. The Director of Instruction will supervise instructional staff, including teachers, Lead Teachers, the Special Education Coordinator, and the behavior specialists. The Director of Operations will supervise non-instructional personnel responsible for compliance, facilities, finance coordination, and operational logistics.

By year 3, as Bellavista expands into high school grades, a Director of Instruction for High School will be added, as well as a Director of the Arts & Technology. All Directors will report to the CEO to ensure that arts programming remains aligned to academic expectations and rigor. Throughout this expansion, reporting lines will remain clear and vertically aligned.

11(b) School Leadership and Management Structure

Governance and CEO Accountability

The Board of Trustees will hold Dr. Miles formally and directly accountable for Bellavista's academic performance, financial health, compliance adherence, and mission fidelity. This accountability will not be informal or assumed; it will be structured, documented, and measurable.

At the beginning of each academic year, the Board will establish performance goals for Dr. Miles aligned to charter commitments. These goals will include measurable academic targets (including benchmark growth and subgroup performance), financial stewardship indicators (including budget adherence and clean audits), compliance metrics, and organizational development milestones.

Mid-year, the Board will conduct a formal performance review meeting with Dr. Miles to assess progress toward established goals. At the conclusion of each academic year, the Board will conduct a comprehensive annual evaluation. This evaluation will include analysis of academic performance data, financial statements, audit reports, leadership effectiveness, staff retention trends, and progress toward strategic objectives.

The Board's Governance Committee will coordinate the CEO evaluation process, ensuring consistency and documentation. The full Board will review and approve the final evaluation. Should performance concerns arise, the Board will develop a structured improvement plan with measurable benchmarks and follow-up timelines.

This evaluation structure ensures that Dr. Miles remains accountable not only for vision-setting but for measurable results.

Rationale for Leadership Structure

The Board selected Bellavista's leadership structure based on four strategic priorities: instructional integrity, operational stability, leadership clarity, and sustainable growth.

Dr. Miles' dual expertise in instructional leadership and operational management makes this structure particularly strong. As her resume reflects, she possesses deep experience leading instructional initiatives while simultaneously managing complex organizational demands. This dual capacity ensures that academic priorities will not be compromised by operational inefficiencies, nor will operational decisions be made without consideration of their instructional impact.

By structuring Directors of Instruction under the CEO and separating operations under a Director of Operations, Bellavista ensures that academic supervision remains focused, while operational systems remain disciplined and compliant.

Management Practices and Organizational Discipline

Bellavista will implement formal management routines to ensure that strategic priorities translate into operational execution. Annual strategic planning sessions will include detailed review of academic performance trends, subgroup data, intervention effectiveness, and financial sustainability. Dr. Miles will lead these sessions, ensuring that academic goals drive budget planning and staffing decisions.

Weekly executive leadership meetings between the administrative team (CEO, Director(s) of Instruction, Director of Operations, Director of Student Supports, and Director of the Arts & Technology, when hired) will include structured review of academic metrics, operational risks, staffing updates, and compliance deadlines. Meeting notes will document decisions and assigned responsibilities.

Budget monitoring will occur monthly, with variance analysis reviewed by Dr. Miles and the Director of Operations. Significant variances will be reported to the Board's Finance Committee.

This disciplined management cadence ensures that decision-making remains evidence-based and mission-aligned.

Evaluation of Senior Leadership

Bellavista is committed to continuous improvement and will implement a structured, multi-source approach to evaluating and developing school leadership. This approach is designed to ensure that leadership practices remain tightly aligned to student outcomes, instructional quality, and the School's mission.

To support this work, Bellavista will utilize two complementary systems: Objectives and Key Results (OKRs) and a 360° feedback process.

Bellavista will use OKRs as the primary mechanism for setting, monitoring, and evaluating leadership performance. At the beginning of each school year, the CEO, in collaboration with the Board of Trustees and instructional leadership team, will establish a set of schoolwide objectives aligned to priority areas such as academic achievement, arts integration, student belonging, and family engagement. Each objective will be paired with clearly defined, measurable key results that provide concrete indicators of progress.

Throughout the year, leadership will engage in structured progress monitoring cycles to assess performance against these key results. These regular check-ins allow leaders to adjust strategies, reallocate resources, and respond to emerging student needs in real time. At the conclusion of the year, performance against established OKRs will serve as a central component of leadership evaluation, informing both accountability determinations and future goal-setting.

In addition to goal-based evaluation, Bellavista will implement a 360° feedback process to support leadership growth and reflective practice. This process provides leaders with structured feedback from multiple perspectives, including supervisors, peers, and staff members. By incorporating diverse viewpoints, the School ensures that leadership

evaluation captures not only outcomes, but also the effectiveness of communication, collaboration, and support provided to staff.

The 360° feedback process will occur midway through the school year, allowing leaders sufficient time to reflect on feedback and make meaningful adjustments to their practice prior to the end-of-year evaluation cycle. Feedback will focus on key leadership competencies, including clarity of communication, instructional leadership, responsiveness to staff needs, and the ability to foster a collaborative and inclusive school culture.

Together, OKRs and 360° feedback create a comprehensive evaluation system that balances accountability with professional growth. Data from both systems will be used to:

- assess leadership effectiveness against defined goals;
- identify strengths and areas for development;
- inform targeted coaching and professional development; and
- ensure that leadership actions remain consistently focused on improving student outcomes.

Through this integrated approach, Bellavista establishes clear expectations for leadership performance while fostering a culture of reflection, collaboration, and continuous improvement. Dr. Miles' own evaluation by the Board will ensure cascading accountability throughout the organization.

Future Recruitment and Succession

Although Dr. Miles will be the school's founding CEO and plans for longevity, Bellavista recognizes the importance of succession planning. The Board will maintain a written succession protocol outlining steps for interim leadership designation and full recruitment in the event of transition.

Future CEO recruitment will include broad outreach to diverse candidate pools, structured interviews, data-analysis exercises, leadership scenario tasks, and reference checks. The Board will retain sole authority in CEO selection.

Five-Year Sustainability and Leadership Development

Over the first five years, Bellavista will invest in developing internal leadership capacity. High-performing teachers will be identified and provided with mentorship opportunities, exposure to coaching calibration processes, and leadership development experiences. This proactive pipeline development supports organizational stability and sustainability.

Through this intentionally designed governance and management structure, Bellavista will ensure that Dr. Miles' leadership is both empowered and accountable, that decision-making remains disciplined, and that organizational viability is sustained through structured oversight and strategic growth. If the budget allows, Dr. Miles and other Directors will participate in executive coaching to strengthen areas identified through their own self-reflection as well as ongoing evaluations.

R-12ac - Personnel

R-12ac - Personnel

a. Staffing Chart and Rationale

We have included the complete staffing chart for Bellavista in the required budget template. This chart reflects all instructional, non-instructional, and part-time positions for each of the first five years of operation. All roles described below and throughout this proposal are represented in that chart. Our staffing plan aligns to our phased expansion from grades 7–8 in Year 1 to a full 7–12 program by Year 5, with enrollment increasing from 150 to 550 students.

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2027-28	2028-29	2029-30	2030-31	2031-32
	Grades	7-8	7-9	7-10	7-11	7-12
	Enrollment	150	249	350	450	550

*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	1.0	3.0	4.0	4.0	4.0
Deans, Directors & Coordinators	1.0	1.0	3.0	3.0	3.0
CFO / Director of Finance					
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	3.0	3.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	7.0	9.0	12.0	12.0	12.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	10.0	10.0	12.0	14.0	16.0
Teachers - SPED	1.0	1.0	2.0	3.0	3.0
Substitute Teachers					
Teaching Assistants					
Specialty Teachers			2.0	4.0	6.0
Aides					
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0
Other	1.0	1.0	2.0	2.0	2.0
TOTAL INSTRUCTIONAL	13.0	13.0	20.0	25.0	29.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse					
Librarian					
Custodian			1.0	1.0	1.0
Security					
Other					
TOTAL NON-INSTRUCTIONAL	0.0	0.0	1.0	1.0	1.0

TOTAL PERSONNEL SERVICE FTE	20.0	22.0	33.0	38.0	42.0

Rationale for Staffing Structure and Numbers

We have designed our staffing structure to scale in direct alignment with enrollment growth, grade expansion, and program development. We will increase staffing in advance of each

phase of growth to ensure that instructional quality, student support, and operational systems remain strong as we expand.

We prioritize instructional staffing as the primary driver of student outcomes. Beginning in Year 1, we will staff general education teachers, a special education teacher, counseling support, and instructional support roles. As enrollment grows, we will add instructional staff to maintain appropriate class sizes, support differentiated instruction, and meet the increasing content demands of a full secondary program.

We will implement our arts-integrated model in a phased manner. We will introduce specialty (arts) teaching positions beginning in Year 2 and expand these roles as the school grows. This allows us to build program quality and coherence before reaching full scale.

We will expand instructional leadership in the first three years to support a growing teaching staff. By Year 3, we will have sufficient leadership capacity to ensure that every teacher receives consistent supervision, coaching, and feedback. This structure will support strong implementation of curriculum, assessment, and instructional practices.

We will also increase student support roles as enrollment grows, particularly as we expand into upper grades. This ensures that systems for behavior, attendance, and social-emotional support are in place and responsive to student needs.

We have intentionally designed our administrative and operational staffing to be lean and stable. We will establish core functions, including operations, finance, and administrative support, early in the school's development and will not expand these roles significantly after Year 3. This allows us to prioritize resources toward instructional and student-facing positions while maintaining effective organizational systems.

We will add non-instructional staffing, including facilities support, as enrollment increases. This ensures that the school environment remains safe, clean, and fully operational while maintaining cost efficiency in the early years.

Salary Structure and Comparative Source

We have based our salary assumptions on regional labor market conditions and have designed compensation to be competitive within the Rochester area. We will offer an average starting salary of approximately $60,000 for teachers, with projected annual increases of 3 percent. We

will structure leadership and administrative salaries with defined starting points and incremental growth over time.

We have benchmarked our salary levels against the Rochester City School District teacher salary schedule, as defined in the collective bargaining agreement between the district and the Rochester Teachers Association. This agreement provides a clear regional comparison point, including structured salary bands, step increases, and annual adjustments.

By aligning our compensation to this local benchmark, we will ensure that our salaries are competitive for recruitment and retention while remaining financially sustainable over time.

Bellavista's staffing plan reflects a deliberate and scalable approach that aligns staffing levels to enrollment growth, program design, and operational needs. We prioritize instructional capacity, build leadership as we grow, and maintain a lean administrative model. By grounding our salary structure in local benchmarks, we position ourselves to recruit and retain high-quality staff in a competitive labor market while sustaining strong performance over time.

b. Qualifications and Responsibilities

We will staff Bellavista with a team designed to support a rigorous, arts-integrated academic program from the outset. The structure reflects what is required to open strong and sustain quality over time. Roles are defined with clarity so that staff understand expectations, lines of responsibility, and how their work contributes to student outcomes.

Across the school, staff will model Bellavista's core beliefs. They will foster creativity, support critical thinking, and help students grow into compassionate and disciplined individuals. Staff will also work as part of a professional community. That includes collaboration, openness to feedback, and shared responsibility for results.

We will be intentional about who we hire. Strong skills matter, but they are not enough. We are also looking for people who understand the communities we serve or who are committed to building that understanding. Staff who bring local knowledge or relationships help build trust with families and make learning more relevant for students. For that reason, we will prioritize candidates who have lived, worked, or built connections in the Rochester community or in similar communities.

Instructional leadership will be organized by grade band. We will have two Directors of Instruction. One will focus on middle school (grades 7–8). The other will focus on high school (grades 9–12). This structure allows each leader to stay close to instruction and provide consistent support. Each teacher will have one clearly assigned Director of Instruction who is responsible for coaching, evaluation, and growth.

Lead Teachers will serve as instructional coaches. Coaching will be embedded in the daily work of the school. Teachers will receive regular feedback, not occasional observation, and that feedback will be tied to clear expectations for instructional practice.

School Leadership and Administration

Chief Executive Officer (CEO)

Job Description and Responsibilities:
The CEO will lead the school as a whole. This includes setting direction, making key decisions, and ensuring that the school remains aligned to its mission. The CEO will oversee instruction, operations, and culture, with a consistent focus on whether students are learning and whether the school is functioning as intended.

The CEO will directly manage the leadership team. This includes setting expectations, monitoring progress, and intervening when needed. The goal is not only to assign responsibility, but to ensure that each leader is effective and that the school operates as a coherent system.

The CEO will oversee hiring, staff development, and performance management. This includes making final decisions on key roles and ensuring that expectations are clear and consistently upheld. The CEO will work closely with the Board of Trustees, ensuring compliance and providing regular updates on school performance.

Beyond internal leadership, the CEO will represent the school externally. This includes building trust with families, engaging with community partners, and ensuring that the school is visible and responsive.

Key Outcomes:

- School meets or exceeds academic, organizational, and operational performance goals
- Leadership team operates with clear accountability and strong execution
- High-performing staff are retained year over year
- School remains in full compliance with all regulatory requirements
- Strong, sustained relationships with families and community partners

Qualifications:
Master's degree required. New York State School Building Leader or School District Leader certification (or eligibility) preferred. At least 5–10 years of experience in school leadership. Demonstrated success improving student outcomes. Strong team leadership experience. Ability to build trust with families and community stakeholders.

Directors of Instruction (Middle School and High School)

Job Description and Responsibilities:
Each Director of Instruction will lead a specific division of the school. One will oversee middle school; the other will oversee high school. While they will collaborate closely to maintain vertical alignment, each will be responsible for the quality of instruction within their grade band.

The Directors will ensure that curriculum is implemented consistently. Teachers should have clear expectations for what to teach and how to teach it. The Directors will support this through planning systems, unit reviews, and ongoing guidance.

They will lead data-driven instructional cycles. Teachers will review student work and assessment data regularly. The Directors will guide these conversations and ensure that they lead to concrete instructional adjustments. Data should drive daily decisions, not sit unused.

Coaching will be a central part of the role. The Directors will work closely with Lead Teachers to ensure that every teacher receives weekly coaching that includes observation, feedback, and follow-up. This system will be consistent across the school.

The Directors will also monitor arts integration. They will look for evidence that academic content is being reinforced through creative work and will support teachers in strengthening that connection where needed.

Each Director will supervise teachers within their division. This includes evaluation, coaching, and day-to-day support. Teachers will have a clear understanding of expectations and accountability.

Key Outcomes:

- At least 70% of students meet or exceed projected growth targets in English Language Arts and mathematics
- Instructional systems, including curriculum and assessment, are implemented consistently across classrooms
- 100% of teachers participate in weekly coaching cycles with documented feedback
- Arts integration is evident in student work across grade levels
- At least 85% of classrooms meet or exceed proficiency on the instructional rubric

Qualifications:
Bachelor's degree required. Master's degree preferred. New York State teaching certification required. At least 3–5 years of successful teaching experience and additional experience in

instructional leadership or coaching. Demonstrated ability to improve instruction and support adult learning.

Director of Operations

Job Description and Responsibilities:
The Director of Operations will be responsible for building and managing the systems that allow the school to run smoothly. This includes enrollment, compliance, facilities, and internal operations.

The Director will lead student recruitment and family onboarding. Families should experience a process that is clear, welcoming, and well-organized. Communication should be consistent and easy to follow.

This role will oversee operational systems such as attendance, student records, and internal communication. These systems must be reliable and support staff in doing their work efficiently.

The Director will also manage financial systems and ensure compliance with all requirements. Facilities and safety will be a priority. The building must be safe, clean, and ready for instruction every day.

The Director will build relationships with families, vendors, and community partners. Operations should support a positive and responsive school experience.

Key Outcomes:

- 100% of enrollment targets met prior to opening
- All operational systems fully implemented before the first day of school
- Full compliance with financial and reporting requirements
- Facility is safe, operational, and ready for instruction
- Daily operations run efficiently with minimal disruption

Qualifications:
Bachelor's degree required. 3–5 years of experience in operations or project management. Strong organizational and execution skills. Experience working with families and communities is preferred.

Director of Arts & Technology

Job Description and Responsibilities:
The Director of Arts & Technology will lead the development of the school's arts program. Students should build skill, confidence, and creative voice across disciplines.

This role will ensure that the arts are integrated into academic instruction. That work will happen in collaboration with teachers and instructional leaders. The goal is to deepen learning through creative expression.

The Director will oversee performances and showcases. These events should reflect strong preparation and high expectations. They should also provide opportunities for families to engage with the school.

The Director will build partnerships with local arts organizations. These partnerships will expand opportunities for students and strengthen the school's presence in the community.

Key Outcomes:

- Students demonstrate measurable growth in artistic skill
- Arts integration is consistently present across classrooms
- Performances and showcases reflect high-quality student work
- At least three sustained partnerships with community arts organizations

Qualifications:
Bachelor's degree required. Experience in arts education or leadership. Expertise in an arts discipline. Experience building partnerships preferred.

Instructional Staff

Academic Teachers

Job Description and Responsibilities:
Academic Teachers will be responsible for delivering standards-aligned instruction that builds deep content knowledge and critical thinking skills. They will implement the adopted curriculum with fidelity while also responding to student needs in real time. Lessons should be purposeful, well-structured, and aligned to clear learning objectives.

Teachers will use student data as a regular part of their practice. This includes reviewing assessment results, identifying gaps in understanding, and adjusting instruction to address those gaps. Data use should be consistent and tied directly to instructional decisions.

Collaboration will be an expected part of the role. Teachers will participate in regular planning meetings and contribute to interdisciplinary work with arts staff. This collaboration is essential to ensuring that arts integration is meaningful and aligned to academic goals.

Teachers will also build strong relationships with students and families. They will communicate regularly with families about student progress and create classroom environments where students feel supported and challenged.

Key Outcomes:

- At least 70–80% of students meet or exceed projected academic growth targets
- Instruction demonstrates at least 90% alignment to curriculum and standards
- Student data is used regularly to adjust instruction and provide targeted support
- Teachers participate consistently in collaborative planning and interdisciplinary work
- Classrooms meet expectations for instructional quality and student engagement

Qualifications:
Bachelor's degree required. New York State teaching certification required. Strong content knowledge in assigned subject areas. Experience using data to inform instruction. Commitment to culturally responsive teaching. Preference for candidates with community connections or experience working in similar settings.

Arts Integration Teachers

Job Description and Responsibilities:
Arts Integration Teachers will work at the intersection of academic content and artistic expression. Their role is to design and deliver instruction that connects these areas in a way that deepens student understanding. This work requires both creativity and intentional planning.

They will collaborate closely with Academic Teachers to design interdisciplinary units. These units should align to academic standards while also allowing students to demonstrate learning through performance, creation, and presentation.

In the classroom, Arts Integration Teachers will lead instruction that supports both academic and artistic development. Students should have regular opportunities to apply their knowledge in creative ways.

They will also support school-wide showcases and exhibitions. These events should reflect strong student work and demonstrate the value of arts integration.

Key Outcomes:

- At least two interdisciplinary units implemented per semester in each grade
- Arts integration is consistently present in academic classrooms
- Students demonstrate growth in both academic and creative outcomes
- Collaborative planning between academic and arts staff occurs regularly
- Student work reflects both content mastery and creative expression

Qualifications:
Bachelor's degree required. Background in the arts and/or education. Experience with interdisciplinary or project-based instruction preferred. Strong collaboration skills. Preference for candidates with community connections.

Lead Teachers (Instructional Coaches)

Job Description and Responsibilities:
Lead Teachers will serve as the school's instructional coaches. Their primary responsibility is to support teachers in improving their instructional practice through consistent, structured coaching.

They will conduct weekly coaching cycles. This includes observing classrooms, providing actionable feedback, modeling instructional strategies, and following up to ensure improvement. Coaching should be specific, focused, and tied to clear expectations.

Lead Teachers will also support professional development. They will help design sessions, facilitate learning, and ensure that professional development is reflected in classroom practice.

They will work closely with the Directors of Instruction to align coaching priorities with school-wide goals. They will also collaborate with the Special Education team to ensure that instruction is inclusive and responsive to all learners.

Key Outcomes:

- 100% of teachers receive weekly coaching cycles with documented feedback
- Instructional quality improves across classrooms based on observation data
- Professional development leads to measurable changes in teacher practice
- Intervention strategies are implemented consistently in classrooms
- Teachers demonstrate growth over time in instructional effectiveness

Qualifications:
Bachelor's degree required. Master's degree preferred. New York State teaching certification required. At least 3–5 years of successful teaching experience. Demonstrated instructional

expertise. Experience coaching or leading adult learning is preferred. Strong collaboration and communication skills.

Performing Arts Teachers

Job Description and Responsibilities:
Performing Arts Teachers will develop students' skills in specific artistic disciplines while also reinforcing habits such as focus, discipline, and persistence. Instruction should be structured and aligned to clear performance goals.

They will prepare students for performances throughout the year. These performances should reflect consistent practice and high expectations. Students should be able to demonstrate both technical skill and confidence.

Teachers will also support students in building portfolios. This may include preparing students for auditions or other opportunities beyond the school.

They will contribute to the broader school culture by participating in events and supporting interdisciplinary work when appropriate.

Key Outcomes:

- Students demonstrate measurable growth in artistic skill
- Performances reflect preparation, discipline, and quality
- Students develop portfolios that reflect their work over time
- Classrooms maintain strong expectations and consistent routines

Qualifications:
Bachelor's degree required. Training or professional experience in a performing arts discipline. Teaching experience preferred. Preference for candidates with connections to local arts organizations.

<u>Student Support and Culture</u>

Director of Student Support

Job Description and Responsibilities:
The Director of Student Support will lead the systems that ensure students are engaged, supported, and able to persist. This includes attendance, behavior, and social-emotional supports.

The Director will design and manage tiered support systems. Students who need additional support should receive it quickly and consistently. Systems should be clear so that staff know how to respond.

This role will work closely with instructional staff and student support personnel. The goal is to ensure that supports are aligned with what is happening in classrooms.

Family communication will be an important part of the role. Families should be informed and involved, especially when students need additional support.

Key Outcomes:

- Tier 1, Tier 2, and Tier 3 support systems are fully implemented
- Attendance rates improve and chronic absenteeism decreases
- Behavioral incidents decrease through proactive and restorative approaches
- Family engagement increases, particularly for students receiving interventions

Qualifications:
Bachelor's degree required. Experience leading student support or school culture systems. Strong understanding of behavior and attendance interventions. Experience working with diverse student populations. Strong relationship-building skills.

Special Education Coordinator

Job Description and Responsibilities:
The Special Education Coordinator will oversee the school's Special Education program. This includes ensuring that services are delivered appropriately and that all requirements are met.

The Coordinator will manage Individualized Education Programs from development through implementation. This includes monitoring services, ensuring documentation is complete, and maintaining compliance.

They will support teachers in implementing accommodations and inclusive practices. This requires regular collaboration across instructional staff.

They will also work closely with families to ensure that they are informed and involved.

Key Outcomes:

- 100% compliance with all Special Education requirements and documentation
- Students with disabilities make measurable progress toward Individualized Education Program goals

- Inclusive instructional practices are implemented across classrooms
- Families are informed, engaged, and confident in services

Qualifications:
Bachelor's degree required. New York State certification in Students with Disabilities required. Experience managing Special Education programs. Strong knowledge of compliance and IEP systems.

Special Education Teachers

Job Description and Responsibilities:
Special Education Teachers will provide targeted instruction to support students with disabilities. Their work will focus on helping students meet Individualized Education Program goals while accessing the general curriculum.

They will deliver specialized instruction and ensure that accommodations are implemented consistently. They will collaborate with general education and arts teachers.

They will also support student behavior and engagement. Communication with families will be ongoing.

Key Outcomes:

- Students meet Individualized Education Program goals
- Services and accommodations are implemented consistently
- Collaboration across staff supports student success
- Families receive clear and consistent communication

Qualifications:
Bachelor's degree required. New York State certification in Students with Disabilities required. Experience delivering specialized instruction. Strong collaboration skills. SPED Teacher demonstrates experience supporting English Language Learners (ELLs) by implementing differentiated instructional strategies that address both language acquisition and individualized learning needs. Preferred ENL/ELL certification is strongly desired to support multilingual learners, collaborate with general education teachers, and align IEP goals with language development needs.

Dean of Students

Job Description and Responsibilities:
The Dean of Students will lead the development and implementation of Bellavista's school

culture. This role is responsible for ensuring that expectations for behavior, attendance, and student engagement are clear, consistent, and aligned to the school's values.

The Dean will establish and maintain schoolwide behavior systems grounded in restorative practices. The goal is to address behavior in a way that builds accountability while maintaining student dignity. The Dean will ensure that responses to behavior are consistent across classrooms and that staff understand how to apply expectations in practice.

Attendance will also be a core responsibility. The Dean will monitor attendance data regularly and work with staff to address patterns of absenteeism. This includes developing systems to identify students at risk and coordinating interventions to support consistent attendance.

The Dean will work closely with teachers to support classroom management. This includes providing coaching, modeling strategies, and reinforcing expectations for student behavior. The Dean will ensure that classroom systems align with schoolwide expectations so that students experience consistency throughout the day.

The Dean will oversee tiered behavior supports. This includes coordinating Tier 1 systems that establish expectations for all students, as well as Tier 2 and Tier 3 supports for students who require additional intervention. The Dean will work closely with the Behavioral Specialist and Director of Student Support to ensure alignment across systems.

Data will guide the work of the Dean. Behavioral trends, attendance patterns, and intervention outcomes will be reviewed regularly. The Dean will use this data to adjust systems, support staff, and ensure that interventions are effective.

The Dean will also build relationships with students and families. This includes communicating clearly about expectations, addressing concerns when they arise, and ensuring that families feel informed and supported.

Key Outcomes:

- Schoolwide behavior systems are implemented consistently across all classrooms
- Behavioral incidents, including repeat incidents, decrease over time
- Use of exclusionary discipline is limited and aligned to restorative practices
- Attendance improves, and chronic absenteeism decreases
- Tier 1, Tier 2, and Tier 3 behavior supports are implemented with fidelity
- Teachers demonstrate increased effectiveness in classroom management
- Students demonstrate improved engagement and adherence to expectations
- Families report clear communication and understanding of school expectations

Qualifications:
Bachelor's degree required. Experience in school culture, student support, or behavior systems. Demonstrated success implementing behavior management strategies. Experience with restorative practices preferred. Strong relationship-building and communication skills. Experience working with diverse student populations and families.

Behavioral Specialist

Job Description and Responsibilities:
The Behavioral Specialist will support students who require targeted and intensive behavioral interventions. This role will focus on students identified through Tier 2 and Tier 3 support systems and will work to ensure that interventions are structured, consistent, and effective.

The Behavioral Specialist will develop, implement, and monitor individualized behavior intervention plans. These plans will be based on data and will include clear strategies for supporting student behavior in both classroom and non-classroom settings. The Specialist will work directly with students to model and reinforce appropriate behaviors and support the development of self-regulation skills.

This role will also support teachers. The Behavioral Specialist will provide coaching and practical strategies to help teachers manage behavior effectively within the classroom. This includes modeling interventions, supporting de-escalation strategies, and helping teachers implement consistent expectations.

The Behavioral Specialist will track behavioral data and monitor trends. This data will be used to evaluate the effectiveness of interventions and make adjustments as needed. The role requires the ability to respond calmly and consistently in high-intensity situations while maintaining a focus on long-term student growth.

The Behavioral Specialist will collaborate closely with the Director of Student Support, Dean of Students, and School Social Worker to ensure alignment across all support systems.

Key Outcomes:

- Individualized behavior intervention plans are developed and implemented with fidelity for identified students
- Reduction in Tier 2 and Tier 3 behavioral incidents over time
- Behavioral data is tracked consistently and used to adjust interventions
- Teachers demonstrate increased effectiveness in managing classroom behavior
- Students receiving interventions demonstrate improved self-regulation and engagement

Qualifications:
Bachelor's degree required. Experience working with students with behavioral needs in a school setting. Training in behavior intervention, de-escalation strategies, or related approaches preferred. Strong interpersonal skills and ability to build relationships with students and staff.

School Social Worker

Job Description and Responsibilities:
The School Social Worker will support students' social-emotional well-being and ensure that students have access to the supports they need to remain engaged in school. This role will provide both preventative and responsive services.

The Social Worker will provide individual and group counseling. These sessions will focus on helping students develop skills related to emotional regulation, conflict resolution, and coping with challenges. The Social Worker will also respond to crises and provide immediate support when needed.

This role will connect students and families to external resources. The Social Worker will help families access services related to housing, mental health, and other needs that may impact student success. This work will require building relationships with community organizations and service providers.

The Social Worker will also support schoolwide systems. This includes contributing to Tier 1, Tier 2, and Tier 3 social-emotional supports and working with staff to ensure that practices are consistent across the school.

Collaboration will be central to this role. The Social Worker will work closely with the Director of Student Support, Behavioral Specialist, and instructional staff to ensure that student needs are addressed holistically.

Key Outcomes:

- Students receive consistent access to counseling services, both individual and group
- Students identified for support demonstrate improved engagement and emotional regulation
- Attendance improves for students receiving targeted social-emotional support
- Families are connected to appropriate external resources and report increased access to support
- Social-emotional systems are implemented consistently across the school

Qualifications:
Master's degree in social work or a related field required. Appropriate licensure preferred. Experience providing counseling in a school setting. Strong communication and relationship-building skills. Experience working with diverse student populations and families is preferred.

Operations and Support Staff

Special Projects / Community Engagement Coordinator

Job Description and Responsibilities:
The Special Projects and Community Engagement Coordinator will lead efforts to build strong connections between Bellavista and the broader community. This role will focus on student recruitment, family engagement, and partnership development.

The Coordinator will design and implement outreach strategies to build awareness of the school and support enrollment. This includes organizing events, managing communication with prospective families, and maintaining a consistent presence in the community.

This role will develop partnerships with local organizations, including arts institutions, community groups, and youth-serving organizations. These partnerships will support both recruitment and student opportunities, including performances, internships, and enrichment experiences.

The Coordinator will also plan and execute school events. These events should reflect the school's mission and provide opportunities for families and community members to engage with the school.

This role will work closely with the Director of Operations and school leadership to ensure that outreach and engagement efforts are aligned with enrollment goals and school priorities.

Key Outcomes:

- Enrollment pipeline is strong and meets or exceeds projected targets
- Family engagement increases, including participation in school events and activities
- At least three active and sustained partnerships with community organizations are established
- Outreach efforts result in increased awareness and interest in the school
- Events are well-organized and reflect the school's identity and expectations

Qualifications:
Bachelor's degree required. Experience in community engagement, outreach, or program

coordination. Strong communication and relationship-building skills. Preference for candidates with existing connections to the Rochester community.

Office Manager

Job Description and Responsibilities:
The Office Manager will oversee the day-to-day administrative operations of the school. This role will ensure that systems related to communication, records, and materials are organized and functioning effectively.

The Office Manager will serve as a primary point of contact for families and visitors. This includes managing front-office operations and ensuring that communication is clear, timely, and professional. Families should feel welcomed and supported when interacting with the school.

This role will manage student records, enrollment documentation, and internal administrative systems. Accuracy and organization will be critical to ensuring compliance and smooth operations.

The Office Manager will also support operational processes, including managing supplies, coordinating logistics, and supporting school events. This role will work closely with the Director of Operations to ensure alignment across systems.

Key Outcomes:

- Administrative systems are accurate, organized, and consistently maintained
- Family communication is timely, clear, and responsive
- Student records and documentation are complete and compliant
- Daily operations run smoothly with minimal disruption
- Office systems support staff in performing their responsibilities effectively

Qualifications:
High school diploma required. Associate's or bachelor's degree preferred. Experience in administrative or office management roles. Strong organizational and communication skills. Ability to manage multiple tasks and maintain attention to detail.

Executive Assistant to CEO and Board

Job Description and Responsibilities:
The Executive Assistant will support the Chief Executive Officer and the Board of Trustees. This role will ensure that leadership operations are organized, efficient, and aligned to school priorities.

The Executive Assistant will manage scheduling, coordinate meetings, and support communication between the CEO and internal and external stakeholders. This includes preparing materials, tracking action items, and ensuring follow-through.

This role will also support Board operations. This includes coordinating meetings, preparing agendas and materials, and ensuring that documentation is organized and compliant with requirements.

The Executive Assistant will support key projects and initiatives as needed. This requires the ability to manage multiple priorities and maintain a high level of organization and discretion.

Key Outcomes:

- CEO schedule is managed effectively and aligned to high-priority work
- Board meetings are well-organized, with materials prepared in advance
- Communication between leadership and stakeholders is timely and clear
- Key projects are tracked and completed on schedule
- Leadership operations function efficiently and support school priorities

Qualifications:
Bachelor's degree preferred. Experience in executive support, project coordination, or administrative leadership. Strong organizational skills and attention to detail. Ability to maintain confidentiality and manage multiple priorities.

Security and Custodial Staff

Job Description and Responsibilities:
Security and custodial staff will ensure that the school environment is safe, clean, and conducive to learning. These roles are essential to the daily functioning of the school and to maintaining a positive environment for students and staff.

Security staff will monitor school spaces, enforce safety procedures, and respond to incidents as they arise. They will work closely with school leadership to ensure that safety expectations are clear and consistently implemented.

Custodial staff will maintain the physical environment of the school. This includes cleaning, routine maintenance, and addressing facility needs. The building should be clean, functional, and ready for instruction each day.

Both roles will support school operations during events and ensure that facilities meet the needs of the instructional program, including arts programming and performances.

Key Outcomes:

- School environment is consistently safe and secure
- Facilities are clean, well-maintained, and ready for daily use
- Safety procedures are implemented consistently across the school
- Maintenance issues are addressed promptly and effectively
- School events are supported with appropriate facility readiness

Qualifications:
High school diploma required. Relevant experience in security or facilities preferred. Ability to work reliably and maintain high standards. Strong awareness of safety procedures and expectations.

c. Staff Recruitment and Retention

We will approach recruitment and retention as a core part of building Bellavista, not as a series of isolated hiring decisions. Our goal is to build a staff that is both highly skilled and deeply aligned to the school's mission. That requires intentional outreach, clear and fair hiring processes, and a working environment where strong educators choose to stay.

A key strength of this effort is the leadership of Dr. Oscia Miles, the founding Chief Executive Officer. Dr. Miles brings deep professional experience and strong relationships across the Rochester education and community landscape. Her background includes extensive work with educators, school leaders, and community-based organizations. These relationships provide immediate access to a network of potential candidates who are both qualified and committed to serving the community.

In addition, EDceptional will support this work by expanding recruitment reach and strengthening hiring systems. EDceptional brings experience in building staffing pipelines, supporting school startups, and developing talent systems that are sustainable over time. Together, Dr. Miles' local relationships and EDceptional's broader infrastructure position Bellavista to recruit effectively from both within and beyond the region.

At the same time, we recognize that the market for high-quality educators is highly competitive. This is true nationally, and it is particularly true in Western New York, where schools are competing for a limited pool of certified teachers. We are not assuming that strong candidates will simply apply. Instead, we are planning for a recruitment effort that is proactive, sustained, and multi-faceted. We are also preparing to develop talent internally, recognizing that long-term success depends on both recruitment and capacity-building.

Recruitment Strategy and Outreach

We will implement a recruitment strategy designed to reach a broad and diverse pool of candidates. All positions will be publicly posted and widely distributed through education-focused job boards, regional networks, and professional organizations. This ensures that opportunities are accessible and transparent.

In addition to broad posting, we will engage in targeted outreach. Dr. Miles has already begun to leverage her relationships across Rochester to identify candidates who may not be actively searching but are strong fits for the school. EDceptional will supplement this work by connecting the school to additional talent pipelines, including educator preparation programs and national networks.

We will also prioritize outreach to candidates from historically underrepresented backgrounds. This includes building relationships with organizations and preparation programs that support diverse educator pipelines. Our goal is to ensure that our staff reflects the students and communities we serve.

We will recruit candidates with strong arts backgrounds as well as those with experience integrating the arts into instruction. Where candidates bring strong content or artistic expertise but do not yet hold full certification, we will support them in pursuing certification pathways.

We will prioritize candidates with meaningful connections to the Rochester community. These individuals are more likely to build strong relationships with families and contribute to a school culture that is grounded in the community.

Hiring Processes and Fair Selection Practices

Our hiring process will be structured, consistent, and aligned to clearly defined expectations for each role. All candidates will be evaluated using common criteria tied directly to the responsibilities and outcomes described in 12(b).

- The process will include multiple stages. Candidates will submit an application aligned to role requirements and participate in structured interviews. These interviews will assess both skill and alignment to the school's mission.
- Instructional candidates will complete a demonstration lesson. This is a critical part of the process, as it allows us to observe how candidates plan, deliver instruction, and respond to students. Demonstration lessons will be evaluated using a consistent rubric.
- Non-instructional candidates may complete performance tasks that reflect the responsibilities of the role. These tasks provide insight into how candidates approach real work.

- Reference checks will be conducted for all final candidates. These checks will focus on prior performance and reliability.

Dr. Miles will play an active role in final hiring decisions to ensure alignment to the school's mission and culture. STEAM and EDceptional will support the development of hiring tools and processes to ensure consistency across roles.

Recruitment in the Rochester Context and Talent Development

We recognize that recruiting fully certified, experienced teachers for every role may not always be feasible given the current labor market. As a result, our strategy includes both recruitment and development.

Dr. Miles' relationships within the Rochester community will allow us to identify strong candidates who may not be actively seeking new roles. These include experienced educators as well as individuals with strong content or arts expertise.

We will also build partnerships with local institutions, including SUNY Brockport. Through this partnership, we will support teachers who need to earn certification while working at Bellavista. This approach allows us to expand our candidate pool while ensuring that all teachers are working toward full certification in alignment with state requirements.

In addition, we will recruit individuals with strong potential and provide them with the training and support needed to be effective. This includes structured coaching, professional development, and clear expectations. By investing in staff development, we are building a sustainable pipeline of effective educators.

We will continue to build relationships with colleges, universities, and community organizations to strengthen our long-term recruitment pipeline. This includes both traditional educator preparation programs and alternative pathways.

Retention of High-Quality Staff

Retention begins with clarity. Staff are more likely to stay when expectations are clear, support is consistent, and their work is meaningful. Our retention strategy reflects that understanding.

Consistent Coaching and Support: Teachers will receive weekly coaching through the Lead Teacher model. Coaching will be focused, actionable, and tied to clear expectations. Teachers will see growth in their practice over time.

Clear Roles and Accountability: Each staff member will have a clearly defined role and a designated supervisor. Expectations will be explicit, and evaluation processes will be consistent. Staff will understand how their performance is assessed and how to improve.

Professional Growth and Development: Staff will have opportunities to grow within the organization. This includes leadership roles and expanded responsibilities. STREAM will support leadership development efforts, and partnerships such as SUNY Brockport will support certification and professional advancement.

Collaborative Professional Culture: We will foster a culture where staff work together and support one another. This includes regular collaboration, shared planning, and opportunities to reflect on practice.

Supportive Working Conditions: We will establish systems that allow staff to focus on instruction and student support. Operational systems will be clear and reliable. Schedules will be structured to support effective work.

Community Connection and Purpose: Staff who feel connected to the community are more likely to stay. Dr. Miles' leadership and relationships will help ensure that staff feel grounded in the community from the beginning.

In sum, our approach to recruitment and retention will reflect both the realities of the current labor market and the strengths of the founding team. Through Dr. Miles' deep community connections, EDceptional's organizational support, a multi-pronged recruitment strategy, and a commitment to developing talent internally, the school is positioned to build and sustain a high-quality staff over time.

R-12d - Personnel Policies

R-12d - Personnel Policies

Bellavista Charter School of the Arts Personnel Policies Handbook DRAFT

Welcome and Mission Alignment

Welcome to Bellavista Charter School of the Arts (Bellavista). We are a charter school committed to preparing students for success through a rigorous academic program grounded in the arts. Our approach reflects a belief that students learn best when they are challenged intellectually, supported emotionally, and given opportunities to create, perform, and express their ideas.

Our mission is reflected not only in what we teach, but in how we operate as an organization. Staff members are expected to contribute to a professional culture that values creativity, critical thinking, discipline, and compassion. These expectations are not abstract. They shape how instruction is delivered, how students are supported, and how adults interact with one another.

This Personnel Policies Handbook (Handbook) is intended to support consistent staffing practices and to ensure that we effectively use the human and organizational resources of Bellavista to advance our mission and goals. We provide this Handbook as a reference to guide expectations and operations; it is not intended to create, nor should it be interpreted as, an express or implied contract of employment or a guarantee of employment for any specific period of time.

We establish School policies through the Board of Trustees, working in partnership with school leadership. While the Board is responsible for adopting policy, we rely on the Chief Executive Officer (CEO) and the leadership team to carry out these policies in practice. The CEO, along with other members of the leadership team, is responsible for implementing policies and developing procedures that reflect both the intent of the Board and the operational needs of the School.

We provide all current and future employees with a copy of this Handbook and ensure that each employee is oriented to its contents and expectations. Understanding and following these policies is a condition of employment.

We do not guarantee eligibility for the benefits described in this Handbook solely based on receipt of this document. Employees may need to meet specific eligibility requirements before qualifying for certain benefits. Unless otherwise determined by the Board of Trustees and the CEO, employees do not accrue additional benefits, rights, or privileges beyond their final day of employment. In some cases, federal or state law may require additional provisions beyond those outlined here. Where benefit plans or insurance coverage apply, the official plan documents and insurance contracts will govern and take precedence over any statements in this Handbook.

Bellavista operates under the authority of its Board of Trustees. The Board is responsible for governance, including setting policy, approving budgets, and ensuring that the school meets its obligations under its charter agreement and applicable law. The Board does not engage in the day-to-day management of the school.

The Chief Executive Officer (CEO) serves as the school's chief administrator and is responsible for all aspects of school performance. This includes instructional leadership, operational oversight, staffing decisions, and compliance with legal and regulatory requirements. The CEO is the sole employee of the Board of Trustees and is accountable to the Board for the performance of the school.

All other employees report, directly or indirectly, to the CEO. The CEO delegates supervision to members of the leadership team, including Directors of Instruction, the Director of Operations, and the Director of Student Support, among others. Each employee is assigned a single primary supervisor who is responsible for coaching, evaluation, and performance management. This structure ensures clarity of authority and accountability.

This governance model is consistent with New York State Education Law governing charter schools, including Article 56 of the New York Education Law (§ 2850 et seq.), which establishes the authority of charter school boards and the autonomy of charter schools in managing personnel.

We reserve the right, through the Board of Trustees, to revise or update these personnel policies at any time. When changes are made, we will provide employees with notice of those revisions within ninety (90) days. In addition, the Board of Trustees will review this Handbook at least annually. The CEO may also recommend changes to the Board at any time to ensure that our policies remain aligned to our operations and priorities.

1.1 What You Can Expect from Bellavista

At Bellavista, we are intentional about creating a workplace where employees are treated fairly, supported in their work, and held to clear, consistent expectations. We believe that a strong school environment depends on both high standards and a culture of respect, and we commit to building both.

To support this, we will:

- Create a professional environment that is engaging, challenging, and meaningful, where staff have opportunities to grow and take pride in their work.
- Make hiring and employment decisions based on qualifications, preparation, demonstrated ability, professional judgment, and the needs of the School. We do not make decisions based on protected characteristics, including but not limited to race, religion, gender, sexual orientation, national origin, age, disability, veteran status, or any other classification protected under applicable law.

- Establish compensation practices that reflect both market conditions and individual contribution, recognizing performance, effort, and impact where appropriate.
- Periodically review compensation, benefits, and working conditions to remain competitive, while also managing the School's financial responsibilities and long-term sustainability.
- Ensure that employees have appropriate access to the CEO and members of the leadership team to raise questions, seek guidance, or address concerns.
- Address workplace concerns in a timely and thoughtful manner, including investigating issues that arise in the course of daily operations to the extent practicable.
- Maintain a professional environment in which employees are treated with fairness, courtesy, and consideration.
- Set expectations for mutual respect across all professional interactions and hold staff accountable for maintaining those standards.
- Implement promotion practices that are grounded in performance, demonstrated effectiveness, and a consistent record of results.
- Share information about the School's progress, priorities, and direction so that employees understand how their work contributes to broader goals.
- Foster a workplace culture in which staff feel supported, trusted, and able to engage fully in their work.
- Maintain a workplace that is free from harassment and discrimination and take appropriate action when concerns are identified.

1.2 What We Expect from You

At Bellavista, these commitments are shared responsibilities. We expect each employee to take ownership of their role and to perform their responsibilities with consistency, professionalism, and attention to detail.

You are expected to understand your responsibilities and carry them out effectively, efficiently, and with a focus on quality. This includes being prepared, meeting deadlines, and following through on assigned tasks.

We also expect you to contribute positively to the work environment. This means approaching your work with professionalism, maintaining constructive relationships with colleagues, and engaging in your responsibilities with a level of energy and focus that supports the broader team.

As a representative of Bellavista, you are expected to reflect the values of the School in your daily work. These expectations will be reinforced through training and professional development throughout the year, including clear examples of what those values look like in practice.

You are encouraged to take advantage of opportunities for growth and development. At the same time, you are responsible for applying what you learn and demonstrating improvement in your practice.

We expect you to communicate openly and professionally. When you have questions, concerns, or suggestions, you should raise them in a manner that is respectful and solution-oriented. Constructive input is an important part of maintaining a strong organization.

1.3 Open Communication Policy

At Bellavista, we expect employees to address concerns directly and professionally whenever possible. When appropriate, you should begin by speaking with the individual involved to attempt to resolve the issue.

If the matter cannot be resolved in that way, or if direct communication is not appropriate, you should bring the concern to your supervisor or another member of the leadership team. Concerns may be elevated further if necessary.

We will take reasonable steps to maintain confidentiality when concerns are raised, while also meeting our responsibility to review and address conduct that may violate School policy or applicable law.

Employees are protected from retaliation when they raise concerns in good faith or use established communication channels. Any form of retaliation is prohibited and will be addressed accordingly.

We expect employees to maintain a professional environment by avoiding the spread of rumors or informal speculation. When concerns arise, they should be addressed through appropriate channels rather than through unofficial conversations.

If needed, concerns may be elevated beyond the leadership team. As a final step, employees may bring concerns to the Board of Trustees in accordance with established procedures.

2. Equal Opportunity and Anti-Harassment

At Bellavista, we are committed to maintaining a workplace that reflects fairness, respect, and equal access to opportunity. We comply fully with all applicable federal, state, and local laws related to employment discrimination and harassment, and we actively support a work environment that values diversity and inclusion.

We do not permit discrimination in any aspect of employment. This includes, but is not limited to, decisions related to hiring, assignment, retention, promotion, compensation, discipline, or termination. Employment decisions are made based on qualifications, experience, performance, and the needs of the School.

We prohibit discrimination on the basis of any characteristic protected by law, including race, color, religion, sex, national origin, age, disability, genetic information, ancestry or ethnicity, citizenship or immigration status, or any other classification protected under federal law. In accordance with New York State and local law, we also prohibit discrimination based on marital

status, partnership status, sexual orientation, gender identity or expression, status as a victim of domestic violence, arrest record, or prior criminal history, where applicable.

The Board of Trustees is responsible for ensuring that Bellavista operates in compliance with these policies and all applicable anti-discrimination laws. These include, but are not limited to:

- Title VII of the Civil Rights Act of 1964
- Age Discrimination in Employment Act of 1967
- Americans with Disabilities Act (Title I)
- Equal Pay Act of 1963
- Civil Rights Act of 1991

Reasonable Accommodations

We are committed to providing reasonable accommodations to qualified individuals with disabilities so they are able to perform the essential functions of their position or participate in the application process.

An employee or applicant who requires an accommodation should notify their supervisor or a member of the leadership team and make a request for support. Once a request is made, we will engage in a process to identify appropriate accommodations, which may include reviewing possible adjustments to duties, schedules, or work conditions.

We will provide an accommodation where it is reasonable, does not create an undue hardship for the School, and does not pose a direct threat to the health or safety of the individual or others. Employees are expected to cooperate in this process, including participating in discussions about potential solutions.

Where appropriate, we may request documentation to support both the existence of a disability and the need for accommodation.

Religious Accommodations

We will also provide reasonable accommodations for employees' sincerely held religious beliefs and practices, including observance of religious holidays, unless doing so would create an undue hardship on School operations.

Employees requesting a religious accommodation must submit their request in writing to their supervisor as far in advance as possible so that appropriate arrangements can be made.

3. Employment at Will

This Handbook is intended to provide guidance on Bellavista's policies and expectations. It replaces any prior handbooks, policies, or statements related to employment practices. It does not create a contract of employment or guarantee employment for any specific period of time.

All employment at Bellavista is at-will. This means that either the employee or the School may end the employment relationship at any time, with or without cause, and with or without notice, consistent with applicable law. This policy applies to all employees, regardless of position or length of service.

We reserve the right to revise, suspend, or eliminate any policy contained in this Handbook at any time. Changes may be made with or without advance notice and will apply to all employees, including those currently employed at the time of the change.

4. Anti-Discrimination Policy

At Bellavista, we are committed to ensuring that all employment decisions are based on job-related qualifications, demonstrated ability, and the needs of the School. We seek to recruit, develop, and retain individuals who are capable of performing their roles effectively, and we do so without regard to characteristics that are protected under law.

All employment-related practices—including recruitment, hiring, onboarding, training, advancement, compensation, benefits, transfers, and separation—are administered in a manner that is consistent, equitable, and free from discrimination. This also extends to participation in School-sponsored events, access to facilities, and any other terms or conditions of employment.

We do not discriminate on the basis of race, religion, gender, marital status, national origin, age, sexual orientation, disability, perceived age, ancestry, ethnicity, political activities, genetic characteristics, status as a victim of domestic violence, veteran status, or any other status protected by applicable federal, state, or local law.

Compliance with Disability Protections

We comply with the Americans with Disabilities Act of 1990, as amended, and do not knowingly discriminate against qualified individuals with disabilities. Where required by law, we will provide reasonable accommodations to enable employees to perform the essential functions of their position.

Employees who require an accommodation are expected to notify their supervisor or a member of the leadership team. We will work with the employee to identify appropriate adjustments that allow them to perform their responsibilities, provided that such accommodations do not impose an undue hardship on the School.

Reporting and Addressing Concerns

Any concerns or complaints related to discrimination must be brought forward promptly. Employees may report concerns to a member of the leadership team, and matters may be elevated to the Board of Trustees when appropriate.

We will provide guidance and support to employees who wish to raise concerns and will take appropriate steps to review and address any reported conduct.

Prohibited Conduct

We do not permit conduct that violates this policy. Specifically, no employee or member of the School community may:

- Engage in discriminatory practices affecting any aspect of employment, including hiring, promotion, compensation, discipline, or termination
- Make, display, or distribute comments or materials that constitute harassment or discrimination based on a protected characteristic
- Deny any individual access to services, programs, or benefits based on a legally protected classification

Responsibility to Report

All employees have an obligation to act when they become aware of conduct that may violate this policy. Employees are expected to report such conduct to the leadership team. Where appropriate, concerns may also be brought to the Board of Trustees.

Failure to report known violations may be treated as a failure to meet professional expectations.

Professional Expectations

We expect all members of the Bellavista community to contribute to a professional environment that reflects respect, inclusion, and accountability. Employees are expected to model appropriate conduct and uphold the standards necessary to support a diverse and respectful workplace.

5. Recruitment

At Bellavista, we take intentional steps to build a diverse and qualified workforce. We actively work to attract candidates from a wide range of backgrounds, including individuals who identify as members of historically underrepresented groups, women, and individuals with disabilities.

If we identify, through internal review or workforce analysis, that certain roles or job categories lack appropriate representation, we will take corrective action. This may include adjusting recruitment strategies, expanding outreach efforts, and revising hiring practices to ensure alignment with our commitment to equitable hiring. We will regularly review the effectiveness of these efforts and make adjustments as needed.

Recruitment Sources

We use multiple recruitment channels to ensure that we reach a broad and diverse pool of candidates. These efforts include outreach to colleges and universities, professional networks, search firms, and organizations that specialize in connecting employers with diverse talent.

We will also:

- Publicize job opportunities widely
- Share detailed job descriptions to ensure clarity of expectations
- Participate in job fairs, information sessions, and recruitment events

Our goal is to ensure that all open positions are accessible to a wide and qualified candidate pool.

Job Advertisements and Outreach

All recruitment materials, including job postings and outreach communications, will clearly state that Bellavista complies with all applicable federal and state laws related to equal employment opportunity, including the Americans with Disabilities Act of 1990.

We ensure that all materials reflect our commitment to non-discrimination and equitable hiring practices.

Personnel Recordkeeping

We maintain accurate and up-to-date records to document our hiring practices and ensure compliance with applicable laws and internal policies.

These records include, but are not limited to:

- Applications and resumes for both selected and non-selected candidates, retained in accordance with applicable record retention requirements (generally between one and five years)
- Employee personnel files, including documentation related to hiring, performance, and employment status

These records support transparency, consistency, and compliance across all employment practices.

Discriminatory Practices

Any employee who engages in conduct that violates Bellavista's anti-discrimination policies will be subject to disciplinary action, up to and including termination of employment.

5.1 Anti-Harassment

Policy

Bellavista does not permit harassment in any form. This applies to conduct that occurs in the workplace as well as during any School-sponsored activity or event. We are committed to maintaining a work environment where employees are able to perform their responsibilities without being subjected to intimidation, hostility, or inappropriate conduct.

Definition of Harassment

We define harassment as any unwelcome conduct—whether verbal, physical, or visual—that is based on a protected characteristic and that creates an intimidating, hostile, or offensive work environment or interferes with an individual's ability to perform their job.

Protected characteristics include, but are not limited to, race, color, religion, gender, sexual orientation, age, national origin, citizenship status, ancestry, veteran status, disability, marital status, genetic information, or any other classification protected by law.

Harassment may violate both School policy and applicable law, particularly when the conduct is severe or pervasive.

Examples of Prohibited Conduct

Harassment can take many forms. Examples include, but are not limited to:

- Conduct that creates a hostile or humiliating environment
- Verbal statements such as slurs, derogatory remarks, or offensive jokes
- Visual displays, including inappropriate images, emails, or gestures
- Physical actions such as unwanted contact, blocking movement, or interference with work
- Threats or demands tied to employment outcomes
- Retaliation against individuals who report concerns or participate in investigations

Reporting Requirements

Any employee who believes they have experienced or witnessed harassment must report the concern immediately. Reports may be made to a supervisor or directly to a member of the leadership team.

This requirement applies regardless of whether the conduct involves another employee, a supervisor, a board member, a contractor, a vendor, or any other individual associated with the School.

5.2 Sexual Harassment

Bellavista strictly prohibits sexual harassment in any form. Sexual harassment is a specific type of unlawful harassment and includes unwelcome conduct of a sexual nature.

Definition

Sexual harassment occurs when:

- Submission to sexual conduct is made a condition of employment
- Employment decisions are influenced by acceptance or rejection of such conduct
- The conduct interferes with an employee's work performance or creates an intimidating or offensive work environment

This includes behavior that is unwelcome, offensive to a reasonable person, and inconsistent with professional standards.

Examples of Sexual Harassment

Sexual harassment may include, but is not limited to:

Verbal Conduct

- Requests for sexual favors tied to employment outcomes
- Sexually suggestive comments, jokes, or remarks
- Offensive language related to gender or sexual characteristics

Visual Conduct

- Display or distribution of sexually explicit images, emails, or materials
- Inappropriate gestures or visual content

Physical Conduct

- Unwanted physical contact
- Repeated or deliberate physical proximity
- Any form of coercion or assault

Behavior does not need to be intended as harmful to violate this policy. Conduct described as "joking" or "playful" may still be considered harassment if it is unwelcome or inappropriate.

Applicability

This policy applies to all individuals in the Bellavista community, including employees, leadership, students, vendors, contractors, and visitors. It also applies to conduct occurring during School-sponsored events or activities.

Reporting and Response

Employees who believe they have been subjected to sexual harassment must report the concern immediately to their supervisor or a member of the leadership team.

We will:

- Review all reports promptly
- Take appropriate steps to investigate concerns
- Implement corrective action where necessary

Retaliation against any individual who reports harassment or participates in an investigation is strictly prohibited and may result in disciplinary action.

Enforcement

Any individual found to have engaged in harassment or retaliation will be subject to disciplinary action, up to and including termination. Bellavista will also take steps, where appropriate, to address and remedy the impact of any substantiated misconduct.

5.3 Investigation and Remediation

If an employee believes that they have experienced harassment, including sexual harassment, or have observed conduct that may violate this policy, the employee is required to report the concern immediately. Reports should be made to a member of the leadership team. If the concern involves a member of the leadership team, or if the employee is not comfortable reporting through that channel, the employee must report the concern directly to the Board of Trustees.

All reports of harassment will be reviewed promptly and addressed through a formal investigation process. Investigations will be conducted by the leadership team or, where appropriate, under the direction of the Board of Trustees. When a member of the leadership team is the subject of the complaint, the Board of Trustees will oversee or directly manage the investigation to ensure objectivity.

To the extent practicable, we will maintain confidentiality throughout the investigation process. However, employees should understand that complete confidentiality cannot be guaranteed, as information may need to be disclosed in order to conduct a thorough investigation and take appropriate action.

If an investigation substantiates that a violation of this policy has occurred, the CEO will determine and implement appropriate corrective action. Such action may include, but is not limited to:

- Placement of a formal memorandum or documentation in the employee's personnel file
- Adjustment of responsibilities, duties, or compensation
- Disciplinary action up to and including termination of employment

All determinations regarding corrective action will be based on the nature, severity, and frequency of the conduct, as well as any prior history of related behavior.

All complaints will be taken seriously and addressed in a manner that is consistent, timely, and aligned with School policy and applicable law.

Retaliation against any employee who reports a concern in good faith, or who participates in an investigation, is strictly prohibited. Any employee found to have engaged in retaliation will be subject to disciplinary action.

At the same time, any employee who knowingly submits a complaint that is false, malicious, or made in bad faith may be subject to disciplinary action, up to and including termination.

5.4 Whistleblower Policy

Bellavista requires all directors, officers, and employees to maintain high standards of professional and ethical conduct in carrying out their responsibilities. Employees are expected to act with honesty and integrity and to comply with all applicable legal, regulatory, and organizational requirements.

This policy establishes procedures for reporting concerns related to financial misconduct, regulatory violations, or other ethical concerns. It is not intended to address routine personnel issues, including workplace conflicts, performance concerns, discrimination, or harassment, which are governed by separate policies within this Handbook.

Matters appropriate for reporting under this policy include, but are not limited to:

- Fraud, theft, or embezzlement
- Accounting irregularities or audit concerns
- Bribery, kickbacks, or improper financial practices
- Misuse or misappropriation of School assets
- Violations of applicable laws, regulations, or ethical standards

Reporting Responsibility

All directors, officers, and employees have an affirmative responsibility to report, in good faith, any known or suspected violations of legal or ethical standards. This obligation applies regardless of position or tenure and is a condition of employment.

Reporting Process

Concerns should be reported directly to the CEO. If the CEO is the subject of the concern, or if the employee is not comfortable reporting to the CEO, the concern must be reported to the Board of Trustees.

Reports may be made verbally or in writing. Employees are encouraged to provide sufficient detail to allow for an appropriate review and investigation of the concern.

Non-Retaliation

No employee who reports a concern in good faith will be subject to retaliation, harassment, or any form of adverse employment action as a result of making a report.

Any employee who engages in retaliation against an individual who has reported a concern or participated in an investigation will be subject to disciplinary action, up to and including termination.

This policy is intended to encourage employees to raise concerns internally so that they can be addressed promptly and appropriately. It does not alter the at-will nature of employment.

5.5 Investigations

The Board of Trustees retains ultimate authority over investigations related to reported violations under this policy. The Board may conduct an investigation directly or may assign responsibility for the investigation to one or more individuals, including individuals who are not employees of the School.

Under no circumstances will an investigation be assigned to an individual who is the subject of the complaint or who has a conflict of interest that could compromise the integrity of the investigation.

The Board of Trustees has sole discretion to determine the scope, process, and methodology of any investigation. This includes decisions regarding:

- The individuals involved in conducting the investigation
- The information to be reviewed
- The timeline for completion
- The appropriate resolution of the matter

All employees are required to cooperate fully with any investigation, including providing information, documentation, and access as requested.

Good Faith Requirement

Employees who submit reports under this policy must do so in good faith and with a reasonable belief that the information provided indicates a potential violation.

Reports that are determined to be intentionally false, misleading, or made with malicious intent will be treated as a serious violation of School policy and may result in disciplinary action.

Confidentiality and Anonymity

Employees may request that their identity be kept confidential when making a report. Bellavista will take reasonable steps to protect confidentiality; however, complete confidentiality cannot be guaranteed if disclosure is necessary to conduct a thorough investigation.

Employees may also submit reports anonymously. While anonymous reporting is permitted, employees are encouraged to provide identifying information when possible, as it may assist in the investigation.

All reports and related information will be handled in a manner that is consistent with the need to conduct a complete and fair investigation.

Acknowledgment and Follow-Up

When a report is received and the identity of the reporting individual is known, we will acknowledge receipt of the report within approximately three (3) business days.

All reports will be reviewed promptly. The Board of Trustees will determine whether an investigation is warranted and, if so, the appropriate scope and process.

If an investigation confirms that a violation has occurred, appropriate corrective action will be taken.

Records Retention

All records related to reported concerns, investigations, and outcomes will be maintained in a secure and confidential manner.

These records will be retained for a minimum of seven (7) years, or longer if required by applicable law or School record retention policies.

All such records are considered confidential and will be accessed only by individuals with a legitimate need to review them.

5.6 Problem Resolution Procedure and Formal Grievance Process

At Bellavista, we are committed to addressing concerns in a manner that is fair, timely, and consistent. We recognize that unresolved issues can negatively affect working relationships, school culture, and overall effectiveness. For that reason, we prioritize resolving concerns at the lowest appropriate level and through direct communication whenever possible.

When a concern arises between members of the School community, employees are expected to make a good faith effort to address the issue directly with the individual involved. Many concerns can be resolved through open and professional conversation.

If the matter cannot be resolved in this way, the concern should be elevated to a member of the leadership team. The leadership team will review the issue, gather relevant information, and attempt to facilitate a resolution. If the concern remains unresolved after this step, or if the matter involves a member of the leadership team, it may be brought forward to the Board of Trustees.

Employees are encouraged to seek support from their direct supervisor when addressing workplace concerns. If an employee does not feel comfortable raising the issue with their supervisor, the concern should be brought directly to another member of the leadership team.

If reasonable efforts to resolve the concern informally have not resulted in a satisfactory outcome, employees may proceed through the formal grievance process outlined below.

Formal Grievance Process

When a formal complaint is filed involving a staff member, the initial responsibility for addressing the concern rests with the CEO and relevant members of the leadership team. The goal at this stage is to review the complaint, investigate as appropriate, and attempt to resolve the issue to the satisfaction of both the complainant and the School.

If the complainant is not satisfied with the outcome at this level, the complaint must be submitted in writing to the Board of Trustees within seven (7) calendar days of receiving the response.

The Board of Trustees serves as the appeals body for complaints that:

- Have not been resolved through the leadership team process, or
- Involve the CEO or other members of the leadership team directly

Written complaints must be submitted to the Board at least one week prior to the next scheduled Board meeting in order to be reviewed at that meeting. Complaints submitted fewer than seven (7) days in advance will be addressed at the following scheduled meeting.

In situations involving urgent or time-sensitive matters, the Board may review and respond to the complaint on an expedited basis, including prior to the next regularly scheduled meeting, as determined appropriate by the Board.

All formal complaints will be reviewed promptly. The Board will determine the scope of any investigation and will issue a determination within a reasonable timeframe. When practicable, a determination will be made within thirty (30) days of receipt of the complaint or by the next scheduled Board meeting, whichever occurs first. If circumstances require additional time or an expedited review, the Board will proceed accordingly based on the nature of the complaint.

Where appropriate or required by law, the Board will provide its determination in writing.

Complaints Under Section 2855 of the Charter Schools Act

Pursuant to Section 2855(4) of the New York Education Law, any individual or group may submit a formal complaint directly to the Board of Trustees alleging a violation of the Charter Schools Act, the School's charter, or any applicable law related to the School's management or operations.

All such complaints must be submitted in writing and must include the following information:

1. The name, address, and telephone number of the complainant
2. A detailed description of the complaint, including the specific provision of law or charter that is alleged to have been violated
3. A clear statement of the remedy or resolution being requested
4. A summary of any prior steps taken to address the issue, including any response received from the School

Upon receipt of a complaint, the Board of Trustees will review the submission and provide a response within a reasonable timeframe. When practicable, the Board will respond within thirty (30) days of receiving the complaint or by the next scheduled Board meeting, whichever occurs first. In cases requiring expedited attention, the Board may respond sooner based on the circumstances described in the complaint.

If the complainant believes that the Board has not adequately addressed the issue, the complaint may be submitted to the School's authorizer, the New York State Board of Regents.

Authority to review and respond to such complaints has been delegated by the Board of Regents to the Commissioner of Education. The New York State Education Department's Charter School Office, acting on behalf of the Commissioner, is responsible for investigating properly submitted complaints and has the authority to issue appropriate remedial actions when warranted.

6. Commencement of Employment

At Bellavista, employment begins only after all required pre-employment steps have been completed. This includes submission of all necessary employment documentation, financial forms, and benefit enrollment materials as required for the position.

We may verify information provided by applicants during the hiring process, including educational background, employment history, and credentials. Any misrepresentation, omission, or falsification of information may result in withdrawal of an offer of employment or, if discovered after hire, disciplinary action up to and including termination.

6.1 Selection of Employment

The CEO is appointed by the Board of Trustees. All other staff members are hired by the CEO, with input from members of the leadership team as appropriate based on the role.

All candidates selected for employment will receive a formal written offer letter. The offer letter will include, at a minimum:

- Position title and role designation
- Starting salary or hourly rate
- Exemption status under applicable wage and hour laws
- Overtime eligibility and rate, if applicable
- Expected start date
- Work schedule and expectations regarding hours
- Summary of benefits and employment expectations

Employment is not considered final until the offer letter has been signed and all pre-employment requirements have been satisfied.

6.2 Background Check Process

All candidates for employment are subject to background screening as part of the hiring process. These screenings are conducted to ensure the safety and well-being of students and the broader School community.

Background checks may include:

- Criminal history checks
- Employment verification
- Credential verification, particularly for leadership or specialized roles

Any credit checks conducted will comply with the requirements of the Fair Credit Reporting Act (FCRA) and any applicable state laws.

The purpose of these checks is to determine whether any aspect of a candidate's background may present a risk to students, staff, or School operations.

Employees are also subject to ongoing obligations related to disclosure of convictions, as outlined below.

Employment of Individuals with Prior Convictions

Bellavista complies with New York Correction Law Article 23-A. We do not automatically deny employment or take adverse action against an individual based solely on a prior criminal conviction, unless such action is required or permitted by law.

When evaluating a candidate or employee with a prior conviction, we consider the following factors:

- New York State's public policy supporting the employment of individuals with prior convictions

- The specific responsibilities and duties of the position
- The relevance of the offense to the individual's ability to perform those duties
- The amount of time that has passed since the offense occurred
- The individual's age at the time of the offense
- The seriousness of the offense
- Evidence of rehabilitation, good conduct, or character references
- The School's responsibility to protect students, staff, property, and the broader community

If an applicant is denied employment based on a prior conviction, we will provide a written explanation upon request within thirty (30) days, as required by law.

Convictions During Employment

Employees have an ongoing responsibility to disclose any criminal convictions that occur during their employment.

In addition, Bellavista may receive updates regarding arrests or convictions through state or federal reporting systems. When such information is received, we will review the matter and determine whether it affects the employee's ability to continue in their role.

This review will be conducted in accordance with applicable law and may result in disciplinary action, including termination, depending on the circumstances.

Notification of Arrests

Employees are required to notify the School within forty-eight (48) hours if they are arrested or charged with a criminal offense at the local, state, or federal level, unless the matter has already been resolved in the employee's favor.

Notification should be made to the CEO or her designee.

Reporting an arrest does not automatically result in disciplinary action. However, the School will review the circumstances to determine whether any action is necessary based on the employee's role and responsibilities.

6.3 Position Classifications

At the time of hire, each employee is assigned a classification that defines their employment status. This classification is outlined in the employee's offer letter and determines eligibility for certain benefits, compensation structures, and work expectations.

Classifications include:

- **Regular or Temporary**
  Regular employees are hired for ongoing roles, while temporary employees are hired for a defined period or specific assignment.
- **Full-Time or Part-Time**
  Full-time employees are scheduled to work a standard number of hours as defined by the School. Part-time employees work fewer hours and may have different benefit eligibility.
- **Exempt or Non-Exempt**
  Exempt employees are not eligible for overtime compensation under applicable wage and hour laws. Non-exempt employees are eligible for overtime and must track hours worked in accordance with School procedures.

Employees are responsible for understanding their classification and complying with all applicable expectations associated with their status.

6.4 Employment Classifications

At Bellavista, all employees are assigned an employment classification at the time of hire. This classification defines the employee's work schedule, eligibility for benefits, and compensation structure. Each employee is informed of their classification in their official offer letter prior to accepting employment.

Regular Employment

Regular employees are those hired for ongoing roles within the School and are expected to continue employment beyond a defined or temporary period.

Full-Time Regular Employees

Employees designated as full-time regular are those scheduled to work approximately forty (40) hours per week. Full-time regular employees are eligible to participate in all benefit programs offered by Bellavista, subject to the terms and eligibility requirements outlined in this Handbook and any applicable benefit plans.

Part-Time Employees

Part-time employees are those scheduled to work fewer than twenty (20) hours per week. Part-time employees are generally not eligible for benefits or leave accruals, except as required by law or specifically stated otherwise.

The following provisions apply to part-time employees:

- All employees, regardless of classification, are covered under workers' compensation insurance in accordance with applicable law.
- Unpaid time off may be granted to part-time employees at the discretion of the employee's supervisor or a member of the leadership team, based on operational needs and staffing considerations.

Bellavista reserves the right to adjust an employee's classification based on changes in role, schedule, or organizational needs.

Temporary Employment

Temporary employees are hired for a defined period of time or for a specific assignment, not to exceed four (4) months unless otherwise extended at the discretion of the School.

Temporary employment is intended to address short-term staffing needs, including coverage for absences, project-based work, or transitional roles.

Temporary employees may be separated from employment at any time, regardless of the originally anticipated duration of the assignment.

If a temporary employee continues employment beyond the four-month period, the School may reclassify the employee as a regular employee. Any such change in classification will be documented and communicated in writing.

During the period of temporary employment, employees are not eligible for:

- Paid holidays
- Paid leave
- Participation in benefit programs available to regular employees

unless otherwise required by law.

Fair Labor Standards Act (FLSA) Classification

In addition to employment status, all positions at Bellavista are classified as either exempt or non-exempt under the Fair Labor Standards Act (FLSA).

Exempt Employees

Employees classified as exempt meet specific criteria established under federal law for executive, administrative, or professional roles. Exempt employees are compensated on a salary basis and are not eligible for overtime pay for hours worked beyond forty (40) in a workweek.

Non-Exempt Employees

Employees classified as non-exempt are eligible for overtime compensation. Non-exempt employees must be paid at a rate of one and one-half times their regular rate of pay for all hours worked in excess of forty (40) in a workweek.

For purposes of calculating overtime, only hours actually worked are counted. Paid time off, including holidays, vacation, or sick leave, is not included in the calculation of overtime hours.

Employees are responsible for accurately recording all hours worked in accordance with School procedures.

6.5 Outside Employment and Conflict of Interest

Employees are expected to ensure that any employment or professional activity outside of Bellavista does not interfere with their responsibilities to the School.

Employees may not engage in outside employment that:

- Conflicts with their assigned duties or work schedule
- Compromises their ability to perform their responsibilities effectively
- Interferes with the interests or operations of the School

Bellavista reserves the right to review and determine whether outside employment creates a conflict of interest.

Employment Restrictions Related to Funding Sources

Bellavista may not employ individuals in roles that create a direct conflict with entities that provide funding to the School. This includes situations where an individual is simultaneously employed by a funding source and in a position that could influence decisions related to that funding.

Conflict of Interest in Contracting

No employee, officer, or agent of Bellavista may participate in the selection, award, or administration of a contract that is supported by federal funds if there is an actual or perceived conflict of interest.

A conflict of interest exists when an individual has a financial or personal interest that could influence, or appear to influence, their decision-making.

Gifts and Improper Influence

Employees, officers, and agents of Bellavista are prohibited from soliciting or accepting gifts, favors, or anything of monetary value from:

- Contractors
- Potential contractors
- Vendors
- Parties to sub-agreements

when such items are offered in connection with the individual's role at the School.

Similarly, no employee may offer or provide anything of value to an employee or official of a funding source with the intent of influencing a decision, action, or judgment.

Violations of this policy may result in disciplinary action, up to and including termination, and may be referred for further legal review where appropriate.

6.6 Change of Personnel Status

We rely on accurate and current employee information to ensure effective communication and to respond appropriately in the event of an emergency. Employees are responsible for keeping their personal information up to date at all times.

Employees must promptly report any changes to relevant personal information, including but not limited to:

- Legal name
- Home address
- Telephone number
- Marital status
- Number of dependents
- Emergency contact information
- Beneficiary designations

Updates must be submitted to the appropriate administrative office so that all personnel records can be revised accordingly.

Failure to maintain accurate records may affect the School's ability to provide timely support or administer benefits appropriately.

6.7 Compensation

At Bellavista, employees are paid on a bi-weekly schedule. There are twenty-six (26) pay periods in a calendar year. Benefit-related deductions are distributed across twenty-four (24) paychecks, as applicable.

Employees who begin work in the middle of a pay period will be compensated on a prorated basis beginning with their first day of employment.

Part-time employees are compensated only for hours actually worked.

Pay is distributed through direct deposit or, where applicable, through an alternative method determined by the School. Employees who elect direct deposit will receive electronic pay statements each pay period. Supervisors or designated administrative staff may assist with distribution of pay information when needed.

If School closures or holidays affect the normal payroll schedule, adjustments will be made. Employees will be notified in advance of any changes to the pay schedule.

6.8 Time and Place of Payment

Employees who enroll in direct deposit will have their wages deposited directly into the financial account designated by the employee. Employees are responsible for ensuring that their account information is accurate and current.

Employees who do not elect direct deposit will receive payment through an alternative method determined by the School.

6.9 Wage Garnishment

Bellavista complies with all applicable laws governing wage garnishment, including the Consumer Credit Protection Act and any valid court orders.

Upon receipt of a wage garnishment or attachment order, we will:

- Notify the employee promptly
- Provide a copy of the court order
- Begin withholding the required portion of wages in accordance with legal requirements

All garnishments will be administered in strict compliance with applicable law.

6.10 Policies for Errors in Pay

We make every effort to ensure that employees are paid accurately and on time. However, if an error occurs, it must be reported immediately.

Employees who believe there has been an error in their pay—including overpayment or underpayment—must notify the appropriate administrative contact as soon as possible.

- Errors of less than $200 will be corrected in the next regularly scheduled payroll cycle
- Errors exceeding $200 will be reviewed individually and resolved based on the specific circumstances

Timely reporting is required to ensure prompt correction.

6.11 Entitlement Pay

Entitlement pay adjustments may be applied when there is a discrepancy between the number of days an employee works and the proportion of annual salary received.

This may occur when:

- An employee begins work after the start of the School year
- An employee exhausts available paid leave

In such cases, compensation will be adjusted to align the percentage of days worked with the percentage of annual salary earned.

For purposes of this calculation:

- Paid sick leave and personal days provided by the School are treated as days worked
- Unpaid days, including those resulting from exhausted leave, are treated as days not worked

Salary adjustments will typically take effect beginning with the first payroll period following the relevant event (start date or exhaustion of leave).

Employees seeking additional information about entitlement pay calculations should contact the designated administrative office.

6.12 Employment Records

We maintain personnel records to support employment administration, compliance, and operational needs. We limit the collection and retention of personal information to what is necessary and appropriate.

We take reasonable steps to protect the confidentiality of employee information while complying with legal requirements.

Access to Employment Records

Personnel records are the property of Bellavista and access is restricted.

Employees do not have access to:

- Investigation records
- Confidential reference materials
- Certain internal documentation maintained for administrative purposes

We may provide access to personnel records when required by law or in response to requests from authorized local, state, or federal agencies.

Employees are responsible for ensuring that their personnel records remain current. Changes to any of the following must be reported promptly:

1. Legal name
2. Home address
3. Telephone number

4. Emergency contact information
5. Dependents or beneficiaries
6. Marital status
7. Insurance beneficiary designations
8. Tax withholding information (W-4)
9. Certification status
10. Professional licenses

Updates must be submitted to the appropriate administrative office for processing.

Medical Records

Employee medical information is maintained separately from general personnel files and is treated as confidential.

We will safeguard medical information and will only disclose it under the following circumstances:

- When permitted by law, including under the Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- To the employee's designated healthcare provider upon written authorization
- As required for workers' compensation claims
- When necessary to evaluate an employee's ability to perform essential job functions
- When otherwise required by law

Access to medical information is limited to individuals with a legitimate need to know.

6.13 Verification of Employment

Bellavista responds to requests for employment verification in a consistent and controlled manner to protect employee privacy and ensure compliance with applicable laws.

Upon receiving a request for verification, we will confirm basic employment information, including dates of employment.

We will provide wage or salary information only when the employee has submitted appropriate written authorization and release permitting the disclosure of that information.

We do not provide additional details such as performance evaluations, reasons for separation, or rehire eligibility unless disclosure is required by law or authorized by the employee in writing.

All requests for employment verification must be directed to the appropriate administrative office and will be handled in accordance with established procedures.

6.14 Employment Eligibility Verification (Form I-9)

Bellavista complies with all federal requirements related to employment eligibility verification.

We are required to complete and maintain a Form I-9 for each employee, as mandated by the U.S. Citizenship and Immigration Services (USCIS). This form verifies both the identity of the employee and their authorization to work in the United States.

Employees must complete the required sections of the Form I-9 within the timeframe established by federal law and must provide original documentation that establishes identity and employment eligibility.

We will review and retain copies of documentation, as required, and will maintain all Form I-9 records in accordance with federal recordkeeping requirements.

Failure to provide required documentation within the specified timeframe may result in delayed start of employment or termination, as required by law.

7. Work Schedule

Bellavista establishes work schedules to ensure consistent operations and to support student learning. All employees are expected to adhere to their assigned schedule as a condition of employment.

Work Days and Work Week

All employees are required to work according to the schedule established by the School. Regular and punctual attendance is essential and is considered a fundamental requirement of employment.

The standard work schedule is Monday through Friday, from 7:00 a.m. to 3:30 p.m., unless otherwise specified based on the employee's role.

Employees are expected to report to work on time and prepared to begin their responsibilities at the start of the scheduled workday.

Absence Notification

If an employee is unable to report to work as scheduled, the employee must notify the CEO or a designated member of the leadership team no later than 6:00 a.m. on the day of the absence.

If the absence extends beyond one day, the employee is required to provide daily updates unless an alternative arrangement has been approved in advance.

Failure to report an absence for two consecutive workdays without notification will be considered a voluntary resignation.

If an employee is unable to make the notification personally due to illness, emergency, or other circumstances, the employee is responsible for ensuring that someone else contacts the School on their behalf.

Lateness

Employees are expected to arrive at work on time. If an employee anticipates arriving late, they must notify their supervisor by phone at least thirty (30) minutes prior to the start of their scheduled workday.

The employee must provide an estimated arrival time at the time of notification.

Repeated or excessive lateness may result in disciplinary action.

Early Dismissal

Employees who need to leave work before the end of their scheduled workday must request approval from their supervisor in advance. Requests should generally be made at the beginning of the workday, unless circumstances prevent advance notice.

Approval of early dismissal requests is at the discretion of the supervisor and is based on operational needs. Supervisors are not required to approve such requests.

Employees who leave work early without prior approval may be subject to disciplinary action.

Attendance Expectations

Consistent attendance is required. Excessive absences, repeated lateness, or failure to adhere to scheduling expectations may result in disciplinary action, including suspension or termination.

Summer Institute (Pre-Service)

Bellavista conducts an annual pre-service training period prior to the start of the school year. This period is designed to prepare instructional and operational staff for the upcoming academic year.

All staff are required to attend and participate in pre-service training sessions, which are typically scheduled in early August. These days are included in the official School calendar.

Employees will receive their regular compensation during pre-service, consistent with their annual salary.

Summer Recess

During summer recess, full-time employees will continue to receive their regular bi-weekly salary in accordance with the School's compensation structure, including any applicable entitlement pay calculations.

Instructional staff are not provided additional compensation for routine classroom preparation or standard professional development activities conducted during the summer.

If employees are assigned or approved to perform additional work during summer or other school recess periods—outside of standard preparation or professional development—such work will be compensated separately. Compensation will be determined in advance and must be documented through a supplemental agreement between the employee and the School.

7.1 Work Hours Policy

Bellavista establishes work hour expectations in accordance with federal and state labor laws, including the Fair Labor Standards Act (FLSA). Employees are classified as either non-exempt or exempt, and work hour requirements differ based on that classification.

Non-Exempt Employees

Non-exempt employees are those who are subject to minimum wage and overtime requirements under the FLSA.

Employees in this classification are eligible for overtime compensation at a rate of one and one-half times their regular rate of pay for all hours worked in excess of forty (40) in a workweek, unless otherwise required by applicable state law.

Non-exempt employees are required to maintain accurate and complete records of their time worked. Time records must be completed daily and must reflect all hours worked during each workday.

Timekeeping Requirements

Employees must record the following information for each workday:

- Start time
- End time
- Meal periods, including start and end times
- Any additional breaks taken, including start and end times
- Total hours worked

Time records must be completed by the end of each workday and submitted in accordance with procedures established by the School.

Employees are responsible for reviewing and verifying the accuracy of their time records on a regular schedule, as determined by the School's administrative procedures.

Time not worked but for which the employee is compensated—such as paid leave or holidays—must also be recorded appropriately.

Overtime Authorization

Overtime must be approved in advance and in writing.

Employees may not work more than forty (40) hours in a workweek without prior authorization from the CEO or a designated member of the leadership team. In situations where overtime is related to instructional needs, approval will be coordinated with the appropriate instructional leader.

The School will determine when overtime is necessary and will assign overtime work at its discretion.

Employees who work overtime without prior approval may be subject to disciplinary action, even if the time worked must still be compensated in accordance with applicable law.

Training and Meetings

Non-exempt employees will be compensated for time spent attending meetings, training sessions, or other required activities when such participation is directed or approved by the School.

Exempt Employees

Employees classified as exempt are not subject to overtime requirements under the FLSA. These positions typically include executive, administrative, and professional roles that meet federal criteria for exemption.

Exempt employees are compensated on a salary basis. This means they receive a predetermined amount of compensation that is not reduced based on variations in the number of hours worked or the quantity or quality of work performed.

Exempt employees are still required to track attendance for purposes of leave usage and accountability. Time must be recorded using designated categories, including:

- Regular work time
- Vacation
- Sick leave
- Personal leave
- Bereavement leave
- Jury duty

Salary Basis Requirements

Exempt employees will receive their full salary for any week in which they perform any work, regardless of the number of hours or days worked during that week, except as permitted under applicable law.

Bellavista does not make improper deductions from the salary of exempt employees. Deductions are only permitted in specific circumstances, as outlined below.

Permitted Salary Deductions

Deductions from the salary of exempt employees may be made under the following conditions:

a. When an employee is absent for one or more full workdays for personal reasons unrelated to illness or disability

b. When an employee is absent for one or more full workdays due to illness or disability and has exhausted available leave under the School's leave policies

c. When required by law, or when offsets are permitted for compensation received through jury duty, witness service, or military pay

d. As a result of disciplinary penalties imposed in good faith for violations of significant safety rules

e. For unpaid disciplinary suspensions of one or more full workdays imposed in good faith for violations of workplace conduct policies, including but not limited to harassment or misconduct

f. During the first or final week of employment, when salary may be prorated based on days worked

g. When an employee takes an approved leave of absence during the school year, in which case compensation may be adjusted in accordance with the School's entitlement pay provisions

Complaint Procedure for Salary Deductions

If an exempt employee believes that an improper deduction has been made from their salary, the employee must report the concern promptly.

The employee should first raise the issue with the designated administrative lead responsible for payroll. That individual will review the concern and attempt to resolve the matter in accordance with this policy.

If the issue is not resolved within two (2) weeks of the initial report, the employee may submit the concern in writing to the CEO.

Upon receipt of the complaint, the CEO will:

- Acknowledge the concern within two (2) business days
- Review the details of the deduction, including amount, timing, and justification
- Determine whether the deduction complies with applicable law and School policy, with consultation from legal counsel if necessary

A written determination will be provided to the employee within two (2) weeks of the initial complaint.

If the deduction is determined to have been improper, the employee will be reimbursed no later than the next regularly scheduled payroll period.

7.2 Overtime

At Bellavista, overtime for non-exempt employees must be managed and approved in advance to ensure compliance with staffing and budgetary expectations.

Non-exempt employees may not work more than forty (40) hours in a workweek unless prior written approval has been obtained from the CEO or a designated member of the leadership team.

Approval must be secured before the additional hours are worked. Unauthorized overtime is not permitted. While all hours worked must be compensated in accordance with applicable law, employees who work overtime without prior approval may be subject to disciplinary action.

7.3 Lunch Periods

Employees who work more than six (6) hours in a workday are eligible to take an unpaid meal period.

Eligible employees may take either:

- A thirty (30) minute lunch period, or
- A sixty (60) minute lunch period

The length and timing of the lunch period must be scheduled and approved by the School based on operational needs. Scheduling decisions will be made by the leadership team, with consideration for the employee's role and responsibilities.

Employees working in instructional roles may have lunch periods coordinated in alignment with student schedules and instructional coverage needs.

7.4 Nursing Mothers Policy

Bellavista complies with all applicable laws related to accommodations for nursing employees, including the New York "Breastfeeding Mothers Bill of Rights."

We will provide reasonable break time for employees to express breast milk for up to three (3) years following the birth of a child, as needed.

We will make reasonable efforts to provide a private, sanitary space for this purpose that is:

- Not a restroom or toilet stall
- Located near the employee's work area
- Equipped with appropriate accommodations, such as seating and access to an electrical outlet where possible
- Located near a source of running water

Employees who have access to a private office may use that space for this purpose.

Employees are responsible for providing their own equipment, including breast pumps and storage containers. Milk may be stored in a personal cooler or in a designated refrigerator or freezer. All stored items must be clearly labeled with the employee's name and date.

Break time for this purpose should be coordinated with the employee's supervisor and, where possible, aligned with existing break or lunch periods.

7.5 School Closing

Bellavista may close due to inclement weather or other conditions that affect the safety or operation of the School.

In general, we will align closure decisions with the local public school district. However, the CEO retains authority to determine whether closure is appropriate based on School-specific conditions.

When a closure occurs, notifications will be communicated through established channels, which may include voicemail systems, digital platforms, or other communication methods.

If instructional days are lost due to closure, the School may require those days to be made up. Makeup days may be scheduled during the school year or added to the end of the academic calendar, as determined by the School.

7.6 Severe Weather and Emergency Conditions

In the event of severe weather or an emergency situation, the CEO or designee may determine that the School will close or dismiss early.

Employees will be notified as soon as reasonably possible when such decisions are made.

For full-time employees:

- There will be no loss of pay if the School closes early due to emergency conditions

- There will be no loss of pay if the employee reports to work and the School is subsequently closed

Employees who are on previously approved leave during an emergency closure will not be charged leave for the affected time period.

7.7 Email and Electronic Communication

Employees are required to use Bellavista-issued email accounts for all School-related communication.

Use of personal email accounts for School business is not permitted.

Employees are expected to use their email accounts primarily for work-related purposes, including:

- Communication with colleagues and families
- Accessing and sharing work-related information
- Supporting instructional and operational responsibilities

All email communication must reflect professionalism and comply with School expectations regarding confidentiality and appropriate use.

8. Performance and Professional Development

Performance Review and Evaluation

At Bellavista, we prioritize ongoing development and continuous improvement for all employees. Performance evaluation is a structured and ongoing process designed to support growth while maintaining accountability.

Ongoing Feedback

Employees will receive regular, informal feedback throughout the year. This may include:

- Weekly or periodic check-ins
- Coaching conversations
- Informal observations or reviews of work

This ongoing feedback is intended to provide timely guidance and support improvement.

Formal Evaluation

Each employee will receive at least one formal performance evaluation annually.

Additional evaluations may be conducted:

- At the conclusion of an employee's initial 90-day period
- Following a promotion or significant change in responsibilities
- When performance concerns require formal review

Evaluation Criteria

Performance reviews may include, but are not limited to, the following areas:

- Quality and consistency of work
- Progress toward established goals
- Strengths and areas requiring improvement
- Professional conduct, including attitude and work ethic
- Interpersonal effectiveness and relationship management
- Initiative, collaboration, and teamwork
- Attendance and punctuality
- Problem-solving and decision-making skills
- Engagement in professional growth and development
- Contribution to a positive and productive school culture
- Preparedness and execution of responsibilities
- Responsiveness to feedback and demonstrated improvement

Additional criteria may be included based on the specific responsibilities of the employee's role.

Purpose of Evaluation

The evaluation process is intended to support two-way communication between employees and supervisors. It provides an opportunity to:

- Reflect on performance and progress
- Identify areas for growth
- Discuss future goals and professional interests
- Align expectations moving forward

Supervisors may also use the evaluation process to recommend strategies for improvement, provide guidance on career development, and address any ongoing concerns related to performance.

8.1 Compensation Reviews

At Bellavista, compensation is reviewed as part of the annual performance evaluation process. While compensation decisions are often aligned with performance reviews, they are considered separately and are not automatic.

Salary adjustments, stipends, or bonuses—if applicable—are typically determined and communicated toward the end of the school year. Any approved changes to compensation are generally implemented in the following school year.

In some cases, when performance reviews are completed later than expected, compensation adjustments may be applied retroactively. Any such adjustments will be communicated clearly to the employee at the time of determination.

Completion of a performance review does not guarantee a salary increase or additional compensation. Compensation decisions are based on multiple factors, including:

- Individual performance and demonstrated effectiveness
- Contribution to the School's goals and priorities
- Organizational needs
- The financial condition and sustainability of the School

Bellavista retains full discretion in determining whether compensation adjustments are warranted in any given year.

Intent to Return Process

Each year, Bellavista conducts an Intent to Return process to support staffing planning for the upcoming school year. This process allows the School to assess anticipated staffing needs and make informed decisions regarding hiring, retention, and resource allocation.

Employees are expected to participate in this process when it is administered. The Intent to Return process is typically communicated between February and March of each school year, and employees will be provided with instructions and timelines for submission.

While we strongly encourage all employees to respond accurately and in a timely manner, submission of an intent to return does not constitute a guarantee of continued employment. Final employment decisions remain subject to performance, organizational needs, and other relevant factors.

9. Training and Development

At Bellavista, we recognize that strong staff performance depends on ongoing learning and development. To the extent resources allow, we provide opportunities for employees to build their skills, deepen their practice, and grow professionally.

We prioritize development experiences that directly support instructional quality, operational effectiveness, and alignment with the School's model.

9.1 Training

We provide in-house professional development to ensure that staff have the knowledge, skills, and experience necessary to improve their practice over time. These sessions are designed to support continuous growth and to strengthen consistency across the School.

Attendance at internal professional development is considered a core responsibility of employment. Training sessions may be designated as mandatory at the discretion of the CEO or a member of the leadership team. Employees are expected to attend all required sessions unless an exemption has been approved in advance.

Professional development may include instructional training, operational systems training, compliance requirements, and other areas aligned to the School's priorities.

9.2 Conferences

In addition to internal training, we recognize the value of external professional development opportunities.

Employees may be approved to attend conferences, workshops, or conventions that are relevant to their role. Approval is required in advance and is subject to available funding and alignment with School priorities.

In some cases:

- The School may cover all or part of the cost of attendance
- Employees may attend on School time at their own expense with prior approval

Members of the leadership team and the Board of Trustees may also attend conferences. Reimbursement for such participation requires prior approval from the Board of Trustees.

10. Employee Benefits

Bellavista is committed to offering a competitive and comprehensive benefits program for eligible employees. In addition to salary, employees may have access to benefits that support their health, financial security, and professional growth.

Benefit offerings, eligibility requirements, and plan details are subject to change at the discretion of the School and applicable providers.

10.1 Benefits Eligibility

Eligibility for benefits is based on employment classification and scheduled work hours.

- Benefits are available to regular, full-time administrative and non-instructional staff who are scheduled to work approximately forty (40) hours per week
- Part-time employees, temporary employees, and those working fewer than the required hours are not eligible for benefits, except as required by law

Eligible employees maintain benefits during the school year and may continue coverage during summer recess, provided they meet eligibility requirements and are returning for the following school year.

Employees who resign prior to the start of the new school year are not eligible to continue benefits through the summer recess period.

COBRA and Separation

Upon separation from employment, employees may be eligible to continue medical, dental, and vision coverage under COBRA, beginning on the first day of the month following termination.

If an employee resigns during the summer recess, the resignation will be treated as effective on the final day of the preceding school year.

Any benefit premiums deducted in advance during summer payroll periods will be refunded, subject to applicable taxes and withholdings, as part of the employee's final compensation.

Employees are responsible for notifying the School promptly when they intend to resign so that required COBRA documentation can be provided in a timely manner.

11. Time Off Benefits

At Bellavista, we provide 5 paid time off (PTO) days to allow employees to manage matters that cannot reasonably be addressed outside of scheduled work hours. This may include medical or dental appointments, religious observances, or other personal responsibilities.

Personal days are prorated for employees who begin employment after the start of the applicable year.

Employees are not eligible to use personal days until they have completed three (3) months of continuous full-time employment.

Requests for personal days must be submitted in advance whenever possible, and typically at least two (2) weeks prior to the requested date. Approval is required from the employee's supervisor and is subject to operational needs.

Unused personal days do not carry over to the following year and are not paid out upon separation from employment.

11.1 Holidays

The School observes designated holidays each year, as outlined in the annual school calendar.

Holiday pay is provided in accordance with the calendar. Employees are responsible for reviewing the calendar to understand scheduled holidays and attendance expectations.

Part-time employees are eligible for holiday pay only if the holiday falls on a day they are regularly scheduled to work.

To receive holiday pay, eligible employees must work their full scheduled day immediately before and after the holiday, unless they have approved leave on one or both days.

Employees on leave are not eligible to receive holiday or recess pay during their leave period.

The School reserves the right to modify the holiday schedule as needed based on operational requirements.

11.2 Vacation Time

Vacation Scheduling

Employees must submit vacation requests at least two (2) weeks in advance. Requests must be approved by the employee's supervisor prior to taking time off.

Vacation scheduling is subject to the staff member's PTO and operational needs, and approval is not guaranteed.

Administrative and non-instructional staff are expected to schedule vacation during school breaks or summer periods when operational demands allow greater flexibility.

Twelve month employees will receive three weeks of vacation per year.

Breaks in Service and Rehire

Employees who return to employment after a break in service will be treated as new hires for purposes of vacation accrual if their period of absence exceeds their prior period of employment.

If the break in service is shorter than the employee's prior period of service, an adjusted service date may be assigned for accrual purposes.

Employees do not accrue vacation time while on leave, including leave taken under the Family and Medical Leave Act (FMLA).

11.3 School and Summer Recess for Administrative and Non-Instructional Staff

The administrative calendar, as approved by the Board of Trustees, defines recess periods and holidays for administrative and non-instructional staff.

Administrative and non-instructional staff may request vacation during the school year with prior approval from the CEO or designated supervisor.

Staff in these roles are required to report to work during designated portions of the summer recess, including:

- The two (2) weeks prior to pre-service
- The two (2) weeks following the final day of school

Work performed during school recess periods is considered part of regular duties and does not result in additional compensation.

11.4 Bereavement Leave

Bellavista provides bereavement leave to support employees following the death of a family member.

For the purposes of this policy:

Immediate family includes relatives by blood, marriage, or legal adoption, including spouses, domestic partners, parents, stepparents, children, stepchildren, siblings, grandparents, grandchildren, and parents-in-law.

Employees are eligible for:

- Up to three (3) consecutive workdays of leave for the death of an immediate family member, including the day of death and the day of the funeral
- Up to two (2) consecutive workdays of leave for the death of a non-immediate family member, including extended relatives such as aunts, uncles, nieces, nephews, cousins, and siblings-in-law

Employees may request additional time off, with or without pay, subject to approval by the CEO. Employees may also use available personal days to extend bereavement leave.

Employees must notify the CEO or designee as soon as possible regarding the need for leave and the expected duration of the absence.

Upon return, employees may be required to provide documentation verifying:

- The relationship to the deceased
- The date of death
- Attendance at the funeral or related services

If required documentation is not provided, the absence may be reclassified and charged against available paid time off.

11.5 Jury Duty

Bellavista supports employees in fulfilling their civic responsibilities, including service on a jury.

Full-time regular employees who are called for jury duty and report as required will continue to receive their regular compensation during the period of service.

Any non-travel stipends or allowances received for jury duty must be remitted to the School if the employee is receiving full compensation during that period.

Employees must notify the School as soon as possible after receiving a jury summons, and no later than the next business day or within forty-eight (48) hours of receipt.

Employees are required to provide documentation verifying their service upon completion of jury duty.

Employees assigned to “on-call” jury duty must report to work on days when they are not required to appear in court.

Employees must return to work when excused or released from jury duty during the workday.

11.6 Leave to Appear as a Victim or Witness

Employees may take unpaid leave to participate in certain legal proceedings related to a criminal matter.

Eligible reasons for leave include:

- Compliance with a subpoena
- Participation in meetings with a district attorney
- Providing testimony at sentencing or pre-sentencing proceedings
- Submitting statements to a parole board

Eligibility

Employees are eligible for this leave if they are:

- The victim of the crime
- A next of kin of the victim
- A designated representative of a deceased victim

- A “Good Samaritan” who acted to prevent or respond to a crime
- Seeking or enforcing an order of protection

For purposes of this policy:

- A “Good Samaritan” is an individual who acts in good faith to prevent a crime, assist law enforcement, or aid in an arrest
- A victim’s representative may include a legal guardian, attorney, executor, parent of a minor, or other authorized individual

Notice and Documentation

Employees must notify their supervisor of the need for leave no later than the day before the absence, unless circumstances prevent advance notice.

Employees may be required to provide documentation verifying their participation in the proceeding.

Bellavista prohibits retaliation against any employee who requests or uses leave under this policy.

Blood Donation Leave

Employees are eligible for up to three (3) hours of leave per calendar year to donate blood.

Employees must provide at least three (3) working days’ notice prior to taking leave for this purpose.

For non-exempt employees:

- Leave is paid if the donation occurs at a School-sponsored blood drive
- Leave is unpaid if the donation occurs at a non-School-sponsored location

Exempt employees will not have their salary reduced for time taken under this policy.

Employees may be required to provide documentation confirming the donation.

Retaliation for requesting or using this leave is prohibited.

Cancer Screening Leave

Employees may take up to four (4) hours of paid leave each school year for breast or prostate cancer screenings.

This leave is separate from and does not reduce any accrued sick leave or other paid time off.

Employees must submit a written request at least one (1) week in advance and provide documentation from a healthcare provider following the screening.

Time Off to Vote

Bellavista encourages all employees to participate in the voting process.

Employees who do not have sufficient time outside of their work schedule to vote may take up to two (2) hours of paid leave to do so.

If polls are open for at least four (4) consecutive hours before or after an employee's scheduled workday, the employee is considered to have sufficient time to vote outside of work hours.

Employees must notify their supervisor at least two (2) working days prior to the election if they require time off to vote.

Employees will not be penalized for requesting or taking leave in accordance with this policy.

11.7 Military Leave of Absence

Bellavista complies with the Uniformed Services Employment and Reemployment Rights Act (USERRA) and all applicable state laws.

Employees who leave employment for military service may elect to continue their health benefits for up to twenty-four (24) months, at their own expense.

Employees who do not continue coverage may be reinstated in the School's health plan upon return, subject to applicable conditions.

Employees must provide advance notice of military service when practicable and must apply for reemployment in accordance with legal timelines.

Documentation from the U.S. Armed Forces may be required.

Employees should notify the School as soon as they receive notice of activation.

11.8 Military Spouse Leave

Employees who are spouses of active-duty military personnel deployed during a period of military conflict may be eligible for up to ten (10) days of unpaid leave.

This leave may be used when the service member is on leave from deployment.

Employees may be required to provide documentation supporting the request.

Bellavista prohibits retaliation against employees who request or use leave under this policy.

11.9 Workers' Compensation

Employees who are injured or become ill as a result of their work are covered under workers' compensation insurance.

Employees must report any workplace injury or incident immediately to the designated administrative office.

Employees are responsible for completing all required documentation related to the claim.

Failure to report an injury in a timely manner may result in delays or denial of benefits.

Workers' compensation may provide medical care and wage replacement in accordance with applicable law.

11.10 Unauthorized Absence

An employee who is absent for two (2) consecutive workdays without notifying their supervisor or designated contact will be considered to have voluntarily resigned.

The effective date of resignation will be the first day of the unreported absence.

This determination will be made by the CEO or designee in consultation with the leadership team.

12. Leaves of Absence

Family and Medical Leave

Bellavista complies with the Family and Medical Leave Act (FMLA), which provides eligible employees with unpaid, job-protected leave under specified conditions.

Eligibility and Entitlement

Employees who have completed at least twelve (12) months of service and worked at least 1,250 hours are eligible for up to twelve (12) weeks of unpaid leave for qualifying reasons, including:

- Pregnancy, childbirth, and related medical conditions
- Bonding with a newborn or newly placed adopted or foster child
- Caring for a spouse, child, or parent with a serious health condition
- The employee's own serious health condition
- Qualifying exigencies related to military service
- Caring for a covered service member with a serious injury or illness

State laws may provide additional or expanded leave benefits. Employees should consult with the School for guidance on eligibility and coverage.

Advance Notice

Employees must submit a written request for FMLA leave at least thirty (30) days in advance when the need for leave is foreseeable.

Requests should be submitted to the designated administrative office and coordinated with the employee's supervisor.

When thirty (30) days' notice is not possible due to unforeseen circumstances, employees must provide notice as soon as practicable. Employees may be required to explain why advance notice was not provided.

If an employee fails to provide required notice without a reasonable justification, Bellavista may delay the start of FMLA coverage until thirty (30) days after notice is provided.

Employees must provide sufficient information to allow the School to determine whether the leave qualifies under FMLA, including the expected duration and timing of the leave.

Failure to respond to reasonable requests for additional information may result in denial of the leave.

Medical Certification

When leave is requested due to a serious health condition of the employee or a family member, Bellavista requires medical certification from a healthcare provider.

Employees must submit a complete and sufficient certification within fifteen (15) calendar days of the request, unless it is not practicable despite good faith efforts.

If the certification is incomplete or insufficient, the School will notify the employee in writing and provide at least seven (7) calendar days to correct the deficiency.

Failure to provide a complete certification or to correct deficiencies within the required timeframe may result in denial of leave.

If necessary, Bellavista may contact the healthcare provider to clarify or authenticate the certification. This contact will be handled by appropriate administrative personnel and not by the employee's direct supervisor.

The School may also require, at its own expense:

- A second medical opinion from a provider of its choosing
- A third opinion, jointly selected, if the first two opinions conflict

The third opinion will be final and binding.

Additional documentation requirements apply to military-related leave, including submission of military orders or appropriate certifications from authorized healthcare providers.

During leave, employees may be required to provide periodic updates or recertifications confirming the continued need for leave.

Substitution of Paid Leave

Employees may elect, or may be required, to use accrued paid leave (such as sick leave) concurrently with FMLA leave.

Use of paid leave does not extend the total duration of FMLA leave beyond the twelve-week entitlement.

Once all paid leave has been exhausted, any remaining FMLA leave will be unpaid.

Benefits During Leave

While on FMLA leave, employees will continue to receive health insurance coverage under the same terms and conditions as if they were actively working.

Employees remain responsible for their portion of premium payments.

- If the employee is receiving pay, premiums will be deducted through payroll
- If the leave is unpaid, the employee must submit payment directly to the School on a monthly basis

Failure to make timely payments may result in termination of coverage.

Retirement contributions will not be made during unpaid leave periods, as there is no payroll from which to deduct contributions. Employees may adjust contributions before or after leave in accordance with plan rules.

Intermittent and Reduced Schedule Leave

Leave may be taken intermittently or on a reduced schedule when medically necessary.

Employees must make reasonable efforts to schedule planned medical treatment in a way that minimizes disruption to School operations.

Bellavista may temporarily assign the employee to an alternative position that better accommodates the intermittent or reduced schedule. Any such position will be equivalent in pay and benefits.

Leave During School Closings

If a holiday occurs during a week in which FMLA leave is taken, the entire week counts toward the employee's FMLA entitlement.

However, extended school closures (such as scheduled breaks or summer recess) do not count against FMLA leave if the employee would not otherwise be required to work during that time.

This provision does not apply to employees who work on a year-round schedule.

Communication During Leave

Employees on FMLA leave are required to maintain periodic communication with the School regarding their status and expected return date.

Approximately two (2) weeks prior to the anticipated return, employees must confirm their return-to-work date.

Failure to maintain communication may affect employment status.

Instructional Employees

Special rules apply to employees in instructional roles.

Depending on the timing and duration of leave, instructional employees may be required to remain on leave until the end of an academic term under certain conditions, including:

- When leave begins more than five (5) weeks before the end of a term and extends into the final three (3) weeks
- When leave begins within five (5) weeks of the end of a term and lasts more than two (2) weeks
- When leave begins within three (3) weeks of the end of a term and exceeds five (5) working days

Additional requirements may apply for intermittent or reduced schedule leave that exceeds twenty percent (20%) of working days during the leave period.

In such cases, employees may be required to take leave in defined blocks or be temporarily reassigned to an equivalent position.

12.1 Return-to-Work Certification

Employees who take leave due to their own serious health condition are required to submit a fitness-for-duty certification prior to returning to work.

This certification must:

- Be completed and signed by the employee's healthcare provider
- Confirm that the employee is medically able to resume work
- Specifically address the employee's ability to perform the essential functions of their position

Bellavista may delay an employee's return to work until an appropriate and complete certification is received.

If an employee does not provide the required certification, reinstatement may be denied in accordance with applicable law.

12.2 Restoration of Position and Benefits

During FMLA leave, employees will retain any benefits that were accrued prior to the start of the leave.

However, employees will not continue to accrue additional benefits—such as seniority, paid time off, or holiday pay—during periods of unpaid leave, unless otherwise required by law or explicitly provided for under School policy.

At the conclusion of FMLA leave, an employee will generally be restored to the same position held prior to the leave.

Restoration may not be guaranteed under the following circumstances:

- The employee's total FMLA-related absence exceeds twelve (12) weeks
- The employee would not have remained employed for reasons unrelated to the leave
- The employee is unable to perform the essential functions of the position, with or without reasonable accommodation
- The employee provides notice that they do not intend to return

- The leave was obtained through fraudulent means
- The employee qualifies as a “key employee” and reinstatement would result in substantial and grievous economic harm to the School

If the original position is no longer available, Bellavista will make reasonable efforts to place the employee in a position that is equivalent in pay, benefits, and working conditions.

Failure to return to work or to communicate an inability to return at the conclusion of leave will be treated as a voluntary resignation.

Return to work may also be delayed if the required fitness-for-duty certification has not been submitted.

12.3 Miscellaneous Provisions

The provisions of the FMLA do not replace or limit any rights provided under state or local law that offer greater protections or expanded leave entitlements.

Where applicable, Bellavista will comply with the law that provides the greater benefit to the employee.

FMLA leave runs concurrently with other applicable leave types, including leave related to workers’ compensation or disability, unless otherwise required by law.

Employees are encouraged to consult with the CEO or designated administrative lead regarding any questions about leave eligibility, coordination of benefits, or applicable state-specific provisions.

12.4 Definitions

For purposes of this policy, the following definitions apply:

Covered Active Duty
Refers to duty performed by a member of the Armed Forces during deployment to a foreign country. For reserve components, this includes duty under a call or order to active duty in support of a contingency operation.

Covered Service Member
Includes:

- A current member of the Armed Forces (including National Guard or Reserves) undergoing medical treatment, recuperation, or therapy for a serious injury or illness incurred or aggravated in the line of duty; or

- A veteran who served within the past five (5) years and has a qualifying injury or illness connected to active duty service

Serious Injury or Illness (Military)
An injury or illness incurred in the line of duty that may render the service member unable to perform the duties of their position, rank, or rating.

Immediate Family Member
Includes a spouse (including legally recognized same-sex spouses), child, or parent. For purposes of Bellavista policy, this definition also includes domestic partners, stepparents, stepchildren, and other individuals as determined by the CEO or designee.

Key Employee
A salaried employee who is among the highest-paid ten percent (10%) of all employees. Under FMLA, reinstatement of a key employee may be denied if it would result in substantial and grievous economic injury to the School.

Qualifying Exigency
Includes, but is not limited to:

- Short-notice military deployment (seven days or less notice)
- Military-sponsored events, ceremonies, or briefings
- Urgent childcare or school-related arrangements resulting from deployment
- Financial or legal arrangements related to military service
- Counseling related to deployment (non-medical)
- Time spent with a service member on rest and recuperation leave (up to five days)
- Post-deployment activities occurring within ninety (90) days
- Any additional activity agreed upon by the employee and the School

Serious Health Condition
A condition involving:

- Inpatient care (overnight stay in a hospital or medical facility), or
- Continuing treatment by a healthcare provider, including:

a. A period of incapacity lasting more than three (3) consecutive days with:

- Two or more treatments, or
- One treatment followed by a continuing course of care

b. Pregnancy or prenatal care

c. Chronic conditions requiring periodic treatment (at least twice annually)

d. Permanent or long-term conditions requiring supervision

e. Conditions requiring multiple treatments, such as surgery or therapy

12.4 Short-Term Disability

Bellavista provides a short-term disability (STD) benefit to eligible full-time employees.

Under this program:

- Employees may receive sixty percent (60%) of their weekly earnings, up to $1,500 per week
- Benefits begin after a seven (7) day waiting period
- Coverage applies to qualifying conditions, including illness, injury, and pregnancy

Bellavista will cover the cost of the waiting period.

Employees must notify the designated administrative office as soon as possible when a disability is anticipated and must complete required certification documentation.

12.5 Maternity Leave

Pregnancy-related disability is treated in the same manner as any other temporary disability.

Employees may use:

- Sick leave
- Personal leave
- Short-term disability benefits
- Other available paid time off

FMLA leave may also be used, up to a maximum of twelve (12) weeks.

Short-term disability benefits apply only during the period of medical disability, which is typically:

- Six (6) weeks for a standard delivery
- Eight (8) weeks for a cesarean delivery

12.6 Paid Childcare Leave

Eligible employees who have completed at least twelve (12) months of employment and have recently had a child, adopted, or accepted a foster placement may receive paid childcare leave.

- Primary caregivers: up to six (6) weeks
- Non-primary caregivers: up to three (3) weeks

Employees who give birth must apply for short-term disability benefits.

Bellavista will supplement disability benefits to provide up to one hundred percent (100%) of salary for the first six (6) weeks, subject to limits and eligibility requirements.

Total compensation will not exceed the employee's regular salary.

Childcare leave runs concurrently with FMLA leave and any applicable disability leave.

New York Adoptive Parents Leave

Employees who adopt a child are eligible for leave under the same terms as birth parents.

This applies to:

- Children of pre-school age
- Children under eighteen (18) who are classified as hard-to-place or have qualifying needs under New York law

Personal Leave of Absence

Employees with at least two (2) years of service who are not eligible for FMLA may request a personal leave of absence.

Requests must:

- Be submitted in writing
- Include a clear explanation of the reason for leave
- Be approved in advance

Personal leave may be granted for up to ninety (90) calendar days and is subject to the operational needs of the School.

Employees must use all available paid time off before transitioning to unpaid leave.

During unpaid leave:

- Benefits do not accrue
- Employees are responsible for paying benefit premiums
- Failure to make timely payments may result in loss of coverage

There is no guarantee of reinstatement following personal leave. If the position is no longer available, the employee may apply for open roles for which they are qualified.

Failure to return from leave may result in repayment of employer-paid benefit costs and may be treated as a resignation.

12.7 General Leave With or Without Pay

Bellavista may grant a general leave of absence, with or without pay, in circumstances that do not fall within a specific leave category otherwise addressed in this Handbook or required by law. General leave is discretionary. Approval is not automatic, and employees should not assume that a request will be granted simply because similar leave has been approved in the past.

Requests for general leave must be submitted to the CEO or designee in writing and should include the reason for the request, the anticipated start date, the expected duration of the leave, and any other information necessary for the School to evaluate the request. Bellavista may require supporting documentation where appropriate.

In determining whether to approve a general leave request, we may consider a range of factors, including but not limited to:

- the reason for the request;
- the length of the proposed leave;
- the employee's role and responsibilities;
- the employee's attendance and performance history;
- the extent to which the leave would disrupt instruction, student support, operations, or compliance;
- the School's ability to provide coverage during the requested period; and
- any other operational considerations relevant at the time of the request.

If a general leave is approved, Bellavista will specify in writing whether the leave is paid or unpaid, the dates of the approved leave, any conditions attached to the approval, and any expectations regarding communication while the employee is out. If the employee fails to comply with those conditions, fails to return to work at the end of the approved leave, or fails to communicate with the School regarding an approved extension, Bellavista may treat the employee as having voluntarily resigned.

Nothing in this section guarantees reinstatement, salary continuation, or continued accrual of benefits unless expressly required by law or specifically approved in writing by the School.

12.8 Insurance Premium Payment During Leaves of Absence

Employees who remain enrolled in School-sponsored benefit plans while on leave, whether paid or unpaid, remain responsible for the employee share of premium contributions.

If an employee is on paid leave and continues receiving payroll, employee premium contributions will ordinarily continue to be deducted through payroll in the usual manner. If an employee is on unpaid leave, Bellavista may require the employee to remit premium payments directly to the School according to a payment schedule established by the School.

Employees are expected to coordinate payment arrangements with the School before or as soon as practicable after the leave begins. The School may provide written instructions regarding:

- the amount due;
- the due date for payment;
- the acceptable payment method;
- any applicable grace period; and
- the consequences of nonpayment.

Failure to make timely premium payments may result in the loss of coverage, subject to applicable law and plan requirements. Bellavista reserves the right to discontinue coverage when employee contributions are not paid as required. If coverage lapses because of nonpayment, reinstatement may be subject to carrier rules, legal requirements, or plan limitations.

12.9 Entitlement Pay Following a Leave of Absence

If, during the school year, an instructional employee works fewer scheduled days because of an approved leave of absence, Bellavista may implement an entitlement pay adjustment to reconcile the employee's compensation for the remainder of the academic year.

The purpose of entitlement pay is to align:

- the percentage of annual working days actually worked by the employee, and
- the percentage of annual salary actually received by the employee.

An adjustment may become necessary if the employee begins a leave during the year or exhausts available paid time off and transitions into unpaid status. In those circumstances, salary may need to be recalculated beginning with the first payroll period in which the leave occurs or the first payroll period after paid leave has been exhausted.

For purposes of this calculation:

- sick days and personal days provided by the School and properly used by the employee will be treated as days worked; and
- days beyond available paid leave will be treated as days not worked.

Employees may be required to use available paid time off before any unpaid leave period is reflected through entitlement pay. Because entitlement pay can affect future payroll, employees should contact the designated administrative office promptly if they have questions about how a leave may affect salary.

13. Workplace Conduct and Environment

13.1 Code of Conduct

Every employee of Bellavista is expected to follow School policies and maintain appropriate standards of conduct at all times. Because employee behavior directly affects students, families, colleagues, and the public's confidence in the School, we require all employees to conduct themselves with professionalism, integrity, sound judgment, and respect.

Our expectation is not limited to avoiding obvious misconduct. We expect employees to act in ways that support a safe, orderly, and mission-aligned environment. This includes respecting the rights and dignity of others, exercising discretion, safeguarding School property and information, complying with directives from supervisors, and avoiding conduct that could reasonably undermine the School's operations or reputation.

The examples below are intended to illustrate conduct that may result in disciplinary action, up to and including suspension without pay and/or termination. This list is not exhaustive. Conduct not specifically listed may also result in discipline if it is inconsistent with School expectations, interferes with School operations, jeopardizes safety, or violates law or policy. Nothing in this section alters the at-will nature of employment.

Bellavista may impose discipline for conduct including, but not limited to, the following:

1. **Violation of School rules or policies.**
   Failure to comply with School procedures, directives, or standards of conduct, or engaging in conduct that negatively affects the School's ability to function effectively.
2. **Safety and security violations.**
   Failure to observe safety requirements, disregarding security procedures, failing to use required safety equipment, tampering with safety devices, or possessing unauthorized weapons, firearms, or explosives on School property or while performing School duties.
3. **Negligence or endangerment.**
   Careless acts or omissions that put students, employees, or others at risk, including negligent operation of a School vehicle or equipment.

4. **Drug and alcohol violations.**
   Possession, use, or sale of controlled substances during work time or on School property, except for lawfully prescribed medication that does not impair performance; reporting to work intoxicated or under the influence of drugs or alcohol.
5. **Criminal, violent, or threatening behavior.**
   Engaging in criminal conduct, acts of violence, threats of violence, fighting, provoking fights, or causing negligent or intentional property damage while on School premises or while representing the School.
6. **Insubordination.**
   Refusing to comply with reasonable instructions or work-related directives from a supervisor, including refusal to assist with assigned duties or special assignments.
7. **Threatening or coercive conduct.**
   Intimidating, threatening, or coercing other employees, on or off School grounds, for any reason connected to employment.
8. **Sabotage or destruction of property.**
   Deliberately or negligently damaging School property or the property of employees, visitors, contractors, or vendors.
9. **Theft or unauthorized use of property.**
   Stealing, misappropriating, removing, or using School property or the property of others without permission, including documents, equipment, materials, and other resources.
10. **Dishonesty or falsification.**
    Making false statements or altering information in connection with employment, including employment applications, payroll records, leave requests, certifications, attendance records, or any other School documents.
11. **Violations of anti-discrimination or anti-harassment policies.**
    Engaging in conduct prohibited by the School's equal opportunity, anti-discrimination, anti-harassment, or sexual harassment policies.
12. **Confidentiality violations or conflicts of interest.**
    Improperly disclosing confidential or proprietary information, breaching employee or student confidentiality, or working in a manner that creates an actual or perceived conflict of interest.
13. **Workplace disruption.**
    Spreading malicious rumors, creating division or unnecessary conflict, interfering with another employee's work, encouraging others to restrict productivity, or otherwise contributing to a disorderly work environment.
14. **Immoral or indecent conduct.**
    Engaging in behavior on School property that is inappropriate, indecent, or inconsistent with the professional standards expected in a school setting.
15. **Unsatisfactory performance.**
    Performing work carelessly, producing work of unacceptable quality, or failing to meet clearly communicated performance expectations.

16. **Attendance and punctuality violations.**
    Excessive lateness, repeated absences, leaving work early without permission, failing to be ready to work at the scheduled start time, or stopping work before authorized times.
17. **Sleeping, loitering, or misuse of School time.**
    Sleeping during work hours, loitering instead of performing assigned duties, or excessive personal use of School telephones or similar systems.
18. **Unsanitary conditions.**
    Creating or contributing to unsafe, unhealthy, or unsanitary workplace conditions.
19. **Unauthorized postings or alterations.**
    Posting, removing, or changing notices or materials on School property without permission.
20. **Abusive or disorderly conduct.**
    Using obscene, abusive, or offensive language; treating students, families, or colleagues rudely; or engaging in antagonistic or disruptive behavior on School premises.
21. **Failure to report student or property-related incidents.**
    Not immediately reporting student injury, suspected harm, accidents, or damage involving School equipment or facilities.
22. **Timekeeping violations.**
    Altering or falsifying timesheets, attendance logs, or payroll-related records, or failing to record time worked accurately.
23. **Unauthorized transportation of students.**
    Transporting students without prior approval from School administration.
24. **Violation of the Dignity for All Students Act.**
    Engaging in conduct that violates the School's obligations under the Dignity for All Students Act or related School policies.

Disciplinary action for violations of this Code of Conduct will depend on the nature of the conduct, the employee's prior record, the effect on students or School operations, and any other relevant circumstances.

13.2 Dignity for All Students Act (DASA)

Respect for All

Bellavista is committed to maintaining a school environment in which all students are safe, respected, and able to learn free from discrimination, harassment, hazing, and bullying. We recognize that these behaviors are harmful not only to the individual student who is targeted, but also to students who engage in such conduct, students who witness it, and the overall school community.

Discriminatory or harassing behavior undermines the School's educational mission and disrupts the safe and orderly operation of the School. For that reason, Bellavista prohibits all forms of discrimination, harassment, hazing, and bullying on School property, on School buses, and at School-sponsored programs, events, and activities.

This prohibition also applies to conduct that occurs off School grounds when the conduct could reasonably be expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the School or to impinge on the rights of other students.

Bellavista recognizes that bullying and related misconduct have historically been directed at students based on actual or perceived characteristics, including but not limited to race, color, religion, national origin, ancestry, ethnicity, sexual orientation, socioeconomic status, age, disability, gender, gender identity or expression, obesity, or association with a person in one of those categories. Such conduct is prohibited.

Definitions

For purposes of this policy, the following definitions apply.

Bullying
Bullying refers to hostile behavior that causes harm or fear through intimidation, aggression, humiliation, or threats of continued mistreatment. In practice, bullying may take the form of harassment, intimidation, hazing, or discriminatory conduct. The term is used broadly in this policy so that early intervention can occur before conduct escalates into a more serious violation of law or School policy.

Discrimination
Discrimination means denying a person rights, benefits, opportunities, equitable treatment, or access to programs, services, or facilities based on the group, class, or protected category to which that person belongs.

Hazing
Hazing means an induction, initiation, or membership activity that involves harassment and results in or is likely to result in public humiliation, emotional discomfort, physical injury, or ridicule.

Harassment
Harassment includes the creation of a hostile environment through conduct, verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, benefits, or mental, emotional, or physical well-being. Harassment also includes conduct that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety.

Harassment may be based on a student's actual or perceived:

- race;
- color;
- weight;
- national origin;
- ethnic group;
- religion;
- religious practice;
- disability;
- sex;
- sexual orientation; or
- gender, including gender identity or expression.

In some circumstances, bullying or harassment may also constitute a violation of civil rights law.

Prevention

Bellavista views prevention as an essential part of its DASA obligations. The School environment provides an important opportunity to teach and reinforce respect, cooperation, empathy, and appropriate conduct among students and staff. Prevention efforts are intended not only to reduce incidents of bullying and harassment, but also to build stronger and more supportive relationships within the School community.

To support prevention, Bellavista will:

- incorporate anti-bullying and respect-based expectations into school culture and student learning;
- provide professional development to staff on identifying warning signs, intervening appropriately, and preventing escalation;
- provide age-appropriate instruction and reinforcement for students regarding respectful behavior and the impact of bullying and harassment; and
- establish procedures for reporting, investigating, responding to, and tracking allegations.

Each year, the CEO or designee will appoint a Dignity Act Coordinator (DAC). The DAC will be responsible for coordinating implementation of this policy, supporting dissemination of information, helping oversee prevention strategies, and serving as a point of coordination for responses to complaints.

Bellavista may also establish committees or working groups that include administrators, staff, students, and families to support prevention planning, identify concerns early, and assist in strengthening School-wide strategies.

Intervention

Early intervention by adults and bystanders is an important part of preventing escalation and addressing conduct before it causes more significant harm. Bellavista expects staff to take reports of bullying and harassment seriously and to act promptly when they become aware of such conduct.

Intervention may include both immediate and longer-term responses. Depending on the circumstances, responses may involve:

- stopping the conduct and separating students as needed;
- ensuring the immediate safety of the targeted student;
- referring students to counseling, behavioral supports, or other appropriate resources;
- implementing restorative, educational, or disciplinary responses;
- engaging families when appropriate; and
- documenting and monitoring the matter over time.

Bellavista recognizes that successful intervention often includes remediation. Remedial measures may be directed at the student engaging in the misconduct, the environment in which the conduct occurred, or both. The goal is not only to stop the conduct, but also to prevent recurrence and restore a safe environment.

Staff who become aware of bullying or harassment are expected either to intervene directly when appropriate and safe to do so or to refer the matter promptly to the proper School personnel for action.

Provisions for Students Who Do Not Feel Safe at School

Bellavista recognizes that, in some cases, a student may continue to feel unsafe even after adults have intervened. When a student indicates that they do not feel safe at School, we will take those concerns seriously and consider whether additional accommodations are necessary.

Possible accommodations may include adjustments to supervision, classroom arrangements, movement patterns, arrival and dismissal procedures, or access to support personnel. Any response will be tailored to the individual circumstances and will be developed with careful attention to the student's needs.

The School also recognizes that safety measures must be balanced against the risk of isolating or stigmatizing the targeted student. For that reason, decisions about accommodations will be made on an individualized basis and, when appropriate, in collaboration with the student, the student's parent or guardian, and relevant School staff.

Bellavista will monitor the effectiveness of any accommodations put in place and will schedule follow-up meetings or discussions as needed to determine whether additional adjustments are required or whether the accommodations can be modified or discontinued.

13.3 Training (DASA Implementation)

Bellavista recognizes that effective implementation of bullying prevention and intervention requires sustained and intentional professional development. Training is not a one-time activity, but an ongoing component of maintaining a safe and supportive school environment.

To support this work, we will incorporate training related to bullying prevention, identification, reporting, and intervention into both new staff onboarding and the annual professional development plan.

Training opportunities will be provided to all staff members, including but not limited to instructional staff, administrative staff, support staff, and any personnel who have direct or indirect contact with students.

The CEO or designee will ensure that designated personnel responsible for coordinating bullying prevention efforts, including the Dignity Act Coordinator (DAC) or equivalent role, receive training aligned to state requirements. These individuals will also participate in continued professional development to ensure they are able to effectively support the implementation, monitoring, and refinement of School policies and practices.

13.4 Reporting and Investigation

Bellavista acknowledges that incidents of bullying and harassment cannot be effectively addressed unless they are reported. While reporting may be difficult, particularly for students, the School expects and encourages members of the community to come forward with concerns.

Reports may be made verbally or in writing to any member of the School staff. Individuals who may submit a complaint include:

- students who have experienced bullying;
- parents or guardians of affected students;
- staff members who observe or become aware of conduct; and
- other members of the School community.

All complaints will be documented, tracked, and handled in accordance with established procedures and applicable law. Where relevant, complaints may also be addressed under related policies, including equal opportunity, nondiscrimination, or sexual harassment policies.

If a staff member is unsure how to proceed with a report, they are expected to seek guidance from their supervisor or a designated administrator immediately. Failure to act on known or reported concerns may constitute a violation of employee expectations.

All School personnel have an affirmative duty to report:

- incidents of student-to-student bullying that they observe;
- incidents of staff-to-student bullying that they observe; and
- incidents of bullying that are reported to them by students.

Such reports must be made to the CEO or a designated administrator responsible for oversight.

Bellavista will ensure that incidents are reported to the New York State Education Department as required. Where applicable, incidents may also be included in the Violent and Disruptive Incident Reporting (VADIR) system or other state-mandated reporting systems.

Investigation Procedures

All reported incidents will be investigated promptly and in a manner consistent with School procedures and legal requirements.

Investigations will include:

- review of the complaint and any supporting documentation;
- interviews with involved parties, including the target, the accused, and any witnesses;
- review of any available evidence; and
- documentation of findings and conclusions.

The outcome of the investigation will be communicated to both the complainant (or target) and the accused, consistent with privacy laws and School procedures.

If either party disagrees with the outcome, they may appeal the findings through the process outlined in School policy.

13.5 Disciplinary Consequences and Remediation

Bellavista prioritizes prevention and early intervention; however, when bullying or harassment occurs, the School will respond decisively.

Students who engage in bullying behavior will be clearly informed that such conduct is unacceptable and must change. The School will provide guidance and support to help students develop more appropriate ways of interacting with others.

Where appropriate, disciplinary action may be imposed in accordance with the School's Code of Conduct. If the conduct rises to the level of potential criminal activity, law enforcement may be contacted.

Consequences for student misconduct will be individualized and will take into account:

- the nature and severity of the behavior;
- the developmental age of the student;
- the student's disciplinary history;
- the impact on the target and the broader school environment; and
- applicable provisions of the Code of Conduct.

Responses may include both disciplinary consequences and remedial supports, with the goal of correcting behavior and preventing recurrence.

13.6 Non-Retaliation

Bellavista strictly prohibits retaliation against any individual who:

- reports bullying or harassment;
- participates in an investigation; or
- supports a complaint in good faith.

This protection applies to students, staff, and any other individuals involved in the process.

Any act of retaliation will be treated as a serious violation of School policy and may result in disciplinary action, up to and including termination for employees or appropriate consequences for students.

13.7 False Claims

While the School encourages reporting, knowingly making false accusations of bullying or harassment is prohibited.

Students who intentionally make false claims will be subject to disciplinary action in accordance with the Code of Conduct.

13.8 Dissemination, Monitoring, Review, and Reporting

Bellavista will ensure that this policy, or a plain-language summary, is accessible to the School community.

This includes distribution through:

- student registration materials;
- student and family handbooks;
- employee handbooks; and
- the School's website.

A complaint reporting form will be made available through the School's website and administrative office.

All reporting and public disclosure will comply with the Family Educational Rights and Privacy Act (FERPA) and other applicable privacy laws.

The School will periodically review this policy and related procedures to ensure continued compliance with law and alignment with best practices.

13.9 Employee Discipline

When an employee fails to comply with School policies, procedures, or expectations, or engages in conduct that interferes with the orderly operation of the School, Bellavista will implement corrective action.

Disciplinary measures may include:

- verbal warning;
- written warning;
- suspension;
- reassignment or transfer; or
- termination of employment, with or without notice.

The School is not required to follow a specific sequence of disciplinary steps. The level of discipline imposed will be based on the circumstances of the situation and an evaluation of all relevant factors.

Conduct that may result in disciplinary action includes, but is not limited to:

- violation of School policies, procedures, or safety requirements;
- insubordination or refusal to follow directives;
- repeated lateness or excessive absences;
- unauthorized possession, use, or sale of alcohol or controlled substances;
- unauthorized possession or use of weapons;
- poor or unsatisfactory performance;
- reporting to work under the influence;
- theft, dishonesty, or falsification of records;
- misuse of technology or School systems;

- fighting or threatening behavior;
- abusive, offensive, or inappropriate language;
- harassment or disrespect toward any member of the School community; and
- any other conduct determined by the Board of Trustees or CEO to be inconsistent with School expectations.

These examples are illustrative and not exhaustive. All disciplinary decisions will be based on a full review of the circumstances.

13.10 Political Activities

Bellavista maintains a strict separation between employment and political activity.

Employment decisions will not be influenced by political affiliation, support, or activity. No position at the School will be offered or withheld based on political considerations.

Employees may not engage in political activity while acting in their capacity as representatives of the School.

Employees are prohibited from using:

- work time;
- School property; or
- School resources

to influence legislation, political campaigns, or public policy.

If Bellavista responds to requests for information from government officials, those responses will be coordinated through the CEO.

Employees who are invited to testify, present, or otherwise participate in public or governmental proceedings related to School matters must obtain prior approval from the CEO before doing so.

14. Appearance and Personal Hygiene

Employees serve as role models for students and are expected to present themselves in a manner that reflects professionalism, seriousness of purpose, and respect for the School environment.

Maintaining a professional appearance contributes to a positive and orderly school culture and reinforces expectations for students.

All employees, regardless of role, are expected to maintain appropriate standards of hygiene, grooming, and attire throughout their employment.

Hygiene Expectations

Employees are expected to maintain personal cleanliness and hygiene, including:

- regular bathing and personal care;
- maintaining oral hygiene;
- minimizing body odors through appropriate hygiene practices;
- avoiding excessive use of scented products;
- keeping fingernails clean and appropriately trimmed;
- maintaining neat and well-groomed hair, facial hair, and overall appearance.

Grooming Expectations

Employees must ensure that their overall appearance is professional and does not create safety concerns.

This includes:

- wearing clean, well-maintained clothing that fits appropriately;
- avoiding attire or accessories that interfere with job duties or safety;
- limiting jewelry that could pose a hazard;
- ensuring that visible tattoos or body modifications do not undermine the employee's effectiveness as a professional role model; and
- maintaining an appearance consistent with the expectations of a school environment.

Dress Code

Bellavista expects employees to dress in a manner that supports a professional, respectful, and structured learning environment.

Clothing must be:

- clean;
- in good condition;
- appropriately fitted; and
- suitable for a professional educational setting.

Appropriate attire includes:

- collared shirts, blouses, and professional tops;

- sweaters, vests, or layered professional attire;
- slacks, trousers, or equivalent professional bottoms;
- dresses or skirts of appropriate length;
- professional footwear.

Employees are expected to exercise sound judgment. If there is uncertainty about whether an item is appropriate, it should not be worn.

Prohibited Attire

The following items are not appropriate for the workplace:

- athletic wear, including sweatpants, shorts, or workout clothing;
- casual t-shirts, graphic shirts, or clothing with logos or slogans;
- sneakers, flip-flops, or casual footwear;
- overly revealing, tight, or suggestive clothing;
- hats or head coverings not required for religious or cultural reasons;
- clothing that exposes the midriff, chest, back, or other areas inconsistent with a professional setting.

This list is not exhaustive. The School reserves the right to determine whether attire is appropriate.

Enforcement

Supervisors are responsible for enforcing dress code expectations.

Employees who report to work dressed inappropriately may be required to leave and return in appropriate attire. Repeated violations may result in disciplinary action, up to and including termination.

Bellavista reserves the right to revise or interpret this policy as needed to support the School's mission and operational needs.

15. Use of Electronic Devices

At Bellavista, employees are expected to remain fully engaged in their assigned responsibilities throughout the workday. The use of personal electronic devices must not interfere with instruction, student supervision, safety, or the effective operation of the School.

The use of personal cell phones, smartphones, tablets, or similar electronic devices is prohibited during the instructional day except during designated meal or break periods. The instructional

day includes all periods when employees are responsible for students, participating in meetings, or performing assigned duties.

Limited exceptions may be granted in situations requiring immediate attention, such as urgent family matters. However, even in such cases, device use must be brief, discreet, and must not disrupt the work environment or compromise supervision of students.

Employees are expected to:

- keep personal calls to a minimum;
- limit personal communication to approved break periods whenever possible;
- ensure that device use does not detract from professional responsibilities; and
- remain attentive and present during all assigned duties.

Personal devices should not be visible or in use during the workday unless:

- the employee is on an approved break in a non-working area; or
- use is necessary due to a verified emergency.

Supervisors may establish additional expectations based on role-specific needs. Repeated or inappropriate use of personal devices may result in disciplinary action, up to and including termination.

15.1 School-Issued Cellular Devices

Bellavista may issue School-owned cellular devices to employees whose roles require consistent, reliable communication.

These devices are provided strictly for business purposes. Personal use is prohibited except for minimal, incidental use that does not interfere with work responsibilities, create tax implications, or violate School policy.

To ensure appropriate use:

- device activity may be monitored;
- call, text, and data usage logs may be reviewed; and
- employees are expected to use the device in accordance with all School policies.

Employees are responsible for the proper care, security, and maintenance of School-issued devices. This includes protecting devices from loss, theft, unauthorized access, or damage.

Employees must immediately report:

- lost devices;

- stolen devices; or
- damaged equipment.

Depending on the circumstances, employees may be held financially responsible for repair or replacement.

All School-issued devices remain the property of Bellavista and must be returned:

- upon resignation or termination;
- upon reassignment; or
- at any time upon request by the School.

Employees should have no expectation of privacy when using School-issued devices. Bellavista reserves the right to access, inspect, monitor, or search these devices at any time, with or without notice.

15.2 Cameras and Social Media Use

Bellavista maintains strict expectations regarding student privacy and confidentiality.

The use of cameras, camera-enabled devices, or recording features is prohibited during the workday unless explicitly authorized as part of an employee's assigned duties.

Employees may not:

- photograph or record students using personal devices;
- capture images or videos without a clear instructional or operational purpose; or
- retain or distribute images outside approved School systems.

Employees are strictly prohibited from posting, sharing, or distributing any photographs, videos, or identifying information of students on personal social media accounts or public platforms.

All approved photography or recording must comply with:

- School consent procedures;
- student privacy protections; and
- applicable laws and policies.

Violations of this policy may result in disciplinary action, up to and including termination, and may also result in legal consequences.

15.3 Electronic Recording

Bellavista requires that all recording of conversations or meetings be conducted transparently and with full consent.

Employees may not record any conversation, meeting, or interaction—whether in person, virtual, or by telephone—unless:

- all individuals present have been notified in advance; and
- all individuals have provided clear consent to the recording.

If an individual joins a meeting after recording has begun, that individual must also be informed and must provide consent.

Employees are prohibited from:

- secretly recording conversations;
- using recording devices without disclosure; or
- sharing recordings without authorization.

This policy does not apply to:

- publicly noticed Board of Trustees meetings;
- grievance hearings; or
- other meetings recorded in accordance with Board policy.

Unauthorized recording may result in disciplinary action, up to and including termination.

16. Substance Abuse Policy

Bellavista is committed to maintaining a safe, healthy, and secure environment for students and staff. Substance use that impairs judgment, performance, or safety is strictly prohibited.

Employees and contractors may not:

- use, possess, manufacture, distribute, or sell illegal drugs or controlled substances;
- possess or consume alcohol; or
- report to work under the influence of drugs or alcohol

while:

- on School property;
- during work hours, including breaks and lunch periods; or
- conducting School-related duties or business.

This policy applies equally to:

- School buildings and grounds;
- School vehicles; and
- off-site activities conducted on behalf of the School.

Employees who violate this policy are subject to disciplinary action, up to and including termination.

Bellavista may, at its discretion, require an employee to participate in a substance abuse assistance or rehabilitation program as a condition of continued employment.

All information related to substance use or treatment will be handled confidentially in accordance with applicable law.

Prescription Medication

Employees taking prescribed medication that may affect performance or safety must notify their supervisor.

Employees are not required to disclose the specific medication but must provide documentation from a licensed healthcare provider stating that:

- the employee can safely perform their job duties; or
- appropriate restrictions or accommodations have been identified.

Employees may not return to work until this documentation is provided and reviewed.

Enforcement

Bellavista reserves the right to enforce this policy through lawful means, including:

- inspection of workspaces;
- review of School property; and
- inspection of personal property on School premises when there is reasonable suspicion of a violation.

17. Relationships with Parents

Bellavista places a high value on respectful, professional, and responsive relationships with families.

Employees represent the School in all interactions with parents and guardians. Their conduct directly impacts trust, enrollment, and the reputation of the School.

Employees are expected to:

- communicate respectfully and professionally at all times;
- respond to concerns and inquiries promptly;
- follow through on commitments;
- demonstrate professionalism and competence; and
- maintain clear and appropriate boundaries.

Employees must not engage in relationships with parents or guardians that could compromise professional judgment or create a conflict of interest.

18. Relationships with Students

Employees must maintain clear professional boundaries with all students at all times.

Any relationship that extends beyond the scope of a professional educator-student relationship —or appears to do so—is strictly prohibited.

This includes conduct:

- on School grounds;
- off School grounds; and
- through digital communication or social media.

Violations may result in:

- immediate disciplinary action, including termination;
- reporting to law enforcement; and/or
- mandated reporting to child protection authorities.

Parents or guardians will be notified as appropriate.

19. Staff Relationships

Bellavista recognizes that personal relationships may develop among employees but requires that such relationships not interfere with professional responsibilities or create conflicts of interest.

Supervisors may not engage in romantic or sexual relationships with employees they supervise.

If such a relationship develops:

- it must be reported immediately;

- Bellavista may reassign roles; and
- one party may be required to resign if a conflict cannot be resolved.

Failure to disclose such relationships may result in disciplinary action.

20. Nepotism

Bellavista prohibits hiring or supervisory arrangements that create actual or perceived favoritism.

An individual may not be hired if they have an immediate family member in:

- a Board role;
- an administrative role; or
- a supervisory role over the position.

Immediate family includes spouses, parents, children, siblings, grandparents, grandchildren, and in-laws.

21. Family Management Policy

Bellavista establishes clear structures to prevent bias or conflicts when family relationships exist within the organization.

Management

Employees may not be directly supervised by a family member.

Evaluation

All evaluations must be conducted by non-family members and reviewed by the CEO.

Promotion

Only non-family members may recommend promotions. Final decisions rest with the CEO.

Compensation

All compensation decisions in these cases are determined by the CEO.

Confidentiality

Leadership must maintain strict confidentiality regarding personnel matters, including salaries, evaluations, and personal information.

25. Family Educational Rights and Privacy Act (FERPA)

Bellavista is committed to protecting the privacy and confidentiality of student education records in accordance with the Family Educational Rights and Privacy Act and its implementing regulations. All employees are expected to understand and comply with the School's FERPA obligations as part of their professional responsibilities.

FERPA is a federal law that governs access to and disclosure of student education records. It provides specific rights to parents and to students who are eighteen (18) years of age or older ("eligible students") and establishes strict requirements for how schools collect, maintain, and share student information.

Bellavista recognizes that the protection of student information is essential to maintaining trust with families and ensuring compliance with both federal and state law. Accordingly, we will safeguard all personally identifiable information (PII) relating to students, including students who are eligible, potentially eligible, or protected under additional laws such as the Individuals with Disabilities Education Act, where applicable.

Definition of Education Records

For purposes of this policy, "education records" include any records that are:

- directly related to a student; and
- maintained by Bellavista or by a party acting on behalf of the School.

Education records may exist in multiple formats, including but not limited to:

- written documents;
- electronic records;
- audio recordings;
- video recordings; and
- digital or cloud-based storage systems.

Bellavista maintains a range of education records that may include, but are not limited to:

- academic records and transcripts;
- attendance records;
- disciplinary records;
- special education records;
- assessment data; and

- other documentation related to a student's educational experience.

Personally Identifiable Information (PII)

Personally identifiable information (PII) refers to any information that can be used to identify a student, either directly or indirectly.

This includes, but is not limited to:

- the student's name;
- names of parents or family members;
- home address or contact information;
- student identification numbers;
- personal characteristics; and
- any other information that would make the student's identity easily traceable.

PII is considered confidential and may not be disclosed except as permitted under FERPA or with appropriate consent.

Directory Information

Directory information is a subset of education record information that is generally not considered harmful or an invasion of privacy if disclosed.

Directory information may include:

- student name;
- address and telephone number;
- email address;
- photograph;
- date and place of birth;
- grade level;
- enrollment status;
- participation in activities or athletics;
- honors, awards, and recognition;
- dates of attendance; and
- most recent prior school attended.

Bellavista may disclose directory information without prior consent unless a parent or eligible student has formally opted out.

Parents must submit a written request to the CEO or designee by the designated deadline each year (or within two weeks of enrollment) if they do not want directory information released.

Rights of Parents and Eligible Students

FERPA provides parents and eligible students with specific rights regarding education records.

Right to Inspect and Review

Parents have the right to inspect and review their child's education records.

Bellavista will comply with requests:

- within a reasonable timeframe;
- without unnecessary delay; and
- no later than forty-five (45) days after the request is received.

If the request relates to an Individualized Education Program (IEP) or due process proceeding, access will be provided prior to any related meeting or hearing.

Requests must be submitted in writing to the CEO or designee and must clearly identify the records being requested.

Parents also have the right to:

- request explanations or interpretations of records;
- obtain copies of records (subject to reasonable copying fees); and
- designate a representative to review records on their behalf.

If a representative is designated, Bellavista must receive written, signed authorization specifying:

- the records to be disclosed;
- the purpose of the disclosure;
- the recipient; and
- the duration of the authorization.

If a record contains information about more than one student, access will be limited to information related only to the requesting parent's child.

Right to Request Amendment

If a parent or eligible student believes that an education record contains information that is inaccurate, misleading, or violates privacy rights, they may request that the record be amended.

Requests must:

- be submitted in writing;
- clearly identify the portion of the record to be changed; and
- explain why the information is inaccurate or inappropriate.

Bellavista will review the request and provide a written response.

If the School denies the request, the parent or eligible student will be notified of their right to request a formal hearing. Additional information regarding hearing procedures will be provided at that time.

Disclosure of Records and Consent

Bellavista will not disclose personally identifiable information from education records without prior written consent, except where FERPA permits disclosure without consent.

Consent must meet the following criteria:

- the parent or eligible student is fully informed of the disclosure;
- consent is provided in writing;
- the disclosure is clearly described; and
- the consent is voluntary and may be revoked at any time.

Disclosure Without Consent

FERPA allows disclosure of education records without consent under specific conditions, including disclosure to:

- School officials with legitimate educational interests;
- authorized government agencies;
- organizations conducting studies for educational purposes;
- accrediting organizations;
- judicial orders or lawfully issued subpoenas; and
- other entities as permitted under federal regulations.

A “school official” includes:

- employees of the School;
- contractors or consultants performing institutional services;
- members of committees or governance bodies; and
- individuals assisting School officials in carrying out responsibilities.

A school official has a “legitimate educational interest” when access to records is necessary to fulfill professional duties.

Bellavista maintains a log of all individuals who access education records, including:

- the name of the individual;
- the date of access; and
- the purpose of the access.

Record Maintenance and Confidentiality

Bellavista will maintain education records in a secure manner and will ensure that only authorized personnel have access to confidential information.

Employees who have access to student information will receive training on confidentiality expectations and legal requirements.

Failure to maintain confidentiality or unauthorized disclosure of student information may result in disciplinary action, up to and including termination.

Complaints

Parents and eligible students have the right to file a complaint if they believe Bellavista has failed to comply with FERPA requirements.

Complaints may be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Bellavista encourages families to first contact the CEO or designee to attempt to resolve concerns at the School level.

26. Safety and Security

26.1 Health and Safety

Bellavista is committed to maintaining a safe and healthy environment for all students, employees, and visitors.

We will comply with all applicable health and safety laws and maintain a comprehensive safety plan that governs daily operations.

Employees play a critical role in maintaining a safe environment. All employees are expected to:

- keep workspaces free from hazards;
- follow proper procedures and safety protocols;
- report unsafe conditions immediately; and
- take proactive steps to prevent accidents or injuries.

Any unsafe condition, hazard, or concern must be reported immediately to the CEO or designated operations lead, even if the issue has already been addressed.

All injuries, accidents, or illnesses—regardless of severity—must be reported immediately. If emergency medical attention is required, employees should prioritize obtaining care and then report the incident as soon as possible.

Failure to follow safety procedures may result in disciplinary action.

26.2 Security

Maintaining a secure environment requires vigilance from all employees.

Employees must:

- report suspicious individuals or behavior immediately;
- safeguard keys, devices, and access credentials;
- never share passwords or access codes; and
- follow all building access protocols.

Failure to comply with security expectations may result in disciplinary action.

26.3 Parking

Employees must use designated parking areas and follow all safety expectations.

Bellavista is not responsible for:

- loss;
- theft; or
- damage to personal vehicles or property.

Employees are expected to report any incidents involving vehicles immediately.

26.4 Workplace Violence

Bellavista maintains a zero-tolerance policy for workplace violence.

Prohibited conduct includes:

- threats of violence;
- physical harm;
- intimidation;
- harassment; and
- possession of weapons.

All threats must be taken seriously and reported immediately.

The School may:

- investigate all reports;
- conduct searches when warranted; and
- take immediate disciplinary action.

26.5 Weapons

Weapons of any kind are strictly prohibited on School property.

This includes:

- firearms;
- knives;
- explosives; and
- any object used as a weapon.

Violations may result in immediate termination and referral to law enforcement.

26.6 Mandatory Abuse Reporting

All employees are mandated reporters and must report suspected abuse or neglect immediately.

Employees must:

- report concerns to leadership;
- ensure a report is filed with authorities; and
- follow up to confirm reporting occurred.

Failure to report may result in:

- termination; and/or
- legal consequences.

Bellavista strictly prohibits retaliation against individuals who report concerns.

27. Electronic Resources and Technology Use Policy

Bellavista provides employees, contractors, and authorized users with access to electronic systems and communication tools to support the effective operation of the School and the fulfillment of its mission. These tools are provided for business purposes and must be used in a professional, ethical, and lawful manner at all times.

For purposes of this policy, “Electronic Resources” include all technology systems owned, leased, or otherwise provided by Bellavista. These include, but are not limited to:

- computer systems, servers, and workstations;
- laptops and mobile devices;
- software applications and data systems;
- internal and external networks, including internet access;
- email, messaging, and communication platforms;
- telephone systems, voicemail systems, and cellular devices; and
- any related hardware, infrastructure, or digital storage systems.

All such resources remain the sole property of Bellavista and are provided to support School-related work. Access to these resources is a privilege, not a right, and may be modified, limited, or revoked at any time.

Use of Electronic Resources constitutes acceptance of and agreement to comply with this policy. Violations may result in disciplinary action, up to and including termination, and may expose the individual to civil or criminal liability where applicable.

27.1 No Expectation of Privacy

All Electronic Resources are provided for the purpose of conducting School business. As such, users should not expect privacy in any material created, stored, transmitted, or received using these systems.

This includes, but is not limited to:

- emails and attachments;
- text messages and instant messages;
- voicemail messages;
- documents and files;
- internet activity and browsing history; and
- any other data stored on or transmitted through School systems.

Bellavista reserves the right to access, monitor, review, copy, and retain any such materials at any time, with or without notice, for legitimate business purposes including compliance, safety, investigation, and operational oversight.

27.2 Waiver of Privacy Rights

By accessing or using Bellavista's Electronic Resources, users expressly acknowledge and agree that:

- they waive any expectation of privacy in their use of these systems;
- Bellavista may monitor usage through human or automated means; and
- all communications and data may be accessed, reviewed, and used by the School as necessary.

This waiver applies regardless of whether a user employs passwords, encryption, or other security measures.

27.3 Acceptable and Prohibited Uses

Electronic Resources must be used exclusively for legitimate School-related purposes unless limited incidental personal use is expressly permitted and does not interfere with work responsibilities.

Prohibited Uses

Users may not use Electronic Resources for:

- personal commercial activity, advertising, or solicitation;
- gambling, online shopping, or entertainment streaming unrelated to work;
- political campaigning or advocacy unrelated to School operations;
- accessing, creating, storing, or transmitting content that is unlawful, discriminatory, harassing, obscene, defamatory, or otherwise inappropriate;
- introducing malicious software, including viruses or self-replicating code; or
- any activity that violates School policy, FERPA, or other applicable laws.

Any employee who encounters inappropriate or prohibited material must report it immediately to the CEO or designee.

27.4 Software and Intellectual Property Compliance

Users may not, without prior written authorization:

- copy or distribute School-owned or third-party software;
- install unauthorized software or applications;
- modify, reverse-engineer, or decompile software; or
- download software onto School devices.

All software must be approved and installed by authorized personnel. Employees must comply with all licensing agreements and copyright laws.

Violations may result in disciplinary action and potential legal consequences.

27.5 Confidential Information and Data Security

Users are strictly prohibited from transmitting or disclosing confidential information, including:

- student records;
- personnel information;
- financial data;
- proprietary School information; or
- vendor-related confidential materials

to unauthorized individuals or systems.

Unauthorized disclosure may result in:

- disciplinary action;
- civil liability; and
- criminal penalties under applicable law.

27.6 Passwords and Access Controls

Users are responsible for maintaining the confidentiality and security of their passwords.

Users must:

- not share passwords with any other individual;
- not store passwords in unsecured locations;
- not access systems using another person's credentials; and
- immediately report any suspected breach or unauthorized access.

Passwords do not create a right to privacy. Bellavista retains full access to all systems regardless of password protections.

27.7 System Security and Access

Users must not:

- access files or systems without authorization;
- attempt to bypass security controls;
- probe for vulnerabilities or system weaknesses; or
- interfere with system protections.

Any such activity may result in immediate termination.

Portable Storage Devices

Portable storage devices may only be used for approved business purposes.

The following restrictions apply:

- sensitive data, including student records or personal information, may not be stored on portable devices;
- documents stored on portable devices must also exist on secure School systems;
- external devices may not be connected to School systems without authorization; and
- any loss of a device must be reported immediately.

Virus Protection and Internet Access

Users must take reasonable precautions to prevent introducing malicious software into School systems.

This includes:

- scanning all external files and devices before use;
- accessing the internet only through approved systems; and
- avoiding unsafe or unverified downloads.

Encryption

Users may not install or use encryption tools without authorization.

All encryption keys and access methods must be accessible to Bellavista. Export of encrypted materials must comply with federal regulations.

27.8 Email and Communication Systems

Bellavista email systems are provided exclusively for School-related communication.

Email includes all electronic messaging platforms, including:

- traditional email;
- text messaging;
- instant messaging; and
- communication via School-issued devices.

All communications must reflect professional standards.

Monitoring

Bellavista reserves the right to monitor, access, and retain all communications conducted through its systems.

Prohibited Email Uses

Users may not use email to:

- send offensive, discriminatory, or inappropriate content;
- transmit confidential information without authorization;
- distribute spam, chain letters, or solicitations;
- impersonate another user;
- forward School email to personal accounts; or
- misuse distribution lists.

Email Best Practices

Employees are expected to:

- use clear, professional language;
- limit unnecessary recipients;
- avoid excessive “reply all”;
- verify recipients before sending;
- avoid large attachments unless necessary; and
- archive or delete emails in accordance with retention guidelines.

Retention and Disposal

Emails should generally be retained only as long as necessary for business or legal purposes. Messages older than ninety (90) days may be deleted unless required to be retained.

Legal Communications

Emails involving legal counsel must include appropriate confidentiality notices and must not be forwarded without authorization.

Voicemail

Voicemail systems are School property and subject to the same monitoring and access provisions as other Electronic Resources.

Users must:

- maintain professional outgoing messages;
- avoid including personal content; and
- understand that messages may be accessed or reviewed.

Use of Equipment

All equipment provided by Bellavista is for business use only and remains School property.

Employees must:

- use equipment responsibly;
- maintain it in good condition;
- not remove equipment without authorization; and
- return all equipment upon request or separation.

Bellavista may inspect any equipment or workspace at any time.

Care of Equipment

Employees must promptly report any damage or malfunction.

Employees may be required to sign documentation acknowledging responsibility for equipment issued for off-site use.

Stationery and Mail Services

School materials may only be used for official purposes.

Employees may not use School mail services for personal correspondence.

28. School Communications

28.1 Internal Communication

Bellavista relies on clear, consistent communication across all levels of the organization.

Employees are expected to remain informed and engaged through:

- staff meetings;
- official communications;
- training sessions; and
- School-issued messaging platforms.

28.2 Media and Public Relations

Only the CEO or designated representative may respond to media inquiries.

Employees must refer all media requests to the CEO.

28.3 Personnel Inquiries

Only authorized leadership may respond to employment verification or personnel inquiries.

28.4 Gifts and Gratuities

Employees may not accept gifts that could influence professional judgment.

Any offer exceeding allowable limits must be reported immediately.

28.5 Solicitation

Solicitation during working time or in work areas is prohibited.

Electronic Resources may not be used for personal or non-business solicitation.

29. Separation and Post-Employment

At-Will Employment and Termination

All employees serve at will and may be terminated at any time.

Grounds for termination include, but are not limited to:

- policy violations;

- misconduct;
- poor performance;
- absenteeism;
- insubordination; and
- inappropriate conduct.

Resignation

Employees are expected to provide advance notice of resignation.

Failure to report to work or return from leave may be treated as voluntary resignation.

Exit Procedures

Employees must:

- participate in exit processes;
- return all School property; and
- not retain confidential information.

Final Compensation and Entitlement Pay

Final compensation will be reconciled based on days worked.

Employees must repay any overpayments, consistent with applicable law.

Benefits and COBRA

Benefits terminate in accordance with plan terms. Employees may elect continuation coverage under COBRA at their own expense.

Re-employment and References

Former employees may be considered for rehire based on prior standing.

Bellavista provides limited employment verification information unless otherwise authorized.

30. Summary

This Employee Handbook is intended to serve as a comprehensive guide to the employment policies, expectations, and practices of Bellavista Charter School of the Arts (“Bellavista” or “the

School"). It is designed to provide employees with a clear understanding of the standards, procedures, and benefits that govern employment at the School.

This Handbook is not a contract of employment and is not intended to create any contractual rights, guarantees, or obligations of any kind, whether express or implied. Nothing contained in this Handbook, nor in any related benefit plan or policy, shall be interpreted as establishing a promise of employment for any specific duration or as limiting the School's discretion in personnel matters.

Employment at Bellavista is "at-will." This means that either the employee or the School may terminate the employment relationship at any time, with or without notice, with or without cause, and for any lawful reason or no reason at all. This at-will relationship may not be modified except through a written agreement that is:

- explicitly intended to alter the at-will relationship;
- authorized by the Board of Trustees; and
- signed by the Chief Executive Officer, acting as the Board's designated representative.

No supervisor, manager, or other employee of Bellavista has the authority to enter into any agreement or make any representation that alters or contradicts the at-will nature of employment unless such agreement meets the criteria outlined above.

Bellavista reserves the right to interpret, modify, suspend, or discontinue any policies, procedures, benefits, or provisions described in this Handbook at any time, with or without prior notice, to the extent permitted by law.

Employee benefit programs referenced in this Handbook are governed by formal plan documents, including insurance contracts and Summary Plan Descriptions (SPDs). In the event of any inconsistency between this Handbook and the governing plan documents, the terms of the official plan documents—and applicable federal, state, and local laws—shall control.

31. Acknowledgement of Receipt of Employee Handbook

I acknowledge that I have received a copy of the Bellavista Charter School of the Arts Employee Handbook.

I understand that it is my responsibility to read this Handbook in its entirety, to become familiar with its contents, and to comply with all policies, procedures, and expectations described within it.

I understand and acknowledge that:

- this Handbook is intended solely as a general guide to the School's policies and practices;
- this Handbook does not constitute a contract of employment for any purpose or duration;
- my employment with Bellavista is at-will;
- either the School or I may terminate the employment relationship at any time, with or without notice, with or without cause, and for any lawful reason or no reason; and
- no statement, representation, or communication—whether oral or written—by any employee, supervisor, or administrator shall alter the at-will nature of my employment unless it is contained in a written agreement that is authorized by the Board of Trustees and signed by the Chief Executive Officer.

I further acknowledge that:

- this Handbook supersedes all prior employee manuals, handbooks, policies, or practices issued by the School;
- I am required to comply with all policies contained in this Handbook, including but not limited to those related to professional conduct, anti-discrimination, anti-harassment, sexual harassment prevention, confidentiality, and complaint procedures;
- I have read, or will read promptly, the School's Anti-Harassment Policy, Policy Against Sexual Harassment, and Complaint Procedures, and I agree to adhere to them; and
- if any provision of this Handbook is found to be invalid or unenforceable, such provision shall be severed, and the remaining provisions shall remain in full force and effect.

I understand that my employment, position, compensation, and responsibilities may be modified at any time at the discretion of the School, consistent with applicable law.

I also understand that if I have any questions about the contents of this Handbook, or if any part of it is unclear to me, I am expected to seek clarification from the Director of Operations or another designated member of the leadership team.

Employee Acknowledgement

Employee Name (Print): _____

Employee Signature: _____

Date: _____

Submission Instructions

Employees are required to sign and return this acknowledgment form to the School's designated operations representative within the timeframe established by the School.

If this Handbook is provided electronically, employees must print, sign, and submit this acknowledgment form as directed by the Director of Operations.

Failure to return this form does not exempt an employee from compliance with the policies and procedures contained in this Handbook.

Thank you for your commitment to Bellavista and to upholding the standards outlined in this Handbook.

R- 13a- Partner Organization(s)

R- 13a- Partner Organization(s)

a. Partner Information

The Bellavista team has established (and will continue to cultivate) strategic partnerships with mission-aligned organizations and community leaders that bring deep expertise in arts education, youth development, and culturally grounded community engagement in and around Rochester. These partnerships are intentionally designed to support student recruitment, programmatic design, and the successful launch and long-term sustainability of the school. All partnerships described below are provided at no cost to Bellavista, reflecting strong community investment in the school's success.

Renaissance Charter School of the Arts (RCSA)

Contact Information
Dr. Cait Loury, Chief Educational Officer
25 Martin Street, Rochester, NY 14605
[redacted]
loury@renacad.org

Nature and Purpose of the Relationship
RCSA will serve as a key institutional partner supporting Bellavista's student recruitment, enrollment pipeline, and transition planning. As outlined in a formal letter of support, Dr. Loury and her team will collaborate with Bellavista during the planning year to design and implement enrollment programming and student transition initiatives. This partnership establishes a strong feeder pathway for students seeking to continue in a rigorous, arts-integrated secondary program.

The relationship is grounded in a shared commitment to arts-based education, culturally affirming practices, and strong student outcomes. Dr. Loury identifies Bellavista as a "natural and powerful continuation of the arts-based learning that our scholars value so deeply," emphasizing the importance of continuity for Rochester students . This collaboration will ensure a seamless and well-supported transition for students and families, strengthening both enrollment and long-term retention.

Role in Proposal Development
RCSA provided critical insight into student demand, transition needs, and the design of

enrollment and onboarding systems, ensuring the proposal reflects authentic community pathways and existing assets.

Board Member Affiliation
No proposed board members are affiliated with RCSA.

Evidence of Ability to Do Business in New York
RCSA is an established New York State Regents-authorized public charter school operating in good standing, demonstrating full legal authority and capacity to operate within the state.

Sigma Gamma Rho Sorority, Inc.

Contact Information
Nicole McCree, Member
Nicolechambersmccree@gmail.com

Nature and Purpose of the Relationship
Sigma Gamma Rho Sorority, Inc. will serve as a key cultural and community partner, supporting Bellavista's implementation of HBCU-inspired culture and programming. Through the leadership and engagement of members such as Nicole McCree, the organization will contribute to the design and delivery of programming that reflects historically Black college and university traditions, including cultural celebrations, leadership development experiences, service initiatives, and opportunities that build student identity, pride, and community connection.

As noted in the letter of support, Bellavista's model aligns closely with the organization's mission of empowering youth and advancing educational equity . Sigma Gamma Rho's involvement will ensure that Bellavista's HBCU-inspired elements are authentic, community-connected, and sustained over time.

Role in Proposal Development
Sigma Gamma Rho representatives contributed their perspectives on culturally grounded programming and helped shape the vision and feasibility of Bellavista's HBCU-inspired school culture.

Board Member Affiliation
Nicole McCree, a proposed member of the Bellavista Board of Trustees, is affiliated with

Sigma Gamma Rho Sorority, Inc. Her role strengthens alignment between the organization's community-based programming and the school's governance priorities, while maintaining appropriate governance boundaries and fiduciary responsibility to the school.

Evidence of Ability to Do Business in New York

Sigma Gamma Rho Sorority, Inc. is a nationally recognized nonprofit organization with an established presence and active membership in New York State, including Rochester. Its longstanding history, organizational structure, and active programming demonstrate its capacity to engage in partnerships that support educational and community initiatives.

Due Diligence Process

The founding team engaged in a deliberate and criteria-driven process to identify and secure partnerships that would meaningfully advance Bellavista's mission and implementation. This process included assessing alignment to the school's core design (arts integration, culturally responsive education, and HBCU-inspired culture), evaluating each partner's track record of impact in Rochester, conducting collaborative planning conversations to define roles and expectations, and securing written commitments through letters of support.

These partnerships will help ensure that Bellavista is positioned to launch with strong community credibility, a built-in enrollment pipeline, and authentic, culturally grounded programming that reflects the identities and aspirations of the students and families we will serve, without imposing additional financial burden on the school.

Please see our partner's letters of support/commitment in Response 13b.

R-13b -Partner Commitment Letters – Summary Table

R-13b -Partner Commitment Letters – Summary Table

Partner Organization	Contact Person	Role in Partnership	Type of Letter	Summary of Commitment
Renaissance Charter School of the Arts (RCSA)	Dr. Cait Loury, Chief Educational Officer	Enrollment pipeline, student transition support, recruitment collaboration	Letter of Commitment	RCSA will collaborate with Bellavista during the planning year to support student recruitment, enrollment programming, and transition systems, creating a strong feeder pathway for students continuing arts-integrated education.
Sigma Gamma Rho Sorority, Inc.	Nicole McCree, Member	Cultural programming, HBCU-inspired initiatives, student leadership development	Letter of Commitment	Sigma Gamma Rho will support the design and implementation of culturally grounded programming, including HBCU-inspired experiences, leadership opportunities, and community engagement initiatives aligned to Bellavista's mission.

Bellavista School of the Arts has secured formal partnership commitments from mission-aligned organizations that will play a critical role in the school's successful launch and ongoing programming. Each partner has provided a letter of commitment from a bona fide representative outlining the specific terms and extent of their involvement. These partnerships are designed to strengthen student recruitment, enhance culturally responsive programming, and ensure a seamless transition experience for students and families. The following letters of commitment provide additional detail regarding each organization's role and level of engagement.

Dr. Cait Loury
Renaissance Academy Charter School of the Arts
loury@renacad.org
585-259-9704
12/17/2025

To Whom It May Concern,

I am pleased to write this letter in strong support of Dr. Oscia Miles and her work as the founding leader of Bellavista School of the Arts. I had the opportunity to work with Dr. Miles during her time at Renaissance Charter School of the Arts, where I witnessed firsthand her exceptional work ethic, deep commitment to students, and passion for building schools that honor both academic excellence and artistic identity.

During her tenure at Renaissance, Dr. Miles consistently demonstrated an unmatched level of dedication, professionalism, and follow-through. She approached her work with urgency, integrity, and a clear sense of purpose—always ensuring that students, staff, and families were supported with intention and care. Her ability to balance vision with execution made her a respected and trusted leader within our school community.

I am genuinely excited about Dr. Miles' vision for Bellavista School of the Arts and the opportunity it will create for students across Rochester. Bellavista represents a natural and powerful continuation of the arts-based learning that our scholars value so deeply. For our current students, Bellavista offers a meaningful pathway to continue their artistic development while engaging in a rigorous, culturally affirming secondary school experience.

Of particular importance is Bellavista's intentional grounding in HBCU-inspired culture, which provides students with the opportunity to explore identity, build character, and develop pride in self and community. This approach supports not only academic and artistic growth, but also social-emotional development, leadership, and a strong sense of belonging—elements that are essential for long-term student success.

I am fully supportive of Bellavista School of the Arts and excited about the collaborative work ahead. Dr. Miles and I plan to partner during the 2026 school year to support enrollment programming and student transition initiatives, ensuring that families and scholars experience a

thoughtful, well-supported transition into Bellavista. This partnership reflects our shared commitment to continuity, access, and student-centered planning.

I offer my strongest recommendation for Dr. Oscia Miles as a founding school leader. Her proven work ethic, visionary leadership, and deep respect for the arts and culture position her to launch a school that will positively impact students and families for generations to come. Please do not hesitate to contact me if additional information is needed.

Sincerely,
Dr. Cait Loury
Chief Educational Officer
Renaissance Charter School of the Arts

SIGMA GAMMA RHO SORORITY, INC.

THETA OMEGA SIGMA CHAPTER

"A Non-governmental Organization Associated with the United Nations Department of Public Information"

On Behalf of Theta Omega Sigma,Sigma Gamma Rho
PO Box 19315
Rochester, New York
Phone: 585-478-4618
Email: www.flowercitypoodles.com

On behalf of **Theta Omega Sigma Sigma Gamma Rho Sorority, Incorporated**, we are honored to express our enthusiastic support for and formal partnership with **Bellavista Charter School of the Arts**. We are excited about the opportunity to collaborate in fostering meaningful youth development experiences for students in the Rochester community.

As an organization deeply rooted in service, education, and leadership, Sigma Gamma Rho Sorority, Incorporated is committed to uplifting and empowering young people through intentional programming and community engagement. Through this partnership, we will work alongside Bellavista School of the Arts—and in collaboration with members of the Divine Nine in Rochester, New York—to design and implement programming that centers on **civic engagement, educational empowerment, and leadership development**.

Our joint efforts will provide students with opportunities to:

- Engage in discussions and activities that promote civic responsibility and community awareness
- Strengthen academic identity and confidence through mentorship and enrichment experiences
- Develop leadership skills that prepare them to be thoughtful, active contributors to society

We believe that this partnership will not only enrich the student experience at Bellavista School of the Arts, but also create a strong network of support that connects students to community leaders, role models, and opportunities for growth beyond the classroom.

Sigma Gamma Rho Sorority, Incorporated is proud to stand in partnership with Bellavista School of the Arts and the Divine Nine community in Rochester. Together, we are committed to building pathways for student success, cultivating leadership, and investing in the future of our youth.

We look forward to the impact this collaboration will have and are excited to begin this work together.

Sincerely,

Nominations Chair Nicole McCree

ABOUT

Sigma Gamma Rho Sorority, Inc. was organized on November 12, 1922, in Indianapolis, Indiana and is an international sorority 100,000 members strong worldwide. From seven young educators, Sigma Gamma Rho (SGR) has become an international service organization of women from every profession. SGR was founded on and continues to be steadfastly committed to the tenets of excellence in scholarship, sisterhood and service. The Rochester chapter was established on October 23, 1999.

R 14ad- Governance

R 14ad- Governance

a. Board Members

Bellavista has taken a deliberate and strategic approach to recruiting and selecting its founding Board of Trustees. The proposed board reflects a cross-section of experienced educators, arts and business professionals, and community leaders who collectively bring the expertise necessary to support effective governance and advance the School's mission. Importantly, the Board has been intentionally composed of individuals with deep ties to the Rochester community and a shared commitment to expanding high-quality educational opportunities (particularly in the area of arts-integrated learning) for local students and families.

The founding board has been developed through a relationship-driven and criteria-based recruitment process led by the founding team and CEO. This process has prioritized individuals who not only possess relevant professional expertise, but who also demonstrate a clear commitment to improving educational outcomes in Rochester and expanding access to innovative school models. Many proposed trustees bring longstanding relationships within the local community, including experience working with youth, families, arts organizations, and community-based institutions.

Candidates were selected based on their ability to contribute meaningfully to the core functions of governance, including academic oversight, financial stewardship, legal compliance, strategic planning, and community engagement. Particular attention was given to identifying individuals who understand both the opportunities and challenges facing Rochester students and who are aligned to Bellavista's vision of integrating the arts as a central component of academic excellence. In addition to individual qualifications, the founding team carefully considered the collective composition of the board to ensure a balanced distribution of skills, perspectives, and lived experiences.

All proposed trustees have been actively engaged in the development of the school and have begun receiving training related to charter school governance, fiduciary responsibilities, and SUNY expectations. This early engagement ensures that trustees are prepared to govern effectively from the outset of the school's operation and are grounded in the Bellavista mission to provide a high-quality, arts-integrated educational option for Rochester families.

Bellavista recognizes that strong governance requires ongoing attention to board composition. The Board will conduct periodic assessments of its membership to identify gaps in expertise and will recruit additional members as needed to strengthen its capacity over time. To support this process, the Board may establish an ad hoc Nominating or Board Development Committee responsible for identifying, vetting, and recommending prospective trustees. Recruitment will continue to prioritize candidates with meaningful community partnerships, philanthropic/development experience, and a demonstrated commitment to expanding educational choice in Rochester to ensure that the Board remains both highly skilled and authentically representative.

Bellavista is also committed to ensuring that its Board reflects and remains responsive to the interests of the students and families it serves. The founding board includes individuals with strong ties to the Rochester community and experience working with diverse and historically underserved populations. In addition, the Board has intentionally reserved a seat for a parent representative, to be filled once the school is operational, ensuring that family perspectives are formally and meaningfully incorporated into governance structures and decision-making processes.

	TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT,	VOTING	EX- OFFICIO
1	**Dr. Loretha McCullough**	Chair	Executive	Human Resources and Community	Y	N
2	**Nicole McCree**	Treasurer	Executive, Finance	Banking and Real Estate	Y	N
3	**Chassity Wells**	Secretary	Executive, Finance	Charter School Development, Leadership, and Operations	Y	N
4	**Philp Hounsheel**	Member	Academics	College Readiness and Community	Y	N

5	**Dr. Wheeler**	Member	Academics	K-12 Education, Special Education, and Career and	Y	N
6	**Parent TBD**	Member	To Be Assigned	Parent of Bellavista School of the Arts	Y	Y
7	**TBD**	Member	To Be Assigned			

b. Education Corporation Board Roles and Responsibilities

The Board of Trustees serves as the School's governing and policy-making body and is ultimately responsible for ensuring that Bellavista operates in accordance with its mission, charter, and all applicable federal and state laws and regulations. In fulfilling this role, the Board is not only accountable for compliance and performance, but also for advancing Bellavista's core purpose of expanding access to a high-quality, arts-integrated educational option for students in Rochester.

Selection of School Leadership

The Board is responsible for selecting and appointing the CEO through a rigorous process aligned to the School's mission, instructional model, and community context. Dr. Miles has been selected as the founding CEO based on her strong instructional leadership and a commitment to serving Rochester students through an arts-integrated approach. The Board will also approve any partner organizations in the future, ensuring alignment with the school's vision and SUNY requirements.

Monitoring School Performance

The Board will monitor school performance through a structured and disciplined system of data review aligned to the school's Accountability Plan and key performance indicators. The CEO will provide regular written reports and presentations that include:

- internal assessment data and state assessment outcomes;
- progress toward Accountability Plan goals and benchmarks;
- student attendance, discipline, and engagement metrics;
- indicators related to school culture, belonging, and arts integration; and

- staffing, retention, and program implementation updates.

The Board, particularly through its Academics Committee, will analyze these data to ensure that the School is delivering on its promise to provide a rigorous, engaging, and arts-integrated educational experience. This includes monitoring not only academic outcomes, but also the extent to which the school is successfully integrating the arts into instruction and fostering a strong sense of student belonging.

Fiscal Oversight

The Board will exercise strong fiscal oversight to ensure the school's financial health and sustainability. This includes approving the annual budget, reviewing regular financial reports, overseeing audits, and ensuring effective internal controls. In doing so, the Board will ensure that financial decisions support the long-term viability of the School and its ability to sustain a high-quality arts-integrated program.

Evaluation and Holding School Leadership Accountable

The Board will conduct an annual evaluation of the CEO grounded in measurable outcomes and aligned to the School's mission and goals. This evaluation will include:

- progress toward academic and Accountability Plan targets;
- effectiveness in implementing the school's arts-integrated model;
- success in building a positive and inclusive school culture;
- organizational leadership and staff development; and
- financial and operational performance.

Through this process, the Board ensures that leadership remains accountable not only for performance metrics, but also for advancing Bellavista's commitment to expanding meaningful educational opportunities for Rochester students.

Paul T. O'Niel — Legal Counsel, Tugboat Education

Paul T. O'Niel is supporting Dr. Miles and Bellavista Charter School of the Arts as legal counsel, providing expertise in charter school governance, regulatory compliance, and school launch planning. Mr. O'Niel is widely recognized as a national expert on the legal issues impacting education reform and charter school development. His professional experience spans charter school authorizing, education law, governance training, and operational compliance for public charter schools and nonprofit education organizations.

Mr. O'Niel previously served as General Counsel of the SUNY Charter Schools Institute, one of the nation's leading charter school authorizers. In this role, he advised on charter approval processes, governance requirements, accountability frameworks, and legal compliance expectations for charter schools. His experience working directly within SUNY's authorizing environment provides Bellavista with deep insight into authorization expectations, governance best practices, and compliance requirements during the planning and launch phases.

Following his work with SUNY, Mr. O'Niel served in senior legal and leadership roles within national education organizations, including serving as Senior Vice President, Chief Regulatory Officer, and lead education attorney for a national school management organization. He has also practiced education law in both boutique education law firms and large corporate law firms, advising charter schools, nonprofit organizations, and education networks on governance, contracts, and regulatory compliance.

Mr. O'Niel also serves as an adjunct faculty member at Teachers College, Columbia University, where he teaches education law and policy courses, including charter school design and special education law. His academic and policy work focuses on governance effectiveness, legal compliance, and equitable access for students, particularly students with disabilities. He is also co-founder and senior fellow of a national center focused on special education in charter schools and has authored publications related to charter school governance, finance oversight, and compliance.

Through Tugboat Education, Mr. O'Niel supports charter schools and nonprofit education organizations in strengthening governance structures, developing board capacity, and ensuring compliance with federal and state laws. His work includes advising boards on fiduciary responsibilities, bylaws, policy development, strategic planning, and crisis management, as well as supporting school leaders in building legally sound operational systems.

Additional Board Responsibilities

In addition to selecting, monitoring, and evaluating school leadership, the Board will carry out the following responsibilities:

- Mission Stewardship and Charter Fidelity: Ensure that Bellavista implements its programs in a manner consistent with its mission, goals, charter commitments, and Accountability Plan.
- Policy Development and Oversight: Formulate major policy and oversee the implementation of policies governing the operation of the school.
- Ethics and Conflict of Interest Oversight: Operate at all times in compliance with the school's Code of Ethics and Conflict of Interest Policy and ensure that these policies are fully implemented and followed.
- Legal and Regulatory Compliance: Oversee Bellavista's compliance with relevant federal and state laws and regulations, including requirements related to governance, finance, accountability, and public transparency.
- Goal Setting and Annual Priorities: Determine annual priorities for the school and use these priorities to guide oversight, planning, and decision-making.
- Fundraising and Resource Development: Provide support to Bellavista with fundraising, marketing, and related activities that help strengthen the School and support its long-term growth.
- Advocacy and Partnership Development: Advocate on behalf of Bellavista by helping establish partnerships with institutions of higher education, government entities, community-based organizations, arts organizations, and corporate partners.
- Complaints Review and Determination: Hear and make determinations regarding complaints submitted to the Board in a timely manner pursuant to the school's Complaints Policy. This ensures that the Board remains responsive to formal stakeholder concerns while preserving appropriate lines between governance and daily operations.
- Data-Informed Governance: Use data to strengthen the quality of Board decision-making. The Board will not rely solely on narrative updates, but will consistently review objective evidence in order to assess progress, identify risks, and guide strategic action.

c. Education Corporation Board Design

The design of Bellavista's Board reflects a commitment to effective governance, clear role delineation, and the capacity to support a mission-driven organization rooted in community and innovation.

Board Composition and Ex-Officio Roles

The Board will initially consist of seven trustees, with designated officer roles including Chair, Vice Chair, Secretary, and Treasurer. This structure ensures sufficient capacity to carry out governance responsibilities while maintaining an efficient and focused decision-making body.

The inclusion of a parent representative and potential ex-officio members is intended to strengthen the Board's connection to the school community and ensure that governance remains informed by the experiences of students and families.

Committee Structure

The Board will operate through three standing committees:

- **Executive Committee**, which supports coordination, agenda-setting, and timely decision-making;
- **Finance Committee**, which oversees financial planning, reporting, and sustainability; and
- **Academics Committee**, which monitors student achievement, instructional quality, and the implementation of the School's arts-integrated model.

The Academics Committee, in particular, will play a critical role in ensuring that Bellavista maintains both strong academic outcomes and fidelity to its arts-integrated design.

Information Flow and Reporting

The Board will receive regular, structured information from the CEO and school leadership, including academic, financial, and operational data. Reporting will be designed to provide clarity, highlight trends, and support data-informed decision-making, with particular attention to indicators that reflect both academic performance and the effectiveness of arts integration.

New Trustee Orientation

All new trustees will participate in a comprehensive onboarding process that includes training on the school's mission, charter, Accountability Plan, governance responsibilities, and instructional model. This process ensures that all trustees understand not only their fiduciary responsibilities, but also the unique elements of Bellavista's program.

Board Training and Development

The Board is committed to ongoing development and will participate in regular training provided by external experts. The Board will also engage in periodic self-assessment to evaluate its effectiveness and identify opportunities for growth. These efforts ensure that the Board remains responsive, informed, and capable of supporting a high-quality, mission-driven school.

d. Stakeholder Participation

Bellavista's Board is committed to transparent governance and meaningful engagement with parents, staff, and the broader Rochester community.

Board meetings will be held in public session in accordance with New York Open Meetings Law, with advance notice provided through multiple channels. Meetings will include a public comment period, ensuring that families and community members have consistent opportunities to share input and perspectives.

The Board will reserve a seat for a parent representative and will support the development of a Family-School Association (FSA). The FSA will have a formal role in governance through regular reporting to the Board, ensuring that family perspectives are consistently elevated.

In addition, Bellavista will leverage its Board members' deep community connections to build partnerships with local organizations, arts institutions, community-based groups, and potential donors. These relationships will not only strengthen the school's program, but also ensure that governance remains closely connected to the needs and aspirations of Rochester families.

Parents and community members may also participate in Board committees, and staff will be encouraged to attend Board meetings and contribute to discussions related to school improvement.

Through these structures, Bellavista ensures that governance will be both rigorous and responsive, while remaining deeply connected to the community it serves.

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Bellavista Charter School of the Arts
By-Laws

ARTICLE I
THE CORPORATION

Section 1.1. Name and Formation. Bellavista Charter School of the Arts (the "Corporation") is a non-stock, non-profit corporation organized under the laws of the State of New York.

Section 1.2. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation: (a) to operate a public charter school in the City and State of New York (the "School") pursuant to a charter agreement therefore; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of New York.

ARTICLE II
OFFICES

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the city of Rochester, New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

ARTICLE III
BOARD OF TRUSTEES

Section 3.1. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.2. Duties. The Board of Trustees shall focus on governance, strategic oversight, and accountability, while the Chief Executive Officer shall be responsible for the management and operations of the School.The more specific duties of the Board of Trustees shall be as follows:

a. to govern and oversee the School for the purpose of achieving its Mission;
b. to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws;
c. to hire, fire, oversee, evaluate, guide and support the Executive Director;
d. to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
e. to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
f. to support the CEO in carrying out the key policies of the School. –

i)

Section 3.3. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Board committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances.

Section 3.4. Number. The number of Trustees constituting the initial Board of Trustees shall be [INSERT #] (_5_). Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws in compliance with applicable laws, but the School's Board will have a minimum of five members and a maximum of fifteen members.

Section 3.5. Term. Each Trustee shall hold office for a term of two (2) years or until earlier death, resignation or removal. Terms are renewable. No more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. No more than 49% of the persons serving as Trustees at any one time may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 3.6. Removal. Any Trustee may be removed for cause by a majority vote of the entire Board, but not less than the entire Board, excluding the Trustee who is the subject of the removal action, provided, that at least one week's previous notice of the proposed action have been given to the accused and to each trustee.

Section 3.7. Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later

date which is prior to the date of resignation specified in the notice, notwithstanding a resigning Trustee's specification of a different date in his notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 3.8. Vacancies. Any newly created Trusteeships and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In accordance with the General Municipal Law, no vacancies will be filled with a person who has an interest in a for-profit contract, unless one or more of the exemptions listed in General Municipal Law 802 are applicable. Trustees so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or in the case of any other vacancy for the term. To the extent required by law, any Trustee that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.9. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Trustees will be held at the school facility once it has been identified and the school has taken occupancy of it. Until that time, meetings may be held at such time and place as shall from time to time be determined by the Board, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Board once per calendar month on dates determined by the Board. Special meetings may be called at any time by two or more Trustees together. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place. Trustees may participate in Board meetings remotely to the extent allowed under applicable law. The Chief Executive Officer will be expected to attend all meetings of the Board of Trustees and provide reports on the operations, academic performance, and strategic initiatives of the School.

Section 3.10. Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Board Chairperson by personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Trustees calling for a special meeting shall specify in reasonable detail matter(s) to be considered at the special meeting. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the Democrat & Chronicle. The School will also post notices in the main office of the School, as well as on the School's website. Trustees calling for a special meeting shall be responsible for giving all required public notices of the special meeting.

Section 3.11. Executive Sessions. Upon a majority vote of the entire Board of Trustees on a motion which identifies generally the subject to be considered, the Board may meet in a non-public executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.

Section 3.12. Video conferencing and Telephone Conferencing. Videoconferencing may be used to conduct a meeting of the Board of Trustees in compliance with the New York State Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Trustee intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Beyond a quorum, other Trustees may participate by telephone conference. Trustees may also participate in meetings remotely if they are experiencing "extraordinary circumstances" within the meaning of the New York State Open Meetings Law. The Corporation shall provide an opportunity for the public to hear and participate in teleconferenced discussions.

Section 3.13. Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Board of Trustees constituting the quorum thereof shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws and to remove the Executive Director. Only trustees physically present or participating by videoconference may vote or count for quorum.

Section 3.14. Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.

Section 3.15. Committees. The Board of Trustees may designate from among its members committees from time to time comprised of a number of committee members as required by applicable law; provided, the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Academic Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee which will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meetings Law. From time to

time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws. A committee shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution or the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

Section 3.16. Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.17. Right of Inspection. Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his or her expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

ARTICLE IV
OFFICERS

Section 4.1. Number. The "Officers" of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person as the Chair.

Section 4.2. Election and Term of Officers. All Officers shall be elected by the Trustees from among them and shall hold office for the term of one year or such shorter term as decided by Board action. Each officer shall continue in office until the expiration of his term or his or her death, resignation or removal in accordance with Section 4.3 of these By-Laws.

Section 4.3. Resignation or Removal. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the

resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. Employees and Other Agents. The Board of Trustees may from time to time hire such employees and appoint such agents on such terms as it deems appropriate.

Section 4.5. Chair. The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Board of Trustees and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of the Board of Trustees and shall preside at Board meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. Treasurer. The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.9. Compensation. Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V
SELF-DEALING TRANSACTIONS

Section 5.1. Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 5.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in this Article V.

Section 5.3. Procedures.

(a) Duty to Inquire. In its consideration of any action the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof.

(b) "Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

(i) Trustees, Officers or employees of the School, or blood or marital relations of any of them,

(ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,

(iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or

(iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or a blood or marital relation of any of them.

A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.

(c) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.

(d) Action on a Self-Dealing Transaction. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable efforts. An Involved Trustee shall not participate in this determination. As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.

(e) Violations. If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the School's Trustee, Officer and Employee Code of Ethics, it

shall conduct further investigation as the Board deems warranted, shall inform the Trustee, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.

(f) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

Section 5.4. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE VI
MISCELLANEOUS

Section 6.1. Interpretation of Charter. In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.

Section 6.2. Effectiveness of Non-Public Notices. Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

[END OF DOCUMENT]

R-14f - Code of Ethics and Conflict

R-14f - Code of Ethics and Conflict of Interest Policy

Code of Ethics and Conflicts of Interest Policy

Bellavista Charter School of the Arts (the "School") Board of Trustees (the "Board") recognizes that sound, ethical standards of conduct serve to increase the effectiveness of members of the Board (each a "Trustee" and collectively, "Trustees") and the School's staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the school's goals and objectives. The Board also recognizes its obligation (under the General Municipal Law) to adopt (a) this code of ethics and conflict of interest policy consistent with the provisions of the New York State General Municipal Law (setting forth the standards of conduct required of all school trustees, officers and employees.) and as required under the provisions of the Education Law (the "Code of Ethics").

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School.[18] This Code of Ethics is incorporated by reference into the School's duly adopted by-laws (the "By-laws"). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School**. The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state and local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School's charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. **Makeup of the Board**. The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively. Employees of the School are not permitted to serve on the Board. Not more than 50% of the persons serving on the Board may be interested persons. Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board. The Board shall delegate to the Chief Executive Officer primarily responsibility for the day to day operation of the School.

2. **Representation before the Board**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.[19]

3. **Representation before the Board for a Contingent Fee**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent

[18] General Municipal Law § 806(2)

[19] General Municipal Law § 805-a(1)(c)

or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered. [20]

4. **Participation in Board Discussions and Votes**. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "Self-dealing Transaction" (see below); (b) a potential Conflict of Interest (see below); (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

5. **Confidential Information**. No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.[21]

6. **Conflicts of Interest**. Consistent with the requirements of Section 715-a of the NY Not for Profit Corporation Law, any Trustee, Officer, key employee, or Board 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 Board committee prior to its acting on such contract or transaction which might reasonably be construed 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 the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

7. **Self-Dealing Transactions**. A "Self-dealing Transaction" or related party transaction shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Consistent with the requirements of Section 715 of the New York Not for Profit Corporation Law, neither members of the Board nor the employees of the School shall engage in any Self-dealing Transactions, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a Self-dealing Transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by a majority vote of the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program. The Board must document the basis for approval and the considered alternatives contemporaneous with the final decision.

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[20] General Municipal Law § 805-a(1)(d)

[21] General Municipal Law § 805-a (1)(b)

No Trustee, officer, or employee shall have an interest in any contract with the School when such officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder (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 and (2) no chief fiscal officer, treasurer, or their deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the municipality of which they are an officer or employee. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any education corporation officer or employee in one or more positions of public employment, the holding of which is not prohibited by law. Trustees, officers, and employees cannot have an interest in any for-profit contract with the education corporation.

8. **Loans**. The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.

9. **Disclosure of Interest in Matters Before the Board.** Any Trustee, officer or employee whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter.[22] (The term "interest" means a pecuniary or material benefit accruing to an officer or employee.) Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.

   Trustees, officers and employees must disclose confidential information acquired by them in the course of their official duties or use such information to further their personal interests (this goes beyond the federal Family Educational Rights and Privacy Act, "FERPA," restrictions); receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any education corporation school, committee, or agency of which they are an officer, trustee, or employee or of any school, committee, or agency over which they have jurisdiction or to which they have the power to appoint any member, officer or employee; or, receive, or enter into, any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the education corporation or any school, committee, or agency of their corporation, whereby their compensation is to be dependent or contingent upon any action by such corporation, committee, or agency with respect to such matter, provided this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

   Prior to election and annually thereafter, all Trustees are required to file with the Board Secretary a written statement identifying any entity for which the School has a relationship with and for

[22] General Municipal Law § 803

which the Trustee is an officer, director, trustee, member, owner or employee. The Trustee will also be required to identify any transaction with which the Trustee may have a conflict. Conflict statements by Trustees must be submitted to the chair of the audit committee or the Board chair.

10. **Not-for-Profit Disclosure**. Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.

11. **Business Relationship with the School**. No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the exceptions to conflicts of interest set forth herein and the approval of such relationship otherwise complies with the terms and procedures of this Code of Ethics.

12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.[23]

13. **Private Employment**. A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.[24]

14. **Future Employment**. A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.[25]

15. **Undue Influence**. Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

16. **Financial Disclosure**. Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

17. **Gifts**. No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period,

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[23] General Municipal Law § 806(1)(a)

[24] *Id.*

[25] *Id.*

whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth $75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.[26]

18. **Political Contributions**. The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.

19. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

20. **Impermissible Contracts.** Contracts entered into in violation of the General Municipal Law are null, void, and wholly unenforceable.

[26] General Municipal Law§ 805(a)(1)(a)

R-14g - Complaint Policy

R-14g - Complaint Policy

Section 2855(4) of the New York Education Law provides that any individual or group has the right to file a complaint with the Board of Trustees (the "Board") of Bellavista Charter School of the Arts ("Bellavista"), alleging a violation of the provisions of Article 56 of the New York Education Law, the Bellavista Charter, or any other provision of law relating to the management or operation of Bellavista. Complaints must be submitted in writing to the Secretary of the Board. If the complaint directly involves the Secretary, the complaint may be submitted to any Board member. In accordance with Section 2855(4) of the New York Education Law, the Board may also delegate the power to review complaints to the Executive Director, the Superintendent or an ad hoc committee of the Board, created to investigate the complaint and report to the Board. If the complaint does not allege a violation of the provisions of Article 56 of the New York Education Law, the Bellavista Charter, or any other provision of law relating to the management or operation of Bellavista, the Board will refer the matter to the Chief Executive Officer for resolution.

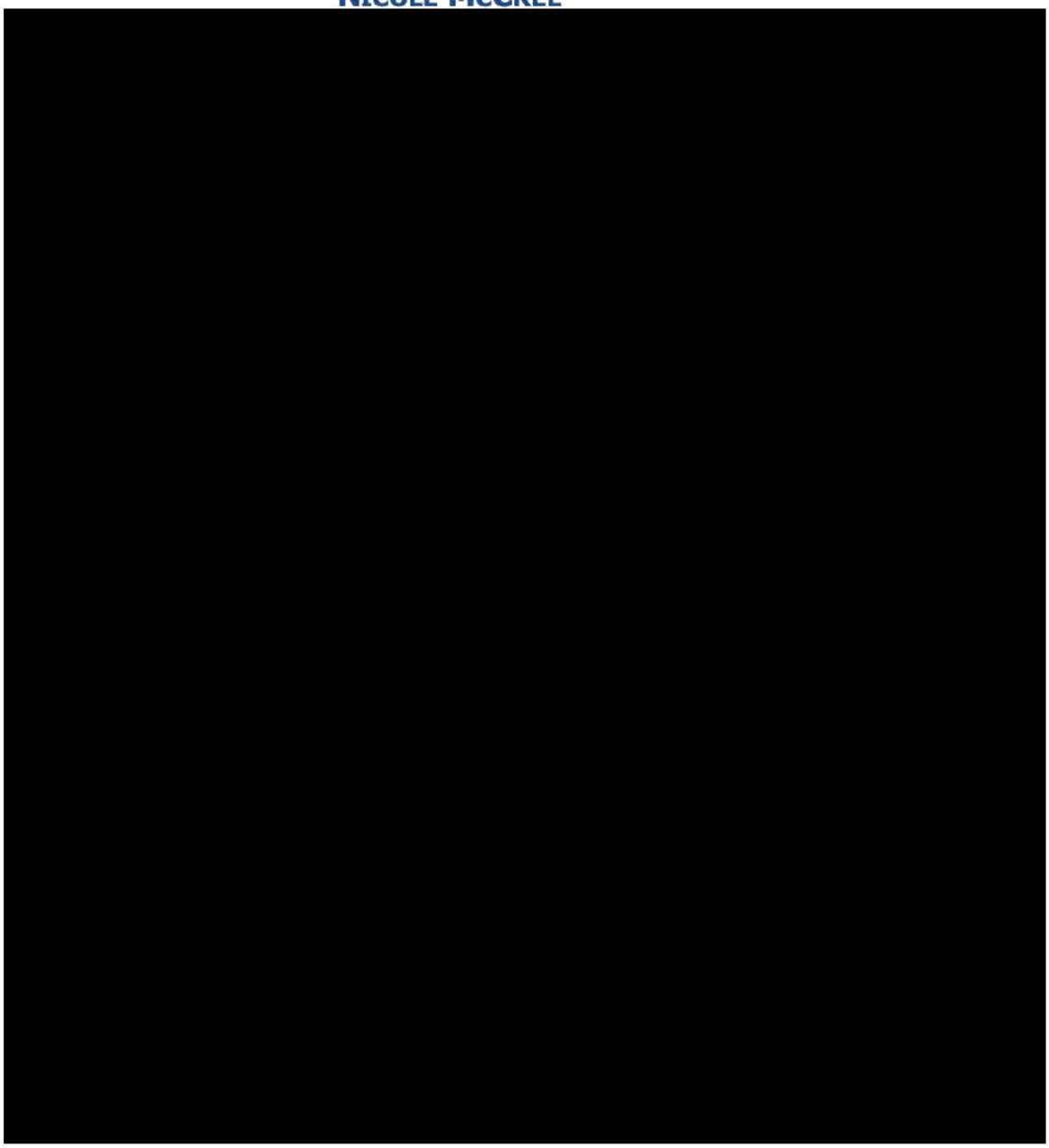
If the complaint is submitted to the Board five business days prior to a regularly scheduled Board meeting, the complaint will be addressed at that Board meeting. If the complaint is submitted fewer than five business days before a regularly scheduled Board meeting, the complaint will be addressed at the next regularly scheduled Board meeting. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regularly scheduled meeting. The Board shall render a determination in writing if appropriate or required. If the complaint is referred to the Chief Executive Officer for resolution, the Chief Executive Officer will report back to the Board.

If, after the presentation of any complaint to the Board, the individual or group that has filed such complaint determines that the Board has not adequately addressed the complaint, such individual or group may appeal a complaint alleging a violation of law or the school's charter to Bellavista's charter entity, the trustees of the State University of New York "). SUNY has the power and duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions applicable under New York Education Law. A Complainant who is not satisfied with SUNY's determination can appeal it to the New York State Board of Regents.

R-14h - Board Member Resumes

R-14h - Board Member Resume

NICOLE MCCREE



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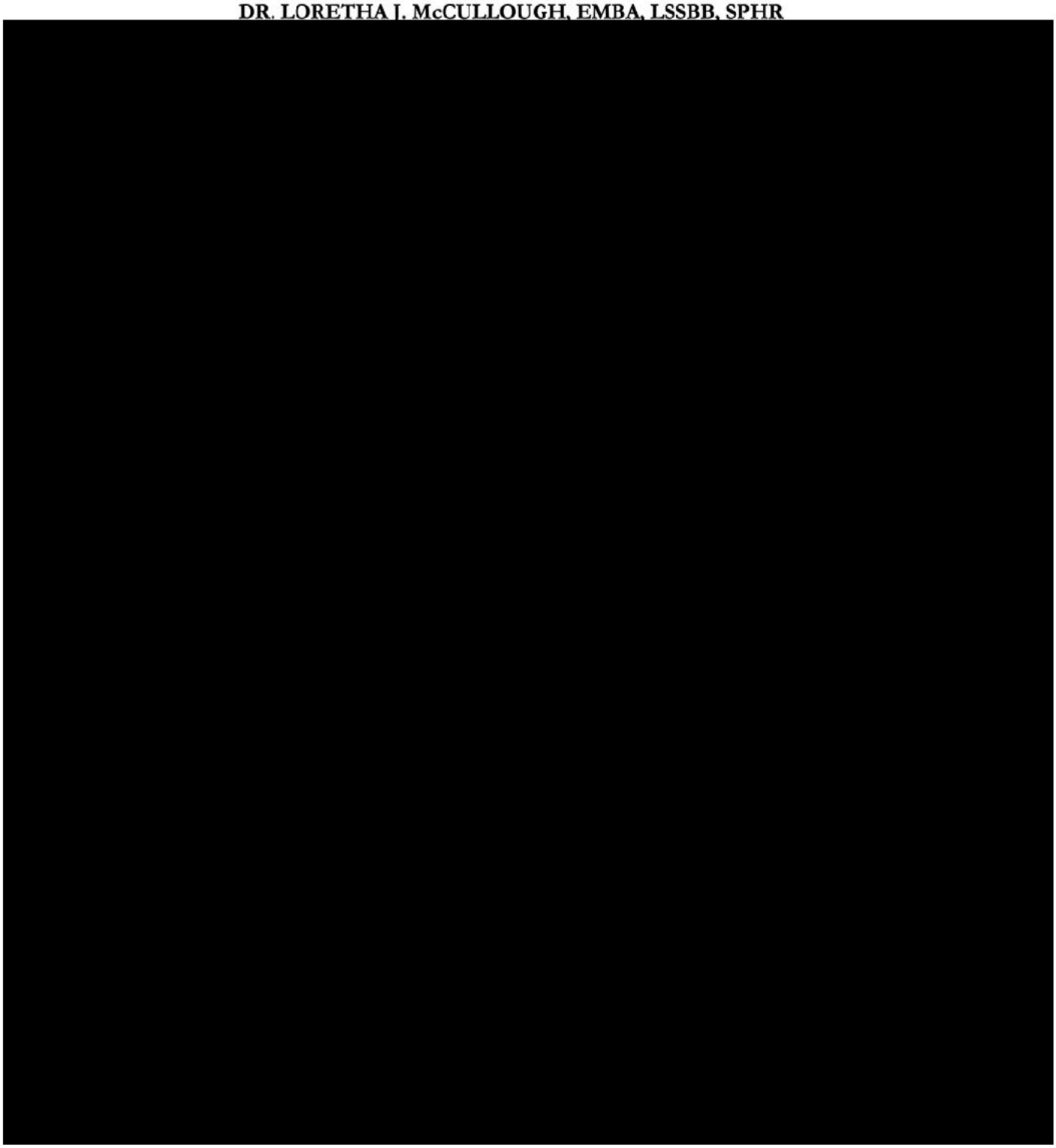
DR. LORETHA J. McCULLOUGH, EMBA, LSSBB, SPHR



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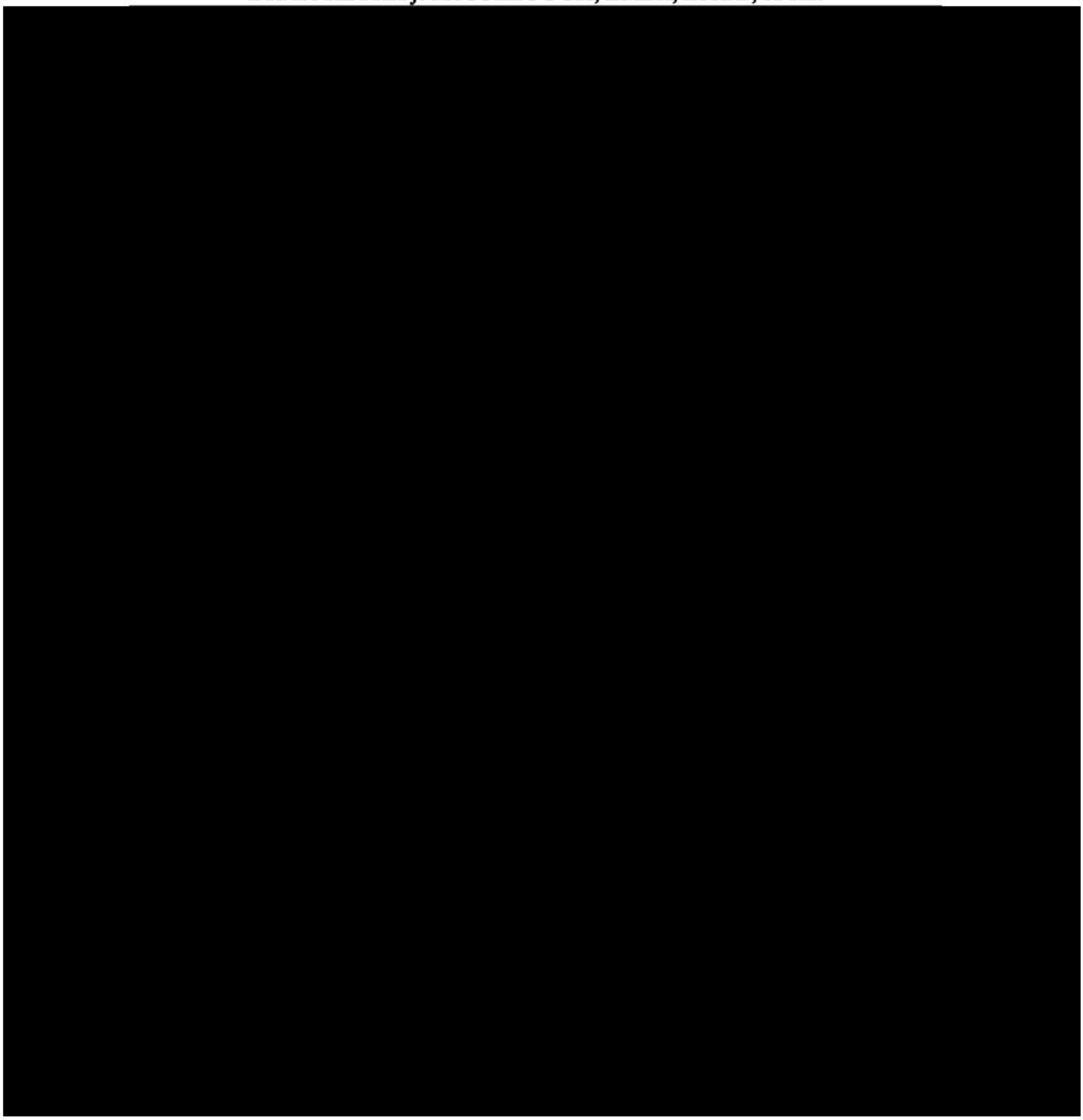

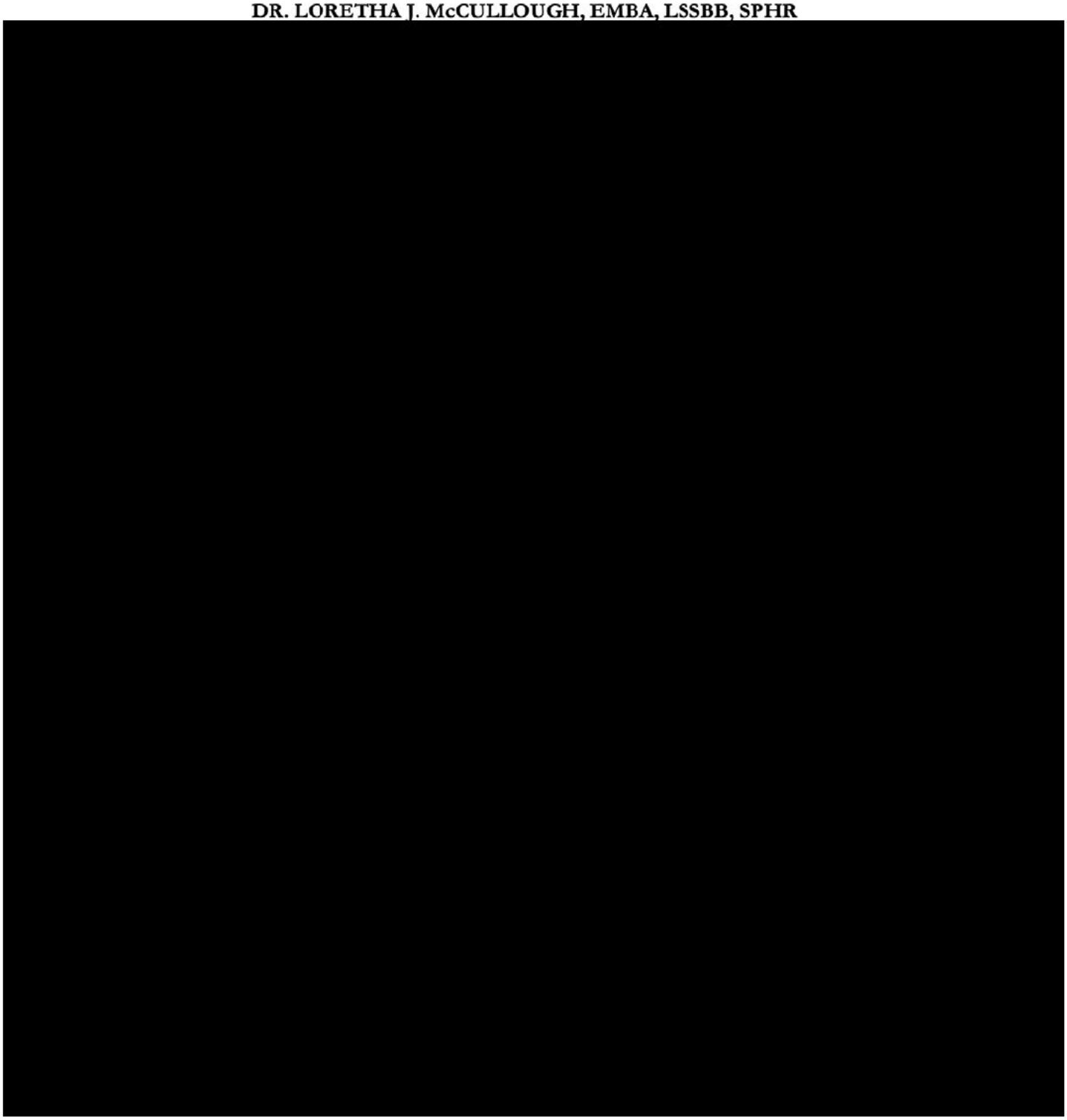

DR. LORETHA J. McCULLOUGH, EMBA, LSSBB, SPHR

BELLAVISTA
SCHOOL OF THE ARTS

CHASSITY WELLS

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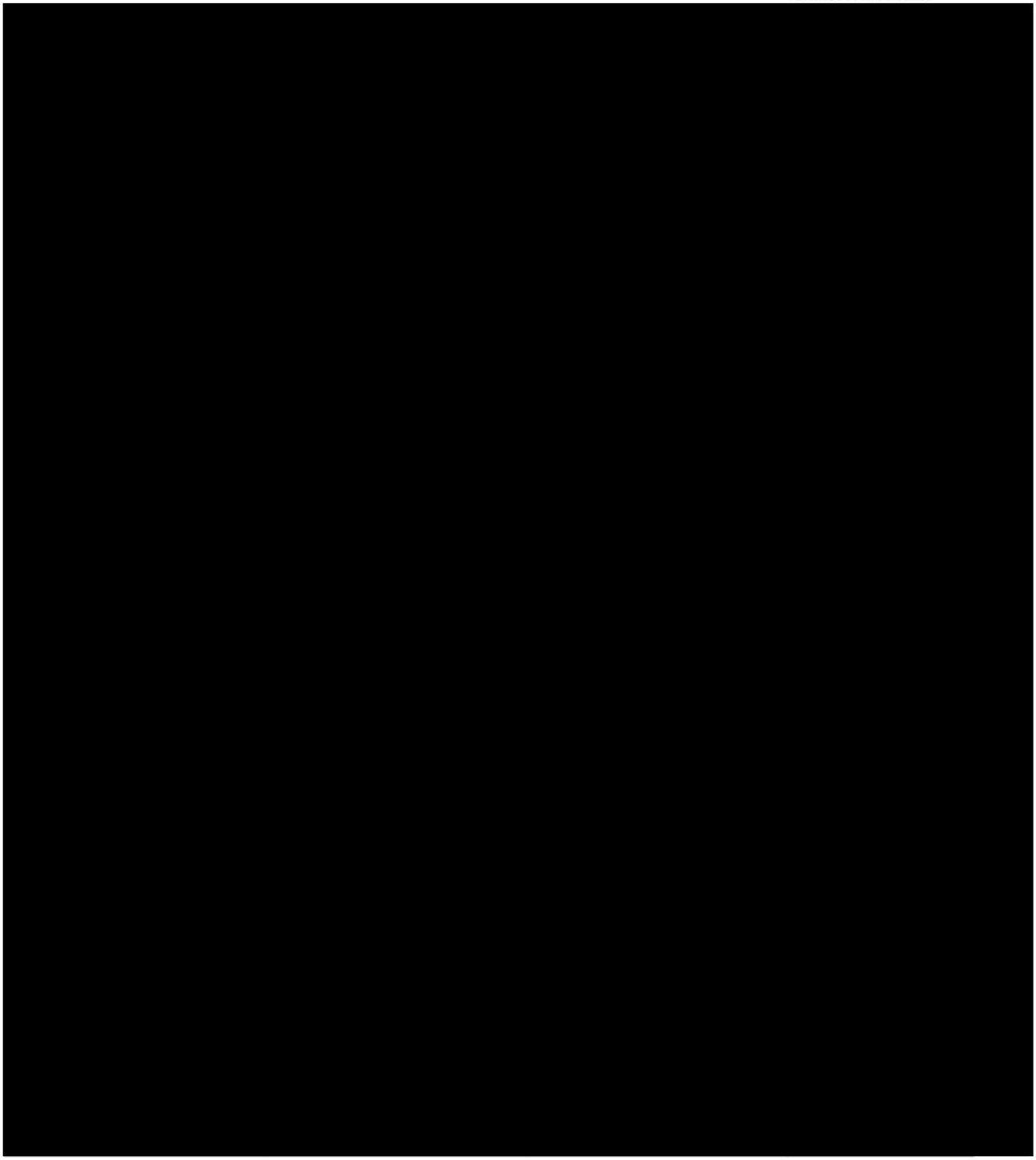
CHASSITY WELLS



BELLAVISTA
SCHOOL OF THE ARTS

PHILLIP HOUNSHELL III

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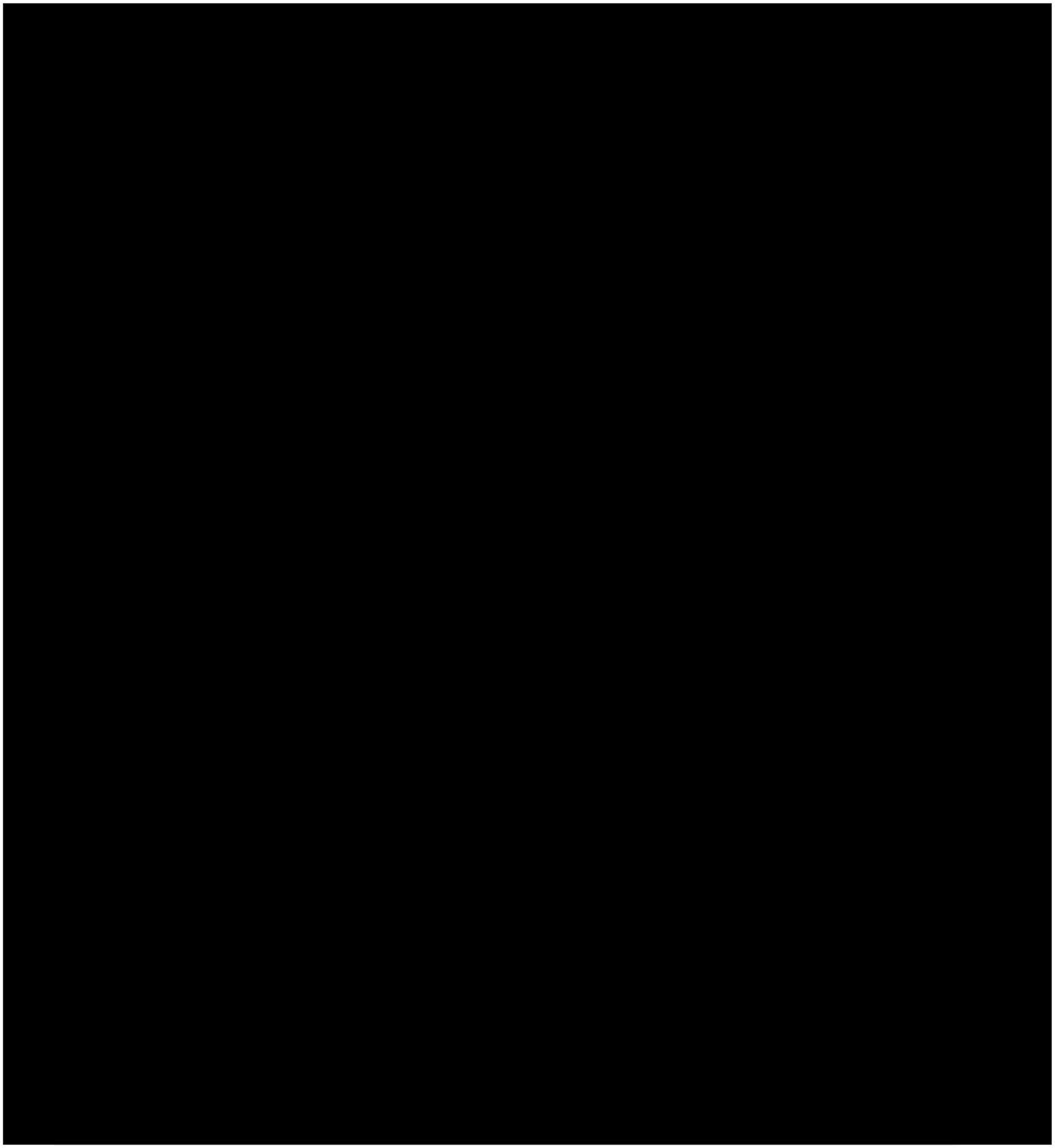

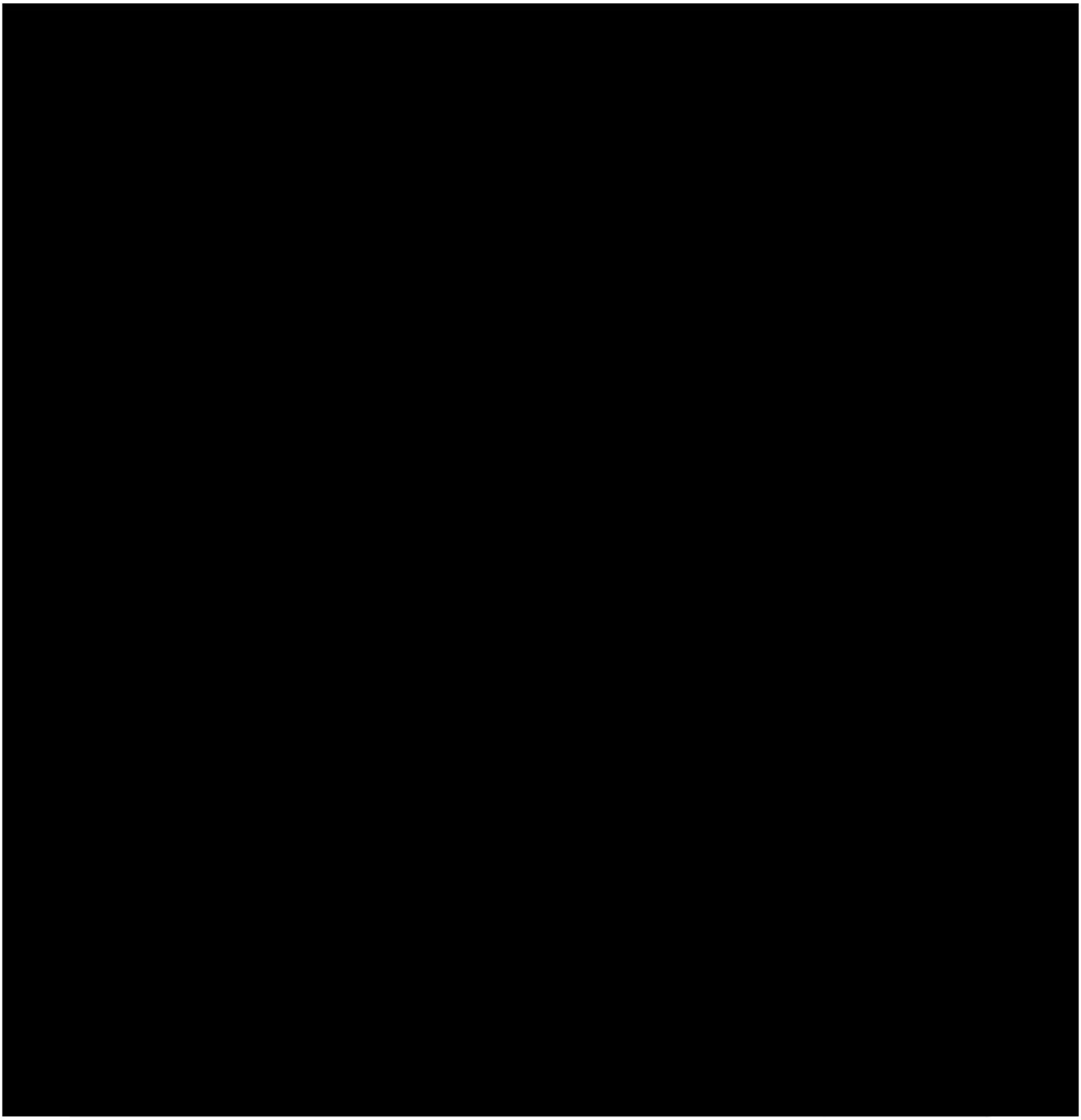

Kerstin Wheeler

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Response 14H - 15

BELLAVISTA
SCHOOL OF THE ARTS

Kerstin Wheeler

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Kerstin Wheeler

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BELLAVISTA
SCHOOL OF THE ARTS

Kerstin Wheeler

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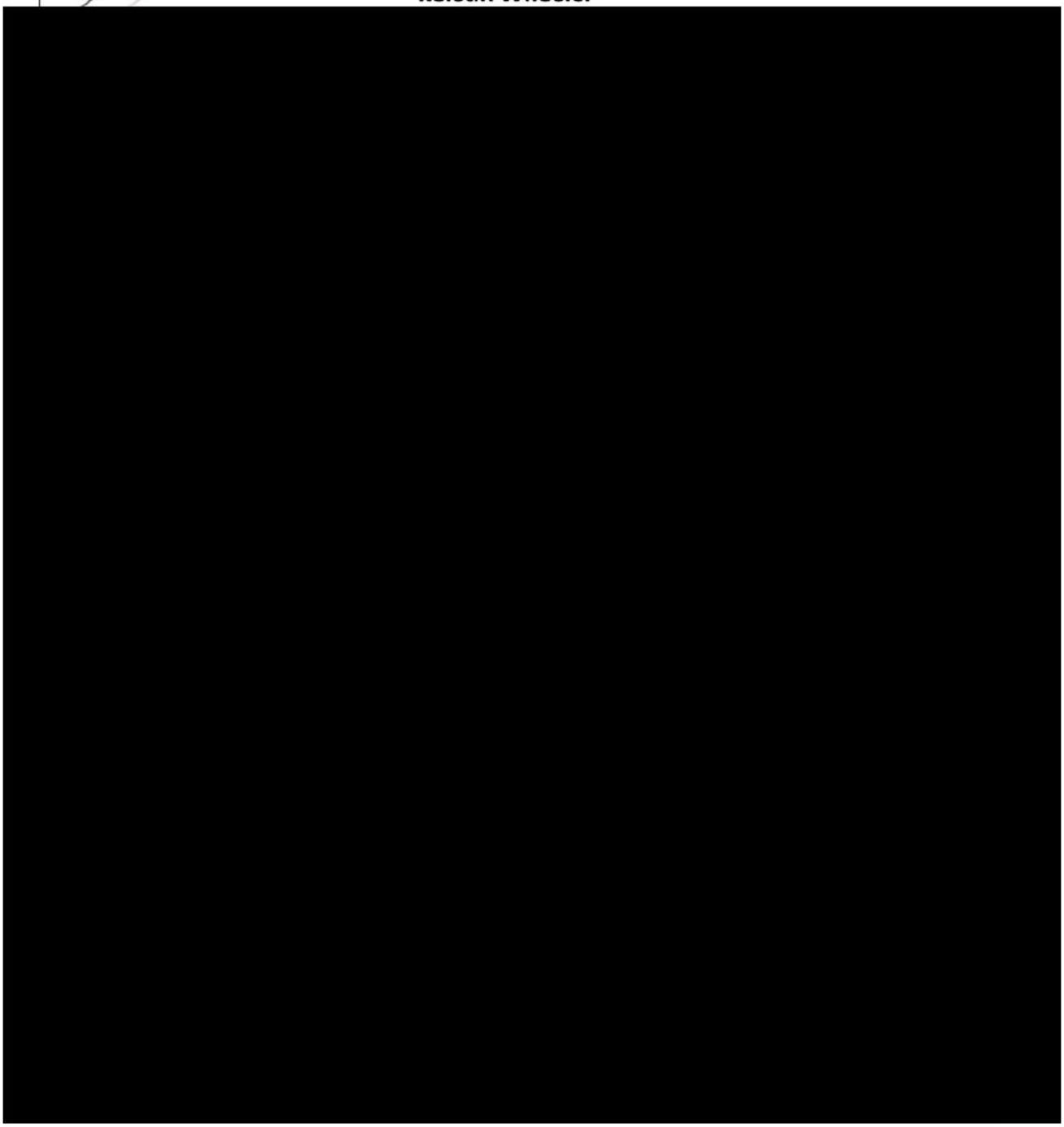
Kerstin Wheeler



Kerstin Wheeler

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R-14i - Board Member RFI Forms

R-14i - Board Member RFI Forms

SUNY Charter Schools Institute
The State University of New York

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

Guidance and Form

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

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. **REQUEST FOR INFORMATION**

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

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

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

None.

C. ***Discussion***

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

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

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

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.
   BELLAVISTA SCHOOL OF THE ARTS
2. Full name: DR. LORETHA J. MCCULLOUGH

[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):

   I CURRENTLY SERVE AS A HR COMMITTEE MEMBER FOR THE RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

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.

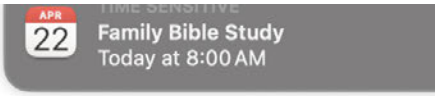
☑ I / we do not know any such persons. ☐ Yes.

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.

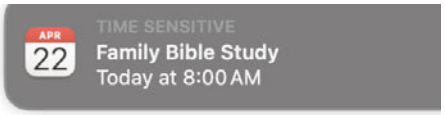
☑ None.

☐ Yes.

Details:
I CURRENTLY SERVE AS A HR COMMITTEE MEMBER FOR THE RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

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.
THE CORRECT PROCESS IS TO ENSURE THAT THE BOARD OF DIRECTORS IS AWARE OF THE SITUATION.

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.
N/A

Certification

I, DR. LORETHA J. MCCULI, 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 BELLAVISTA SCHOOL OF THE ARTS is true and correct in every respect.

Signature

APRIL 7, 2026
Date

BELLAVISTA
SCHOOL OF THE ARTS

BELLAVISTA
SCHOOL OF THE ARTS

SUNY Charter Schools Institute
The State University of New York

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

Guidance and Form

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

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

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

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

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

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.
   Bellavista School of the Arts
2. Full name: Nicole McCree

[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:
Yes ex-husband Rochester City School district School Teacher

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 I suspected board members of self-dealing, I would document specific evidence, review the organization's conflict-of-interest policies, and report the concern through formal channels such as the board chair, ethics committee, or whistleblower process. If internal action were ineffective or compromised, I would escalate to appropriate external oversight authorities. Throughout, I would remain professional, fact-based, and mindful of confidentiality and legal protections.

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, Nicole McCree, 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 Bellavista School of Arts is true and correct in every respect.

Nicole McCree
Signature

1/2/2026
Date

BELLAVISTA
SCHOOL OF THE ARTS

SUNY Charter Schools Institute
The State University of New York

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

Guidance and Form

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

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

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

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

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. ***Responsible Tasks***

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

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.
   Bellavista School of the Arts
2. Full name: Dr. Kerstin Wheeler

[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):
   Junior Achievement of Central Upstate New York

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:
Oscia Miles and I were both students at SJFU.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

■ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

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

I would request a fact finding and consult counsel.

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, Dr. Kerstin Wheeler, 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 Bellavista School of the Arts is true and correct in every respect.

Kerstin Wheeler
Signature

4/7/26
Date

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

Guidance and Form

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

Bellavista School of the Arts

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

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

1. REQUEST FOR INFORMATION

A. *Applicable Charter Agreement Provisions*

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

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

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

B. *Applicable Laws and Regulations*

None.

C. *Discussion*

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

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

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. ***Responsible Tasks***

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

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.

   Bellavista School of the Arts

2. Full name: Phillip Hounshell III

[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):

   Let's Get L.I.T.

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.

In such a situation, it should've brought to the board to file a formal complaint and launch an investigation into the trustee's dealings. If they are found to be in violation, the matter should be handled accordingly which could mean removal 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

I, Phillip Hounshell III, 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 Bellavista School of the Arts is true and correct in every respect.

Signature

4/12/2026
Date

SUNY Charter Schools Institute
The State University of New York

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

Guidance and Form

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

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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B. *Applicable Laws and Regulations*

None.

C. *Discussion*

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

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

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        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

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    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

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.
   Bellavista School of Arts
2. Full name: Chassity S Wells

[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.

I think it important to assume the best of others, but it would be appropiate to address in a board meeting after briefly tell the other board memeber that this owuld be a topic of conversation or agenda item so they are not blindsided.

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.

I am excited for the opportunity to serve on this board. I think there is a true need for this institution in the Rochester community.

Certification

I, Chassity S Wells, 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 Bellavista School of Arts is true and correct in every respect.

Signature

4/14/2026
Date

R- 15 - District and School Relations

R15. District and School Relations

a. Relationship Strategies

Bellavista is committed to maintaining a respectful, transparent, and collaborative relationship with the RCSD. Our founding team recognizes that charter schools operate within the broader public education ecosystem and believes strong communication with district leadership benefits students, families, and the community.

To establish and maintain a productive relationship with the district, Bellavista will implement several strategies:

Open Communication and Transparency
The school's leadership team has and will continue to proactively communicate with RCSD officials regarding enrollment, programming, and community engagement efforts. Bellavista will share updates regarding the school's development, academic model, and student support structures to ensure transparency and foster trust. Early conversations with Vicki Ramos, a former superintendent and current leader supporting principal development within the district, reflected strong interest in the school's arts-integrated model. Ms. Ramos expressed support for the vision of Bellavista and its potential to expand access to high-quality arts programming for students across Rochester. While mindful of maintaining appropriate boundaries, she indicated a willingness to facilitate connections within the district to support collaboration, particularly in areas related to arts integration where opportunities remain limited. Additional outreach included engagement with Isaiah Santiago, a member of the Board of Education with a background connected to the RCSD's School of the Arts (SOTA). Mr. Santiago expressed enthusiasm for the school's mission and its focus on providing rigorous, high-quality arts instruction to Rochester students. Similarly, Adele Fico, Director of Friends of SOTA, shared positive feedback regarding Bellavista's unique 7–12 arts integration model. She noted the distinct opportunity Bellavista presents, as there are currently no programs within the district that offer this specific blend of academic rigor and arts integration across middle and high school grades. Ms. Fico expressed openness to future partnership and collaboration, particularly in areas related to arts programming, community engagement, and resource development.

Participation in Community and Educational Networks
Bellavista leaders will participate in local education forums, community meetings, and collaborative initiatives where district leaders and educators are present. This engagement will

support ongoing dialogue about educational needs within Rochester and opportunities to work together to support students and families.

Commitment to Serving Shared Communities
Bellavista recognizes that both charter and district schools serve many of the same families and neighborhoods. The school will prioritize respectful communication with district leaders when engaging families and will ensure outreach practices are aligned with ethical enrollment standards and community-centered practices.

Focus on Student Needs
Bellavista's mission to integrate the arts with rigorous academics is designed to complement the educational landscape in Rochester by providing families with an additional public school option focused on creativity, performance, and innovation. The school believes that providing diverse educational models strengthens the overall system of public education.

The founding team has begun establishing relationships with community stakeholders across Rochester, including educators, families, and youth-serving organizations. Through focus groups, community listening sessions, and outreach events, the team has gathered input regarding the need for expanded arts programming and culturally responsive learning opportunities for students. These conversations have reinforced the importance of collaboration among educational institutions serving Rochester's youth.

While charter schools and district schools may operate under different governance structures, Bellavista believes that mutual respect, communication, and shared commitment to student success will create opportunities for positive and productive relationships with RCSD.

b. School Partnerships

Bellavista will be located in a city where many district schools face persistent academic challenges related to student achievement, attendance, and access to enrichment opportunities. Rather than viewing these challenges competitively, Bellavista intends to contribute positively to the local education ecosystem by sharing our best practices and innovations, particularly in the area of arts integration and student engagement.

Sharing Arts-Integrated Instructional Practices
Bellavista's academic model will integrate visual arts, performing arts, and creative expression into core academic instruction. The school anticipates opportunities to share strategies related to arts integration, project-based learning, and culturally responsive instruction with other educators in the Rochester community through workshops, professional learning exchanges, or collaborative events.

Community-Based Arts Collaborations
The school intends to partner with local arts organizations, youth development programs, and cultural institutions that already support students across both charter and district schools. Through these partnerships, Bellavista can help expand access to arts experiences for students throughout the community.

Student Showcases and Community Events
Bellavista plans to host performances, exhibitions, and community arts events that celebrate student creativity. These events will provide opportunities for collaboration with other schools in Rochester and will highlight the power of arts education in supporting student voice, confidence, and engagement.

Knowledge Sharing with Educators
As we develop effective practices in areas such as arts-integrated curriculum design, culturally responsive education, and student engagement strategies that contribute to strong attendance, Bellavista will be open to sharing lessons learned with other schools and educators in Rochester.

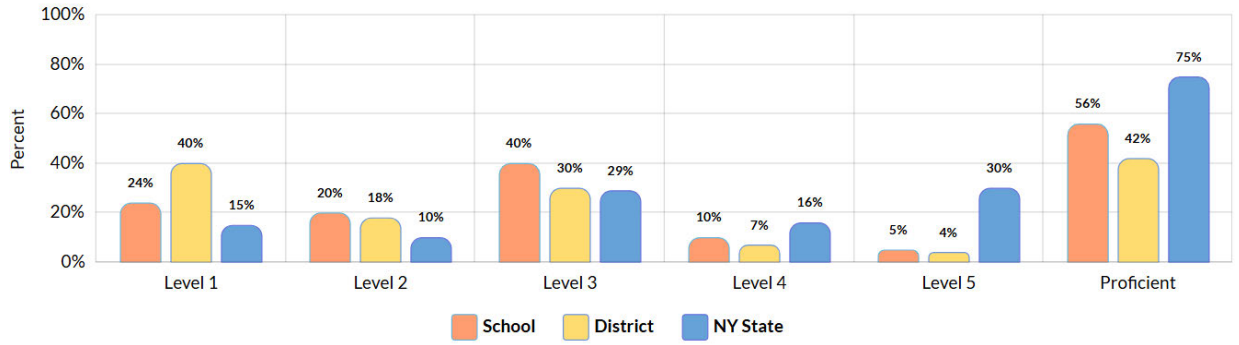
The founding team believes that improving educational outcomes for students in Rochester requires collaboration across schools and organizations. Bellavista is committed to being a constructive partner in the local education community and contributing to the broader effort to support student success across the city. While we will welcome any opportunity to share our practices with others, we intend to initially establish relationships with East High School and Edison Career and Technology High School.

We have chosen these particular schools due to anticipated proximity and demographic similarity to our target population, as well as their consistent underperformance that signals an opportunity to contribute value to their leadership, staff, and students. Please see an abbreviated analysis of their student performance outcomes below.

East High School: Based on the school's 2024-25 data obtained from data.nysed.gov, they are classified as a Local Support and Improvement campus under ESSA, had a four year graduation rate of just over 77%, and a chronic absenteeism rate of 63.9%. Scores on many Regents exams significantly lagged the state average and closely mirror the RCSD.

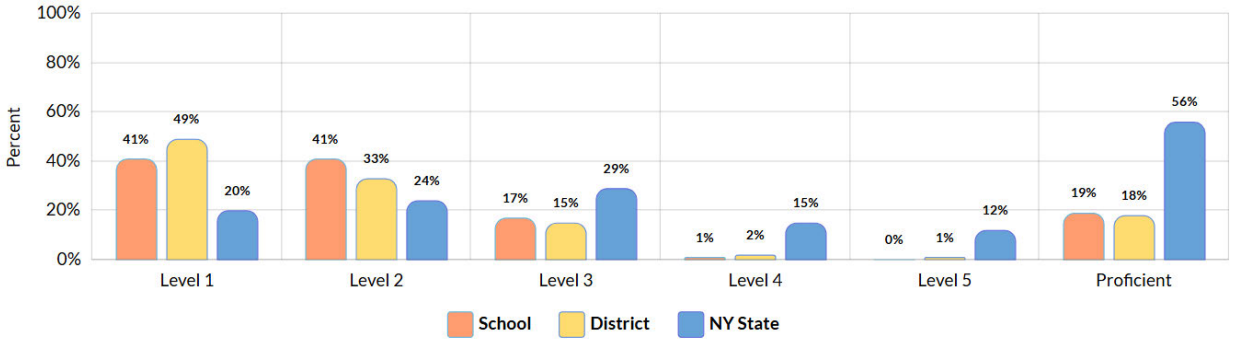
ANNUAL REGENTS EXAMINATION IN ELA (2024-25)

Percent Scoring at Levels for All Students



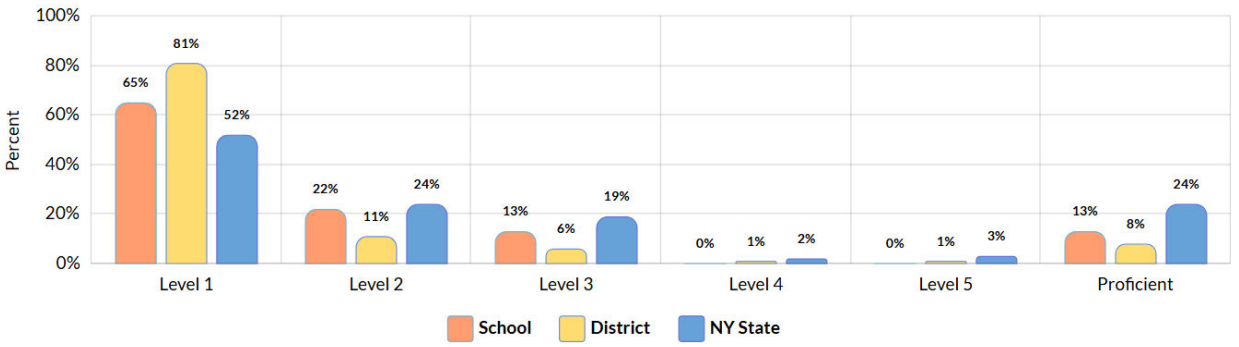
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)

Percent Scoring at Levels for All Students



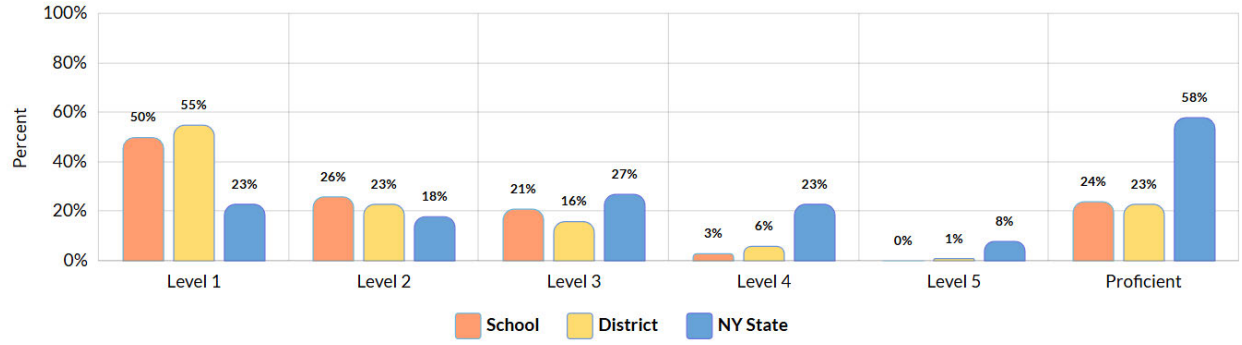
ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)

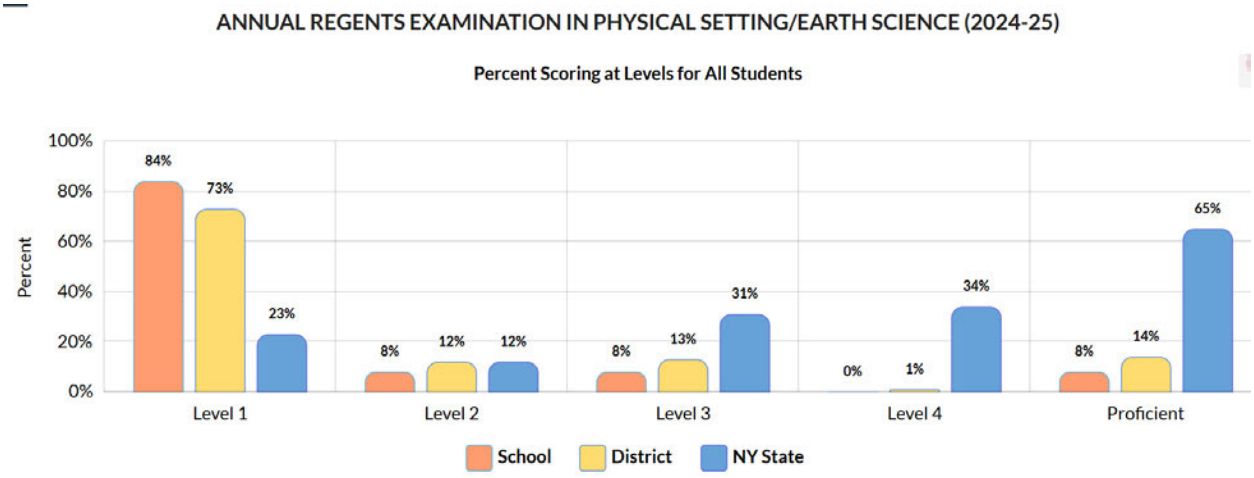
Percent Scoring at Levels for All Students

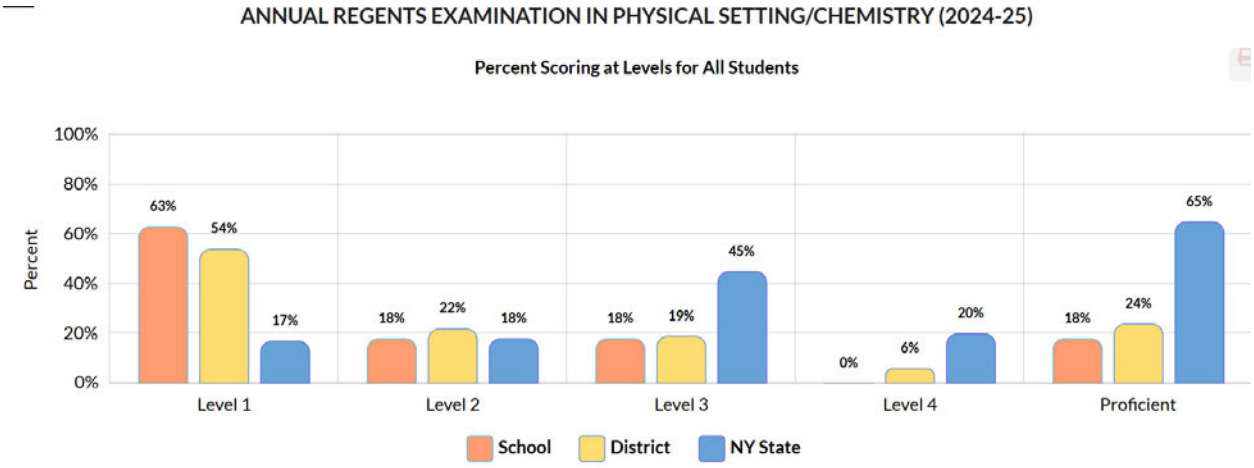


ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)

Percent Scoring at Levels for All Students



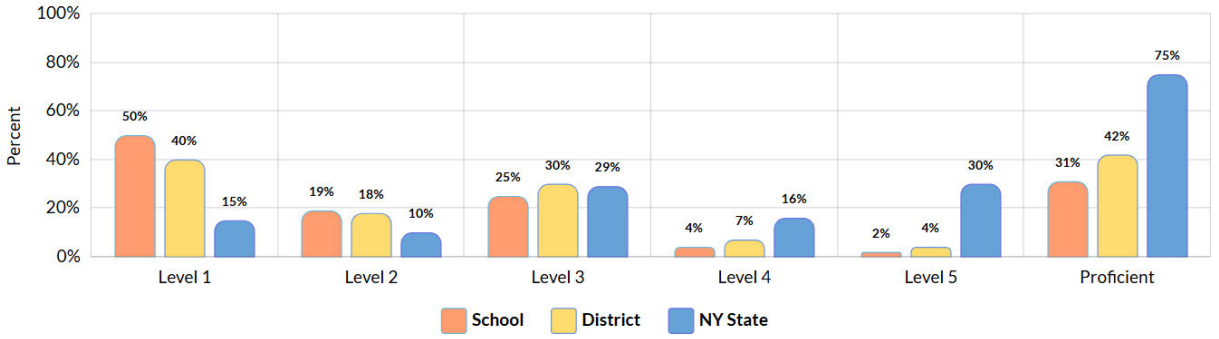




Edison Career and Technology High School: Based on the school's 2024-25 data obtained from data.nysed.gov, they are classified as a Comprehensive Support and Improvement campus under ESSA, had a four year graduation rate of just under 56%, and a chronic absenteeism rate of 75.6%. At Edison, scores on Regents exams consistently and significantly lagged the state average and RCSD averages.

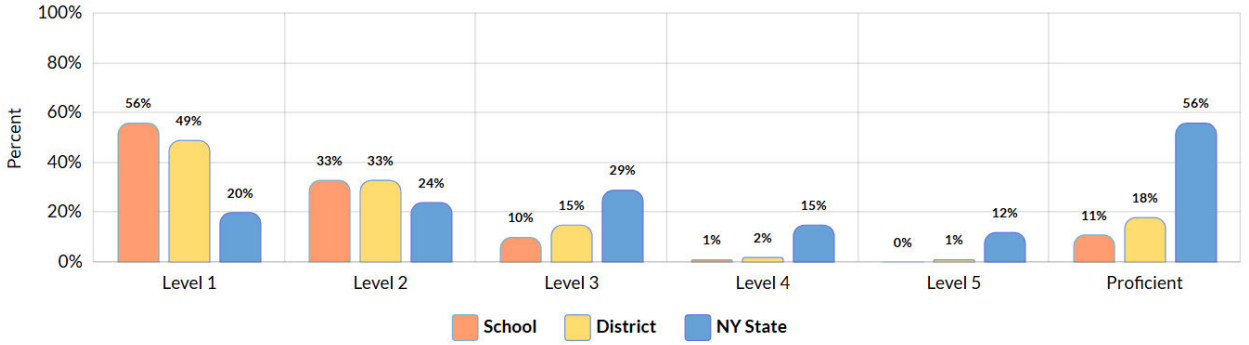
ANNUAL REGENTS EXAMINATION IN ELA (2024-25)

Percent Scoring at Levels for All Students

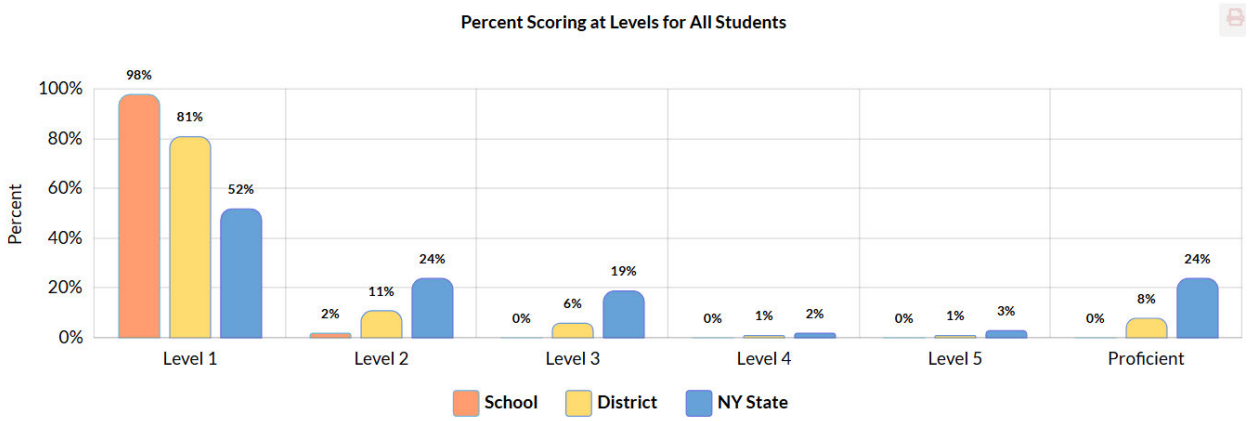


ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2024-25)

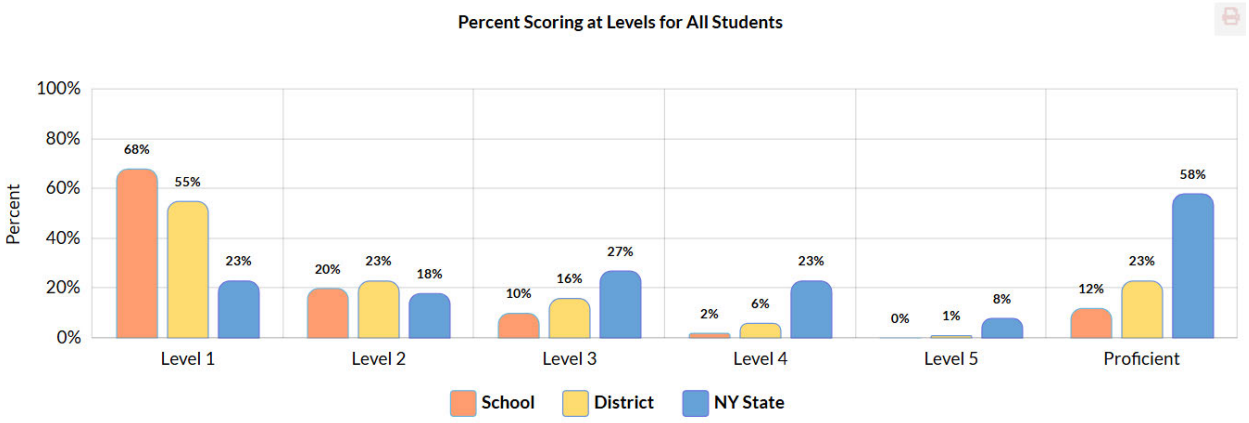
Percent Scoring at Levels for All Students



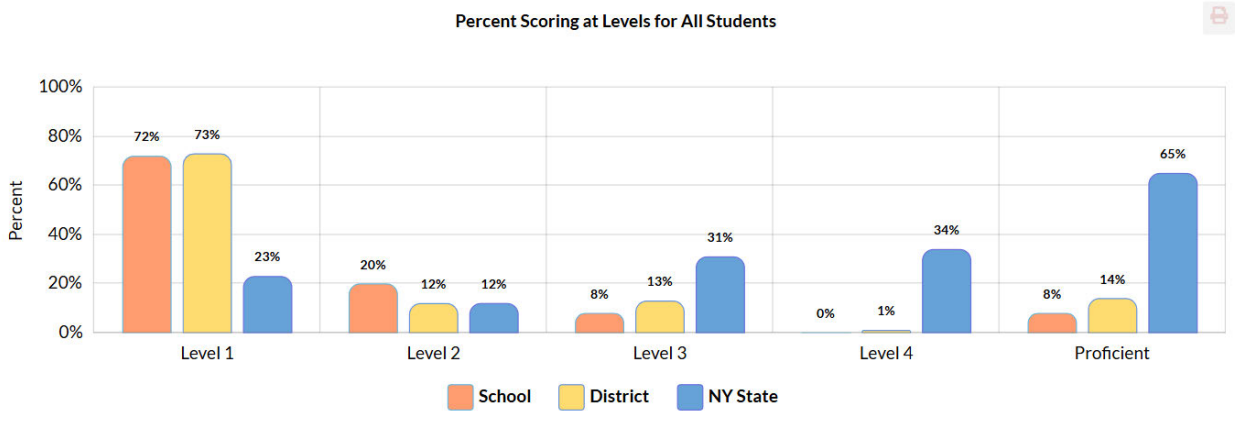
ANNUAL REGENTS EXAMINATION IN GEOMETRY (AUGUST 2024 & JANUARY 2025)



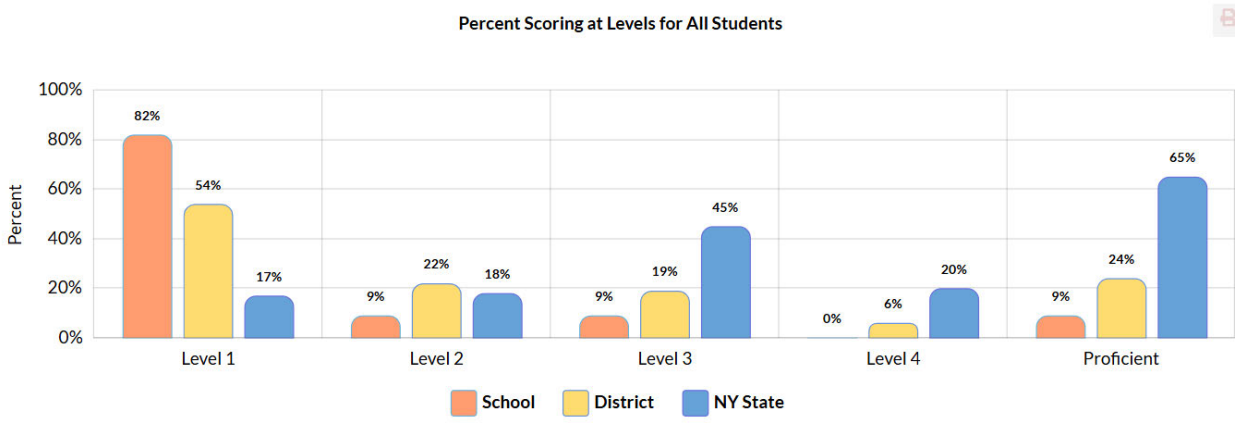
ANNUAL REGENTS EXAMINATION IN LIFE SCIENCE: BIOLOGY (JUNE 2025)



ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2024-25)



ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2024-25)



R-16ac - Facilities

R-16ac - Facilities

a. Facility Needs

Bellavista requires a facility that functions as both a high performing academic environment and a vibrant creative campus. The building must support rigorous instruction while providing dedicated spaces where students can practice, produce, and present their work. To deliver on its mission to ignite creativity and leadership through immersive arts education, the facility must provide safe, accessible, and code compliant learning spaces that reflect students' cultural pride, foster resilience and belonging, and create consistent opportunities for collaboration, performance, and community engagement. In short, the facility will be intentionally designed to develop scholars and artists simultaneously and prepare graduates to thrive in college, career, and civic life.

To achieve this vision in a disciplined and financially sustainable way, Bellavista will launch in a short-term incubation facility for the first 3 to 5 years of operation. This approach allows the school to prioritize strong start-up execution by building systems, culture, and instructional quality without the added complexity and risk associated with managing a large long term facility during the earliest years of growth. It also reflects the practical reality that it is not feasible to build or fully renovate a permanent facility that meets Bellavista's long term programmatic needs within the start-up timeline required for opening.

Accordingly, the incubation site will be a build out of an existing building of approximately 36,000 square feet, aligned to Bellavista's early grade configuration and enrollment ramp, as outlined in Figure 1: Incubation Space Program. As the school scales toward full implementation of grades 7 to 12 and reaches steady state enrollment with a waitlist, Bellavista will transition to a long- term facility of approximately 70,000 square feet, as outlined in Figure 2: Long Term Space Program. This phased facility strategy intentionally aligns space, scope, and capital investment to the school's growth trajectory, ensuring students have a safe, inspiring, and mission aligned environment from day one while positioning Bellavista for a purpose built, fully realized arts and academics campus in the long term.

Figure 1:Incubation Space Program

Total Grades	4
Total Average Students Per Grade	88
Total # of Students	350
Sections per Grade	3 or 4
Number of Students per Section	25
Total Sections	14
Number of Teachers per Section	-
Total Teachers	36

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Bellavista School of the Arts

#	Room Name	Qty	Student	NSF	Subtotal	Comments
1	History	4	100	725	2,900	25 Student Desks per Classroom (No teacher desk, Lecterns, Individual Storage for Teachers)
2	Math	4	100	725	2,900	25 Student Desks per Classroom (No teacher desk,
3	ELA	4	100	725	2,900	25 Student Desks per Classroom (No teacher desk,
4	Science/STEM Lab	2	50	725	1,450	HS/MS – 26 Student Desks Per Classroom
5	Social Studies	4	100	725	2,900	
6	7-12 Subtotal	18			13,050	
Common Spaces						
7	Main Lobby	-	-	315	-	
8	Lobby Check-In Closet / Storage	1	-	109	109	
9	Music	1	25	906	906	
10	Music Storage Room	1	-	156	156	
11	Art	1	25	906	906	
12	Dance	-	-	906	-	
13	Cafeteria	1	200	1,000	1,000	3 session
14	Commercial Kitchen with cold and hot storage	1		1,100	1,100	Full on kitchen, not just heating up. Cutting
15	Choir Room	-		800	-	
16	Gym/Auditorium/Stage	1	400	3,000	3,000	Gymnatorium with short stage
17	Gender-Neutral Bathrooms	2	-	60	120	Dedicated by code
18	Female Bathrooms	2	-	250	500	Dedicated by code
19	Male Washrooms	2	-	250	500	Dedicated by code
20	Pull-Out Space	2	8	350	700	Expecting 10 - 12% of Special Education Students
21	Library	-		1,000	-	
#REF!	Common Spaces Subtotal	15			8,998	
Administration 7-12						
22	Director of Instruction	1	-	200	200	
23	Director of Operations	1	-	200	200	
24	Director of the Arts	1	-	200	200	Starts in Year 3
25	Director of Student Supports	-	-	200	-	Starts in Year 3
26	Dean & 2 Behavior Support Specialist HS & MS	-	-	400	-	
27	Conference Room	-	-	300	-	
28	CEO Suite	1	-	300	300	Office Manager of Data, CEO and Conference Space
29	Administration Middle School 6-8 Subtotal	4			900	
Shared Administration						
30	Main Office	1	-	583	583	Office Manager and Special Projects Coordinator
31	Counselor/Social Worker Office	1	-	500	500	Year 3 Counselor
32	Nurse/Nurse Office	1	-	500	500	
33	Facilities Office	-	-	150	-	
34	Props and Show Storage	-	-	900	-	
35	Custodial Closets	2	-	50	100	
36	Lactation Room	1	-	75	75	
37	Tech Office	1	-	300	300	Printers in the hallway
38	Server Room	1	-	73	73	
39	Office Supply Storage	1	-	200	200	
40	Teacher Quiet Coves	2		300	600	
41	Building Supply Storage	1	-	650	650	
42	Shared Administration Subtotals	12			3,581	
Other Interior Space						
43	Circulation	-	-	6,632	6,632	
44	Interior Mechanical Spaces	-	-	1,326	1,326	
45	Fire Panel Room	-	-	75	75	
46	Other Interior Space	-			8,034	
Exterior Space						
47	Outdoor Play Area	1	-	6,000	6,000	**Option 1:** Two Multi-Sport Game Courts (2,610 SF Each) Offering Basketball, Badminton, Pickleball, Floor Hockey, Volleyball, Four Square, Hop Scotch, Shuffleboard, Floor Hockey; **Options 2:** One Multi-Sport Game Court With The Remaining SF Being A Selective Mix Of Green Space, Jungle Gym, Four Square, Hop Scotch, Running Track, Seating;
48	Parking	10	-	300	3,000	
49	Exterior Space				3,000	
50	Total Interior Square Feet				34,563	
51	Total Exterior + Interior	-			37,563	

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Figure 2: Long-term Space Program

Total Grades	6
Total Average Students Per Grade	92
Total # of Students	550
Sections per Grade	3 or 4
Number of Students per Section	25
Total Sections	22
Number of Teachers per Section	-
Total Teachers & Staff	37

Bellavista School of the Arts						
#	Room Name	Qty	Student	NSF	Subtotal	Comments
1	History	4	100	725	2,900	25 Student Desks per Classroom (No teacher desk, Lecterns, Individual Storage for Teachers)
2	Math	4	100	725	2,900	25 Student Desks per Classroom (No teacher desk,
3	ELA	4	100	725	2,900	25 Student Desks per Classroom (No teacher desk,
4	Science/STEM Lab	2	50	725	1,450	HS/MS — 26 Student Desks Per Classroom
5	Social Studies	4	100	725	2,900	
6	7-12 Subtotal	18			13,050	
Common Spaces						
7	Main Lobby	-	-	495	-	
8	Lobby Check-In Closet / Storage	2	-	172	344	
9	Music	2	50	906	1,813	
10	Music Storage Room	2	-	156	313	
11	Art	2	50	906	1,813	
12	Dance	2	50	906	1,813	
13	Cafeteria	1	300	1,500	1,500	3 session
14	Commercial Kitchen with cold and hot storage	1		1,100	1,100	Full on kitchen, not just heating up. Cutting
15	Choir Room	2		800	1,600	
16	Gym/Auditorium/Stage	1	910	7,700	7,700	Gymnatorium with short stage and ability to have
17	Gender-Neutral Bathrooms	4	-	60	240	Dedicated by code
18	Female Bathrooms	5	-	250	1,250	Dedicated by code
19	Male Washrooms	5	-	250	1,250	Dedicated by code
20	Pull-Out Space	2	8	350	700	Expecting 10 - 12% of Special Education Students
21	Library	1		1,000	1,000	Sized for if they wanted a room to up to 4 grades at
#REF!	Common Spaces Subtotal	32			22,434	
Administration 7-12						
22	Director of Instruction	1	-	200	200	
23	Director of Operations	1	-	200	200	
24	Director of the Arts	1		200	200	Starts in Year 3
25	Director of Student Supports	1	-	200	200	Starts in Year 3
26	Dean & 2 Behavior Support Specialist HS & MS	1	-	400	400	
27	Conference Room	1	-	300	300	
28	CEO Suite	1	-	800	800	Office Manager of Data, CEO and Conference Space
29	Administration Middle School 6-8 Subtotal	7			2,300	
Shared Administration						
30	Main Office	1	-	917	917	Office Manager and Special Projects Coordinator
31	Counselor/Social Worker Office	1	-	500	500	Year 3 Counselor
32	Nurse/Nurse Office	1	-	1,146	1,146	
33	Facilities Office	1	-	150	150	
34	Props and Show Storage	1	-	900	900	
35	Custodial Closets	4	-	50	200	
36	Lactation Room	1	-	75	75	
37	Tech Office	1	-	650	650	Printers in the hallway
38	Server Room	1	-	115	115	
39	Office Supply Storage	2	-	200	400	
40	Teacher Quiet Coves	5		300	1,500	
41	Building Supply Storage	1	-	650	650	
42	Shared Administration Subtotals	20			7,202	
Other Interior Space						
43	Circulation	-	-	13,496	13,496	
44	Interior Mechanical Spaces	-	-	7,198	7,198	
45	Fire Panel Room	-	-	75	75	
46	Other Interior Space	-			20,768	
Exterior Space						
47	Outdoor Play Area	1	-	6,000	6,000	**Option 1:** Two Multi-Sport Game Courts (2,610 SF Each) Offering Basketball, Badminton, Pickleball, Floor Hockey, Volleyball, Four Square, Hop Scotch, Shuffleboard, Floor Hockey; **Options 2:** One Multi-Sport Game Court With The Remaining SF Being A Selective Mix Of Green Space, Jungle Gym, Four Square, Hop Scotch, Running Track, Seating;
48	Parking	25	-	300	7,500	
49	Exterior Space				7,500	
50	Total Interior Square Feet				65,754	
51	Total Exterior + Interior	-			73,254	

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b. Facility Selection

Bellavista is planned to open in downtown Rochester in close proximity to the arts district. We will have a phased enrollment plan that begins with 150 students in Year 1 (Grades 7–8) and grows to 550 students by Year 5 (Grades 7–12). As Bellavista's model is arts-centered, the facility search is focused on spaces that can support both core instruction and arts programming (e.g., visual arts studio capacity, music rehearsal/ practice needs, and performance/dance-capable multipurpose space), while remaining financially sustainable.

To date, the founding team, led by Dr. Miles has advanced the facility search and selection process by:

- Defining a Year 1 space program and a scalable growth plan aligned to Bellavista's grade expansion and enrollment ramp (150 → 249 → 350 → 450 → 550 students over five years).
- Establishing site selection criteria prioritizing student accessibility (walkability and transit), safety, ADA accessibility, appropriate floor plates and ceiling heights for arts uses, and building systems capacity (HVAC/ventilation, electrical, plumbing) suitable for a school environment.
- Engaging PSwrx to support site identification, feasibility screening, and due diligence. PSwrx is a charter school finance/real estate/facilities partner with an integrated team model, and their team reports experience across 90+ schools, 200+ construction and renovation projects, and $3B in financing secured, with a 100% on-time/on-budget track record.
- Conducting an active market search across multiple building types, including commercial spaces, churches, and existing school facilities, to identify options that can be delivered on a timeline consistent with the planned opening date.
- Advancing a shortlist of candidate properties primarily in downtown Rochester near the Arts District, with additional options under review in East Rochester.

Bellavista's preferred location is a location as close to the Rochester Arts District as possible, with accessible transportation from the city's highest need neighborhoods, where the school can build authentic partnerships with local arts organizations and tap into the area's concentration of creative institutions and arts activity—creating strong alignment between place-based opportunity and the school's mission.

Although a final site has not yet been selected, Bellavista's facility selection and delivery process is structured to ensure the chosen location can meet applicable NYSED expectations and New York State sanitary specifications prior to the first day of instruction. The school will apply a standardized diligence and readiness process to each finalist site, including:

- Pre-commitment feasibility screening: Prior to executing a lease or purchase, confirm the site can be permitted for educational use and can meet baseline life safety/egress, accessibility, indoor and outdoor air quality and building systems requirements (including ventilation/thermal comfort and plumbing capacity).
- Post-LOI due diligence: Complete architectural/engineering surveys; review building records; develop a detailed scope, budget, and schedule; and identify any long-lead or high-risk items early (e.g., fire protection upgrades, significant HVAC modifications, accessibility improvements).
- Design, permitting, and approvals: Retain New York State Registered Architect, Anthony Kiiru to complete code analysis, prepare drawings, and manage permitting and approvals with the City of Rochester and the other authorities having jurisdiction.
- Construction, inspections, and commissioning: Execute renovations as required; complete inspections and sign-offs; and commission critical systems prior to occupancy.
- Sanitary readiness and operational fit-out: Ensure restroom and handwashing fixtures, potable water access, ventilation/thermal comfort, custodial/cleaning infrastructure, and other health-and-safety prerequisites are in place for student and staff occupancy.

Bellavista will not occupy or open a facility until required permits/approvals are secured and the space is fully safe, compliant, and operational.

c. Facility-Related Conflicts of Interest

Bellavista's leadership has not identified any facility-related conflicts of interest as it relates to the siting of this school.

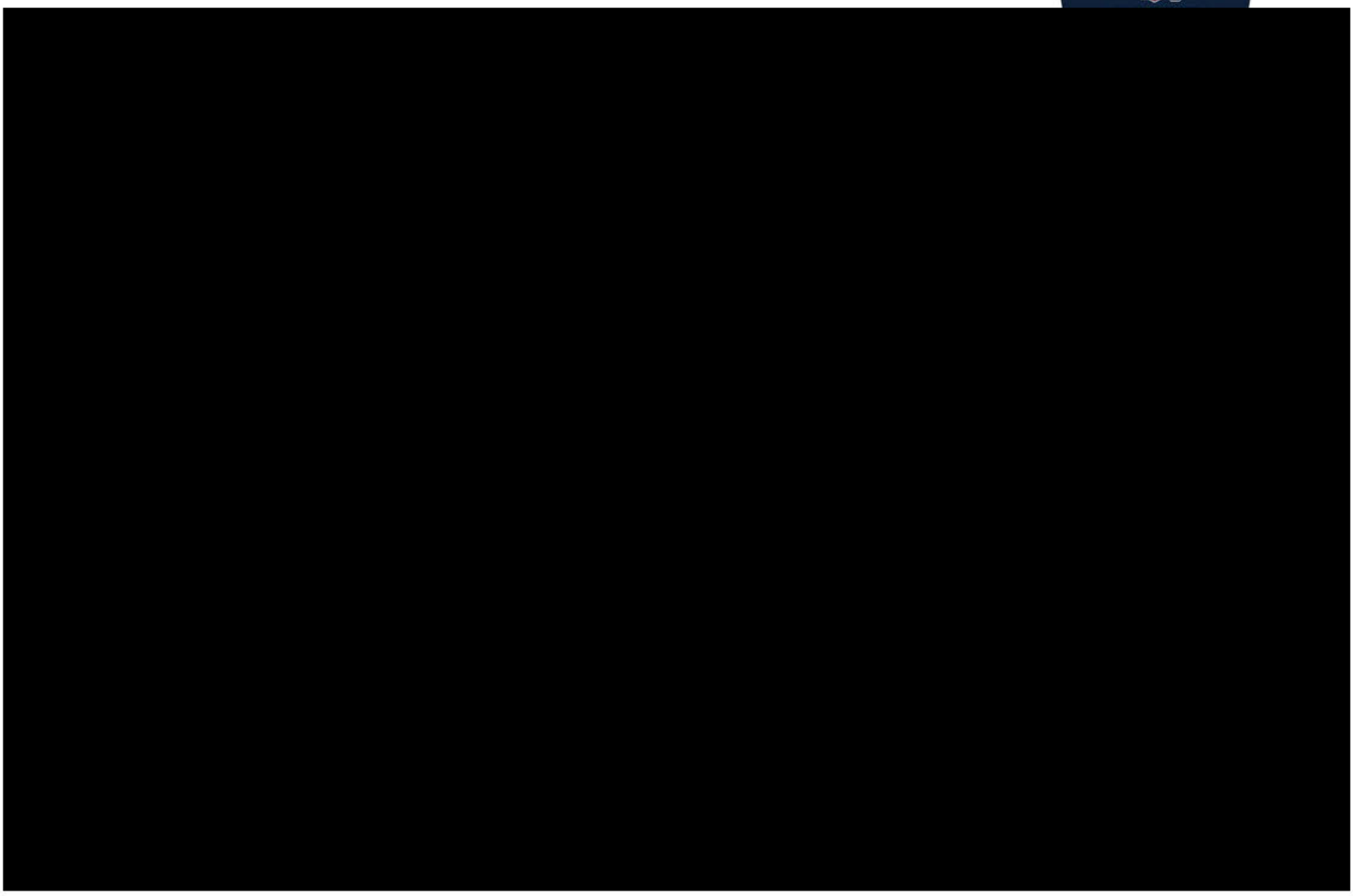
R-16d - Facilities

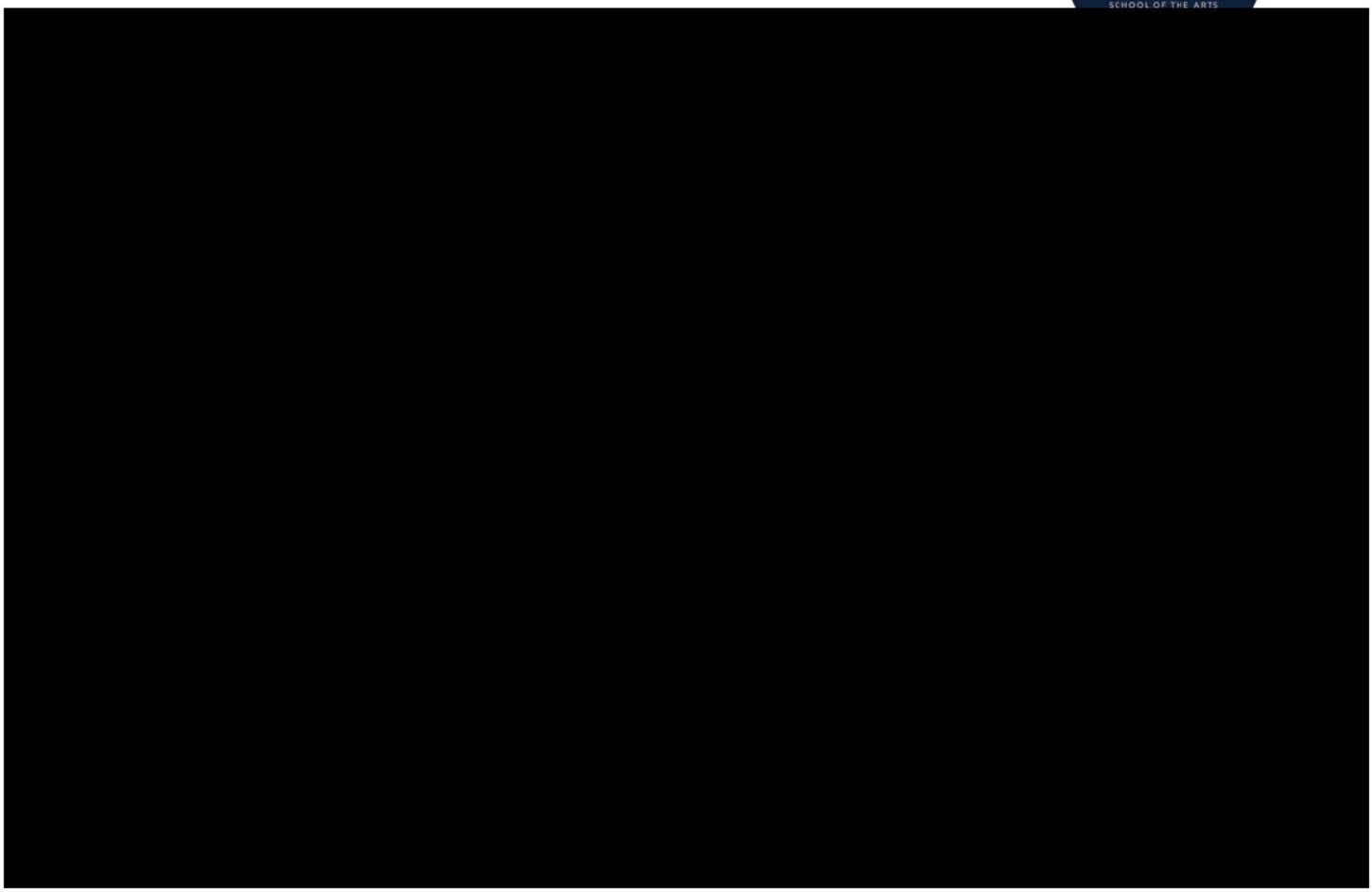
R-16d - Facilities
d. Additional Facility Information

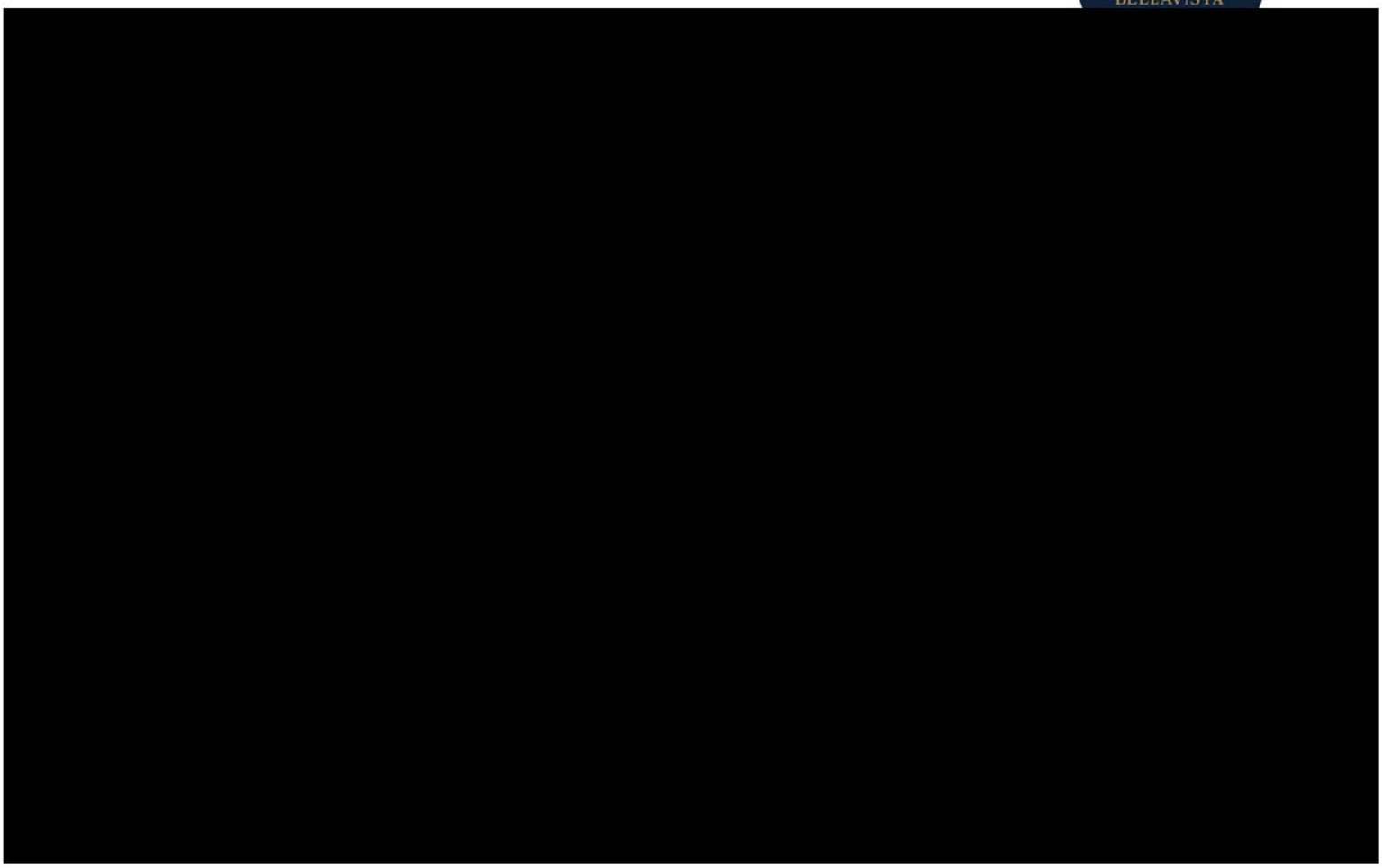
Bellavista's leadership team has engaged in a comprehensive and disciplined facilities search designed to support both a successful school opening and long-term operational stability. In partnership with PSwrx, the team reviewed more than 23 potential properties and toured the most promising sites to evaluate their suitability for the school's academic program, operational model, and financial framework. The team prioritized sites with approximately 25,000 to 35,000 square feet of contiguous interior space to ensure sufficient capacity for instructional programming, student support services, administrative functions, and future growth. In addition, the review process closely considered operational factors essential to daily school functioning, including staff parking, safe and efficient student arrival and dismissal, bus access, and parent drop-off accommodations.

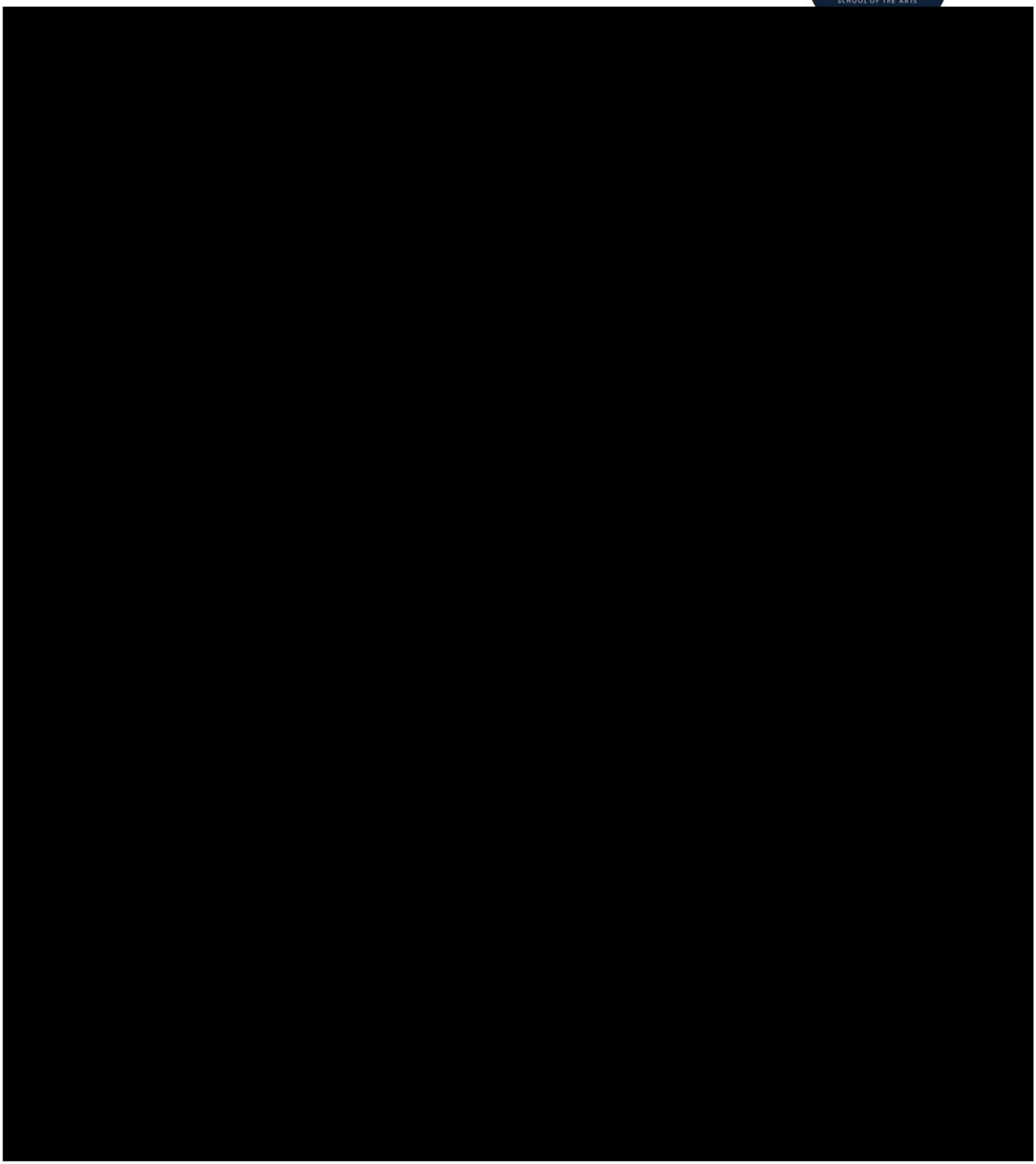
Bellavista is committed to securing a facility solution that is financially viable and aligned with the school's long-term sustainability plan. The leadership team has established a target facility cost of 8% to 12% of per-pupil funding and engaged PSwrx to validate that target through a market analysis and review of area construction costs. PSwrx's prior experience developing six school facilities for Uncommon Schools' Rochester Prep strengthens Bellavista's capacity to execute this work effectively, drawing on established knowledge of the Rochester real estate market, local contractor relationships, and the strategies necessary to complete school facility projects on schedule and within budget.

While we have not committed to any one option, the examples that follow illustrate the types of properties currently available and demonstrate the range of viable facility options Bellavista may pursue as it moves toward securing an appropriate long-term school site.









R 17: Food Services

R -17: Food Services

As part of Bellavista's commitment to supporting the whole child, we will provide nutritious meals daily that promote students' health, focus, and readiness to learn. Bellavista recognizes that food security is foundational to academic success and will operate our food services program in full compliance with all applicable federal, state, and local requirements.

Bellavista will enroll students residing within the geographic boundaries of the RCSD, Greece Central School District, and the West Irondequoit Central School District, as well as smaller numbers of students from East Irondequoit Central School District, GatesChili Central School District, Fairport Central School District, and Churchville-Chili Central School District. Bellavista will participate in the Community Eligibility Provision (CEP) of the U.S. Department of Agriculture to the fullest extent permitted. Schools located within the RCSD's geographic boundaries, including public charter schools, are eligible to participate in CEP and provide universal free meals. West Irondequoit Central School District also operates under CEP, offering free meals to all enrolled students. Greece Central School District currently provides universal free meals to students through state and federal mechanisms. We will coordinate with NYSED and relevant partners to ensure that food services administration is compliant for students enrolling from each district.

All meals served at Bellavista will comply with NYSED requirements and the National School Lunch Program (NSLP) guidelines, including nutritional standards, meal pattern requirements, food safety regulations, and reporting obligations. The school will provide daily breakfast and lunch and will offer after-school meals when applicable. Families will retain the option for students to bring meals from home if they prefer not to participate in school-provided offerings.

Bellavista's Director of Operations, Office Manager, and Special Projects Coordinator will collaborate to support families with required meal documentation, including the School Meals Application Form and any alternative household income forms required for reimbursement, reporting, or state accountability purposes. These systems will be designed to ensure compliance across students enrolling from multiple districts while minimizing administrative burden on families.

Based on district demographic data and community engagement results to date, we anticipate that approximately 90 percent of its students will qualify for free or reduced-price meals. To maintain a conservative and fiscally responsible budgeting approach, the school will project an estimated 85 percent eligibility rate. This approach ensures financial stability in the event of enrollment, eligibility, or reimbursement fluctuations.

Meals will be provided in alignment with the school's daily instructional schedule and structured to maximize participation while minimizing disruption to learning time. Service models will be age-appropriate for grades 7–12 and will ensure that students have adequate time to eat in a safe and orderly environment.

In the event of an emergency, facility closure, or disruption to regular school operations, Bellavista will implement a coordinated plan to ensure uninterrupted access to meals. The Director of Operations, supported by the Office Manager and Special Projects Coordinator, will organize meal pick-up times at the school site and/or distribution at centralized neighborhood locations accessible to families across the school's enrollment area. Clear communication protocols will be used to notify families of meal availability and logistics.

Food services will be overseen by school leadership and the board of trustees as part of Bellavista's broader operational and fiscal monitoring systems. The school will ensure accurate documentation, timely reimbursement reporting, compliance with CEP and NSLP requirements, and prompt response to any monitoring findings or inspections.

By ensuring reliable access to nutritious meals for students enrolling from Rochester, Greece, and West Irondequoit, Bellavista will reinforce its holistic approach to student success and support students' readiness to learn.

R 18: Health Services

R- 18: Health Services

Local public health data underscore the importance of comprehensive school-based health services for students in the city of Rochester. Children and adolescents in this area experience disproportionately high rates of chronic physical health conditions, including asthma and obesity, compared to surrounding suburban communities.[27] Asthma remains one of the most prevalent chronic conditions affecting local youth[28] and is a leading cause of school absenteeism, with higher rates of asthma-related emergency department visits among children living in urban Rochester. In addition, community health assessments have documented significantly higher rates of overweight and obesity among Rochester children, reflecting long-standing disparities in access to nutrition, physical activity, and preventive health care. Environmental health risks also persist; recent Monroe County data indicate an increase in elevated blood lead levels among children tested, with cases concentrated in Rochester ZIP codes, highlighting ongoing exposure risks that can affect cognitive and physical development.[29] Together, these conditions reinforce the need for accessible, well-coordinated school health services that support students' physical well-being and reduce health-related barriers to learning in Rochester.

Accordingly, Bellavista will fully comply with all applicable federal and New York State laws and regulations governing school health services, including requirements administered by NYSED and the New York State Department of Health (NYSDOH). Within the landscape described above, Bellavista recognizes that physical, mental, and social-emotional health are essential components of student success, particularly for students in grades 7 through 12. Our approach to health services is designed to ensure regulatory compliance, promote student wellness, and remove barriers that may interfere with learning, artistic development, and overall well-being.

The school nurse at Bellavista will oversee compliance with all applicable state and federal health regulations, including the immunization program and required student health services. Bellavista will comply with Public Health Law §2164 and Commissioner's Regulations 10 NYCRR §66-1, as well as Education Law §§901–914 and §136, which govern health examinations, screenings, and school medical requirements. The school nurse will be a licensed registered nurse holding a valid and current New York State license. Our facility will

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[27] University of Rochester Medical Center. City Child Obesity Rate Almost Twice as Large as Suburban. URMC News, reporting on childhood obesity disparities between the City of Rochester and surrounding suburbs.

[28] University of Rochester Medical Center. School-Based Asthma Program Sets the Standard for Community Engagement. URMC Children's Hospital, documenting the prevalence of pediatric asthma in Rochester and its impact on school attendance and emergency care utilization.

[29] Monroe County Department of Public Health; reported by WXXI News. Monroe County Child Lead Exposure Data Shows Increase in Elevated Blood Lead Levels, highlighting increased cases of elevated blood lead levels among children tested, concentrated in Rochester ZIP codes.

include a dedicated health services room that meets all applicable building, safety, and health codes.

The nurse will be responsible for providing emergency care for ill or injured students; monitoring student health needs; overseeing required screenings and referrals; securely storing and administering medications; maintaining accurate and confidential cumulative health records; and ensuring compliance with immunization and physical examination requirements. All student health records will be stored securely and accessible only to authorized personnel. The nurse will document all health office visits and services in accordance with applicable regulations and professional standards. Bellavista will maintain an automated external defibrillator on site, and at least two staff members will be trained in its use to ensure preparedness during the school day and during school-sponsored activities.

Bellavista will ensure that all enrolled students in grades 7 through 12 meet New York State immunization requirements and that accurate, up-to-date documentation is maintained. Required immunizations include diphtheria, tetanus, and pertussis; measles, mumps, and rubella; hepatitis B; varicella; and the meningococcal conjugate vaccine required for students in grades 7 through 12. Additional immunizations, such as haemophilus influenzae type b conjugate and pneumococcal conjugate vaccines, will be required when age-appropriate. Bellavista will follow all current NYSED and NYSDOH guidance to ensure student health and safety.

Parents or guardians must submit documentation demonstrating that students have received required immunizations or are in the process of completing required immunization series in accordance with state timelines. Immunization exemptions will be granted only as permitted by law, including medical exemptions certified by a licensed physician or religious exemptions based on genuine and sincere religious beliefs. The school nurse will oversee verification, tracking, and ongoing monitoring of immunization compliance.

All students in grades 7 through 12 will be required to have a current physical examination and must submit health examination records to the school within 30 days of the start of the school year. If documentation is not submitted within the required timeframe, parents or guardians will receive written notice along with guidance on how to obtain the necessary examination. Bellavista will work with local health providers and community organizations, as available, to support families in accessing physical examinations and completing required health documentation.

For students who require medication during school hours, Bellavista will follow all New York State laws and guidelines to ensure safe and appropriate administration. The school will require written documentation from a licensed medical provider indicating medical necessity, along with

written parent or guardian permission, or a completed Authorization for Administration of Medication to Students form. Only medications essential to a student's health during the instructional day or required during school-sponsored activities will be administered at school. All medications, including over-the-counter medications, must be prescribed by a licensed prescriber and submitted in the original pharmacy-labeled container.

Written medical orders must include the student's name and date of birth; the medication name; dosage and route of administration; conditions under which the medication should be administered; frequency and timing of doses; and the prescriber's name, signature, title, and contact information. Students requiring daily or as-needed medication, such as those with asthma, severe allergies, or other chronic conditions, must have current authorization forms on file. Students with diabetes requiring blood glucose monitoring or insulin administration must have appropriate documentation, including a glucose monitoring plan. All blood glucose checks and insulin administration will be performed by the school nurse.

Medications will be stored securely in locked cabinets, drawers, or a locked medical refrigerator within the health services office, unless a student has documented authorization to carry and self-administer medication as permitted by law. Controlled substances will always be secured and never left unattended or accessible. Medication orders must be renewed annually or whenever prescriptions or administration procedures change. For controlled substances, the school will follow best-practice protocols, including counting medications upon receipt and periodically thereafter. Any discrepancies will be reported immediately to the parent or guardian.

If the nurse is absent due to illness or personal reasons, Bellavista leadership will secure a per diem nurse to ensure uninterrupted health services and continued compliance with student medical plans. Medication administration procedures will be clearly communicated to families, staff, and students through the Parent and Student Handbook, enrollment materials, school publications, the school website, back-to-school communications, and family events such as the annual Back-to-School BBQ.

Bellavista is committed to cultivating a holistic ecosystem of wellness that supports students' academic success, artistic development, and personal well-being. Serving students in grades 7 through 12, the school emphasizes whole-child development and recognizes that strong wellness systems reduce external barriers to success. In addition to required health services, Bellavista will provide support that promotes resilience, emotional regulation, relationship skills, and overall well-being. Additional details regarding social-emotional learning supports are described in the Culture and Discipline section of this application.

Families are essential partners in supporting student wellness. Bellavista is committed to maintaining a welcoming and accessible environment where families feel valued and supported.

The school will host an annual Back-to-School BBQ to provide families with opportunities to meet staff, complete required health forms, learn about school resources, and connect with community supports and resources. The school's wellness team, including our school nurse, social-emotional support staff, and operations team, will maintain regular communication with families and gather updated information through surveys, advisory check-ins, and beginning-of-year meetings to ensure supports remain responsive to student and family needs.

Bellavista will promote healthy eating, physical movement, and wellness habits through advisory programming, health-related instruction, and arts-integrated learning experiences. To coordinate and monitor wellness supports, the school will use the PowerSchool student information system to track physical examination records, immunization compliance, health referrals, and social-emotional indicators collected through staff observations. PowerSchool complies with FERPA, HIPAA, and applicable state confidentiality requirements, and access to health-related data will be limited to authorized personnel with parent or guardian consent. Tracking these indicators will allow Bellavista to identify trends, respond to emerging needs, and proactively coordinate supports for students and families.

R -19: Transportation

R -19: Transportation

Bellavista will provide student transportation in accordance with New York State Education Law §§2854(4)(b) and 3635 and all applicable district transportation policies. The school expects to enroll students residing primarily within the boundaries of the RCSD, the Greece Central School District, and the West Irondequoit Central School District, with some students also enrolling from East Irondequoit Central School District, GatesChili Central School District, Fairport Central School District, and Churchville-Chili Central School District. Transportation services will be provided by each student's district of residence and administered in accordance with that district's policies governing charter and nonpublic school transportation.

Bellavista will open serving grades 7–8 and will grow to serve grades 7–12 over the course of our initial charter term. Our school calendar will generally align with district calendars to support district-provided transportation services and to minimize barriers to access for families. Under RCSD policy, transportation is typically provided to students who reside more than 1.5 miles from the school and within a 15-mile radius of the school building. Students residing less than 1.5 miles from the school are generally not eligible for transportation unless required as part of an IEP, a Section 504 Plan, or a determination under the McKinney-Vento Homeless Assistance Act.

As required by law, parents or guardians seeking transportation services must submit a written transportation request to their district of residence no later than April 1 of each school year. Bellavista will communicate this requirement clearly and consistently through admissions and enrollment materials, lottery follow-up communications, the Parent and Student Handbook, and direct outreach during registration. To reduce administrative barriers, we will include transportation request forms into the student registration packet and provide hands-on assistance to families to ensure that requests are completed accurately and submitted on time.

For students with disabilities who require transportation as a related service, Bellavista will work directly with RCSD's Department of Transportation to coordinate all required supports. This includes transportation specified in a student's IEP or Section 504 Plan, such as door-to-door service, wheelchair-accessible vehicles, or modified pickup and drop-off procedures. Bellavista's Director of Operations, in collaboration with the Special Projects Coordinator and Student Services team, will proactively secure required approvals, contracts, and logistics prior to the start of each school year to ensure uninterrupted services. If families experience concerns related to transportation connected to an IEP, Bellavista staff will work closely with families to understand the issue, support them through appropriate procedures to review or amend the IEP if necessary, coordinate with RCSD to secure updated approvals, and maintain clear communication throughout the resolution process. Bellavista will also coordinate with sending

districts to ensure transportation is provided for students eligible under the McKinney-Vento Homeless Assistance Act.

Following charter approval, Bellavista will establish and maintain a proactive working relationship with the transportation offices of the sending districts, beginning with RCSD. Our Director of Operations will engage in early planning conversations to confirm routing timelines, procedures, and expectations. Transportation service quality will be monitored through a running log maintained by the Director of Operations documenting delays, missed pickups, route inconsistencies, and family-reported concerns. This information will be used to collaborate with RCSD in real time, identify patterns, and determine when adjustments or interventions are needed.

Bellavista's daily schedule includes a dedicated Advisory period during the first 30 minutes of the school day focused on social-emotional learning, relationship-building, morning check-ins, and readiness for learning. Strategically, advisory content is delivered consistently across the week, so that students who arrive late due to transportation delays are less likely to miss core academic instruction. When students arrive late, the Director of Operations, Office Manager, and student support staff will ensure a smooth transition into the school day, and advisory teachers or support personnel will provide brief check-ins as needed to support re-entry without disruption.

Bellavista recognizes that transportation challenges may occur, particularly during the first weeks of operation. To mitigate these challenges, the school will educate families during onboarding and back-to-school events about how to respond to common transportation issues, including how to contact the bus company, district transportation offices, and Bellavista staff. If consistent morning pickup issues arise, particularly during the first year of operation, Bellavista may adjust its budget to provide temporary supplemental transportation support for students who are unable to attend school due to district routing errors or significant delays.

If early pickups or late drop-offs become chronic and cannot be resolved through coordination with the district, Bellavista may implement temporary solutions such as supervised pre-arrival or after-school programming, including enrichment or arts-based activities, to ensure students are safe and supervised during abnormal transportation windows, or contracting with a reputable local transportation provider to supplement district services. If transportation challenges persist through the middle of Year 3 of the initial charter term, Bellavista will evaluate the feasibility of a longer-term, non-district transportation model beginning in Year 4, contingent on enrollment growth and budget stability. The school may also consider strategic schedule adjustments to better align with district transportation availability.

Through clear communication with families, proactive coordination with sending districts, and ongoing monitoring of service quality, Bellavista is committed to ensuring that transportation does not become a barrier to student access, attendance, or participation in our academic and arts-integrated programming.

R- 20: Insurance

R- 20: Insurance

Bellavista will maintain insurance coverage in accordance with all applicable federal and New York State laws and regulations. At a minimum, we will procure and maintain workers' compensation insurance, employers' liability insurance, student accident insurance, directors and officers (D&O) liability insurance, and appropriate commercial general liability coverage, including umbrella coverage, to protect the school, our governing board, officers, employees, and students.

Based on preliminary market research and comparable charter school coverage profiles, Bellavista anticipates annual insurance premiums in ranges consistent with those reflected in the operating budget submitted as part of the financial exhibits. These include approximately $3,000 annually for Directors and Officers liability coverage, approximately $6,000 annually for a commercial package policy, and workers' compensation and employers' liability coverage included through payroll-related fees or secured separately, depending on the provider selected. The total anticipated annual insurance cost is approximately $9,000, subject to final underwriting, enrollment levels, staffing, and carrier requirements.

Following charter approval, Bellavista's Director of Operations, in coordination with school leadership and the Board of Trustees, will finalize the selection of an insurance provider. One potential provider under consideration is the Toni DuBois Agency, which has experience insuring New York charter schools and has provided coverage for other schools in the region. Bellavista may also solicit additional quotes to ensure competitive pricing and appropriate coverage.

All insurance procurement will follow applicable state requirements and the school's internal fiscal and procurement policies. Copies of all insurance policies, certificates, and riders will be maintained electronically in secure school records and in hard copy in an insurance binder located in the main office. Bellavista will review insurance coverage annually to confirm adequacy as enrollment grows and operations expand.

Through these measures, Bellavista will ensure that appropriate insurance protections are in place to support safe operations, fiscal responsibility, and long-term organizational stability.

R- 21ad- Fiscal Soundness

R- 21ad- Fiscal Soundness

a. Budget Narrative

We have developed Bellavista's start-up budget, first-year operational budget and cash flow, and five-year financial projections to ensure the school will operate in a fiscally sound manner while fully supporting the academic program, staffing model, and student supports described elsewhere in this proposal. Our financial planning reflects conservative revenue assumptions, intentional phasing of expenditures, and clear differentiation between one-time start-up costs and recurring operational expenses.

Summary of Five-Year Financial Performance: Over the first charter term, Bellavista projects steady financial performance as enrollment grows from 150 students in 2027–2028 to 550 students by 2031–2032. Total revenues increase from $3,510,125 to $9,661,405, while total expenses grow from $2,982,735 to $9,038,245. Net income remains positive in each year of the charter term, resulting in cumulative net income of $1,698,708 over five years. This trajectory reflects disciplined expense growth, conservative revenue assumptions, and increasing economies of scale as enrollment expands.

Start-Up Budget and Pre-Opening Cash Flow: Bellavista's start up budget includes anticipated Charter School Program (CSP) funding to support pre-opening costs and early implementation. The school has also developed explicit contingencies in the event that CSP funding is delayed or not awarded. These contingencies include access to a start up bridge loan through Building Capacities, a 501(c)(3) nonprofit organization serving as Bellavista's fiscal sponsor during the planning year. This loan will support early planning and implementation costs and will be repaid through future per-pupil revenue once the school begins operations.

In addition to fiscal sponsorship, Building Capacities is supporting Bellavista with start up financial infrastructure, resource development, and planning-year implementation support. This partnership provides Bellavista with access to early funding mechanisms, financial oversight, and organizational capacity building during the pre-opening phase. These supports strengthen the school's financial readiness and reduce risk associated with delayed grant funding.

Bellavista is also securing private philanthropic support to assist with planning year and pre opening costs. The school has engaged private supporters and community based partners who have expressed commitment to providing start up contributions and/or low-interest financing to support early implementation. These funds will be used to support leadership planning, community engagement, staffing preparation, and early operational infrastructure. Private

funding is supplemental to projected public revenue and does not create ongoing financial obligations for the school.

Start up funds will be used primarily for one time expenses associated with launching the school, including technology, furniture, fixtures, and equipment (FFE), early staffing for planning and program development, and initial arts and academic program materials. These costs are intentionally front-loaded and do not create ongoing structural obligations. Following the conclusion of the start-up period, costs initially supported through planning-year funding will transition to recurring operating expenses by Year 2 of the charter term.

Year One Operational Budget and Cash Flow: Bellavista's first year of operation (2027–2028) is based on enrollment of 150 students and total projected revenues of $3,510,125. Total projected expenses for the year are $2,982,735, resulting in a projected net income of $527,390. This margin provides an important buffer to support cash flow stability and protect against revenue timing variability.

Revenue assumptions were intentionally kept conservative. No per-pupil funding increases are assumed over the charter term for General Core Aid, special education funding, or Title funding. In addition, no fundraising or philanthropic revenue is included in the operating budget, despite the founding team's expectation of pursuing additional funding. This approach ensures that the school's financial sustainability does not rely on uncertain or non-recurring revenue streams.

On the expense side, Bellavista prioritized investments that directly support the instructional program and school environment. Facility costs are capped at 15% of total revenue, reflecting the maximum threshold the school is willing to allocate for space. Personnel costs are based on a competitive compensation model designed to attract and retain high-quality staff in a competitive labor market, including strong starting salaries, a 5% retirement match, and robust health insurance benefits. Additional conservative assumptions were applied to technology, facilities maintenance, furniture, and equipment to ensure a high quality learning environment without underbudgeting essential needs.

Five-Year Budget and Financial Outlook: As Bellavista grows to full enrollment of 550 students by Year 5, total revenues are projected to reach $9,661,405, with total expenses of $9,038,245 and net income of $623,160. Expense growth is driven primarily by staffing increases aligned with enrollment growth and the expansion of academic and arts programming. At the same time, per-pupil costs decline over time as the school benefits from economies of scale.

Throughout the charter term, Bellavista maintains positive annual net income and strong cash flow, demonstrating the long-term fiscal sustainability of the proposed school model.

Conservative revenue assumptions and disciplined expense management provide resilience against economic uncertainty and fluctuations in enrollment or funding.

Contingency Planning and Fiscal Resilience: In developing the budget, Bellavista considered potential contingencies related to revenue timing, enrollment variability, and shifts in instructional delivery models. Technology investments included in the start-up and early operating budgets support continuity of instruction in the event that remote or hybrid learning becomes necessary. The school has also planned for potential revenue timing delays by maintaining conservative cash flow projections and identifying backstop financing options through Building Capacities, Bellavista's fiscal sponsor. Additional contingency planning includes access to private philanthropic support and supplemental startup funding to ensure continuity of operations during the planning year and initial implementation period. These financial safeguards provide flexibility and reduce risk associated with enrollment fluctuations or delayed funding.

Bellavista Community Fundraising and Development Committee: Bellavista School of the Arts has established a Bellavista Community Fundraising and Development Committee to support resource development and long-term sustainability. This committee includes community members, families, local leaders, and philanthropic supporters committed to advancing Bellavista's mission. The committee supports fundraising efforts, cultivates community partnerships, and identifies additional resources to enhance student programming and school launch needs. The committee also includes individuals who have expressed interest in providing private philanthropic contributions and investment support for startup and programmatic priorities. These contributions supplement projected public funding and support planning-year and pre-opening expenses aligned to Bellavista's mission.

The Bellavista Community Fundraising and Development Committee functions in an advisory and fundraising capacity only and does not influence governance, school leadership decisions, or academic programming. This structure ensures clear boundaries between fundraising support and school governance while strengthening Bellavista's financial sustainability. This established community-based fundraising structure demonstrates strong community support and provides additional financial flexibility to support Bellavista's launch and long-term success.

b. Financial Planning

Bellavista will use a structured, collaborative budgeting process each year to ensure alignment between financial decisions, instructional priorities, and enrollment realities. The annual

budgeting process will involve the Head of School, Principal, Director of Operations, grade-level team leads, and the Board of Trustees.

Budget priorities are identified and weighed using the following criteria:

- Instructional impact and student outcomes;
- Alignment with Bellavista's mission and strategic goals;
- Enrollment-driven program design, with staffing and programming scaled only as enrollment grows; and
- Benchmarking against comparable schools and market costs.

Bellavista will use a zero-based budgeting approach each year to ensure that the budget is built from the ground up and reflects current priorities rather than prior-year assumptions.

Annual Budget Timeline

- **January:** Review and approval of enrollment projections and staffing model
- **March–April:** Initial budget drafting using conservative revenue assumptions and multiple contingency scenarios
- **May:** Finalization of staffing compensation models through the intent-to-return and hiring process
- **Early June:** Incorporation of final core aid rates and adjustment of scenarios as needed
- **End of June:** Board approval of the final budget

Budget Monitoring and Modification

On a quarterly basis, our school leadership team will conduct budget re-projections comparing actual enrollment, staffing, and programmatic expenses to approved assumptions. Quarterly reviews will also focus on major cost drivers, such as health insurance changes occurring mid-year. Adjustments will be made as needed to ensure continued alignment with the approved budget and financial sustainability.

c. Fiscal Audits

Bellavista will contract with an independent certified public accounting firm licensed in New York State to conduct annual financial audits in compliance with all charter and state requirements. Audit services will be budgeted under professional services.

The annual audit will include review of enrollment reporting, internal controls, segregation of duties, cash management practices, and board financial oversight. The auditor will work directly

with school leadership and the Board's finance leadership to ensure transparency and compliance. Bellavista's goal is to receive an unqualified audit opinion each year, demonstrating strong financial controls and governance.

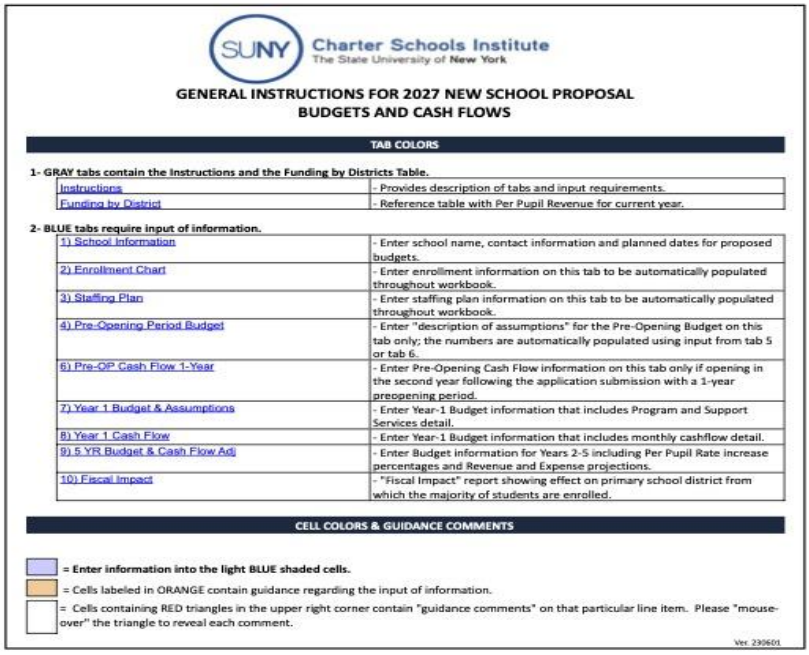
d. Dissolution Procedures

In the event of school closure, Bellavista will follow the SUNY Closure Plan and all applicable state requirements. The Board of Trustees will adopt a formal resolution to dissolve the school and oversee an orderly wind-down process.

Bellavista has set aside $75,000 within the first three years of the budget to support dissolution-related costs, including legal, audit, and record-retention expenses. The school will coordinate with the Institute to notify families, staff, and vendors; transfer student records; complete required reporting; and satisfy outstanding financial obligations to the extent of available assets. Any remaining public funds and assets purchased with public funds will be disposed of in accordance with state law and authorizer guidance.

R-21e - Budget Template

R-21e - Budget Template



SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2027 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.
6) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
10) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE 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. 230601

SUNY Charter Schools Institute
The State University of New York

2027 New School Proposal
Budget(s) & Cash Flow(s) Template

Bellavista Charter School of the Arts

Contact Name:	Dr. Oscia A. Miles
Contact Title:	CEO & Founder of Bellavista Charter School of the Arts
[redacted]	
First Academic Year:	2027-28
Pre-Opening Period:	July 1, 2026 - June 30, 2027

BELLAVISTA CHARTER SCHOOL OF THE ARTS
2027-28 through 2031-32

CHARTER ENROLLMENT BY GRADE

GRADES	LEVEL	2027-28	2028-29	2029-30	2030-31	2031-32	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School	75	75	75	75	75	
8th Grade	Middle School	75	75	75	75	75	
9th Grade	High School		99	100	100	100	
10th Grade	High School			100	100	100	
11th Grade	High School				100	100	
12th Grade	High School					100	
Ungraded							
TOTAL		150	249	350	450	550	

NOTE

Please copy the ENROLLMENT CHART (cells B5:H21) and paste into the Enrollment Section of the New School Proposal.

NUMBER OF CLASSES BY GRADE

GRADES	LEVEL	2027-28	2028-29	2029-30	2030-31	2031-32
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School					
7th Grade	Middle School	3	3	3	3	3
8th Grade	Middle School	3	3	3	3	3
9th Grade	High School		4	4	4	4
10th Grade	High School			4	4	4
11th Grade	High School				4	4
12th Grade	High School					4
Ungraded						
TOTAL		6	10	14	18	22

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE

GRADES	LEVEL	2027-28	2028-29	2029-30	2030-31	2031-32
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	25	25	25	25	25
8th Grade	Middle School	25	25	25	25	25
9th Grade	High School	0	25	25	25	25
10th Grade	High School	0	0	25	25	25
11th Grade	High School	0	0	0	25	25
12th Grade	High School	0	0	0	0	25

Ungraded	0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	150	150	150	150	150
Total High School Enrollment	-	99	200	300	400
Total Ungraded Enrollment					
Total Enrollment	**150**	**249**	**350**	**450**	**550**
Change in Net Enrollment from Prior Year (Count)	150	99	101	100	100
Change in Net Enrollment from Prior Year (Percent)	100.0%	66.0%	40.6%	28.6%	22.2%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	150	249	350	450	550
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**3**

PRIMARY SENDING SCHOOL DISTRICT	Rochester City School District	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 1,117,571,955	$ 1,117,571,955	$ 1,117,571,955	$ 1,117,571,955	$ 1,117,571,955
ENROLLMENT (*Charter School*)		105	174	245	315	385
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	Greece Central School District	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 318,529,556	$ 318,529,556	$ 318,529,556	$ 318,529,556	$ 318,529,556
ENROLLMENT (*Charter School*)		30	50	70	90	110
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

PRIMARY/OTHER	**DISTRICT NAME(S)**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
Other District 3	East Irondequoit Central School District	15	25	35	45	55

NOTE

Enrollment by Grade *should equal* **Enrollment by District**

RED Numbers *indicate that corrections are necessary.*

BELLAVISTA CHARTER SCHOOL OF THE ARTS

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2027-28	2028-29	2029-30	2030-31	2031-32	
	Grades	7-8	7-9	7-10	7-11	7-12	
	Enrollment	150	249	350	450	550	
Instructional Management	$ 115,000	$ 115,000	$ 348,450	$ 473,904	$ 488,121	$ 502,764	Bellavista intentionally front-loads administrative staffing in Year 1 to support a strong school launch and build critical systems, including enrollment, compliance, culture, and operations. The CEO focuses on external leadership (fundraising, partnerships, and growth), while internal leadership ensures strong execution. This structure supports rapid expansion from 150 to 550 students and becomes more cost-efficient as enrollment increases.
Deans, Directors & Coordinators	$ 80,000	$ 80,000	$ 82,400	$ 244,872	$ 252,218	$ 259,785	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 115,000	$ 115,000	$ 118,450	$ 122,004	$ 125,664	$ 129,434	
Administrative Staff	$ 51,000	$ 153,000	$ 157,590	$ 162,318	$ 167,187	$ 172,203	
TOTAL ADMINISTRATIVE STAFF		$ 598,000	$ 845,940	$ 1,146,318	$ 1,180,708	$ 1,216,129	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 60,000	$ 600,000	$ 618,000	$ 756,540	$ 899,236	$ 1,046,213	
Teachers - SPED	$ 60,000	$ 60,000	$ 61,800	$ 123,654	$ 187,364	$ 192,985	
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 60,000	$ -	$ -	$ 120,000	$ 243,600	$ 370,908	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 60,000	$ 60,000	$ 61,800	$ 123,654	$ 127,364	$ 131,185	
Other	$ 51,800	$ 51,800	$ 53,354	$ 106,755	$ 109,957	$ 113,256	
TOTAL INSTRUCTIONAL		$ 771,800	$ 794,954	$ 1,230,603	$ 1,567,521	$ 1,854,546	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ 51,800	$ -	$ -	$ -	$ -	$ -	
Custodian	$ 51,800	$ -	$ -	$ 51,800	$ 53,354	$ 54,955	
Security	$ 68,400	$ -	$ -	$ -	$ -	$ -	
Other	$ 51,000	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ 51,800	$ 53,354	$ 54,955	
TOTAL PERSONNEL SERVICE WAGES		$ 1,369,800	$ 1,640,894	$ 2,428,721	$ 2,801,582	$ 3,125,630	

BELLAVISTA CHARTER SCHOOL OF THE ARTS

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2027-28	2028-29	2029-30	2030-31	2031-32
	Grades	7-8	7-9	7-10	7-11	7-12
	Enrollment	150	249	350	450	550

BELLAVISTA CHARTER SCHOOL OF THE ARTS
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2026 - June 30, 2027

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		712,744	Additional startup funds (grants, fundraising, or philanthropic support) will supplement pre-opening costs as needed.
Total Expenses		712,744	
Net Income		-	
		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		712,744	
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		**712,744**	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		**712,744**	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	135,000	
Instructional Management	2.00	57,500	
Deans, Directors & Coordinators	1.00	40,000	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	115,000	
Administrative Staff	1.00	153,000	
TOTAL ADMINISTRATIVE STAFF	**6.00**	500,500	
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	**6.00**	**500,500**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		38,539
Fringe / Employee Benefits		80,080
Retirement / Pension		25,025
TOTAL PAYROLL TAXES AND BENEFITS		**143,644**
TOTAL PERSONNEL SERVICE COSTS	**6.00**	**644,144**
CONTRACTED SERVICES		
Accounting / Audit		5,400
Legal		6,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		12,000
TOTAL CONTRACTED SERVICES		**23,400**
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		-
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		-
Equipment / Furniture		-
Telephone		3,600
Technology		6,000
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		3,600
Staff Development		20,000
Staff Recruitment		-
Student Recruitment / Marketing		-
School Meals / Lunch		-
Travel (Staff)		-
Fundraising		-
Other		-
TOTAL SCHOOL OPERATIONS		**33,200**
FACILITY OPERATION & MAINTENANCE		
Insurance		6,000
Janitorial		-
Building and Land Rent / Lease / Facility Finance Interest		-
Repairs & Maintenance		-
Equipment / Furniture		6,000
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		**12,000**
DEPRECIATION & AMORTIZATION		-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-
TOTAL EXPENSES		**712,744**
NET INCOME		-

PRE-OPENING CASH FLOW 1-YEAR

BELLAVISTA CHARTER SCHOOL OF THE ARTS

**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, 2026 - June 30, 2027

Total Revenue	**48,938**	**48,938**	**48,938**	**48,938**	**48,938**	**48,938**	**69,852**	**69,852**	**69,852**	**69,852**	**69,852**	**69,852**	**712,744**
Total Expenses	**48,938**	**48,938**	**48,938**	**48,938**	**48,938**	**48,938**	**69,852**	**69,852**	**69,852**	**69,852**	**69,852**	**69,852**	**712,744**
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

		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		48,938	48,938	48,938	48,938	48,938	48,938	69,852	69,852	69,852	69,852	69,852	69,852	712,744
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		48,938	48,938	48,938	48,938	48,938	48,938	69,852	69,852	69,852	69,852	69,852	69,852	712,744
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		**48,938**	**48,938**	**48,938**	**48,938**	**48,938**	**48,938**	**69,852**	**69,852**	**69,852**	**69,852**	**69,852**	**69,852**	**712,744**
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	1.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Instructional Management	2.00							9,583	9,583	9,583	9,583	9,583	9,583	57,500
Deans, Directors & Coordinators	1.00							6,667	6,667	6,667	6,667	6,667	6,667	40,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000
Administrative Staff	1.00	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	153,000
TOTAL ADMINISTRATIVE STAFF	6.00	33,583	33,583	33,583	33,583	33,583	33,583	49,833	49,833	49,833	49,833	49,833	49,833	500,500
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	6.00	33,583	33,583	33,583	33,583	33,583	33,583	49,833	49,833	49,833	49,833	49,833	49,833	49,833	500,500
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		2,586	2,586	2,586	2,586	2,586	2,586	3,837	3,837	3,837	3,837	3,837	3,837	3,837	38,539
Fringe / Employee Benefits		5,373	5,373	5,373	5,373	5,373	5,373	7,973	7,973	7,973	7,973	7,973	7,973	7,973	80,080
Retirement / Pension		1,679	1,679	1,679	1,679	1,679	1,679	2,492	2,492	2,492	2,492	2,492	2,492	2,492	25,025
TOTAL PAYROLL TAXES AND BENEFITS		9,638	9,638	9,638	9,638	9,638	9,638	14,302	14,302	14,302	14,302	14,302	14,302	14,302	143,644
TOTAL PERSONNEL SERVICE COSTS	6.00	43,222	43,222	43,222	43,222	43,222	43,222	64,136	64,136	64,136	64,136	64,136	64,136	64,136	644,144
CONTRACTED SERVICES															
Accounting / Audit		450	450	450	450	450	450	450	450	450	450	450	450	450	5,400
Legal		500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
TOTAL CONTRACTED SERVICES		1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	23,400
SCHOOL OPERATIONS															
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		300	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Technology		500	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		300	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Staff Development		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	2,767	33,200
FACILITY OPERATION & MAINTENANCE															
Insurance		500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		500	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		48,938	48,938	48,938	48,938	48,938	48,938	69,852	69,852	69,852	69,852	69,852	69,852	69,852	712,744

NET INCOME	-	-	-	-	-	-	-	-	-	-	-	-	-
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	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	-	-	-	-	-	-	-	-	-	-	-	-	-

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YEAR 1 BUDGET AND ASSUMPTION			BELLAVISTA CHARTER SCHOOL OF THE ARTS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2027 - JUNE 30, 2028						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	Error Checking (Comparison to Tabs B & N) Totals Unequal - (See Below)
Total Revenue			**2,899,281**	**216,304**	**182,582**	-	-	**3,338,167**		Tab 7 is Different by 1.50
Total Expenses			**2,598,121**	**64,963**	-	-	**569,293**	**3,232,377**		OK
Net Income			**301,160**	**151,341**	**182,582**	-	**(569,293)**	**105,790**		Tab 7 is Different by 1.50
Budgeted Student Enrollment			**150**					**150**		OK
			PROGRAM SERVICES			SUPPORT SERVICES				
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE										
REVENUES FROM STATE SOURCES										
Per Pupil Revenue		Basic Tuition (2025-26)								
PRIMARY School District:	Rochester City School District	14,277	1,499,085					1,499,085	Bellavista has conservatively modeled 0% attrition; however, the school has planned for natural attrition of 5--10% annually through waitlist backfilling and ongoing recruitment.	OK
Other District 1:	Greece Central School District	14,401	432,030					432,030		OK
Other District 2:	East Irondequoit Central School District	15,029	225,435					225,435		OK
Other District 3:		-	-					-		OK
Other District 4:		-	-					-		OK
Other District 5:		-	-					-		OK
Other District 6:		-	-					-		OK
Other District 7:		-	-					-		OK
Other District 8:		-	-					-		OK
Other District 9:		-	-					-		OK
Other District 10:		-	-					-		OK
Other District 11:		-	-					-		OK
Other District 12:		-	-					-		OK
Other District 13:		-	-					-		OK
Other District 14:		-	-					-		OK
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-		OK
TOTAL Per Pupil Revenue	(Weighted Avg.)	14,377	2,156,550					2,156,550		OK
Special Education Revenue				176,000				176,000		OK
NYC Dist Rental Assistance			-	-	-	-	-	-		OK
Grants										
Stimulus			-	-	-	-	-	-		OK
OYCD (Department of Youth and Community Development)			-	-	-	-	-	-		OK
Other			-	-	-	-	-	-		OK
Other			-	-	-	-	-	-		OK
TOTAL REVENUE FROM STATE SOURCES			2,156,550	176,000	-	-	-	2,332,550		OK
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs			-	13,905	-			13,905		OK
Title I			-	66,399	-			66,399		Tab 7 is Different by .38
Title Funding - Other			-	-	-			-		OK
School Food Service (Free Lunch)			-	-	182,582			182,582		Tab 7 is Different by .71
Grants										
Charter School Program (CSP) Planning & Implementation			700,000	-	-	-	-	700,000		OK
Other			36,551	-	-	-	-	36,551		Tab 7 is Different by .41
Other			-	-	-	-	-	-		OK
TOTAL REVENUE FROM FEDERAL SOURCES			736,551	80,304	182,582	-	-	999,437		Tab 7 is Different by 1.50
LOCAL and OTHER REVENUE										
Contributions and Donations			-	-	-	-	-	-		OK
Fundraising			-	-	-	-	-	-		OK
State Reimbursement			6,180	-	-	-	-	6,180		OK
Earnings on Investments			-	-	-	-	-	-		OK
Interest Income			-	-	-	-	-	-		OK
Food Service (Income from meals)			-	-	-	-	-	-		OK
Text Book			-	-	-	-	-	-		OK
OTHER			-	-	-	-	-	-		OK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			6,180	-	-	-	-	6,180		OK
TOTAL REVENUE			**2,899,281**	**256,304**	**182,582**	-	-	**3,338,167**		Tab 7 is Different by 1.50

YEAR 1 BUDGET AND ASSUMPTION	BELLAVISTA CHARTER SCHOOL OF THE ARTS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2027 - JUNE 30, 2028						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	Error Checking (Comparison to Tabs 8 & 9) Totals Unequal - (See Below)
Total Revenue	2,899,281	256,304	182,582	-	-	3,338,167		Tab 7 is Different by 1.50
Total Expenses	2,598,121	64,963	-	-	569,293	3,232,377		OK
Net Income	301,160	191,341	182,582	-	(569,293)	105,790		Tab 7 is Different by 1.50
Budgeted Student Enrollment	150					150		OK

		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		-	-	-	135,000	135,000	OK
Instructional Management	1.00	115,000	-	-	-	-	115,000	OK
Deans, Directors & Coordinators	1.00	80,000	-	-	-	-	80,000	OK
CFO / Director of Finance	-	-	-	-	-	-	-	OK
Operation / Business Manager	1.00		-	-	-	115,000	115,000	OK
Administrative Staff	3.00		-	-	-	153,000	153,000	OK
TOTAL ADMINISTRATIVE STAFF	7.00	195,000	-	-	-	403,000	598,000	OK
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	10.00	600,000	-	-	-	-	600,000	OK
Teachers - SPED	1.00	-	60,000	-	-	-	60,000	OK
Substitute Teachers		-	-	-	-	-	-	OK
Teaching Assistants		-	-	-	-	-	-	OK
Specialty Teachers		-	-	-	-	-	-	OK
Aides		-	-	-	-	-	-	OK
Therapists & Counselors	1.00	60,000	-	-	-	-	60,000	OK
Other	1.00	51,800	-	-	-	-	51,800	OK
TOTAL INSTRUCTIONAL	13.00	711,800	60,000	-	-	-	771,800	OK
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse		-	-	-	-	-	-	OK
Librarian		-	-	-	-	-	-	OK
Custodian		-	-	-	-	-	-	OK
Security		-	-	-	-	-	-	OK
Other		-	-	-	-	-	-	OK
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	OK
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	906,800.00	60,000	-	-	403,000	1,369,800	OK
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		105,475	-	-	-	-	105,475	OK
Fringe / Employee Benefits		219,168	-	-	-	-	219,168	OK
Retirement / Pension		68,490	-	-	-	-	68,490	OK
TOTAL PAYROLL TAXES AND BENEFITS		393,133	-	-	-	-	393,133	OK
TOTAL PERSONNEL SERVICE COSTS	20.00	1,299,933	60,000	-	-	403,000	1,762,933	OK
CONTRACTED SERVICES								OK
Accounting / Audit		-	-	-	-	10,197	10,197	OK
Legal		-	-	-	-	20,378	20,378	Tab 7 is Different by .00
Management Company Fee		-	-	-	-	-	-	OK
Nurse Services		-	-	-	-	834	834	OK
Food Service / School Lunch		-	-	-	-	94,178	94,178	OK
Payroll Services		-	-	-	-	6,644	6,644	OK
Special Ed Services		-	1,564	-	-	-	1,564	OK
Titlement Services (i.e. Title I)		-	-	-	-	3,001	3,001	OK
Other Purchased / Professional / Consulting		-	-	-	-	30,861	30,861	OK
TOTAL CONTRACTED SERVICES		-	1,564	-	-	166,293	167,857	OK

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YEAR 1 BUDGET AND ASSUMPTION	BELLAVISTA CHARTER SCHOOL OF THE ARTS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2027 - JUNE 30, 2028						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	Error Checking (Comparison to Tabs 8 & 9) Totals Unequal - (See Below)
Total Revenue	2,899,281	256,304	182,582	-	-	3,338,167		Tab 7 is Different by 1.50
Total Expenses	2,598,121	64,963	-	-	569,293	3,232,377		OK
Net Income	301,160	191,341	182,582	-	(569,293)	105,790		Tab 7 is Different by 1.50
Budgeted Student Enrollment	150					150		OK

	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPPRATIONS							
Board Expenses	2,495	-	-	-	-	2,495	OK
Classroom / Teaching Supplies & Materials	30,012	-	-	-	-	30,012	OK
Special Ed Supplies & Materials	-	3,399	-	-	-	3,399	OK
Textbooks / Workbooks	9,734	-	-	-	-	9,734	OK
Supplies & Materials other	57,750	-	-	-	-	57,750	Art Programming budget OK
Equipment / Furniture	4,867	-	-	-	-	4,867	OK
Telephone	8,111	-	-	-	-	8,111	OK
Technology	92,700	-	-	-	-	92,700	OK
Student Testing & Assessment	9,734	-	-	-	-	9,734	OK
Field Trips	16,223	-	-	-	-	16,223	OK
Transportation (student)	126,690	-	-	-	-	126,690	OK
Student Services - other	20,858	-	-	-	-	20,858	OK
Office Expense	30,336	-	-	-	-	30,336	OK
Staff Development	30,900	-	-	-	-	30,900	OK
Staff Recruitment	12,167	-	-	-	-	12,167	OK
Student Recruitment / Marketing	8,922	-	-	-	-	8,922	OK
School Meals / Lunch	88,404	-	-	-	-	88,404	OK
Travel (Staff)	2,318	-	-	-	-	2,318	OK
Fundraising	1,622	-	-	-	-	1,622	OK
Other	13,781	-	-	-	-	13,781	OK
TOTAL SCHOOL OPERATIONS	567,631	3,399	-	-	-	571,030	OK
FACILITY OPERATION & MAINTENANCE							
Insurance	25,491	-	-	-	-	25,491	OK
Janitorial	42,488	-	-	-	-	42,488	OK
Building and Land Rent / Lease / Facility Finance Interest	405,703	-	-	-	-	405,703	OK
Repairs & Maintenance	16,810	-	-	-	-	16,810	OK
Equipment / Furniture	46,350	-	-	-	-	46,350	OK
Security	11,588	-	-	-	-	11,588	OK
Utilities	25,802	-	-	-	-	25,802	OK
TOTAL FACILITY OPERATION & MAINTENANCE	574,232	-	-	-	-	574,232	OK
DEPRECIATION & AMORTIZATION	131,325	-	-	-	-	131,325	OK
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000	OK
TOTAL EXPENSES	2,598,121	64,963	-	-	569,293	3,232,377	OK
NET INCOME	301,160	191,341	182,582	-	(569,293)	105,790	Tab 7 is Different by 1.50

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YEAR 1 BUDGET AND ASSUMPTION	BELLAVISTA CHARTER SCHOOL OF THE ARTS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2027 - JUNE 30, 2028						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	Error Checking (Comparison to Tabs 8 & 9) Totals Unequal - (See Below)
Total Revenue	**2,899,281**	**216,304**	**182,582**	-	-	**3,298,167**		Tab 7 is Different by 1.50
Total Expenses	**2,594,121**	**64,965**	-	-	**569,293**	**3,232,377**		OK
Net Income	**301,160**	**151,341**	**182,582**	-	**(569,293)**	**105,790**		Tab 7 is Different by 1.50
Budgeted Student Enrollment	**150**					**150**		OK

	PROGRAM SERVICES			SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District: Rochester City School District	105					105		OK
Other District 1: Greece Central School District	30					30		OK
Other District 2: East Irondequoit Central School District	15					15		OK
Other District 3:								OK
Other District 4:								OK
Other District 5:								OK
Other District 6:								OK
Other District 7:								OK
Other District 8:								OK
Other District 9:								OK
Other District 10:								OK
Other District 11:								OK
Other District 12:								OK
Other District 13:								OK
Other District 14:								OK
All Other School Districts	-							OK
TOTAL ENROLLMENT	**150**					**150**		OK
REVENUE PER PUPIL	**19,329**					**22,254**		Tab 7 is UNEQUAL to Tab 9
EXPENSES PER PUPIL	**17,321**					**21,549**		OK

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

BELLAVISTA CHARTER SCHOOL OF THE ARTS
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2027 - JUNE 30, 2028

Error Checking (Comparison to Tabs 7 & 9)
TOTALS UNEQUAL - (See Below)

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	443,227	83,802	443,227	83,802	443,227	83,802	443,227	83,802	443,227	83,802	443,227	259,802	3,338,169	Tab 7 is Different by 1.50
Total Expenses	267,281	267,281	267,281	267,281	267,281	267,281	267,281	267,281	267,281	267,281	267,281	292,281	3,232,377	OK
Net Income	175,945	(183,480)	175,945	(183,480)	175,945	(183,480)	175,945	(183,480)	175,945	(183,480)	175,945	(32,480)	105,792	Tab 7 is Different by 1.50
Cash Flow Adjustments	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	131,325	OK
Beginning Cash Balance	-	186,889	14,353	201,242	28,706	215,595	43,058	229,947	57,411	244,300	71,764	258,653	-	OK
Ending Cash Balance	186,889	14,353	201,242	28,706	215,595	43,058	229,947	57,411	244,300	71,764	258,653	237,117	237,117	OK

REVENUE

REVENUES FROM STATE SOURCES

* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."

		Basic Tuition (2025-26)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Per Pupil Revenue																
PRIMARY School District:	Rochester City School District	14,277	249,848	-	249,848	-	249,848	-	249,848	-	249,848	-	249,848	-	1,499,085	OK
Other District 1:	Greece Central School District	14,401	72,005	-	72,005	-	72,005	-	72,005	-	72,005	-	72,005	-	432,030	OK
Other District 2:	East Irondequoit Central School District	15,029	37,573	-	37,573	-	37,573	-	37,573	-	37,573	-	37,573	-	225,435	OK
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other School Districts' Revenue:		(Weighted Avg.) -	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL Per Pupil Revenue		(Weighted Avg.) 14,377	359,425	-	359,425	-	359,425	-	359,425	-	359,425	-	359,425	-	2,156,550	OK
Special Education Revenue			-	-	-	-	-	-	-	-	-	-	-	176,000	176,000	OK
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Grants																
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
DYCD (Department of Youth and Community Development.)			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other			-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL REVENUE FROM STATE SOURCES			359,425	-	359,425	-	359,425	-	359,425	-	359,425	-	359,425	176,000	2,332,550	OK

REVENUE FROM FEDERAL FUNDING

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
IDEA Special Needs	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	1,159	13,905	OK
Title I	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	5,533	66,399	Tab 7 is Different by .38
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
School Food Service (Free Lunch)	15,215	15,215	15,215	15,215	15,215	15,215	15,215	15,215	15,215	15,215	15,215	15,215	182,583	Tab 7 is Different by .71
Grants														
Charter School Program (CSP) Planning & Implementation	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	58,333	700,000	OK
Other	3,046	3,046	3,046	3,046	3,046	3,046	3,046	3,046	3,046	3,046	3,046	3,046	36,551	Tab 7 is Different by .41
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL REVENUE FROM FEDERAL SOURCES	83,287	83,287	83,287	83,287	83,287	83,287	83,287	83,287	83,287	83,287	83,287	83,287	999,439	Tab 7 is Different by 1.50

LOCAL and OTHER REVENUE

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Erate Reimbursement	515	515	515	515	515	515	515	515	515	515	515	515	6,180	OK
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	515	515	515	515	515	515	515	515	515	515	515	515	6,180	OK
TOTAL REVENUE	**443,227**	**83,802**	**443,227**	**83,802**	**443,227**	**83,802**	**443,227**	**83,802**	**443,227**	**83,802**	**443,227**	**259,802**	**3,338,169**	Tab 7 is Different by 1.50

EXPENSES

	No. of Positions													
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	1.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000	OK
Instructional Management	1.00	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000	OK
Deans, Directors & Coordinators	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000	OK
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	OK
Operation / Business Manager	1.00	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000	OK
Administrative Staff	3.00	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	153,000	OK
TOTAL ADMINISTRATIVE STAFF	7.00	49,833	49,833	49,833	49,833	49,833	49,833	49,833	49,833	49,833	49,833	49,833	598,000	OK
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	10.00	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	600,000	OK
Teachers - SPED	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	OK
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-	OK
Teaching Assistants		-	-	-	-	-	-	-	-	-	-	-	-	OK
Specialty Teachers		-	-	-	-	-	-	-	-	-	-	-	-	OK
Aides		-	-	-	-	-	-	-	-	-	-	-	-	OK
Therapists & Counselors	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	OK
Other	1.00	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	4,317	51,800	OK
TOTAL INSTRUCTIONAL	13.00	64,317	64,317	64,317	64,317	64,317	64,317	64,317	64,317	64,317	64,317	64,317	771,800	OK
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse		-	-	-	-	-	-	-	-	-	-	-	-	OK
Librarian		-	-	-	-	-	-	-	-	-	-	-	-	OK
Custodian		-	-	-	-	-	-	-	-	-	-	-	-	OK
Security		-	-	-	-	-	-	-	-	-	-	-	-	OK
Other		-	-	-	-	-	-	-	-	-	-	-	-	OK
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	114,150	114,150	114,150	114,150	114,150	114,150	114,150	114,150	114,150	114,150	114,150	1,369,800	OK
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		8,790	8,790	8,790	8,790	8,790	8,790	8,790	8,790	8,790	8,790	8,790	105,475	OK
Fringe / Employee Benefits		18,264	18,264	18,264	18,264	18,264	18,264	18,264	18,264	18,264	18,264	18,264	219,168	OK
Retirement / Pension		5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	5,708	68,490	OK
TOTAL PAYROLL TAXES AND BENEFITS		32,761	32,761	32,761	32,761	32,761	32,761	32,761	32,761	32,761	32,761	32,761	393,133	OK
TOTAL PERSONNEL SERVICE COSTS	20.00	146,911	146,911	146,911	146,911	146,911	146,911	146,911	146,911	146,911	146,911	146,911	1,762,933	OK
CONTRACTED SERVICES														
Accounting / Audit		866	866	866	866	866	866	866	866	866	866	866	10,397	OK
Legal		1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	1,698	20,378	Tab 7 is Different by .00
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	OK
Nurse Services		70	70	70	70	70	70	70	70	70	70	70	834	OK
Food Service / School Lunch		7,848	7,848	7,848	7,848	7,848	7,848	7,848	7,848	7,848	7,848	7,848	94,178	OK
Payroll Services		554	554	554	554	554	554	554	554	554	554	554	6,644	OK
Special Ed Services		130	130	130	130	130	130	130	130	130	130	130	1,564	OK
Titlement Services (i.e. Title I)		250	250	250	250	250	250	250	250	250	250	250	3,001	OK
Other Purchased / Professional / Consulting		2,572	2,572	2,572	2,572	2,572	2,572	2,572	2,572	2,572	2,572	2,572	30,861	OK
TOTAL CONTRACTED SERVICES		13,988	13,988	13,988	13,988	13,988	13,988	13,988	13,988	13,988	13,988	13,988	167,857	OK
SCHOOL OPERATIONS														
Board Expenses		208	208	208	208	208	208	208	208	208	208	208	2,495	OK
Classroom / Teaching Supplies & Materials		2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	2,501	30,012	OK
Special Ed Supplies & Materials		283	283	283	283	283	283	283	283	283	283	283	3,399	OK
Textbooks / Workbooks		811	811	811	811	811	811	811	811	811	811	811	9,734	OK
Supplies & Materials other		4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	4,813	57,750	OK
Equipment / Furniture		406	406	406	406	406	406	406	406	406	406	406	4,867	OK
Telephone		676	676	676	676	676	676	676	676	676	676	676	8,111	OK
Technology		7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	92,700	OK
Student Testing & Assessment		811	811	811	811	811	811	811	811	811	811	811	9,734	OK
Field Trips		1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	16,223	OK
Transportation (student)		10,558	10,558	10,558	10,558	10,558	10,558	10,558	10,558	10,558	10,558	10,558	126,690	OK
Student Services - other		1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	1,738	20,858	OK
Office Expense		2,528	2,528	2,528	2,528	2,528	2,528	2,528	2,528	2,528	2,528	2,528	30,336	OK
Staff Development		2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	2,575	30,900	OK
Staff Recruitment		1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	12,167	OK
Student Recruitment / Marketing		744	744	744	744	744	744	744	744	744	744	744	8,922	OK
School Meals / Lunch		7,367	7,367	7,367	7,367	7,367	7,367	7,367	7,367	7,367	7,367	7,367	88,404	OK
Travel (Staff)		193	193	193	193	193	193	193	193	193	193	193	2,318	OK

Fundraising	135	135	135	135	135	135	135	135	135	135	135	135	1,622	OK
Other	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	1,149	13,789	OK
TOTAL SCHOOL OPERATIONS	47,586	47,586	47,586	47,586	47,586	47,586	47,586	47,586	47,586	47,586	47,586	47,586	571,030	OK
FACILITY OPERATION & MAINTENANCE														
Insurance	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	2,124	25,493	OK
Janitorial	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	3,541	42,488	OK
Building and Land Rent / Lease / Facility Finance Interest	33,809	33,809	33,809	33,809	33,809	33,809	33,809	33,809	33,809	33,809	33,809	33,809	405,703	OK
Repairs & Maintenance	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	1,401	16,810	OK
Equipment / Furniture	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	46,350	OK
Security	966	966	966	966	966	966	966	966	966	966	966	966	11,588	OK
Utilities	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	25,802	OK
TOTAL FACILITY OPERATION & MAINTENANCE	47,853	47,853	47,853	47,853	47,853	47,853	47,853	47,853	47,853	47,853	47,853	47,853	574,232	OK
DEPRECIATION & AMORTIZATION	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	131,325	OK
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000	OK
TOTAL EXPENSES	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**267,281**	**292,281**	3,232,377	OK
NET INCOME	**175,945**	**(183,480)**	**175,945**	**(183,480)**	**175,945**	**(183,480)**	**175,945**	**(183,480)**	**175,945**	**(183,480)**	**175,945**	**(32,480)**	**105,792**	Tab 7 is Different by 1.50
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	131,325	OK
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Operating Activities	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	10,944	131,325	OK
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	OK
Total Cash Flow Adjustments	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**10,944**	**131,325**	OK
NET INCOME	**186,889**	**(172,536)**	**186,889**	**(172,536)**	**186,889**	**(172,536)**	**186,889**	**(172,536)**	**186,889**	**(172,536)**	**186,889**	**(21,536)**	**237,117**	OK
Beginning Cash Balance	-	**186,889**	**14,353**	**201,242**	**28,706**	**215,595**	**43,058**	**229,947**	**57,411**	**244,300**	**71,764**	**258,653**	-	OK
ENDING CASH BALANCE	**186,889**	**14,353**	**201,242**	**28,706**	**215,595**	**43,058**	**229,947**	**57,411**	**244,300**	**71,764**	**258,653**	**237,117**	**237,117**	OK

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			BELLAVISTA CHARTER SCHOOL OF THE ARTS					DESCRIPTION OF ASSUMPTIONS
NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2027-28 THROUGH 2031-32					*NOTE: State assumptions that are being made in the section provided below.*
Total Revenue			**3,338,169**	**4,444,600**	**6,130,859**	**7,893,009**	**9,661,405**	
Total Expenses			**3,232,377**	**4,425,632**	**6,289,620**	**7,594,898**	**8,872,002**	
Net Income (Before Cash Flow Adjustments)			**105,792**	**18,968**	**(158,761)**	**298,111**	**789,403**	
Budgeted Student Enrollment			**150**	**249**	**350**	**450**	**550**	
			Year 1 2027-28	**Year 2 2028-29**	**Year 3 2029-30**	**Year 4 2030-31**	**Year 5 2031-32**	
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 (2025-26)						
PRIMARY School District:	Rochester City School District	14,277	1,499,085	2,488,481	3,497,865	4,497,255	5,496,645	
Other District 1:	Greece Central School District	14,401	432,030	717,170	1,008,070	1,296,090	1,584,110	
Other District 2:	East Irondequoit Central School District	15,029	225,435	374,222	526,015	676,305	826,595	
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.] 14,377	2,156,550	3,579,873	5,031,950	6,469,650	7,907,350	
Special Education Revenue			176,000	275,000	385,000	495,000	605,000	Assumes 10% of student population qualifies for IEP services
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,332,550	3,854,873	5,416,950	6,964,650	8,512,350	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			13,905	22,500	31,500	40,500	49,500	$90 per student
Title I			66,399	110,610	159,753	208,861	260,642	Includes all title funding (Title II and Title IV)
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			182,583	298,396	421,932	547,908	676,362	
Grants								
Charter School Program (CSP) Planning & Implementation			700,000	87,256	-	-	-	
Other			36,551	60,965	86,725	113,089	140,551	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			999,439	579,727	699,909	910,359	1,127,055	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			6,180	10,000	14,000	18,000	22,000	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			6,180	10,000	14,000	18,000	22,000	
TOTAL REVENUE			**3,338,169**	**4,444,600**	**6,130,859**	**7,893,009**	**9,661,405**	
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	135,000	139,050	143,222	147,518	151,944	
Instructional Management		1.00	115,000	348,450	473,904	488,121	502,764	
Deans, Directors & Coordinators		1.00	80,000	82,400	244,872	252,218	259,785	
CFO / Director of Finance		-	-	-	-	-	-	
Operation / Business Manager		1.00	115,000	118,450	122,004	125,664	129,434	
Administrative Staff		3.00	153,000	157,590	162,318	167,187	172,203	

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.*		BELLAVISTA CHARTER SCHOOL OF THE ARTS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2027-28 THROUGH 2031-32					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue		**3,338,169**	**4,444,600**	**6,130,859**	**7,893,009**	**9,661,405**	
Total Expenses		**3,232,377**	**4,425,632**	**6,289,620**	**7,594,898**	**8,872,002**	
Net Income (Before Cash Flow Adjustments)		**105,792**	**18,968**	**(158,761)**	**298,111**	**789,403**	
Budgeted Student Enrollment		**150**	**249**	**350**	**450**	**550**	
		Year 1 2027-28	**Year 2 2028-29**	**Year 3 2029-30**	**Year 4 2030-31**	**Year 5 2031-32**	
TOTAL ADMINISTRATIVE STAFF	7.00	598,000	845,940	1,146,318	1,180,708	1,216,129	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.00	600,000	618,000	756,540	899,236	1,046,213	
Teachers - SPED	1.00	60,000	61,800	123,654	187,364	192,985	
Substitute Teachers		-	-	-	-	-	
Teaching Assistants		-	-	-	-	-	
Specialty Teachers		-	-	120,000	243,600	370,908	
Aides		-	-	-	-	-	
Therapists & Counselors	1.00	60,000	61,800	123,654	127,364	131,185	
Other	1.00	51,800	53,354	106,755	109,957	113,256	
TOTAL INSTRUCTIONAL	13.00	771,800	794,954	1,230,603	1,567,521	1,854,546	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	
Librarian		-	-	-	-	-	
Custodian		-	-	51,800	53,354	54,955	
Security		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	51,800	53,354	54,955	
SUBTOTAL PERSONNEL SERVICE COSTS	20.00	1,369,800	1,640,894	2,428,721	2,801,582	3,125,630	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		105,475	126,349	187,012	215,722	240,674	7.7% Social Security and Medicare
Fringe / Employee Benefits		219,168	262,543	388,595	448,253	500,101	16% Health Insurance Rate
Retirement / Pension		68,490	82,045	121,436	140,079	156,281	5% match
TOTAL PAYROLL TAXES AND BENEFITS		393,133	470,937	697,043	804,054	897,056	
TOTAL PERSONNEL SERVICE COSTS	20.00	1,762,933	2,111,831	3,125,764	3,605,637	4,022,686	
CONTRACTED SERVICES							
Accounting / Audit		10,397	14,427	18,412	21,635	24,916	
Legal		20,378	32,037	40,686	47,571	54,518	
Management Company Fee		-	-	-	-	-	
Nurse Services		834	1,453	2,096	2,775	3,494	
Food Service / School Lunch		94,178	145,117	198,694	249,321	296,715	
Payroll Services		6,644	11,405	16,446	21,779	27,417	
Special Ed Services		1,564	2,725	3,930	5,204	6,551	
Titlement Services (i.e. Title I)		3,001	5,229	7,541	9,986	12,571	
Other Purchased / Professional / Consulting		30,861	49,614	68,702	86,149	104,148	
TOTAL CONTRACTED SERVICES		167,857	262,007	356,505	444,520	530,330	
SCHOOL OPERATIONS							
Board Expenses		2,495	3,411	4,289	4,965	5,634	
Classroom / Teaching Supplies & Materials		30,012	52,293	75,406	99,859	125,712	
Special Ed Supplies & Materials		3,399	5,835	8,414	11,143	14,027	
Textbooks / Workbooks		9,734	16,960	24,456	32,387	40,771	
Supplies & Materials other		57,750	95,865	134,750	173,250	211,750	Arts Programming Budget
Equipment / Furniture		4,867	8,480	12,228	16,193	20,386	
Telephone		8,111	14,133	20,380	26,989	33,976	
Technology		92,700	106,090	124,298	126,620	111,580	
Student Testing & Assessment		9,734	16,960	24,456	32,387	40,771	
Field Trips		16,223	25,196	32,509	37,986	41,444	
Transportation (student)		126,690	217,485	313,613	415,313	522,833	
Student Services - other		20,858	35,805	51,631	68,375	86,076	
Office Expense		30,336	46,414	57,368	63,310	63,760	
Staff Development		30,900	39,784	38,245	37,986	47,820	
Staff Recruitment		12,167	21,200	30,570	40,483	50,964	
Student Recruitment / Marketing		8,922	15,546	22,418	29,688	37,374	
School Meals / Lunch		88,404	153,279	223,238	298,587	379,647	
Travel (Staff)		2,318	3,978	5,737	7,597	9,564	
Fundraising		1,622	2,827	4,076	5,398	6,795	
Other		13,789	24,026	34,646	45,881	57,759	

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.*	BELLAVISTA CHARTER SCHOOL OF THE ARTS PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2027-28 THROUGH 2031-32					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.*
Total Revenue	**3,338,169**	**4,444,600**	**6,130,859**	**7,893,009**	**9,661,405**	
Total Expenses	**3,232,377**	**4,425,632**	**6,289,620**	**7,594,898**	**8,872,002**	
Net Income (Before Cash Flow Adjustments)	**105,792**	**18,968**	**(158,761)**	**298,111**	**789,403**	
Budgeted Student Enrollment	**150**	**249**	**350**	**450**	**550**	
	Year 1 2027-28	**Year 2 2028-29**	**Year 3 2029-30**	**Year 4 2030-31**	**Year 5 2031-32**	
TOTAL SCHOOL OPERATIONS	571,030	905,567	1,242,728	1,574,397	1,908,644	
FACILITY OPERATION & MAINTENANCE						
Insurance	25,493	43,762	63,105	83,569	105,204	
Janitorial	42,488	72,937	105,175	139,282	175,340	
Building and Land Rent / Lease / Facility Finance Interest	405,703	666,690	919,629	1,183,951	1,449,211	
Repairs & Maintenance	16,810	29,289	42,235	55,931	70,412	
Equipment / Furniture	46,350	46,414	53,544	55,713	60,572	
Security	11,588	20,190	29,114	38,556	48,537	
Utilities	25,802	44,957	64,828	85,851	108,072	
TOTAL FACILITY OPERATION & MAINTENANCE	574,232	924,240	1,277,630	1,642,853	2,017,353	
DEPRECIATION & AMORTIZATION	131,325	196,987	261,993	327,491	392,989	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	**3,232,377**	**4,425,632**	**6,289,620**	**7,594,898**	**8,872,002**	
NET INCOME	**105,792**	**18,968**	**(158,761)**	**298,111**	**789,403**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: Rochester City School District	105	174	245	315	385	
Other District 1: Greece Central School District	30	50	70	90	110	
Other District 2: East Irondequoit Central School District	15	25	35	45	55	
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	**150**	**249**	**350**	**450**	**550**	
REVENUE PER PUPIL	**22,254**	**17,850**	**17,517**	**17,540**	**17,566**	
EXPENSES PER PUPIL	**21,549**	**17,774**	**17,970**	**16,878**	**16,131**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	131,325	196,987	261,993	327,491	392,989	
Other	-	-	-	-	-	
Total Operating Activities	131,325	196,987	261,993	327,491	392,989	
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	**131,325**	**196,987**	**261,993**	**327,491**	**392,989**	
NET INCOME	**237,117**	**215,955**	**103,232**	**625,602**	**1,182,392**	
Beginning Cash Balance	-	237,117	453,072	556,303	1,181,905	
ENDING CASH BALANCE	**237,117**	**453,072**	**556,303**	**1,181,905**	**2,364,298**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Rochester City School District

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 Rochester City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2027-28)	105	14,277	1,499,085	176,000	1,675,085	1,117,571,955	0.150%
Year 2 (2028-29)	174	14,277	2,488,481	275,000	2,763,481	1,117,571,955	0.247%
Year 3 (2029-30)	245	14,277	3,497,865	385,000	3,882,865	1,117,571,955	0.347%
Year 4 (2030-31)	315	14,277	4,497,255	495,000	4,992,255	1,117,571,955	0.447%
Year 5 (2031-32)	385	14,277	5,496,645	605,000	6,101,645	1,117,571,955	0.546%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

*NOTE

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: Greece Central School District

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 Greece Central School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2027-28)	30	14,401	432,030	-	432,030	318,529,556	0.136%
Year 2 (2028-29)	50	14,401	717,170	-	717,170	318,529,556	0.225%
Year 3 (2029-30)	70	14,401	1,008,070	-	1,008,070	318,529,556	0.316%
Year 4 (2030-31)	90	14,401	1,296,090	-	1,296,090	318,529,556	0.407%
Year 5 (2031-32)	110	14,401	1,584,110	-	1,584,110	318,529,556	0.497%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

*NOTE

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

R-21F- Letters of Commitment

R-21- Letters of Commitment

SIGMA GAMMA RHO SORORITY, INC.

THETA OMEGA SIGMA CHAPTER

"A Non-governmental Organization Associated with the United Nations Department of Public Information"

On Behalf of Theta Omega Sigma,Sigma Gamma Rho
PO Box 19315
Rochester, New York
Phone: 585-478-4618
Email: www.flowercitypoodles.com

On behalf of **Theta Omega Sigma Sigma Gamma Rho Sorority, Incorporated**, we are honored to express our enthusiastic support for and formal partnership with **Bellavista Charter School of the Arts**. We are excited about the opportunity to collaborate in fostering meaningful youth development experiences for students in the Rochester community.

As an organization deeply rooted in service, education, and leadership, Sigma Gamma Rho Sorority, Incorporated is committed to uplifting and empowering young people through intentional programming and community engagement. Through this partnership, we will work alongside Bellavista School of the Arts—and in collaboration with members of the Divine Nine in Rochester, New York—to design and implement programming that centers on **civic engagement, educational empowerment, and leadership development**.

Our joint efforts will provide students with opportunities to:

- Engage in discussions and activities that promote civic responsibility and community awareness
- Strengthen academic identity and confidence through mentorship and enrichment experiences
- Develop leadership skills that prepare them to be thoughtful, active contributors to society

We believe that this partnership will not only enrich the student experience at Bellavista School of the Arts, but also create a strong network of support that connects students to community leaders, role models, and opportunities for growth beyond the classroom.

Sigma Gamma Rho Sorority, Incorporated is proud to stand in partnership with Bellavista School of the Arts and the Divine Nine community in Rochester. Together, we are committed to building pathways for student success, cultivating leadership, and investing in the future of our youth.

We look forward to the impact this collaboration will have and are excited to begin this work together.

Sincerely,

Nominations Chair Nicole McCree

ABOUT
Sigma Gamma Rho Sorority, Inc. was organized on November 12, 1922, in Indianapolis, Indiana and is an international sorority 100,000 members strong worldwide. From seven young educators, Sigma Gamma Rho (SGR) has become an international service organization of women from every profession. SGR was founded on and continues to be steadfastly committed to the tenets of excellence in scholarship, sisterhood and service. The Rochester chapter was established on October 23, 1999.

R-21g - Non -SUNY Financials

R-21g - Non -SUNY Financials

Not applicable.

R-22 - Action Plan

R-22 - Action Plan

This action plan outlines the key steps Bellavista Charter School of the Arts will undertake from charter approval in October 2026 through the commencement of instruction in August 2027. The plan is designed to ensure full operational, academic, and compliance readiness. Tasks are sequenced intentionally with overlapping timelines and built-in buffers to mitigate risks related to facility development, hiring timelines, procurement delays, and regulatory approvals. The Chief Executive Officer will oversee execution of this plan, with responsibility delegated to the Board of Trustees, Director of Operations, Director of Instruction, and leadership team as indicated below.

TASK	ASSIGNED TO	START	END
Initial Operations (initiated, to the extent possible, immediately after charter approval)			
File for 501(c)(3) status for the school and state tax exemptions status.	CEO, Director of Operations, Board Legal	10/1/26	
Identify additional areas of need for Board and recruit Board members.	CEO, Board	Ongoing	Ongoing
Conduct the first official Board meeting after charter approval by following a standard process to establish the Board (including by electing Board officers and naming Board members to relevant committees and by ratifying By-Laws, code of ethics, conflict of interest policy, grievance policy, medications administration plan, health services plan, technology plan, school safety plan, FERPA, FOIL, open meetings law, and any other critical policies as determined by the Board's attorney). Ensure that all policies are distributed to Board members and other relevant stakeholders.	Board, led by Board Chair	At first Board meeting (within one month of authorization)	At first Board meeting
Finalize an annual Board calendar that clarifies when the Board will meet, what Board Committees will review in preparation for those meetings, and what formal action will be taken during each Board meeting throughout the pre-launch period	Board, led by Board Chair, CEO	10/15/26	11/15/26
Officially hire Bellavista CEO and Director of Instruction, Director of Operations	Board	10/15/26	11/15/26

Obtain legal review of proposed lease agreement.	CEO	10/15/26	11/15/26
Finalize facility lease agreement.	CEO, Board	11/15/26	01/15/27
Submit finalized lease agreement to SUNY.	CEO	01/15/27	
Update Website and social media pages with information regarding approval by the SUNY Charter Schools Institute.	Director of Operations	11/01/26	
Formally approve the 2027-2028 School Calendar	CEO, Director of Instruction	10/31/26	
Academic Readiness			
Plan specific summer professional development content	CEO, Director of Instruction	01/05/27	01/31/27
Support Director of Instruction and Director of Operations to plan and practice relevant professional development sessions and to successfully cascade some standard network PD.	CEO, Director of Instruction	01/05/27	01/31/27
Facilitate summer professional development for leaders	CEO	05/01/27	05/29/27
Facilitate summer professional development for all staff	CEO, Director of Instruction	07/26/27	08/31/27
Finalize class rosters and disseminate to teachers, students and families	Director of Instruction, Director of	07/26/27	08/31/27
Finalize support plans for any teachers or staff in need of additional support to ensure a strong launch with students	Director of Instruction, CEO	07/26/27	08/31/27
Facility Readiness			
Work with the facilities team to finalize a five-year facility plan (including, for example, plans for the proposed leased space and any future construction projects).	CEO, Director of Operations, PSWrx	11/15/26	01/15/27
Based on city ordinance and regulations, submit documentation needed to secure or maintain a certificate of occupancy for the building before additional staff or students begin to use the building (for example, by having additional fire safety inspection or verifying that the building is ADA	Director of Operations	03/01/27	04/01/27

Ensure that the Special Education Coordinator has access to a storage cabinet that locks for ongoing maintenance of records for students with disabilities.	Director of Operations	04/01/27	07/31/27
Ensure that the school meets local safety codes (including for example that it has adequate signage and that classrooms and offices are numbered for emergency purposes).	Director of Operations	05/01/27	06/01/27
Write a safety plan and a building level emergency response plan that describe how individuals respond during potential emergencies and drills (including, for example, an active shooter situation or a fire drill).	Director of Operations	05/01/27	06/01/27
Provide training to all staff on the district-wide school safety plan and building level emergency response plan.	Director of Operations	07/26/27	08/31/27
Work with the Custodian to establish expectations for daily and weekly cleaning during the school year.	Director of Operations	07/26/27	08/31/27
Purchase and accept delivery of all necessary furniture, equipment, and technology necessary for school operations	Director of Operations	04/01/27	06/01/27
Secure cleaning supplies and materials to support the ongoing maintenance of a clean facility.	Director of Operations	04/01/27	06/01/27
Obtain the required defibrillators for the building. Arrange for AED/CPR training of staff	Director of Operations	07/26/27	08/31/27
Financial			
Research and apply for categorical and competitive public funding.	CEO, Director of Instruction, Director of Operations, Board	Underway	Ongoing
Develop and approve the final first year budget based on known revenue streams and expenses. Make hiring adjustments as needed, for example, additional Special Education staff, should the percentage of special education students enrolled since the lottery be higher than anticipated.	CEO, Director of Instruction, Director of Operations, Board	10/15/26	11/15/26
Apply for consolidated Title I funds	CEO, Director of Instruction, Director of Operations	10/15/26	11/15/26

Formally approve year one operating budget	Board	10/15/26	11/15/26
Select a bank and secure necessary accounts, including a checking account.	Director of Operations	10/15/26	11/15/26
Contract with an accounting firm to perform the annual financial audit	Director of Operations	10/15/26	11/15/26
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy	Director of Operations	10/15/26	11/15/26
Begin submitting unaudited statements of income and expense to the Charter Schools Institute.	Director of Operations	11/01/26	Ongoing
Operations			
Ensure all classroom supplies and materials are inventoried once received and then placed in teacher classrooms.	Director of Operations	04/01/27	06/01/27
Secure a main office phone system and phone number for the school and ensure service is started for any school phone lines needed.	Director of Operations	04/01/27	06/01/27
Establish Internet access for the school and ensure service is started and available throughout year one offices and classrooms.	Director of Operations	04/01/27	06/01/27
Establish systems to automatically communicate important information to families (in particular, a way to mass email all families and a way to mass call all families).	Director of Operations	12/01/26	01/15/27
Procure technology resources needed for the first year.	Director of Operations	02/01/27	03/01/27

Ensure the school has access to necessary resources to deliver online instruction in case of intermittent changes to hybrid or online instruction, including, where appropriate, contracts for short-term use of high-leverage online materials (like Zoom).	Director of Operations	04/01/27	06/01/27
Obtain appropriate levels of insurance for the school and Board, as described in the charter application	Director of Operations	10/15/26	11/15/26
Conduct student lottery, generating acceptance list and wait list	CEO, Director of Instruction, Director of	11/01/26	04/15/27
Send out acceptance packages to admitted students	Director of Operations	02/01/27	04/15/27
Request and secure student records from sending schools, including IEPs where appropriate	Director of Operations	04/01/27	08/31/27
Ensure all student information is correctly entered into the SIS and that a process exists for staff to correctly enter new student information on an ongoing basis.	Director of Operations	04/01/27	08/31/27
Ensure all staff information is correctly entered into the SIS and that a process exists for staff to correctly enter new staff information on an ongoing basis.	Director of Operations	10/15/26	Ongoing
Draft notice to parents regarding FERPA directory information and distribute to parents	Director of Instruction, Director of	06/01/27	08/31/27
Hold weekly tactical meetings to ensure successful completion of the pre-launch activities on this project plan.	CEO, Director of Instruction, Director of	10/15/26	Ongoing
Personnel Readiness			
Apply for Federal Employment Identification Number (EIN) and State Unemployment Number	Director of Operations	10/15/26	11/15/26
Finalize Employee Handbook	CEO, Director of Instruction, Director of	10/15/26	11/15/26
Enroll in employee benefit programs (such as securing health insurance, establishing a 403 b plan, etc.)	Director of Operations	10/15/26	11/15/26
Finalize annual talent recruitment and selection plan	CEO, Director of Instruction	10/15/26	01/15/27

Publish postings for additional leadership positions	CEO, Director of Instruction	01/15/27	02/15/27
Publish all additional postings (including for teaching staff)	CEO, Director of Instruction	02/15/27	03/15/27
Finalize staff compensation structure and benefit package	CEO, Director of Instruction	01/15/27	02/15/27
Create standard new hire offer letter	CEO, Director of Instruction	10/15/26	11/15/26
Create new hire checklist and add to the network's shared HRIS system for efficient processing	CEO, Director of Instruction	10/15/26	11/15/26
Plan and facilitate additional staff interviews and selection	CEO, Director of Instruction	01/15/27	08/15/26
Recruit and hire all administrative, support, and instructional staff for first year of operations	CEO, Director of Instruction	03/01/27	08/15/27
Finalize performance management resources, including job descriptions, performance goals, individual development plan resources, midyear evaluation resources and end of year evaluation resources.	CEO, Director of Instruction	10/15/26	12/15/26

R-23a - Supplemental Attachments

R-23a - Supplemental Attachments

To further strengthen the Bellavista Charter School of the Arts application and demonstrate planning progress, governance readiness, and community engagement, Dr. Miles has developed and submitted supplemental materials that provide additional detail regarding board development, community engagement, school programming, and governance preparation. These materials reflect work completed during the planning phase and demonstrate Bellavista Charter School of the Arts' readiness for authorization and launch.

Board of Trustees Selection and Expertise

Dr. Miles developed a Board of Trustees selection outline to intentionally identify individuals with diverse expertise aligned to the needs of Bellavista Charter School of the Arts. The selection process prioritized candidates who bring professional experience in charter school operations, special education programming, real estate and facilities planning, college readiness, enrollment strategy, budgeting, fundraising, philanthropy, and community-based support services.

Board members were selected to ensure Bellavista Charter School of the Arts has governance oversight across key operational areas necessary for a successful school launch and long-term sustainability. The Board collectively brings expertise in:

- Charter school operational leadership and school startup planning
- Special education programming, compliance, and inclusive school design
- Real estate and facilities planning to support school location and growth
- College readiness programming and postsecondary preparation
- Community partnerships focused on housing stability and family support
- Student recruitment and enrollment strategy
- School budgeting and financial oversight
- Fundraising and philanthropic development
- Nonprofit governance and community engagement

This intentional selection process ensures the Board of Trustees provides strategic oversight aligned to the mission of Bellavista Charter School of the Arts while supporting strong governance, financial accountability, and program implementation.

The Board structure reflects Bellavista Charter School of the Arts' commitment to building a governing body with the expertise necessary to support school launch, monitor academic and operational performance, support enrollment growth, oversee fundraising efforts, and ensure long-term sustainability.

Student and Family Handbook

Bellavista Charter School of the Arts also submitted a draft Student and Family Handbook to demonstrate the school's commitment to establishing clear expectations for students, families, and staff. The handbook outlines school culture expectations, student supports, discipline philosophy, attendance expectations, family engagement structures, and communication systems.

The handbook reflects Bellavista Charter School of the Arts' arts-integrated model and student-centered approach, incorporating restorative practices, community-building structures, and the Focus Five framework. The document also outlines expectations related to school culture, academic programming, behavior systems, and family partnership. This early development of a comprehensive handbook demonstrates Bellavista Charter School of the Arts' readiness to implement consistent school-wide expectations at launch.

Community Engagement Presentation

Dr. Miles also submitted a Community Engagement presentation developed to gather feedback and build support for Bellavista Charter School of the Arts. This presentation was used during outreach meetings with community members, families, potential partners, and philanthropic supporters.

The presentation outlines:

- Bellavista Charter School of the Arts mission and vision
- The need for an arts-integrated charter school in Rochester
- Proposed grade levels and student population
- Unique program elements including arts integration and Focus Five
- Student supports and community partnerships
- School culture and enrichment opportunities
- Launch timeline and planning updates

- Opportunities for partnership and philanthropic support

The Community Engagement presentation demonstrates Bellavista Charter School of the Arts' commitment to community-informed design and ongoing stakeholder engagement. It also reflects outreach efforts to build partnerships, secure resources, and gather feedback during the planning phase.

Program Design and Financial Support Materials

Dr. Miles also submitted a comprehensive document outlining Bellavista Charter School of the Arts' program design, school culture structures, instructional model, and associated financial investments. This document provides a detailed overview of Bellavista's unique programming and the resources allocated to support implementation.

The document includes detailed descriptions of:

- Arts-integrated instructional model
- Focus Five framework embedded in academics and school culture
- School-wide arts programming and enrichment opportunities
- Student leadership and performance-based learning opportunities
- School culture events and community-building programming
- Academic supports and intervention structures
- Family engagement and community partnership initiatives
- Financial investments aligned to arts programming and instructional model
- School culture programming and student experiences
- Planning-year staffing and leadership development
- Resource allocation to support arts integration and instructional programming

This comprehensive document demonstrates how Bellavista Charter School of the Arts' program design is intentionally aligned with financial planning. It also illustrates how resources are allocated to support the school's mission, arts-integrated model, and student experience. The combined programmatic and financial planning reflects thoughtful implementation and readiness for launch.

Board Training and Governance Development

To prepare the Board of Trustees for effective governance, Dr. Miles conducted two board training sessions in March and April. These trainings focused on building board capacity, clarifying governance responsibilities, and establishing strong oversight structures.

The board trainings included the following topics:

- Roles and responsibilities of charter school board members
- Governance vs. management distinctions
- Fiduciary responsibilities and financial oversight
- Academic accountability and performance monitoring
- Charter school governance best practices
- Board meeting structures and decision-making protocols
- Conflict of interest policies and ethical governance
- Board committees and governance structures
- Enrollment oversight and growth planning
- Budget review and financial sustainability
- Fundraising and philanthropic support expectations
- CEO accountability and evaluation structures

The March training focused on foundational charter school governance, board responsibilities, and the role of the Board in supporting school launch. The April training expanded on financial oversight, enrollment planning, fundraising expectations, and academic accountability.

These training materials demonstrate Bellavista Charter School of the Arts' commitment to building a prepared and informed Board of Trustees prior to school launch. The trainings also reflect proactive governance development and a focus on ensuring board members understand their responsibilities in supporting Bellavista Charter School of the Arts' success.

Summary

These supplemental materials demonstrate Bellavista Charter School of the Arts' continued planning progress, governance preparation, community engagement, and program development. The materials reflect intentional efforts to build strong leadership structures, engage stakeholders, prepare the Board of Trustees, and develop a clear instructional and operational model.

Collectively, these documents strengthen the Bellavista Charter School of the Arts application and demonstrate readiness for authorization and successful school launch.

R-23b - Supplemental Attachments

R-23b - Supplemental Attachments

Board Member Selection Rationale

The Board of Trustees for Bellavista School of the Arts was intentionally assembled to reflect a diverse, highly skilled, and mission-aligned group of leaders whose collective expertise spans education, operations, human resources, community engagement, and strategic development. Each member was selected based on their demonstrated leadership, commitment to equity, and ability to contribute meaningfully to the successful launch and long-term sustainability of a high-quality, arts-integrated public charter school.

The board includes seasoned executive leadership, such as Dr. Loretha McCullough, whose 30+ years of experience in human resources, organizational development, and diversity, equity, and inclusion provide critical oversight in talent strategy, compliance, and organizational health. Her experience advising executive teams and leading large-scale organizational initiatives strengthens the board's ability to ensure strong internal systems, effective governance practices, and a people-centered organizational culture.

Operational and financial expertise is represented through leaders like Chassity Wells, a senior operations executive with extensive experience managing multi-site school systems, large-scale budgets, and performance-driven outcomes. Her proven ability to build scalable systems, ensure fiscal accountability, and drive enrollment and retention outcomes will be essential in establishing sustainable operational infrastructure and supporting long-term organizational success.

The board also includes strong instructional and systems-level educational leadership through Kerstin Wheeler, whose experience as an Assistant Superintendent and regional director provides deep knowledge of curriculum, special education, compliance, and New York State educational systems. Her expertise ensures that Bellavista's academic program is rigorous, inclusive, and aligned with state standards and accountability expectations, particularly in supporting diverse learners.

Community voice and student-centered design are anchored by Phillip Hounshell III, a Rochester native and education leader with experience spanning classroom instruction, college access programming, and nonprofit leadership. His work in building postsecondary pathways and cultivating strong community partnerships strengthens the board's ability to remain responsive to student and family needs while ensuring alignment between K–12 experiences and college and career readiness outcomes.

In addition, Nicole McCree brings a strong background in business development, marketing, and client relationship management, with a demonstrated ability to build partnerships, lead cross-functional initiatives, and drive strategic growth. Her expertise supports Bellavista's community engagement, fundraising, and external relations strategy, which are critical during the pre-opening phase and for long-term sustainability.

Collectively, this board reflects a balance of governance experience, technical expertise, and deep community connection. Members bring complementary strengths that support effective oversight across key domains, including academic performance, financial stewardship, operational execution, talent development, and community engagement. The board is intentionally structured to function independently, with members who bring objective oversight, diverse perspectives, and a shared commitment to ethical governance and accountability.

Just as importantly, each member demonstrates a strong commitment to equity, access, and the power of arts-integrated education. Their collective leadership ensures that Bellavista School of the Arts is well-positioned to deliver on its mission, implement its innovative educational model with fidelity, and create lasting impact for students and families in Rochester.

2027-2028

Bellavista Charter School of the Arts Student and Family Handbook

Bellavista School of the Arts

Founder & CEO: Dr. Oscia A. Miles, Ed.D.
Rochester, New York
Anticipated Opening: August 2027

School Information

School Hours: 8:15 AM – 3:15 PM *(subject to final board approval)*
Student Arrival Window: 8:00 AM – 8:30 AM
Main Office: [Phone Number Coming Soon]
School Email: bellavistaschoolofthearts@gmail.com

Our Vision & Mission

To cultivate the next generation of scholars, artists, and leaders who excel academically, express themselves creatively, and engage civically—graduates who are confident, culturally grounded, and prepared to thrive in college, career, and community life. Bellavista School of the Arts ignites creativity and leadership through rigorous academics and immersive arts education, empowering young people to lead with resilience, cultural pride, and purpose

Our Identity

Bellavista School of the Arts is a 7–12 public charter school rooted in academic excellence, arts integration, and an HBCU-inspired student culture. We believe that when students see themselves reflected in excellence, culture, scholarship, and leadership, they rise. Our environment blends high expectations, artistic expression, cultural affirmation, and community responsibility to prepare students not just for graduation, but for impact.

Our Graduate Aims

At Bellavista, every decision: curriculum, culture, instruction, and enrichment is aligned to who our graduates will become.

1. We Are Cultivators of Creativity

We nurture curiosity, imagination, and innovation through the arts, empowering students to express themselves and solve problems creatively. Creativity is not an elective, it is a mindset we develop daily.

2. We Are Builders of Critical Thinkers

We challenge students to read deeply, think critically, and use their voices to communicate with confidence and purpose. Our scholars analyze, question, debate, and defend ideas with clarity and courage.

3. We Are Models of Compassionate Citizenship

We model empathy, integrity, and service. We teach our students to value diversity, honor their cultural identity, lead with kindness, and make a positive impact in their communities. Leadership at Bellavista begins with character.

4. We Are Developers of Discipline and Balance

We guide students to take ownership of their learning, manage their time wisely, and prioritize wellness as a foundation for success. Discipline is not restriction, it is the pathway to freedom and excellence.

Our Commitment to Families

Bellavista believes that families are partners in education. Together, we create a school community rooted in trust, communication, and shared responsibility. We commit to:

- Clear and consistent communication
- High academic expectations with strong support
- A safe and affirming environment
- Cultural pride and identity development
- Preparation for college, career, and community leadership

Who We Are

Bellavista School of the Arts is a public charter school serving grades 7–12 in Rochester, New York. As a public charter school, Bellavista operates independently of the Rochester City School District while remaining accountable to its authorizer and the New York State Education Department. Bellavista School of the Arts is authorized by the State University of New York (SUNY) Board of Trustees. The school operates under a charter granted pursuant to New York State Education Law. The responsibility for the governance and fiduciary oversight of the school rests with the Bellavista Board of Trustees. The Board ensures that the school remains faithful to its mission, achieves strong academic outcomes, maintains financial sustainability, and upholds all legal and ethical standards.

The Board of Trustees meets monthly. Board meeting dates, times, locations, and approved meeting minutes will be posted on the school's official website. All Board meetings are open to the public in accordance with New York State Open Meetings Law. For upcoming meeting information and governance documents, please visit:
[Website URL – To Be Added]

2027-2028 Board of Trustees

Dr. Loretha J. McCullough (Chair)

Dr. Kerstin Wheeler

Ms. Chassity Wells

Ms. Nicole McCree

Mr. Phillip Hounshell III

School Administration:

Staff Name	Position	Email Address
Dr. Oscia A. Miles	*Founder & Chief Executive Officer*	TBD
	Director of Instruction	TBD
	Director of Operations	TBD

Leadership Team Members:

Staff Name	Position	Email Address
	Special Education Coordinator	TBD
	Middle School ELA/ History Instructional Coach	TBD
	Middle School Math/ Science Instructional Coach	TBD

Communicating with School

Communication between home and school is an essential part of every scholar's success. At Bellavista School of the Arts, we believe strong partnerships with families are built through consistent, transparent, and timely communication.

Bellavista utilizes multiple communication platforms to ensure families remain informed, engaged, and connected to the life of the school.

Our Communication Platforms Include:

- **School Website** *www.bellavistaschoolofthearts.org*
- **Official Facebook Page:** Bellavista School of the Arts
- **Official Instagram:** @Bellavista_Rochester
- Email communications
- Automated phone notifications

- Printed notices when necessary

Our website and social media platforms are updated regularly with important announcements, school events, academic updates, community highlights, and celebrations of student achievement. Families are responsible for ensuring that the school has the most current phone numbers and email addresses on file. Accurate contact information allows us to communicate important updates in a timely manner. Bellavista faculty and staff are committed to responding to emails and phone calls within 24 business hours, excluding weekends and school holidays. We encourage families to stay actively connected and engaged. When school and home work in partnership, scholars thrive.

Social Media Expectations

Bellavista School of the Arts utilizes social media as a tool to celebrate scholar achievement, share important updates, highlight events, and strengthen community engagement. Social media is intended for informational and celebratory purposes. It is not a primary channel for addressing individual student concerns, confidential matters, or urgent issues. To maintain a positive and respectful online community, the following expectations apply:

- Comments and interactions must remain respectful and appropriate.
- Confidential student information may not be shared publicly.
- Concerns about specific students, staff, or school matters must be addressed directly with school administration rather than posted online.
- Bellavista reserves the right to remove comments that are inappropriate, threatening, or inconsistent with our mission and community standards.

We are committed to modeling digital citizenship and expect the same from our school community.

Professional Communication Expectations

Bellavista School of the Arts values respectful, solution oriented communication between families and staff. To ensure clarity and efficiency:

- Faculty and staff will respond to emails and phone calls within 24 business hours (excluding weekends and school holidays).
- Communication should occur during regular business hours unless in the case of an emergency.

- Concerns should follow the appropriate chain of communication (e.g., teacher → Director of Instruction or Director of Operations → CEO, if necessary).
- Meetings with staff or administrators must be scheduled in advance to ensure availability and confidentiality.

Bellavista does not engage in disciplinary discussions, academic disputes, or confidential matters through social media platforms. We believe that clear, calm, and collaborative communication strengthens trust and helps us work together in the best interest of every scholar.

One Community, One Mission

Scholars at Bellavista School of the Arts are most successful when families, faculty, staff, and administration work together as a unified and supportive team. We believe education is a partnership, and families are a vital part of that partnership. You are your child's strongest advocate. When questions or concerns arise, we are committed to working collaboratively with you to resolve matters in a way that supports the best interest of your scholar and aligns with our mission and values.

Addressing Questions or Concerns

We encourage families to follow the appropriate chain of communication to ensure concerns are addressed efficiently and effectively.

Step 1: Contact the Source
If you have a question or concern, begin by contacting the staff member most directly connected to the issue (for example, your scholar's teacher or advisor). Most matters can be resolved at this level through open and respectful dialogue.

Step 2: Contact the Director of Instruction or Director of Operations
If the concern is not resolved after speaking with the staff member, families should reach out to the appropriate school leader:

- Academic concerns → Director of Instruction
- Operational, safety, or logistical concerns → Director of Operations

Step 3: Contact the Founder & Chief Executive Officer
If the matter remains unresolved, families may contact the Founder & Chief Executive Officer for further review. Bellavista School of the Arts also maintains a formal complaint policy, which outlines procedures for submitting written concerns when necessary. The full policy will be available on the school's official website. We are committed to resolving concerns with professionalism, fairness, and transparency. When we approach challenges with mutual respect and a shared focus on student success, our scholars thrive.

Family Engagement & Communication

At Bellavista School of the Arts, our relationship with families is a foundational pillar of our school community. We believe that strong, consistent communication between home and school directly impacts scholars' academic growth, character development, and overall well being. We recognize the home/ school relationship as a critical partnership. When families and educators are aligned in expectations, communication, and support, scholars thrive. Bellavista is committed to proactive, transparent, and meaningful engagement with our families throughout the school year.

Our Commitment to Engagement

- Classroom teachers establish communication routines early in the school year to build strong relationships with families.
- School leadership provides regular updates regarding academics, school culture, upcoming events, and important announcements.
- Families have structured opportunities to provide feedback and engage in dialogue with school leadership.

Ways Bellavista Engages Families

Bellavista School of the Arts fosters engagement through a variety of school based and community centered opportunities, including:

1. School wide newsletters
2. Scholar Recognition Ceremonies and Arts Showcases

3. Curriculum and Family Engagement Nights
4. Parent & Teacher Conferences
5. Field Trips and Community Based Learning Experiences
6. Email communication
7. School wide automated calls and text notifications
8. Cultural Celebrations (including Hispanic Heritage Month, Black History Month, and other heritage recognitions)
9. Direct communication from Arts faculty and program leaders
10. Teacher phone calls and progress updates
11. Social Media updates and community highlights
12. Meet the Teacher & Family Orientation Night

Bellavista values authentic partnership. While we do not operate a formal volunteer program or parent association at this time, families are encouraged to engage in structured school events, celebrations, and feedback sessions designed to strengthen our community. We are committed to building a culture where families feel informed, respected, and connected to the mission and growth of the school.

Family Involvement

At Bellavista School of the Arts, we value families as essential partners in the educational journey of our scholars. While we do not operate a formal volunteer program, we intentionally create meaningful opportunities for family engagement throughout the school year. Family involvement at Bellavista focuses on partnership, communication, celebration, and shared responsibility for scholar success.

Opportunities for Family Engagement

Families may participate in the life of the school through:

- Family Orientation & Meet the Teacher Night
- Parent & Teacher Conferences
- Arts Showcases and Performances
- Scholar Recognition Ceremonies
- Curriculum & Engagement Nights (ELA, Math, Science, Arts, SEL)
- Cultural Celebrations and Community Events
- School wide surveys and strategic planning feedback opportunities

Bellavista also utilizes Facebook, Instagram, and the school website to share upcoming events, important updates, and community celebrations. Families interested in supporting specific school events may contact the main office to learn about structured, event based opportunities as they arise. All participation must align with school safety protocols and administrative approval. Our goal is not simply involvement, it is alignment. When families and school leaders are united in purpose, our scholars excel.

School Visitor Policy

The safety and security of our scholars and staff are a top priority at Bellavista School of the Arts. Parents and guardians are welcome to visit the school by appointment. To ensure minimal disruption to instruction and to maintain a safe environment, we require that visits be scheduled at least 24 hours in advance with the appropriate faculty or staff member.

Upon arrival:

- All visitors must enter through the main entrance.
- Visitors are required to sign in at the main office.
- A visitor's pass must be worn and visible at all times while on school property.
- Visitors must sign out before leaving the building.

Unscheduled visits may be denied entry to preserve instructional time and campus security. Bellavista reserves the right to limit or deny visitation privileges if safety, confidentiality, or disruption concerns arise. We appreciate your cooperation in helping us maintain a safe, focused, and academically rigorous environment for all scholars.

Attendance Procedures

Regular school attendance is essential for students to reach their full academic potential. Families are encouraged to schedule medical, dental, and other appointments outside of school hours whenever possible to minimize disruptions to learning. If a student is ill and will be absent from school, a parent or guardian must notify the school by calling the attendance line at (585) xxx-xxxxbefore 8:00 a.m. If a student is absent for three (3) or more consecutive days due to illness, a doctor's note must be provided to the school's main office upon the student's return. Students who arrive after 8:30 a.m. must be accompanied by a parent or guardian into the main office and signed in by the parent or guardian. For safety and security reasons, parents and

guardians are not permitted to walk students to their classrooms. Students arriving after 8:30 a.m. will be marked tardy.

Absences

Frequent absences, whether excused or unexcused, can negatively affect a student's academic progress and overall school experience. Families are encouraged to prioritize consistent attendance whenever possible.

A student's absence may be considered excused for the following reasons:

- Personal illness or medical condition
- Death in the immediate family
- Impassable roads or unsafe travel conditions due to severe weather
- Religious observance
- Required court appearances
- Medical, dental, or health-related appointments

Families may be asked to provide documentation for certain absences.

Unexcused Absences

An absence may be considered **unexcused** if it does not fall under the approved categories listed above or if the school is not notified of the absence. Unexcused absences may result in follow-up communication with families and additional support to ensure students attend school regularly.

Chronic Absenteeism

A student is considered chronically absent if they miss 10% or more of the total school days during the academic year, whether the absences are excused or unexcused. Due to chronic absenteeism significantly impacting academic success, the school will partner with families to support improved attendance. Support strategies may include:

- Communication with families regarding attendance concerns
- Attendance improvement plans

- Academic Improvement plans
- Meetings with school staff
- Connection to school-based supports or community resources

Truancy and Attendance Intervention

If a student develops a pattern of unexcused absences or frequent tardiness, the school may take the following steps:

1. Contact the family to discuss attendance concerns
2. Schedule a meeting with school staff and the family
3. Develop an attendance improvement plan
4. Provide referrals to support services if needed

The goal of these interventions is to partner with families to remove barriers to attendance and support student success.

Make-Up Work

Students who are absent are responsible for completing any missed assignments. Teachers will provide reasonable opportunities for students to make up work after returning to school. Families are encouraged to communicate with teachers regarding missed work so that students can stay on track with their learning.

Early Dismissal Procedures

If a student must leave school before the end of the school day, a parent or guardian must notify the school in advance whenever possible.

When picking up a student early:

- A parent or authorized adult must report to the main office.
- The student must be signed out by the parent or authorized adult.
- Students will only be released to individuals listed as authorized contacts in the school's records.
- A valid photo ID may be required.

For safety reasons, students will not be released directly from classrooms or allowed to leave the building without proper sign-out procedures. Early dismissal can take place between the hours of 9:00 AM - 2:45 PM. Families are encouraged to schedule appointments outside of school hours whenever possible. Frequent early dismissals can result in missed instructional time and may impact student learning.

Tardiness

Arriving to school on time is important for student learning and helps establish positive routines and responsibility. Students who arrive after the official start of the school day are considered tardy and must report to the main office to sign in before going to class. Frequent tardiness may impact a student's ability to fully participate in instruction and may require follow-up with families.

If a student develops a pattern of repeated tardiness, the school may:

- Contact the family to discuss attendance concerns
- Monitor arrival patterns
- Develop strategies with the family to improve punctuality

The goal is to partner with families to ensure students begin the school day prepared and ready to learn.

Extended Absences

Families are strongly discouraged from scheduling extended vacations or trips during the school year, as prolonged absences can significantly disrupt student learning. If a student will be absent for an extended period of time due to family emergencies, serious illness, or other significant circumstances, families should notify the school as soon as possible.

In these situations:

- The school may work with families to provide guidance on missed assignments.

- Families should communicate with teachers regarding missed instructional work.
- Students will be responsible for completing assignments upon their return.

While the school will support students in catching up on missed work, it may not be possible to replicate all missed instruction.

Attendance Communication

Strong communication between families and the school is essential to support consistent attendance. The school may communicate with families regarding attendance through:

- Phone calls
- Email
- Parent communication platforms
- Written notices

If attendance concerns arise, the school will work collaboratively with families to address barriers and ensure students can attend school consistently.

Student Transportation, Arrival, and Dismissal

The safety of students during arrival and dismissal is a top priority. Families are asked to carefully follow all school procedures to ensure a safe and efficient process for students, families, and staff.

Students Dropped Off and/or Picked Up by Private Vehicles

Student drop-off by private vehicle takes place at the designated drop-off area school beginning at 8:00 AM

Families should:

- Pull into the drop-off area in a single-file line.
- Remain in their vehicles while staff members assist students exiting cars.
- Follow directions from school staff to ensure the flow of traffic remains safe and efficient.

For safety reasons:

- Cars are not permitted to enter the bus loop during arrival and dismissal times.
- Parents and guardians may not walk students to classrooms.
- Students may not be dropped off before 8:00 a.m., as staff supervision is not available prior to this time.

Families should plan accordingly to ensure students arrive safely and on time.

Student Pick-Up Procedures

Students will only be released to:

- A parent or legal guardian, or
- An authorized adult listed in the student's records.

If a staff member does not recognize the adult picking up the student, the individual will be required to present a valid photo ID before the student is released.

If a student's dismissal plan changes for the day, the parent or guardian must notify the main office in advance. The school will verify the change using the contact information on file before releasing the student.

After-School Pick-Up

At dismissal time, students who are being picked up by private vehicle will report to the designated pick-up area.

Families picking up students should:

- Pull into the designated pick up area
- Remain in their vehicles.
- A staff member will call for the scholar to be released for dismissal

For safety and efficiency, families are asked not to exit their vehicles during pick-up. If the school has not been notified that a student will be picked up, the student will follow their regular dismissal plan.

Students Who Ride School Buses

School bus transportation is provided by each student's district of residence in accordance with district transportation policies and New York State law. Transportation requests must be submitted to the student's home district by the required deadlines. Families are responsible for ensuring transportation requests are submitted on time. When registering a student, transportation forms may be provided; however, families remain responsible for confirming that their district has received all required paperwork. If transportation needs change during the school year, families must notify their home district and inform the school's main office.

During arrival:

- Students will be greeted by school staff as they exit their buses.

During dismissal:

- Students who ride buses will be escorted by staff to their assigned buses.

If a student will not be taking the bus home on a particular day, families must notify the main office before 2:45 p.m.

Emergency School Closings, Delayed Openings, and Early Dismissals

In the event of severe weather or other emergencies, the school may implement a school closing, delayed opening, or early dismissal. Families will be notified through the school's communication systems, including:

- The school website
- School social media pages
- Automated phone calls and notifications
- Local television and radio announcements

Whenever possible, school closing decisions will be communicated early in the morning to allow families time to plan accordingly.

Positive Behavioral Interventions and Supports (PBIS)

Introduction

Bellavista School of the Arts is committed to creating a safe, respectful, and supportive learning environment for all students. The school utilizes a Restorative Practices framework to promote positive student behavior and reinforce a culture of responsibility, accountability, and community.

Restorative Practices is a proactive, schoolwide approach that focuses on building strong relationships, teaching students how to repair harm, and fostering a sense of belonging within the school community. Through clear expectations, consistent routines, and meaningful reflection, students learn to take responsibility for their actions and understand the impact of their behavior on others. This approach encourages students to make positive choices that support both their academic success and their social and emotional development.

Staff and administration work collaboratively to implement PBIS strategies across classrooms, hallways, common areas, and school activities. Students are recognized for demonstrating positive behaviors, meeting expectations, and contributing positively to the school community.

Focus Five Classroom Management

Bellavista School of the Arts utilizes Focus Five instructional strategies to create structured, engaging, and highly focused classroom environments. Focus Five supports consistent expectations across classrooms and helps ensure that students remain actively engaged in learning.

The five Focus Five strategies include:

Entry Routine

Students begin each class with a consistent entry routine. This structure ensures smooth transitions into learning and helps maximize instructional time.

Do Now

Each class begins with a short academic task designed to activate prior knowledge and prepare students for the day's lesson.

Tight Transitions

Teachers guide students through clear and efficient transitions between activities to maintain instructional momentum and minimize disruptions.

Seat Signals

Students use established signals to communicate needs without interrupting instruction, helping maintain a productive learning environment.

Participation Techniques

Teachers use structured participation strategies to ensure that all students are engaged and accountable for learning.

These strategies help establish predictable classroom routines and reinforce student responsibility for their learning and behavior.

Restorative Practices

Bellavista School of the Arts incorporates Restorative Practices as a core approach to addressing student conflict and discipline. Rather than relying solely on punitive consequences, restorative practices focus on:

- Building relationships
- Repairing harm
- Restoring trust
- Strengthening the school community

When conflict occurs, students are encouraged to reflect on their actions, understand how their behavior affected others, and actively participate in repairing the harm. Restorative strategies may include:

- Restorative conversations
- Reflection activities
- Restorative circles
- Peer mediation
- Agreements to repair harm
- Community accountability discussions

These practices help students develop empathy, accountability, and stronger interpersonal skills.

HBCU-Inspired House System Culture

Bellavista School of the Arts fosters school pride, belonging, and leadership through an HBCU-inspired House System.

Students are placed into houses that function as supportive communities within the school. Houses promote collaboration, mentorship, and positive competition while reinforcing school values.

Through the House System, students participate in:

- Community-building events

- Leadership opportunities
- Service initiatives
- Academic and arts competitions
- School spirit activities

Houses also support the PBIS system by recognizing students who demonstrate:

- Leadership
- Responsibility
- Respect
- Creativity
- Academic growth
- Positive contributions to the school community

House points and recognition systems encourage students to work collaboratively while celebrating individual and collective achievement.

Arts-Based Restorative Practices

As an arts focused school, Bellavista integrates creative expression into student reflection and behavioral growth. Arts based restorative practices allow students to reflect on behavior and express emotions through creative outlets.

Examples may include:

- Reflective writing or poetry
- Visual art reflection pieces
- Music composition
- Movement or dance expression
- Theatre-based reflection activities
- Creative storytelling

These strategies help students process emotions, repair harm, and develop self-awareness in constructive and meaningful ways.

Student Leadership and Accountability

Bellavista believes that leadership development is a critical part of student growth. Students are encouraged to take ownership of their behavior and contribute positively to the school culture. Students may demonstrate leadership through:

- Peer mentorship
- Student leadership councils
- House leadership roles
- Participation in restorative circles
- Leading school events or activities
- Supporting positive school culture initiatives

Students who demonstrate strong character, responsibility, and leadership may be recognized through school celebrations, leadership opportunities, and community recognition.

Community Circles

Community Circles are regularly used to build relationships, strengthen classroom culture, and provide a safe space for student voice. Community circles allow students and staff to:

- Share experiences
- Reflect on challenges
- Celebrate successes
- Discuss classroom expectations
- Strengthen relationships

These circles may be used proactively to build community or as a restorative tool to address conflict and promote accountability. Community circles help reinforce the school's commitment to respect, empathy, and shared responsibility.

Tiered Social-Emotional Supports (MTSS)

Bellavista utilizes a Multi Tiered System of Supports (MTSS) within the PBIS framework to ensure that students receive appropriate behavioral and social-emotional support. This tiered model ensures that students receive the right level of intervention based on their individual needs.

Tier 1: Universal Supports

Tier 1 supports are proactive strategies delivered to all students to promote positive behavior and a supportive school culture.

Examples include:

- Schoolwide behavioral expectations
- PBIS recognition systems
- Focus Five classroom structures
- Social-emotional skill instruction
- Community circles
- Restorative practices
- House system engagement
- Partnerships with families and community organizations

Approximately 80% of students typically respond successfully to Tier 1 supports.

Tier 2: Targeted Group Interventions

Tier 2 supports provide additional assistance for students who need more structured behavioral or social-emotional support.

Examples include:

- Social skills groups
- Conflict resolution groups
- Anger management groups
- Organization and study skills support
- Check-in/check-out systems
- Small group counseling
- Behavior support plans
- Partnerships with community organizations

Approximately 5–10% of students may require Tier 2 supports.

Tier 3: Intensive Individual Supports

Tier 3 supports are individualized interventions designed for students who require intensive behavioral or emotional support.

Examples include:

- Individual counseling
- Behavior Intervention Plans (BIP)
- Crisis intervention planning
- Intensive behavioral supports
- Weekly RTI behavioral review meetings
- Individualized skill development plans

Approximately 1–5% of students may require Tier 3 supports.

The MTSS model is flexible and responsive, meaning students may move between tiers as their needs change and progress is made.

Counseling, Consultation, and Prevention

Bellavista is committed to supporting the whole child by addressing students' social, emotional, and behavioral needs alongside academic development. Teachers and staff work to cultivate classroom environments where students are encouraged to:

- Advocate for their needs
- Demonstrate empathy toward others
- Communicate respectfully
- Build healthy relationships
- Develop emotional regulation skills

Students needing additional support may receive services through counseling or intervention plans based on:

- Parent request
- Teacher referral
- Student request
- RTI team recommendations
- IEP or 504 plans

These supports ensure that students receive the guidance and resources needed to thrive both academically and socially.

Conduct and Discipline Policy

Bellavista School of the Arts is committed to developing self discipline, responsibility, and respect in all students while maintaining a safe and supportive learning environment. Our Conduct and Discipline Policy is an extension of the overall educational process and reflects the school's belief that discipline is an opportunity for learning, reflection, and growth.

Through the use of Restorative Practices, students are encouraged to understand the impact of their actions, repair harm when it occurs, and strengthen relationships within the school community. This approach supports students in developing the social, emotional, and decision making skills necessary to become responsible citizens.

To ensure that students grow and develop into responsible members of the community, the school consistently enforces its discipline policy while providing students with the guidance, support, and resources necessary to learn from their behaviors and make better choices.

In cases involving harassment, bullying, or discrimination, Bellavista School of the Arts will follow the DASA Policy (Dignity for All Students Act) as outlined later in this handbook.

Appropriate and Acceptable Conduct

Members of the Bellavista community include students, parents/guardians, staff, and visitors. All community members are expected to conduct themselves respectfully and appropriately, consistent with their level of maturity and with proper regard for the rights, health, safety, and welfare of others.

This Conduct and Discipline Policy applies to all community members:

- While in the school building
- On school property
- On school buses
- During school-sponsored events and activities
- During extracurricular activities
- In certain circumstances where off-campus behavior may negatively impact the school community or disrupt the learning environment

Examples of appropriate conduct include:

- Engaging in respectful dialogue, even during disagreements, including speaking in a reasonable tone and allowing others to express their thoughts without interruption, ridicule, or yelling.
- Demonstrating kindness, empathy, and respect for differences.
- Keeping hands, feet, and other body parts to oneself.
- Acting with the safety and well being of others in mind.
- Walking safely in hallways and shared spaces.
- Following classroom expectations and teacher instructions.
- Taking turns and respecting shared spaces such as bathrooms, hallways, and common areas.
- Dressing in school uniform or attire appropriate for participation in the school community.

These expectations help ensure that Bellavista remains a safe and supportive environment for all members of the community.

Adult Conduct and Expectations

Teachers, parents/guardians, administrators, and visitors are expected to model appropriate behavior at all times while participating in the Bellavista community.

Adults are expected to:

- Treat students, staff, and other community members with respect
- Follow school policies and procedures
- Communicate respectfully with staff and administration
- Support a positive school climate

Any parent, visitor, or other individual who engages in misconduct, disruptive behavior, harassment, or violation of school policies may be restricted or prohibited from school property and school related events at the discretion of school administration. To maintain a safe and respectful environment for students and staff, school administrators reserve the right to take appropriate action when adult conduct disrupts the school environment.

Prohibited Student Conduct and Progressive Discipline

Bellavista School of the Arts implements a progressive discipline model for addressing student behavior. This approach recognizes that students learn from mistakes and that discipline should be both corrective and instructional. Whenever possible, the school prioritizes restorative practices and supportive interventions to address student behavior before imposing more serious disciplinary consequences.

Disciplinary responses may include:

- Restorative conversations
- Reflection activities
- Restorative circles
- Parent communication
- Behavior contracts
- Counseling support
- Temporary removal from class
- Loss of privileges
- Suspension when necessary

As inappropriate or prohibited behaviors continue, the level of intervention and consequences may increase. All disciplinary actions will be age appropriate and consistent with school policy. Families are expected to partner with the school to support students in addressing behavior concerns and preventing future incidents.

Level 1 Behaviors

Level 1 behaviors are typically minor infractions that are addressed by classroom teachers or staff members. These behaviors may disrupt the learning environment but do not pose a significant safety concern.

Examples of Level 1 behaviors may include:

- Disruptive behavior in class
- Talking out of turn
- Failure to follow classroom procedures
- Off-task behavior
- Minor disrespect toward peers
- Dress code violations
- Misuse of classroom materials

Possible responses to Level 1 behaviors may include:

- Verbal reminders or redirection
- Teacher-student conferences
- Restorative conversations
- Reflection activities
- Loss of classroom privileges
- Parent communication when appropriate

The goal at this level is to teach appropriate behavior and prevent repeated incidents through guidance and corrective instruction.

Level 2 Behaviors

Level 2 behaviors are more serious disruptions to the learning environment or repeated Level 1 behaviors that continue after intervention. These behaviors may interfere with the safety, learning, or well being of others and typically require administrative involvement.

Examples of Level 2 behaviors may include:

- Repeated disruption of instruction
- Repeated failure to follow directions
- Disrespect toward staff members
- Inappropriate language
- Minor physical contact such as pushing or roughhousing
- Leaving class without permission
- Misuse of school technology
- Academic dishonesty
- Repeated dress code violations

Possible responses to Level 2 behaviors may include:

- Restorative conversations or mediation
- Reflection assignments
- Parent or guardian notification
- Behavior improvement plans
- Loss of school privileges
- Temporary removal from class
- Referral to school leadership

- Counseling or behavioral support

The goal of interventions at this level is to correct behavior while helping students understand the impact of their actions and develop stronger decision making skills.

Level 3 Behaviors

Level 3 behaviors involve significant disruptions to the school environment or actions that threaten the safety or well being of others. These behaviors typically require immediate administrative intervention and may result in more serious disciplinary responses.

Examples of Level 3 behaviors may include:

- Fighting or physical aggression
- Bullying or harassment
- Threats toward students or staff
- Destruction of school property
- Theft
- Repeated refusal to follow school rules
- Leaving school property without permission
- Possession of prohibited items

Possible responses to Level 3 behaviors may include:

- Administrative intervention
- Restorative conferences
- Parent or guardian meetings
- Behavior intervention plans
- In school suspension
- Loss of school privileges
- Required counseling or support services
- Out of school suspension when appropriate

Whenever possible, the school will incorporate restorative practices to repair harm and rebuild relationships while ensuring the safety of the school community.

Level 4 Behaviors

Level 4 behaviors are the most serious violations of school policy and may pose significant safety risks to students, staff, or the school community.

Examples of Level 4 behaviors may include:

- Serious physical assault
- Possession or use of weapons
- Possession, use, or distribution of drugs or alcohol
- Severe bullying or harassment
- Threats of serious harm
- Major destruction of property
- Any behavior that threatens the safety of the school community

Consequences for Level 4 behaviors may include:

- Immediate removal from the school environment
- Out of school suspension
- Long term suspension
- Referral to appropriate authorities when required by law

All disciplinary decisions will be made in accordance with school policy and applicable state and federal laws.

Suspension Procedures

While Bellavista School of the Arts prioritizes restorative approaches and proactive interventions, there may be circumstances in which suspension is necessary to maintain the safety and well being of the school community. Suspensions may include:

In-School Suspension (ISS)
Students remain in school but are removed from their regular classroom environment and placed in a supervised setting where they can continue their academic work and self reflection.

Out-of-School Suspension (OSS)
Students are temporarily removed from school for a designated period of time.

Whenever possible, the school will attempt to implement interventions and restorative practices before suspension is considered.

Due Process Rights for Students

Students have the right to fair and appropriate disciplinary procedures. For suspensions of five (5) days or fewer, the student and their parent or guardian will be provided:

- Notice of the alleged misconduct
- Explanation of the evidence supporting the disciplinary action
- An opportunity for the student to explain their version of events

For suspensions of more than five (5) days, the student and parent or guardian will receive:

- Written notice of the charges
- The right to a formal disciplinary hearing
- The opportunity to present witnesses and evidence
- The right to question witnesses
- Written notification of the hearing outcome

All disciplinary proceedings will follow applicable New York State Education Law and charter school policies.

Commitment to Restorative Discipline

Bellavista School of the Arts remains committed to using restorative practices whenever possible to address student behavior. The school believes that discipline should focus on:

- Accountability
- Reflection
- Relationship repair
- Personal growth
- Community restoration

Through restorative practices, students are supported in learning from mistakes, repairing harm, and strengthening their role within the school community

Potential Interventions and Consequences

Bellavista School of the Arts uses a progressive discipline model that focuses on restoring relationships, correcting behavior, and ensuring the safety of the school community. Depending

on the severity and frequency of the behavior, disciplinary responses may include interventions, restorative practices, and disciplinary consequences. Possible interventions and consequences may include, but are not limited to:

- Alternative to Suspension (ATS)
- Behavior Support Plan
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for students with disabilities
- Parent or guardian conference
- Cell phone violation consequences
- Loss of privileges
- Detention
- Out of school suspension
- Expulsion

Examples of behaviors that may result in disciplinary intervention include:

- Bullying, including cyberbullying
- Leaving school without permission
- Illegal activity
- Possession or use of weapons
- Possession or use of tobacco or nicotine products
- Possession or use of alcohol, marijuana, illegal drugs, or drug paraphernalia
- Possession of matches, lighters, or smoking devices
- Fighting or physical aggression
- Safety concerns or dangerous behavior
- Sexual misconduct
- Theft
- Exhibiting or publishing profane, obscene, discriminatory, or offensive materials or language related to personal traits such as race, gender, disability, religion, socioeconomic status, appearance, or other protected characteristics
- Disrespect or use of inappropriate language toward others
- Unauthorized or unlawful technology use, including hacking
- Conduct that endangers the safety, health, or welfare of oneself or others
- Disorderly, violent, or disruptive behavior
- Repeated Level 2 or Level 3 behaviors

Gun-Free Schools Act

Bellavista School of the Arts adheres to the federal Gun Free Schools Act. This law requires that any student determined to have brought a firearm to school, or possessed a firearm at school, be suspended for no less than one year. The school may modify the length of the suspension on a case by case basis if appropriate. For the purposes of this policy, the term *firearm* is defined in 18 U.S.C. § 921(a).

Privacy Expectations and Student Searches

School officials may search a student and/or the student's belongings when there is reasonable suspicion that the student has violated the law or a school rule. Items that are prohibited on school property or that may interfere with the educational environment may be confiscated by school authorities. Student lockers, desks, and cubbies remain the property of the school. While students may use these spaces, the school reserves the right to search them if there is reasonable suspicion that prohibited items may be present.

Students should not place items in lockers or desks that:

- Are unrelated to school purposes
- May disrupt the educational environment
- Violate school policies

Searches may be conducted by school administrators or their designees. Prohibited items discovered during searches may be removed and addressed according to school disciplinary procedures.

Disciplinary Penalties and Procedures

Disciplinary penalties are determined based on:

- The severity of the misconduct
- The student's disciplinary history
- The impact of the behavior on the school community

Possible disciplinary penalties may include:

- Suspension (short-term or long-term)
- Exclusion from extracurricular activities
- Expulsion

In cases involving illegal behavior, school officials may contact law enforcement when appropriate.

Exclusion from Extracurricular Activities

Students who engage in unsafe, disruptive, or inappropriate behavior may lose the privilege of participating in extracurricular activities. Examples include field trips, school celebrations, performances, and other enrichment activities. Participation in these activities requires students to demonstrate responsible behavior and represent Bellavista School of the Arts positively at all times.

Short-Term Suspension

A short-term suspension refers to the removal of a student from school for disciplinary reasons for up to ten (10) school days.

A student may be subject to short-term suspension if they:

- Commit a Level 2 or Level 3 violation
- Engage in repeated Level 1 behaviors despite previous interventions

Procedures for Short-Term Suspensions

Administrators may impose a suspension of up to ten school days.

The school administrator will:

1. Inform the student of the suspension and the reasons for the disciplinary action.
2. Provide the student with an opportunity to explain their version of events.
3. Notify the parent or guardian by phone and/or written notice.

Written notice will be delivered through personal delivery, mail, or another reliable method within 24 hours of the suspension.

The notice will include:

- A description of the incident
- The length of the suspension
- Information about the parent's right to request a formal conference with the administrator

This notice will be provided in the parent's preferred language whenever possible. If a student's presence poses a danger or threat of disruption, the suspension may begin immediately, and the conference may occur as soon as reasonably possible afterward. Parents may request a review of the suspension decision by the Chief Executive Officer.

Long-Term Suspension or Expulsion

A long-term suspension is a removal from school for eleven days or more. An expulsion is the permanent removal of a student from enrollment at Bellavista School of the Arts.

Long-term suspension or expulsion may occur when:

- A student commits serious Level 3 misconduct
- A student repeatedly engages in Level 1 or Level 2 misconduct despite progressive discipline and interventions

The Director of Instruction may initially impose a short term suspension and refer the matter to the Chief Educational Officer for further disciplinary action.

Procedures for Long-Term Suspension or Expulsion

If a student's behavior may warrant long term suspension or expulsion, the following steps will occur:

1. If necessary, the student may be immediately removed from the classroom or school if they pose a danger or disruption.
2. The director of Instruction will inform the student that they are being referred for a long term suspension or expulsion review.
3. Parents or guardians will receive verbal and written notification within 24 hours.

The notice will include:

- A description of the incident
- The date, time, and location of the disciplinary hearing
- The right to present evidence and question witnesses
- The right to request a recording of the hearing
- Notification that a written decision will be provided

The hearing will be conducted by the Chief Executive Officer, and the hearing will be audio recorded. A written decision will be issued within three school days following the hearing.

Appeals of Suspension or Expulsion

Parents or guardians may appeal a disciplinary decision to the Bellavista School of the Arts Board of Trustees. The appeal must be submitted in writing within three weeks of the written disciplinary decision.

The Board will review:

- The suspension notice
- Supporting documentation
- The hearing record
- The parent's written appeal
- Any evidence presented during the hearing

The Board will issue a written decision within seven school days after its next scheduled meeting. Further appeals may be made to the school's authorizer in accordance with the school's complaint policy.

Alternative Instruction

Students who are suspended from school are entitled to alternative instruction.

- Grades 7–12: **2 hours per day**

Parents must contact the school to coordinate alternative instruction. Attendance is required, and parents are responsible for ensuring students attend the scheduled sessions. Students who are expelled will continue to receive instruction until they enroll in another school or until the end of the school year.

Additional Procedures for Students with Disabilities

Bellavista School of the Arts follows all federal and state laws governing discipline for students with disabilities, including the Individuals with Disabilities Education Act (IDEA). Students with disabilities may request disciplinary protections if the school had prior knowledge of a potential disability. For suspensions of 10 days or fewer, students with disabilities will follow the same disciplinary procedures as general education students.

Manifestation Determination Review

If a suspension exceeds ten days, Bellavista will notify the student's school district of residence to conduct a Manifestation Determination Review (MDR). The MDR will determine whether the behavior was a result of the student's disability. If the behavior is determined to be a manifestation, the student will return to school and additional supports will be implemented. If the behavior is not determined to be a manifestation, the student may be disciplined in accordance with school policy.

Students with Section 504 Plans

Students with Section 504 Plans are subject to similar disciplinary procedures. If disciplinary action results in a change of placement exceeding ten days, the school will conduct a review to determine whether the behavior is related to the student's disability.

Alternative Instruction for Students with Disabilities

Students with disabilities will receive the same alternative instruction provided to general education students. They will also continue receiving services that allow them to make progress toward their IEP goals. Families should reach out to the school to coordinate these services.

Records of Student Discipline

Bellavista School of the Arts maintains records of all formal disciplinary actions, including:

- Student name
- Description of the incident
- Disciplinary actions taken

- Parent communications
- Documentation of alternative instruction
- Records of suspension days
- Hearing documentation and decisions
- Appeal records

These records become part of the student's educational file and will be transferred to the receiving school if the student enrolls elsewhere.

DASA Policy and Procedures

(Dignity for All Students Act)

Bellavista School of the Arts values the social-emotional well-being of every member of its community and is committed to ensuring a safe, supportive, and positive school environment for all. We believe that every student has the right to feel safe in their learning environment and that all children deserve a school free from bullying, harassment, intimidation, and discrimination of any kind.

As a school community, Bellavista School of the Arts is committed to maintaining this safe environment through education, prevention, and intervention. To ensure that Bellavista School of the Arts remains a positive place for all students, anyone who is aware of a threatening, intimidating, or unsafe situation involving a student is required to report it immediately through the school's bullying reporting process. Any behavior that is demeaning, threatening, or humiliating may constitute harassment or bullying. Reports of violations of the Dignity for All Students Act (DASA) are investigated by the school's designated DASA Coordinator.

DASA Coordinator:
Name: [Insert Coordinator Name]
Phone: *[Insert Phone Number]*
Email: *[Insert Email Address]*

Parents or guardians who believe their child may be subject to discrimination, harassment, or bullying in violation of DASA should immediately contact their child's teacher, school administrator, or the DASA Coordinator.

Bullying

Bullying is strictly prohibited on school property, at school functions, school transportation and in any location or situation where the behavior may reasonably be expected to disrupt the educational process or create a risk to the safety of students or staff. Bullying is defined as harassment, aggressive behavior, or other intentional acts—whether verbal, physical, or written (also including electronically), that are intended to cause, or could reasonably be expected to cause:

- Emotional harm
- Distress
- Fear
- Ridicule
- Humiliation
- Intimidation

Bullying may occur in person or through electronic communication, including phones, messaging platforms, and social media.

Examples of bullying behavior may include:

- Slurs, jokes, or offensive comments
- Demeaning remarks or teasing
- Spreading rumors
- Offensive gestures
- Social exclusion
- Physical aggression
- Posting or sharing harmful or embarrassing information online

Bullying may occur between:

- Students
- Students and staff
- Staff and students
- Students and visitors
- Visitors and students

Bullying committed by students may result in disciplinary action up to and including suspension or expulsion. Bullying committed by employees may result in disciplinary action up to and including termination of employment.

Cyberbullying

Cyberbullying refers to bullying through electronic communication, including:

- Email
- Text messaging
- Social media platforms such as Facebook, Instagram, Snapchat, TikTok, and similar platforms
- Online forums or digital messaging platforms

Cyberbullying may include posting or sharing harmful, embarrassing, or private information about another individual. Cyberbullying that occurs outside of school may still fall under school jurisdiction if it substantially disrupts the school environment or interferes with a student's educational experience.

Harassment and Discrimination

All students are entitled to a learning environment free from harassment and discrimination. No student or employee shall be subjected to harassment or discrimination by students, employees, or visitors based on actual characteristics, including but not limited to:

- Race
- Color
- Weight
- National origin
- Ethnic group
- Religion
- Religious practices
- Disability
- Sexual orientation
- Sex
- Gender identity
- Gender expression

Harassment includes verbal, physical, or written conduct that:

- Creates a hostile environment
- Interferes with a student's educational opportunities
- Causes fear for a student's physical safety

- Negatively affects a student's emotional well being

Harassment may occur on school property, during school sponsored activities, or off school property when the behavior impacts the school environment. Harassment committed by students may result in disciplinary action up to and including suspension or expulsion. Harassment committed by employees may result in disciplinary action up to and including termination of employment.

Commitment to Inclusion

Bellavista School of the Arts values and embraces its diverse and inclusive school community. The school strives to provide a welcoming, supportive, and respectful environment for all students and families regardless of their:

- Race
- Ethnicity
- Religion
- Gender
- Disability
- Sexual orientation
- Gender identity

If a student or family would like to discuss a specific accommodation based on cultural or religious practices, disability, sexual orientation, or gender identity, the student or parent/guardian should contact the school administration to schedule a meeting to discuss the student's needs and determine appropriate supports.

Reporting and Investigation of Complaints

Any staff member who witnesses, receives a report of, or reasonably suspects harassment, discrimination, or bullying must promptly notify the school administration and the DASA Coordinator.

Staff members must:

1. Report the incident verbally within one school day.
2. Submit a written report within two school days of the initial report.

Reporting forms are available in the school main office.

The DASA Coordinator is trained in human relations and equity issues related to protected categories under New York State law. Students, families, visitors, and community members are strongly encouraged to report any behavior that may violate the DASA policy.

Protection from Retaliation

Retaliation against any individual who reports harassment, discrimination, or bullying or who participates in an investigation is strictly prohibited. Retaliation by students or staff members may result in disciplinary action.

Investigation Procedures

All reports will be handled as confidentially as possible while allowing the school to conduct a thorough investigation. Anonymous reports may limit the school's ability to fully investigate the complaint. The Director of Instruction, Director of Operation or DASA Coordinator will oversee a prompt and thorough investigation of all reported incidents. If the investigation determines that a violation occurred, Bellavista School of the Arts will take immediate action to:

- Stop the behavior
- Eliminate any hostile environment
- Prevent recurrence
- Ensure the safety and well being of those involved

Reporting to the State

Bellavista School of the Arts applies the same disciplinary framework to DASA violations as it does to other forms of student misconduct. When appropriate, the school may notify law enforcement if behavior potentially constitutes criminal conduct. Material incidents of discrimination and harassment will be reported to the New York State Education Department as required by law.

Title IX Sexual Harassment

Bellavista School of the Arts complies with Title IX of the Education Amendments of 1972, a federal civil rights law that prohibits discrimination on the basis of sex in education programs

and activities. Title IX protects students from sexual harassment, sexual assault, dating violence, domestic violence, stalking, and other forms of sex based discrimination.

Bellavista School of the Arts is committed to providing a safe and supportive learning environment for all students. Sexual harassment in any form is strictly prohibited and will not be tolerated within the school community. Students, families, or staff members who believe that a student has experienced sexual harassment or sex-based discrimination are encouraged to report the concern immediately. Reports will be taken seriously and addressed promptly, fairly, and in accordance with school policy and federal law. The school's Title IX Coordinator is responsible for overseeing the school's response to reports of sexual harassment and ensuring compliance with Title IX requirements. The Title IX Coordinator can provide information about the policy, explain the complaint process, and assist individuals in filing a formal complaint.

To report a concern or request assistance, please contact:

Title IX Coordinator
Bellavista School of the Arts
[Name]
[Phone Number]
[Email Address]

A full copy of the Bellavista School of the Arts Title IX Policy and Procedures is available upon request and on the school's website.

School Uniform Policy

Bellavista School of the Arts is a uniform school. Students are expected to be dressed in the official school uniform every day while on campus and during school events unless otherwise communicated by the school. The Bellavista uniform reflects our commitment to professionalism, school pride, and a focused learning environment.

Official Bellavista Uniform Colors

- **Tops:** Burgundy polo shirts, cardigans, or blazers
- **Bottoms:** Dark navy blue pants, skirts, shorts, or jumpers

Uniform pieces may be purchased directly through Bellavista School of the Arts. Additional purchasing information will be shared with families prior to the start of each school year.

Uniform Guidelines

Tops

- Burgundy polos, cardigans, or blazers are part of the official Bellavista uniform.
- Long-sleeve shirts may be worn underneath polos during colder months.

Bottoms

- Students must wear dark navy blue pants, skirts, shorts, or jumpers.
- Shorts and skirts must be no shorter than two inches above the knee.

Winter Wear

- Students may wear sweaters, cardigans, or blazers that align with the school uniform colors.
- Outerwear such as coats should be removed once students enter the building.

Shoes

- Students should wear sneakers or closed toe shoes appropriate for a school environment.

General Expectations

1. Students should be neat, clean, and dressed appropriately for a school environment.
2. Clothing must not expose undergarments or midriffs.
3. Pants should be worn at the waist and should not drag on the floor.
4. Hats, caps, and hoods may not be worn during the school day.
5. Purses or bags brought to school must remain stored during the school day.

Birthdays

Students must still wear their Bellavista school uniform on their birthday. To celebrate the occasion, students will receive and may wear a Bellavista birthday pin during the school day.

Compliance with the Uniform Policy

Students who arrive at school out of uniform will be supported by the Dean of Students. Families will be contacted if a student is out of dress code so that the issue can be addressed collaboratively. Our goal is to work with families to ensure students meet the expectations of the Bellavista uniform policy.

Promotion and Retention Policy

At Bellavista School of the Arts, student academic progress and social-emotional development are carefully monitored throughout the school year. Teachers, school leaders, and the Special Education (SPED) Coordinator evaluate student learning using a variety of assessment tools, including classroom assessments, school wide benchmark assessments, and other measures of student growth. Student progress is communicated regularly to students and their families through a formal progress report and report card system. Report cards are issued at the end of each formal marking period and provide families with an overview of student performance, growth, and areas for improvement.

Promotion to the next grade level is based on several factors, including:

- Student progress in core academic subjects
- Performance on classroom and school wide assessments
- Demonstration of grade level readiness and mastery of key standards
- Social-emotional growth and overall engagement in learning

Throughout the school year, Bellavista staff maintain ongoing communication with families regarding student progress. Families may be contacted to discuss academic concerns, supports, or intervention strategies designed to help students meet grade-level expectations.

The SPED Coordinator works closely with teachers and families to ensure that students with disabilities receive appropriate supports and services in alignment with their Individualized Education Programs (IEPs). Promotion decisions for students with IEPs will take into consideration the goals, services, and accommodations outlined in their individualized plans. Final promotion decisions are made at the end of the school year. If the school determines that a student may not be promoted to the next grade level, the school will contact the parent or guardian to discuss the decision, review available supports, and provide the family with the opportunity to ask questions and collaborate on next steps.

School Meals Program

At Bellavista School of the Arts, we are committed to supporting student health and wellness. All students will receive breakfast, snacks, and lunch free of charge each school day. Families who prefer to send lunch from home may do so. Home packed lunches should be brought in a lunch box or clearly labeled lunch bag and should not contain the following items:

- Soda or sugary drinks
- Metal knives, forks, or can openers

Please note that Bellavista School of the Arts does not refrigerate or heat student lunches. Families are encouraged to pack lunches that remain safe at room temperature or to include an ice pack when needed. To support student wellness and focus throughout the day, families are encouraged to pack balanced meals that include lean protein, fruits, vegetables, and healthy snacks. For the safety and organization of the school day, outside food deliveries or take-out orders will not be accepted for students under any circumstances.

Technology and Internet Use Policy

Bellavista School of the Arts provides students with reasonable access to a variety of school technology resources including, but not limited to, Chromebooks, school devices, learning platforms, and access to the Internet. These resources create opportunities to enhance learning, strengthen communication, and provide access to appropriate educational materials on the World Wide Web. Access to these resources is permitted only when used in an appropriate, safe, and responsible manner as outlined in this policy. This policy applies to all students and individuals who use Bellavista technology resources.

Bellavista School of the Arts intends for students to benefit from these resources while remaining within the bounds of safe, legal, and responsible use. Accordingly, this policy governs student use of the school's technological resources. The policy applies regardless of whether technology is used on or off school property, and includes all Bellavista technological resources such as:

- School networks and internet connections
- Digital learning platforms and educational tools
- School-issued devices such as Chromebooks
- Any device connected to the Bellavista network

General Expectations for Use of Bellavista Technology

Bellavista technological resources may only be used with authorization from the school. Use of school technology is a privilege, not a right. Students are responsible for all behavior and communication that occurs when using Bellavista technology resources.

Responsible use means technology is used in a way that is:

- Ethical
- Academically honest
- Supportive of student learning
- Respectful of others

All student behavior standards outlined in school policies, the student handbook, and other school rules apply when students are using the Internet or other technological resources.

Responsible Use of Technology by Students

The following guidelines clarify expectations for student use of Bellavista technology resources.

1. Technology based materials, activities, and communication tools must be appropriate for the age and maturity level of students. Teachers will make reasonable efforts to supervise student use of school technology during instructional time.
2. Bellavista technological resources are provided **f**or educational and school related purposes only. Acceptable use includes responsible, efficient, and legal activities that support learning and instruction. This expectation applies whether the device is used at school, at home, or during school-sponsored activities.
3. Students may not attempt to install programs, applications, or software without permission from the Bellavista Technology Coordinator or a designated school administrator.
4. To minimize the risk of losing work, students are encouraged to save important files on their school approved cloud storage platforms, such as their school Google Drive account.
5. Students may not create, view, access, download, store, print, or transmit material that is:
    - Obscene
    - Profane
    - Pornographic
    - Harassing
    - Abusive
    - Defamatory

- Harmful to minors

6. Students may not install or use Internet based file sharing programs intended to distribute copyrighted materials.
7. Software purchased or licensed by Bellavista School of the Arts may not be copied for personal use.
8. Students may not send electronic communications fraudulently or misrepresent their identity when using technology.
9. Students must respect the privacy of others. When using email, digital platforms, blogs, or messaging tools, students may not share personal or confidential information about themselves or others, including:
    - Home addresses
    - Phone numbers
    - Financial information
    - Social security numbers
10. Students may not forward or post personal communications without permission from the original author.
11. Students may not engage in inappropriate or unauthorized communication with individuals online.
12. Students may not capture or record audio, video, or photographs of other students or staff members without consent and approval from a school administrator. Exceptions may include school events where individuals cannot be personally identified beyond the context of a public event or performance.
13. Students may not intentionally disrupt or degrade the performance of school technology systems, including streaming audio or video for non-instructional purposes.
14. Students may not install games, network communication programs, or outside software onto Bellavista devices without permission from the Technology Coordinator.
15. Students are prohibited from engaging in unauthorized or illegal activities such as hacking, attempting to bypass network security, or attempting to gain unauthorized access to computer systems or accounts.
16. Students may not read, alter, delete, or interfere with another user's files or communications without explicit permission.
17. If a student encounters a security concern or technical issue, they must immediately notify a teacher or school staff member.
18. Personal devices are not supported by Bellavista staff. The school is not responsible for content accessed by students using personal devices connected to non-school networks such as cellular services.

Student Cell Phone Policy

At Bellavista School of the Arts, we prioritize a focused learning environment where students can fully engage in instruction, creativity, and collaboration. In alignment with New York State guidance regarding student cell phone use in schools, students are not permitted to use cell phones during the school day. To support this expectation, students must ensure that cell phones and personal electronic devices are powered off or silenced and stored in their backpacks throughout the school day.

Cell phones should not be on a student's person and may not be used during:

- Class time
- Transitions between classes
- Lunch periods
- Hallways or common spaces during the school day

If a student brings a cell phone to school, it is their responsibility to ensure that the device remains stored and out of sight for the duration of the school day.

Violations of the Cell Phone Policy

If a student is found with a cell phone out, in use, or on their person during the school day, the incident will be documented and addressed by school staff. The Dean of Students will support the response to the violation. Depending on the circumstances, the incident may be addressed as a:

- Tier 1 behavior
- Tier 2 behavior
- Tier 3 behavior

This determination will be made based on the nature of the violation, repeated behavior, or disruption to the learning environment. Families may be contacted if a student repeatedly violates the cell phone policy.

Responsibility for Personal Devices

Bellavista School of the Arts strongly discourages students from bringing valuable personal electronic devices to school. Bellavista School of the Arts is not responsible for lost, stolen, or damaged cell phones or personal electronic devices brought onto campus. Students who

choose to bring a phone to school do so at their own risk and are responsible for ensuring that it remains safely stored in their backpack during the school day

Parents/guardians needing to contact their student during the School day must direct their communications through the School's main office. The Educational Service Provider is directed to provide written notification to parents/guardians regarding the specific method(s) available for contacting students during the school day. Such written notification shall be provided at the beginning of each school year and upon enrollment.

Privacy

Use of technological resources at Bellavista School of the Arts does not carry an expectation of privacy. Users should not assume that files or communications accessed, downloaded, created, transmitted, or stored using the school's technological resources will remain private.

This includes materials stored on:

- School issued devices
- School computer networks
- Digital learning platforms
- Cloud based services provided by the school, such as Google Drive or other educational platforms

To maintain the safety, integrity, and appropriate use of school technology systems, school administrators or individuals designated by the Chief Executive Officer may review files, monitor communications, and access electronic materials created, transmitted, or stored using Bellavista technological resources. School personnel may also monitor the online activity of individuals who access the Internet using school owned devices or the Bellavista network. Under certain circumstances, Bellavista School of the Arts may be required to disclose electronic information to law enforcement agencies or other authorized parties. This may occur in situations such as:

- Compliance with legal requests or court orders
- Responses to lawful document production requests
- Compliance with public records requests
- Investigations involving potential violations of law or school policy

Bellavista School of the Arts will take reasonable steps to protect student information while ensuring compliance with applicable federal, state, and local laws and regulations. The Educational Service Provider is directed to publish this policy in a clearly visible and accessible location on the School's website. Upon the request of a student or the parent/guardian of a student, the Educational Service Provider is further directed to provide for the translation of this policy into any of the twelve most common non-English languages spoken by limited English proficient individuals in the state, based on the data in the most recent American community survey published by the United States Census Bureau.

On or before September 1st, 2026, and each September 1st thereafter, the Educational Services Provider shall draft and ensure the School publishes an annual report on its website detailing enforcement of this policy in the prior school year, including non-identifiable demographic data of the students who have faced disciplinary action for non-compliance and analysis of any demographic disparities in enforcement of the policy. If a statistically significant disparate enforcement impact is identified, such report shall include a mitigation action plan.

Health Services

School Health Services and Medication Administration

At Bellavista School of the Arts, student health and safety are a priority. Our health office is staffed by a Registered Nurse provided by the Rochester City School District (RCSD). The school nurse supports students with health concerns, medication administration, and health screenings, while also ensuring compliance with New York State health requirements. If a student needs medication administered during the school day, the following procedures must be followed:

- All medications, whether prescription or over the counter, must be brought to school by a parent or guardian.
- Medications must be in their original labeled container.
- The medication must include written instructions from the prescribing healthcare provider and parent/guardian authorization.

The school nurse will administer medications to students when appropriate. In some instances, and as permitted by New York State law, students may be allowed to self administer certain medications such as inhalers or other approved medications. The school nurse will determine whether a student is capable of safely self administering medication. If a licensed school nurse

is not immediately available, and a student is determined to be capable, a trained staff member may assist the student with self administering medication under the direction of school nursing personnel. Staff members who assist students with medication receive proper training and supervision to ensure that the process is conducted safely.

When Students Should Stay Home From School

To protect the health of the entire school community, families should keep students home if they are experiencing any of the following symptoms or conditions. If these symptoms appear while a student is at school, the school nurse may determine that the student must be sent home.

Students should remain home if they have:

- A fever of 100°F or higher
- Vomiting
- Loose bowel movements or diarrhea
- Severe or persistent coughing
- Difficulty breathing
- Open or draining sores
- Rash or hives
- Significant pain or discomfort
- Runny nose with thick yellow or green discharge
- Pink eye (conjunctivitis)
- Lice, ringworm, or other contagious conditions

Students should return to school only when symptoms have improved and they are able to participate fully in the school day.

Health Assessments

New York State requires that each student have a Health Assessment (physical examination) on file with the school. A Health Assessment must include:

- Date of the physical examination
- Physician's signature
- Height, weight, body mass index (BMI), blood pressure, and heart rate
- Documentation of any medical conditions
- A list of prescribed medications

- Immunization records
- Clearance for participation in physical education and school activities (or documentation of any restrictions)

A Health Assessment is valid for 12 months. New York State requires updated physical examinations for students entering:

- **7th Grade**
- **8th Grade**
- **9th Grade**
- **10th Grade**
- **11th Grade**
- **12th grade**
- Students who are new to the district or charter school

If your child has not had a physical examination within the last 12 months, please contact your child's healthcare provider to schedule one as soon as possible. Families should provide a copy of the completed physical exam to the school nurse after the appointment. If your child does not currently have a healthcare provider, families are encouraged to contact the school nurse to discuss available options. Under certain circumstances, the school's medical director may conduct a physical examination, as permitted by law.

Immunizations

New York State law requires that students be fully immunized in order to attend school. Families must provide documentation showing that their child meets the immunization requirements outlined in New York State Public Health Law. If Bellavista School of the Arts does not have updated immunization records demonstrating compliance with state requirements, the school may be required to exclude the student from school until proper documentation is provided.

Please note:

- Religious exemptions for immunizations are not permitted under New York State law.
- Requests for medical exemptions must follow strict state guidelines and must be approved by a licensed physician.

Families who have questions about immunization requirements should contact the school nurse for guidance and assistance.

Student Mental Health and Counseling Support

At Bellavista School of the Arts, we recognize that student well-being includes both physical and mental health. Our school is committed to supporting students' social emotional development and ensuring that students have access to appropriate support services. Students who may be experiencing emotional distress, anxiety, behavioral challenges, or other concerns may be referred to school support staff. Families may also reach out to the school if they believe their child may benefit from additional support. When appropriate, the school may collaborate with families, counselors, and community partners to ensure students receive the support they need to thrive academically and socially. If a student demonstrates behavior that suggests they may be at risk of harming themselves or others, school staff will take immediate steps to ensure the student's safety and will contact parents or guardians as soon as possible.

Emergency Medical Care and Accident Reporting

In the event that a student becomes ill or injured during the school day, the student will be referred to the school nurse for evaluation.

If emergency medical care is required:

- The school will make reasonable attempts to contact the student's parent or guardian immediately.
- If a parent or guardian cannot be reached, the school may contact the student's emergency contact listed in school records.
- If the situation requires immediate medical attention, the school may contact emergency medical services (EMS).

It is extremely important that families keep current emergency contact information on file with the school. Any accidents or injuries that occur during the school day or during school sponsored activities will be documented and reported according to school procedures.

Allergies, Asthma, and Anaphylaxis

Bellavista School of the Arts is committed to maintaining a safe environment for students with allergies, asthma, and other medical conditions. Families must inform the school and the school nurse if their child has:

- Severe food allergies

- Asthma
- Anaphylaxis
- Other medical conditions that may require emergency intervention

Parents or guardians must provide:

- A physician's order
- A medication authorization form
- Any required medications (such as inhalers or epinephrine auto-injectors)

When appropriate, students may be permitted to carry and self administer emergency medications, such as inhalers or epinephrine, if authorized by a physician and approved by the school nurse. Bellavista staff will work closely with families to develop appropriate individual health care plans when necessary to support student safety during the school day. Students are expected to follow school guidelines regarding food and classroom safety to help protect peers who may have severe allergies.

Voluntary Withdrawal

If a family determines that Bellavista School of the Arts is not the right fit for their child, the student may be withdrawn from the school at any time. Parents or guardians are asked to provide written notice of their decision to withdraw as soon as possible so the school can assist with making appropriate arrangements and ensure a smooth transition for the student. Upon notification, the school will work with the family to complete any necessary documentation and facilitate the transfer of student records to the student's next school in accordance with applicable laws and regulations. Parents or guardians may also be invited to participate in an exit conversation with the Chief Executive Officer or a designated school leader. This opportunity allows families to share feedback about their experience at Bellavista School of the Arts. Feedback gathered during this process may be used to help improve the experience for current and future students and families.

Other Information and Policies

Field Trips

Students at Bellavista School of the Arts may participate in field trips as part of their educational experience. When students participate in off campus learning opportunities, they represent the Bellavista community and are expected to demonstrate respectful behavior and follow all school rules. In order for a student to participate in a field trip, a signed permission slip must be returned by the date specified on the form. If the permission form is not returned, the student will remain at school and an alternate learning activity will be provided.

If a parent or guardian prefers that their child not participate in a field trip, they should notify the teacher in writing so that alternate arrangements can be made. Field trips will only be authorized for students who demonstrate the maturity and skills necessary to participate safely and meaningfully in the activity. Students may be denied participation in field trips based on academic performance and/or behavioral concerns. In such cases, the student will still be required to attend school and will be provided with schoolwork during the field trip.

Award Ceremonies

At Bellavista School of the Arts, we celebrate student success through regular recognition and award ceremonies. If your child is selected to receive an award, families will be notified in advance so they may participate in celebrating the student's achievement.

Birthday Celebrations

Families who wish to acknowledge their child's birthday at school may do so by contacting the teacher in advance to discuss arrangements. Parents or guardians may send store bought treats in their original packaging for students to share during snack time. A list of ingredients must be included to ensure the safety of students with food allergies. Students are still expected to follow the Bellavista School of the Arts uniform policy on their birthday but may wear a birthday celebration pin provided by the school.

Games and Toys

Students should not bring games or toys from home unless specifically requested by a teacher for a classroom activity. While students may be excited to share personal items, the school cannot guarantee that items will not be lost, broken, or become a distraction during the school day. Bellavista School of the Arts provides a variety of educational materials and activities for students throughout the day.

Student Records and Student Data Privacy

This section explains parent and student rights related to education records and the protection of personally identifiable information.

FERPA Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to student education records. These rights include:

1. The Right to Inspect and Review Records

Parents or eligible students have the right to inspect and review the student's education records within 45 days after the school receives a request for access. Requests should be submitted in writing to the Chief Executive Officer, identifying the records requested. The school will notify the parent or eligible student of the time and location where records may be reviewed.

2. The Right to Request Amendment of Records

Parents or eligible students may request that the school amend records they believe are inaccurate or misleading. Requests must be submitted in writing to the Chief Executive Officer, clearly identifying the portion of the record to be changed and explaining why it is inaccurate. If the school declines the request, the parent or eligible student will be notified and informed of their right to request a hearing.

3. The Right to Consent to Disclosures

Parents or eligible students have the right to provide consent before the school discloses personally identifiable information from education records, except where FERPA allows disclosure without consent. Disclosure without consent may occur when information is shared with school officials who have legitimate educational interests, including:

- School administrators
- Teachers and instructional staff
- School board members
- Health and support staff
- Contractors providing services to the school
- Individuals assisting school officials with professional responsibilities

Education records may also be shared with another school district where a student seeks to enroll.

4. The Right to File a Complaint

Parents or eligible students may file a complaint with the U.S. Department of Education if they believe the school has failed to comply with FERPA requirements.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Notice of Intent to Disclose Directory Information

Under FERPA, parents and eligible students may request that Bellavista School of the Arts not disclose certain directory information.

Directory information may include:

- Student name
- Grade level
- Date of birth
- Home address
- Parent or guardian name
- Parent phone number
- Previous school attended
- Dates of attendance
- Academic honors
- Participation in extracurricular activities

Bellavista School of the Arts may disclose directory information unless parents notify the school in writing that they do not wish certain information to be shared.

Student Data Privacy Protections

In accordance with New York State Education Law Section 2-d, Bellavista School of the Arts establishes the following Parents' Bill of Rights for Data Privacy and Security.

Key Protections Include:

1. FERPA and NY Education Law Section 2-d protect the confidentiality of student information.
2. Student personally identifiable information will never be sold or used for commercial purposes.
3. Personally identifiable information includes:
    - Student name
    - Parent names
    - Home address
    - Student ID numbers

- Social security numbers
- Date of birth
- Biometric records
- Other identifying information linked to a specific student.

4. Parents have the right to inspect and review their child's education records.
5. Bellavista School of the Arts maintains security safeguards, including:
    - Encryption
    - Firewalls
    - Password protection
    - Secure storage systems
6. New York State collects student data for authorized educational purposes. Information about data collected by NYSED is publicly available.
7. Parents have the right to submit complaints regarding potential data breaches.

Complaints may be submitted to:

Bellavista School of the Arts
Chief Executive Officer
[School Address]

Or to the New York State Education Department Chief Privacy Officer.

8. Parents will be notified if a data breach involving student information occurs.
9. School staff handling student information receive training on data privacy and security protections.

Complaint Policy

Bellavista School of the Arts is committed to resolving concerns and complaints in a respectful and transparent manner. Families are encouraged to first address concerns directly with the individual involved, when appropriate, so that the matter may be resolved informally.

Informal Complaints

Examples include:

- Classroom concerns
- Student grades
- Classroom placement

- General school operations

The process is:

1. Contact the Teacher
2. If unresolved, contact the Director of Instruction
3. If still unresolved, contact the Chief Executive Officer
4. If the concern remains unresolved, a request may be made for review by the Board of Trustees

The Board will review the complaint at the next scheduled meeting and respond in writing.

Formal Complaints

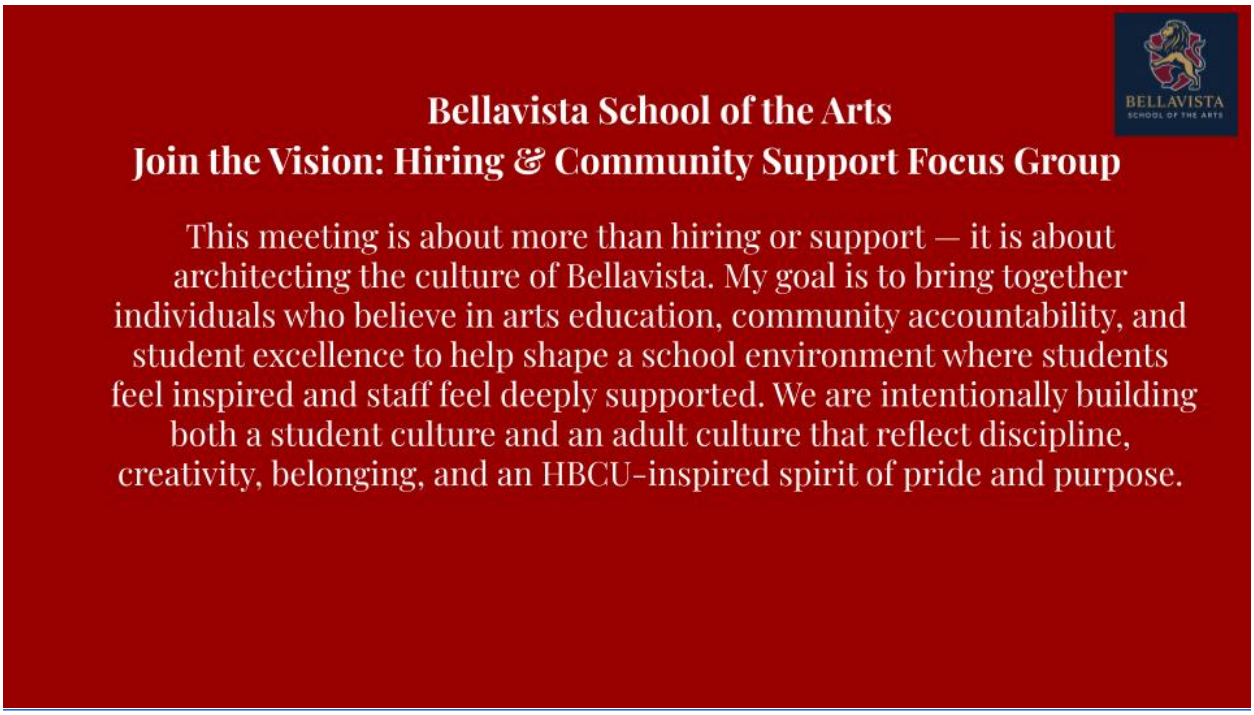
Formal complaints involve allegations that the school has violated a law or its charter.

Formal complaints must:

1. Be submitted in writing
2. Be addressed to the Chair of the Board of Trustees, Bellavista School of the Arts
3. Include the name of the individual filing the complaint (anonymous complaints cannot be investigated)

The Board Chair will designate an investigator to review the complaint and gather relevant information. Within 15 business days of a determination, the Board will provide written notice of its decision. If the complainant believes the matter has not been properly addressed, they may appeal to the New York State Board of Regents Charter School Office.

More information can be found at:
https://www.nysed.gov/charter-schools/complaintprocess



Introduction

Bellavista School of the Arts strategically allocates resources to ensure that arts integration is not an isolated program, but a core driver of student achievement, identity development, and school culture. The school's investment in arts and staffing is organized around four key priorities: Cultural Celebrations & Performance, Signature School Culture Events, Arts Integration Programming and Training, and Student Engagement through Media Arts. These focus areas ensure that students experience unique Bellavista School of the Arts experiences.

Arts Integration Programming & Focus 5 Training (Budgeted $20,000)

Bellavista invests in high-quality professional development, including the Focus 5 framework, to ensure that arts integration is implemented with fidelity across all classrooms. This includes whole-staff foundational training and deeper coaching for instructional leaders to build internal capacity and sustain the model over time. The investment will include:

Training Break Down:

Year Zero	
Chief Executive Officer	Initial Training/ Coaching
Director of Instruction	Initial Training/ Coaching
Two Lead Teachers	Initial Training/ Coaching

Year One: August Staff Development	
Chief Executive Officer	Coaching
Director of Instruction	Coaching
Two Lead Teachers	Coaching
7th & 8th Grade ELA	Whole Group Training
7th & 8th Grade Math	Whole Group Training
Middle School Science Teacher	Whole Group Training
Middle School History Teacher	Whole Group Training
Both Arts Integration Teacher	Whole Group Training
Physical Education Teacher	Whole Group Training

Additional Budget Includes:

- Arts-integrated curriculum materials

Signature School Culture Events & Performances (Budget $22,000)

Signature events serve as both academic demonstrations and community-building experiences, reinforcing Bellavista's commitment to excellence, creativity, and public scholarship.

- **Bellavista Rooted & Rise: HBCU House Reveal**
    - Bellavista kicks off the year with an HBCU-inspired House Reveal where students find out their houses and homerooms, building excitement, identity, and a strong sense of belonging from day one.
- **Hispanic Heritage Celebration & Performance (Sell Tickets)**
    - Bellavista celebrates Hispanic heritage through student performances and experiences that honor culture, identity, and the richness of our community.
- **The House of Excellence Ceremony**
    - Bellavista recognizes student achievement, growth, and house pride through a celebration that highlights excellence in academics, the arts, and community
- **Bellavista Holiday Celebration & Performance**
    - Bellavista brings students, staff, and families together for a joyful celebration filled with performances, creativity, and shared traditions.
- **Rooted in Excellence: A Divine 9 Experience (Sell Tickets)**
    - Bellavista celebrates the legacy of the Divine 9 through a month of learning, guest speakers, and performances that highlight leadership, service, and cultural excellence.
- **Bellavista Arts Integration & Science Fair Showcase**
    - Bellavista highlights student learning through a showcase where academics, the arts, and science come together in creative and meaningful ways.

- **Bellavista the House of Excellence Finale**
    - Bellavista wraps up the year by celebrating the growth, leadership, and accomplishments of each house and the school community as a whole.
- **La Vista Homecoming (Sell tickets)**
    - La Vista Homecoming brings the Bellavista community together to celebrate school pride, culture, and connection, while also serving as our annual fundraiser to support student experiences, arts programming, and school-wide initiatives.

Student Culture & Identity ($4,000)

Bellavista fosters a strong culture of pride, identity, and excellence by recognizing both academic achievement and character. Students who earn a 3.0–4.0 (A average blazers, B average cardigan) GPA

each quarter are awarded school blazers or cardigans as a symbol of their hard work and commitment to excellence. In addition, students have opportunities to earn school pins during weekly community meetings based on their character, leadership, and contributions to the school community. Students are encouraged to wear their blazers, cardigans, and pins throughout the school year, proudly representing their growth, achievements, and connection to the Bellavista community.

Bellavista School Culture & Identity	
25- 30 Student Blazers	$2,000.00
65 Student Cardigans	$1000.00
Student Character Pins	$500.00

While Bellavista allocates funding to a variety of school culture events and programs, these signature experiences are uniquely designed to reflect the identity, vision, and arts-integrated model of Bellavista School of the Arts.

[redacted]

Welcome to the Purpose of the Board Training

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Welcome to the Purpose of the Board Training

Purpose of the Board
Role in Launching Bellavista
Governance vs. Management
Commitment to Students & Community
Charter School Board Independence
Ethical and Fiduciary Responsibility

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Key Idea

The Board **governs**.
The CEO **manages**.
Together we ensure school **success**.

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Why Bellavista Charter School of the Arts

The **problem** we are trying to **solve**

There are far more students who want to be part of the arts community than there are schools prepared to serve them.

Our Mission

Bellavista School of the Arts ignites creativity and leadership through rigorous academics and immersive arts education, empowering young people to lead with resilience, cultural pride, and purpose.

Our Vision

To cultivate the next generation of scholars, artists, and leaders who excel academically, express themselves creatively, and engage civically—graduates who are confident, culturally grounded, and prepared to thrive in college, career, and community life.

"Talent is everywhere; opportunity is not... Bellavista is here to change that."

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Why Bellavista Charter School of the Arts

GRADUATE AIMS

Cultivators of Creativity

Builders of Critical Thinkers

Developers of Discipline & Balance

Models of Compassionate Citizens

Signature Experiences

Annual Arts & Innovation Showcase
Arts Residences & Partnerships
Literacy Through the Arts
Focus Five: Arts Integration

The Bellavista Model

At Bellavista School of the Arts, the arts aren't just something students do — it's who we are. Our program blends arts integration, performing arts, and the rich cultural traditions inspired by HBCUs to create an experience that is vibrant, joyful, and rooted in excellence and community.

Inspired by the heartbeat of HBCU campuses, Bellavista brings energy, pride, and belonging to every corner of the school. Our scholars don't just perform — they command the stage, celebrate culture, and build community together.

Bellavista Discovery (Grades 7th - 9th)
Bellavista Academy of the Arts (Grades 10th - 12th)

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Why Rochester Needs Bellavista Charter School of the Arts

Lack of arts-integrated middle & high school arts programming
Lack of middle & high school performing arts programming
Limited culturally responsive options
Need for more student engagement & persistence
College and career exposure gaps
Community demand data

FACT CHECK

BELLAVISTA WILL BE THE **ONLY** OPEN ACCESS 7TH - 12TH GRADE **ARTS INTEGRATION CHARTER SCHOOL IN NYS**

BELLAVISTA SCHOOL OF THE ARTS WILL BE THE **ONLY** MIDDLE & HIGH SCHOOL **HBCU INSPIRED CHARTER** IN ROCHESTER, NY

160 FAMILIES HAVE STATED THEY **ARE INTERESTED** IN ATTENDING BELLAVISTA AUGUST 2027

BELLAVISTA OFFICIALLY HAS A **ELEMENTARY SCHOOL FEEDER SCHOOL**: RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

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Bellavista Charter School of the Arts Students & Community Impact

Grades 7th -12th
Students of all ethnicities & backgrounds
Economically disadvantaged students
Students needing arts access
Students needing belonging & identity
Families seeking rigorous + creative environment

CHARTER ENROLLMENT BY GRADE							
GRADE	LEVEL	2027-28	2028-29	2029-30	2030-31	2031-32	AGE
7th	Middle	75	75	75	75	75	12/13/..
8th	Middle	75	75	75	75	75	13-14
9th	High		99	100	100	100	14-15
10th	High			100	100	100	15-16
11th	High				100	100	16-17
12th	High					100	17-18
Ungraded							
TOTAL		150	249	350	450	550	

Target Population	Enrollment Target	Retention Target
Economically Disadvantaged (FRPL)	85.90%	92.90%
English Language Learners (ELLs)	16.60%	93.20%
Students with Disabilities	18.60%	94.40%

The Bellavista Difference

HBCU-Inspired Culture
Arts-Integrated Academics
Leadership Development
Focus Five Arts Culture Model
Performance-Based Learning
College & Career Arts Pathways
Community Partnership

[redacted]

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The Bellavista Difference

Signature School Culture Events & Performances

Signature events serve as both academic demonstrations and community-building experiences, reinforcing Bellavista's commitment to excellence, creativity, and public scholarship.

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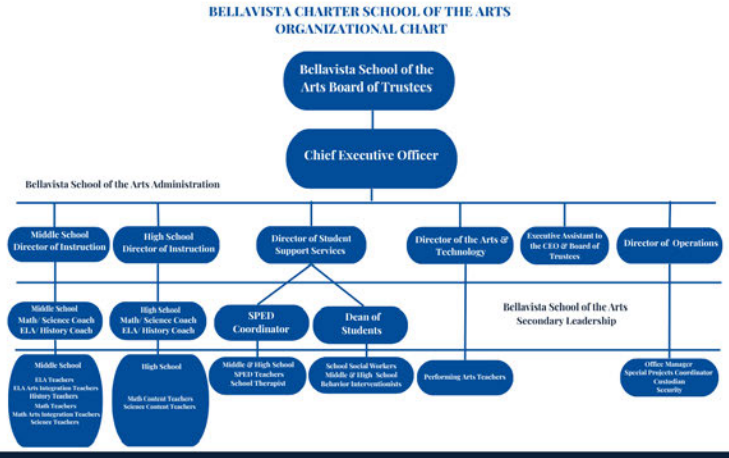
Governance Structure



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Governance Structure

Board Governs	CEO Manages
Mission & Vision Protection	Staff Hiring
CEO Oversight	School Operations
Financial Oversight	Instruction
Policy Approval	Budget Implementation
Accountability	Enrollment
	Daily Decisions

Board Responsibilities

Transparency

Accountability

Rule of Law

Participation

Hiring & Evaluating Chief Executive Officer
Financial Oversight
Strategic Planning
Charter Accountability
Policy Approval
Enrollment Oversight
Academic Performance Monitoring
Legal Compliance
Fundraising Support

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Chief Executive Officer Responsibilities

Strategic
- School Leadership
- Staff Hiring & Management
- Academic Success

Accountable
- School Culture
- Budget Management
- Enrollment Execution

Operational
- Family Engagement
- Community Partnerships
- Reporting to Board

Collaborative

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Independent Governance

Yes, The Bellavista Charter School of the Arts Board will

Operate as independent nonprofit board

Maintain clean governance structure

Maintain independent decision-making

Ensure no conflicts of interest

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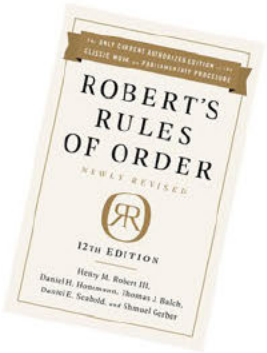
Monthly Board Meeting Structure

Typical Agenda

Call to Order
Approval of Minutes
CEO Report
Academic Update
Enrollment Update
Financial Report
Committee Updates
Discussion Items
Voting Items
Public Comment
Adjourn



Bellavista Board Meeting Addition

Student spotlight
Mission moment
Culture highlight
Enrollment tracker
Academic dashboard
Financial dashboard
CEO strategic priorities
Board development moment

[redacted]

Board Structure

Board Chair

Dr. Loretha McCullough

Treasurer

Nicole McCree

Secretary

Executive Assistant to CEO & Board of Trustees

Finance Chair

Chassity Wells

Academic Committee:

Phil Hounshell & Dr.Kas Wheeler

Board Committees Year One

Finance Committee

1. Budget Oversight
Review and recommend the annual school budget
Monitor actual vs. projected spending
Ensure spending aligns with the charter, mission, and priorities
Recommend budget revisions if enrollment or funding changes

2. Financial Reporting
Review monthly financial statements
Monitor:
Cash flow
Fund balance
Revenue vs. expenses
Enrollment-based funding
Flag risks to the full board

3. Audit & Compliance
Oversee independent annual audit
Review audit findings and corrective actions
Ensure compliance with:
Charter authorizer requirements
State financial reporting
Federal grant rules (like CSP)

4. Financial Health & Sustainability
Monitor long-term financial viability
Review:
Multi-year financial projections
Enrollment assumptions
Staffing affordability
Recommend cost controls if needed

5. Contracts & Major Financial Decisions
They review and recommend board approval for:
Loans
Lines of credit
Facilities agreements
Large vendor contracts
Lease agreements
Major purchases

6. Fundraising & Grants (sometimes)
Some charter school finance committees also:
Track grant funding (SEED, CSP, NewSchools, etc.)
Monitor restricted vs unrestricted funds
Review fundraising strategy

7. Internal Controls
Ensure the school has:
Spending approval thresholds
Separation of duties
Procurement policies
Financial procedures

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Welcome to the Purpose of the Board Training

Academic Committee

1. Monitor Student Achievement
Review academic performance data
Monitor student growth and proficiency
Track state assessment results
Review internal benchmark assessments
Monitor subgroup performance

2. Ensure Charter Academic Goals Are Met
Monitor progress toward charter accountability goals
Review annual academic targets
Identify risks to academic success
Recommend interventions when needed

3. Review Academic Program Effectiveness
Curriculum implementation
Arts integration model
Instructional model fidelity
MTSS / intervention effectiveness
Special education performance
English language learner support

4. Monitor School Culture & Student Support
Attendance trends
Suspension data
Student persistence
Social-emotional supports
School climate data

5. Review Academic Dashboard (Monthly or Quarterly)
Committee reviews:
Attendance
Student growth
Proficiency
Benchmark data
GPA trends
Graduation progress (HS)
Arts performance indicators

6. Report to Full Board
Academic Committee will:
Provide summary at board meetings
Highlight risks
Share progress
Recommend actions

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SCHOOL OF THE ARTS

Welcome to the Purpose of the Board Training

CEO Evaluation Committee

1. CEO Evaluation
The committee:
Conducts annual CEO evaluation
Reviews CEO performance goals
Monitors progress toward goals
Provides feedback to CEO
Recommends evaluation outcome to full board

2. Set CEO Performance Goals
CEO goals may include:
Academic achievement
Enrollment targets
Financial stability
School culture
Staffing & hiring
Charter accountability
Community engagement

3. Monitor CEO Performance
The committee reviews:
Monthly CEO report
Strategic priorities
Risks and challenges
Progress toward goals
Leadership effectiveness

4. CEO Support & Coaching
The committee:
Provides strategic guidance
Serves as thought partner
Supports leadership development
Helps remove barriers
Supports CEO success

5. CEO Compensation (When Applicable)
Committee may:
Review CEO salary
Recommend adjustments
Review contract terms
Recommend bonuses (if applicable)
Final approval made by full board.

6. CEO Succession Planning
Committee ensures:
Emergency succession plan
Interim leadership plan
Leadership continuity
CEO backup plan

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Financial Oversight

Budget approval
Monthly financial reports
Cash flow
Grants
Fundraising
Enrollment-driven revenue
Audit compliance

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Enrollment Strategy

Budget approval
Monthly financial reports
Cash flow
Grants
Fundraising
Enrollment-driven revenue ✓
Audit compliance

General Education Student
Estimated Funding: $17,500 – $19,500 per student
Special Education Student
Estimated Funding:
$22,000 – $30,000 per student
(varies based on service level)
ELL Students
Additional funding may apply depending on services.

Why Enrollment Matters
Enrollment drives the financial health of Bellavista School of the Arts.
Each enrolled student generates per-pupil funding that supports the core operations of the school.
Enrollment funding supports:
Teacher salaries
Arts programming
Student supports
Special education services
School operations
Technology
Facilities
Curriculum & materials
Transportation
Social-emotional supports
Strong enrollment ensures Bellavista can deliver a high-quality, arts-integrated program for all students.

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Projected Revenue by Enrollment

Enrollment targets ensure:
- Financial stability
- Full staffing model
- Arts programming sustainability
- Student support services
- Long-term growth
- Charter accountability

The Board monitors:
- Application numbers
- Lottery process
- Enrollment vs target
- Student retention
- Marketing & outreach
- Waitlist growth

Year	Enrollment	Per Pupil Funding	Projected Revenue
Year 1	150	$18,500	$2,775,000
Year 2	249	$18,500	$4,606,500
Year 3	350	$18,500	$6,475,000
Year 4	450	$18,500	$8,325,000
Year 5	550	$18,500	$10,175,000

Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1	75	75	–	–	–	–	150
Year 2	75	74	100	–	–	–	249
Year 3	75	75	100	100	–	–	350
Year 4	75	75	100	100	100	–	450
Year 5	75	75	100	100	100	100	550

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Bellavista Fundraising & Development Committee

Purpose of the Committee

The Bellavista Fundraising & Development Committee was created to support the long-term financial sustainability of the school beyond per-pupil funding. While enrollment funds core operations, **fundraising** allows Bellavista to:

- Expand arts programming
- Provide student opportunities
- Support field experiences
- Purchase instruments & equipment
- Support student scholarships
- Fund special events
- Support college & career exposure
- Launch new initiatives

This committee ensures Bellavista can grow, innovate, and provide exceptional opportunities for students.

CEO's Main Buckets: Development

Development focuses on securing additional funding through:
- Grants
- Sponsorships
- Donations
- Community partnerships
- Corporate giving
- Fundraising events
- Foundations
- Individual donors

Fundraising & Development Committee Responsibilities

The committee will:
- Support fundraising strategy
- Identify potential funders
- Open doors to partnerships
- Support grant opportunities
- Assist with sponsorship outreach
- Support annual fundraising goals
- Help plan fundraising events
- Support donor stewardship

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Bellavista Fundraising & Development Committee

The committee includes:

Board members
Community leaders
Business leaders
Arts partners
Philanthropy professionals
CEO (staff liaison)

Board members are not required to fundraise directly, but are expected to:

Make connections
Open doors
Attend events
Share Bellavista's story
Support development efforts

Arts programming expansion
Student performances
Instrument purchases
Artist residencies
College trips
Student internships
Community arts events
Scholarship opportunities

This committee ensures Bellavista can offer a transformational arts-integrated experience.

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Board Conflict of Interest

To maintain ethical governance, Bellavista board members will:

Disclose financial conflicts
Recuse themselves from related votes
Avoid personal gain from board decisions
Complete annual conflict disclosure form
Follow nonprofit governance best practices
This ensures transparency and independent decision-making.

Board members will serve:

Two-year terms
Option for renewal
Staggered terms for continuity
Terms voted on by board
This ensures stability and leadership continuity.

The Bellavista Board will:

Review materials in advance
Discuss during meeting
Ask clarifying questions
Make motions
Second motion
Vote
Record decision in minutes

Board decisions require:

Motion
Second
Discussion
Majority vote
Chair breaks tie if needed
Votes recorded in meeting minutes
Quorum required for official votes.

If urgent decisions are required:

Board Chair notifies members
Emergency meeting called (virtual allowed)
Materials shared in advance
Majority vote required
Decision documented in minutes
Ratified at next board meeting

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Board Development & Governance Planning

CEO Evaluation Process
The CEO evaluation process will be:
Developed Summer 2026
Led by CEO Committee
Approved by Board
Evaluation will include:
Academic performance
Enrollment targets
Financial management
Leadership effectiveness
School culture
Strategic progress
Board communication
Annual evaluation conducted by board.

Vote on Board Calendar
The Board will vote annually on:
Monthly meeting dates
Committee meeting schedule
Board retreat date
CEO evaluation timeline
Strategic planning meetings
Calendar approved by board vote.

Board Retreat Plan
Bellavista will hold an annual board retreat to:
Align on mission & vision
Review strategic priorities
Set annual goals
Review enrollment strategy
Review financial outlook
Conduct board development
Strengthen governance practices

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Board Norms

Student Centered Decisions
Respectful Dialogue
Confidentiality
No Micromanaging
Strategic Thinking
Ask Questions
Support CEO

Board Meeting Frequency
Board will:
Meet monthly
Participate in committees
Attend annual retreat
Participate in CEO evaluation

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Meeting Format

Board will vote on:
Virtual meetings
In-person meetings
Hybrid model
Retreat schedule

BELLAVISTA
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Meeting Format

Board will vote on:
Virtual meetings
In-person meetings
Hybrid model
Retreat schedule

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Thank you!

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