

APPLICATION SUMMARY

Charter School Name	Brilla College Preparatory Charter School
Applicant Name	Richard Ramirez
Media Contact Name	Stephanie Saroki de Garcia,
Media Contact Email Address	stephanie@setonpartners.org
Media Contact Telephone Number	202.223.1857
District of Location	CSD 7
Opening Date	August 2013
Proposed Charter Term	5 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K-1, 196 students Year 2: K-2, 249 students Year 3: K-3, 374 students Year 4: K-4, 455 students Year 5: K-5, 532 students
Projected Maximum Enrollment and Grade Span	K-8, 742
Mission Statement	Brilla College Preparatory Charter School, a K-8 school in the classical tradition, helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond.

Vision: Brilla means “shine” in Spanish and speaks to the beacon of hope and opportunity we intend to build in this community. The founders of Brilla Prep plan to create a school that brings classical education into the 21st century through implementation of an innovative blended-learning model and a scholarly school culture focused on student achievement and character development. We expect our students to spend a significant portion of their core instruction time using computers to learn, which not only provides them with individualized instruction and appropriately challenging content but also creates the opportunity for teachers to work closely with students in small groups. It is our objective to provide our students with a solid educational foundation and then accelerate their learning to levels not typically expected of children with their demographics and zip code.

Target Population: Brilla Prep will provide a college preparatory education to underserved elementary students in the Mott Haven neighbor of the South Bronx. We expect a large percentage of our students to be low-income and English language learners, and have designed an our school to specifically meet their needs. There are long waitlists for charter schools in this area, indicating high demand for quality education programs.

Key Design Elements: Inspired by the effective practices of some of the nation’s best “no excuses” charter schools, Brilla Prep will incorporate the following key design elements:

- **Smart Start** – Start with kindergarten and 1st grade in year 1, then grow one grade level each year until we serve students in a K-8 school.
- **Teach the Best Content** – All Brilla students will learn math and science while also becoming familiar with the classics of Western Civilization, because of the way the traditional liberal arts convey truth, beauty, and goodness, and because students need the world’s best content in order to become good citizens and be competitive globally.
- **Blended Learning** – Accessible computer hardware and advanced learning software will help teachers differentiate and individualize learning. Drawing from the experiences of a successful KIPP school in L.A. that has been achieving outstanding academic results with early elementary students, Brilla Prep students will spend 30% or more of their instructional time on computers, allowing teachers to spend commensurate time providing targeted small group instruction.
- **Literacy x2** – In early grades, the education program provides two blocks of literacy instruction daily that integrates history and other content and is balanced with strong mathematics and science instruction.
- **Power To Lead** – The board will select an entrepreneurial school leader who has demonstrated teaching success with underserved students and provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. The school leader will then be held accountable by the board for results.
- **Parent Involvement** – Brilla Prep will provide parents/guardians with frequent communication about student performance, monthly parent workshops, and many in- and out-of-school opportunities to be involved in their child’s education.

Staffing: Our school will be led by an experience Principal supported by an instructional leadership team that includes an Assistant Principal, Student Achievement Coordinator and Blended Learning Manager. Each class will have a Lead Teacher and Teaching Fellow to provide students with individualized attention and support. Non-academic functions will be overseen by a Director of Operations along with a Finance Director and Office Manager.

Governance: Brilla Prep will be governed by an experienced board of trustees that has substantial expertise in education, organizational start-up and management, business and finance. The board also has ties to the community and will enact rigorous and transparent policies and procedures to ensure achievement of the school’s mission.

Location: We intend to site the school in the building of the former St. Pius V Elementary School at 420 E 145th Street in the South Bronx. The red-brick school building, constructed in 1913, has served a changing student body that mirrors the shifting immigration and social patterns of the city. We expect to make it shine again.

CERTIFICATION AND ASSURANCES STATEMENT

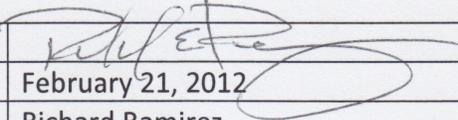
Proposed Charter School Name Brilla College Preparatory Charter School
 Proposed School Location (District) New York City Community School District 7

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."¹

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application²
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;³ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

Signature of Applicants:	
Date:	February 21, 2012
Print/Type Name:	Richard Ramirez

¹ N.Y. Education Law § 2854(2)(a)
² ESEA § 5203(b)(3)(J)
³ ESEA § 5203(b)(3)(K)
⁴ ESEA § 5203(b)(3)(N)



Proposal for

**Brilla College Preparatory
Charter School**

to the

**New York State
Education Department**

Submitted by: Richard Ramirez
February 27, 2012

Table of Contents

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY.....	1
A. Mission Statement and Objectives	1
B. Key Design Elements	2
C. Enrollment, Recruitment, and Retention	4
D. Community to be Served	6
E. Public Outreach	7
F. Programmatic and Fiscal Impact	8
II. EDUCATIONAL PLAN	9
A. Achievement Goals	9
B. School Schedule and Calendar	10
C. Curriculum and Instruction	11
D. Assessment System	23
E. Performance, Promotion, and Graduation Standards	27
F. School Culture and Climate	34
G. Special Student Populations and Related Services	38
III. ORGANIZATIONAL AND FISCAL PLAN	42
A. Applicant(s)/Founding Group Capacity	42
B. Board of Trustees and Governance	44
C. Management and Staffing	46
C.1. Charter Management Organization.....	47
C.2. Partner Organization	48
D. Evaluation	48
E. Professional Development.....	49
F. Facilities.....	51
G. Insurance.....	52
H. Health, Food, and Transportation Services	52
I. Family and Community Involvement.....	55
J. Financial Management	56
K. Budget and Cash Flow.....	57
L. Pre-Opening Plan.....	59
M. Dissolution Plan.....	60

Attachments

- Attachment 1:** Admissions Policies and Procedures
- Attachment 2:** Samples of Evidence of Community Outreach
- Attachment 3a:** Sample Daily Schedules
- Attachment 3b:** First Year Calendar
- Attachment 4:** Student Discipline Policy
- Attachment 5a:** Charter School Trustee Background Information
- Attachment 5b:** By-Laws
- Attachment 5c:** Code of Ethics
- Attachment 6a:** CMO Information (not applicable)
- Attachment 6b:** Proposed Management Contract with CMO (not applicable)
- Attachment 7:** Partnership Information (not applicable)
- Attachment 8a:** Hiring and Personnel Policies and Procedures
- Attachment 8b:** Resume for Proposed School Leader (not applicable)
- Attachment 9:** Budget and Cash Flow Template
- Attachment 10:** Replication Strategic/Business Growth Plan (not applicable)

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

We propose to found the Brilla College Preparatory Charter School (Brilla Prep) to initially serve elementary students in the Mott Haven neighborhood of the South Bronx. Brilla means “shine” in Spanish and speaks to the beacon of hope and opportunity we intend to build in this community.

Mission Statement: Brilla College Preparatory Charter School, a K-8 school in the classical tradition, helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond.

Objectives: We intend to create a school that brings classical education into the 21st century through implementation of an innovative blended-learning model and establishment of a scholarly school culture focused on character development. We expect our students to spend a significant portion of their core instruction time using computers to learn, which not only provides them with individualized instruction and appropriately challenging content but also creates the opportunity for teachers to work closely with students in small groups. It is our objective to provide our students with a solid educational foundation and then accelerate their learning to levels not typically expected of children with their demographics and zip code.

Furthering the Purpose of Education Law: It is our intent to meet all six objectives of the New York State Charter School Law:

- a) Our primary goal is to raise student achievement to a level that puts them on the trajectory to college. In addition to measuring student performance against proficiency standards on state tests, the school will set its own high standards for academic achievement and character development and use an internal assessment system to measure progress and attainment.
- b) By locating the school in the Mott Haven neighborhood of the South Bronx and targeting the community, Brilla Prep will expand the learning opportunities for students at risk of academic failure. Our success will be measured by the achievement of our low-income and minority students, English language learners and students with disabilities, many of whom would otherwise have attended failing schools.
- c) Brilla Prep will model innovative teaching and learning methods by introducing a unique blended-learning program that utilizes a computer-based learning management system to integrate digital content and assessment. This new approach allows teachers to focus on the individual needs of students and provide targeted small group instruction.
- d) Our blended-learning program and co-teaching model will provide new professional opportunities for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth.
- e) Brilla Prep will provide parents and students with opportunities not available in most wealthy districts and private schools. Our unique combination of classical education and 21st century pedagogy, emphasis on school culture and character development, and

relentless focus on student achievement will provide parents with a unique choice within the public education system.

- f) The founders of Brilla College Prep Charter School believe that in exchange for a high degree of autonomy in the design and implementation of our school program we should be held accountable for measurable student achievement results that demonstrate performance at the highest levels.

B. Key Design Elements

School overview: The school will be built on the following six cornerstones:

- 1) **High Expectations.** Because we believe in the inherent dignity and potential of every child, we have high expectations for our students' academic achievement and conduct that make no excuses based on their background or socio-economic status.
- 2) **Results Matter.** Brilla Prep will relentlessly focus on high student performance on standardized tests and other objective measures because we hold ourselves accountable for preparing students personally and academically in ways that will enable them to succeed at the best high schools and colleges.
- 3) **Lead with Character.** Good character makes for a meaningful life, produces lasting personal and social happiness and contributes to academic success. The development of the virtues of Justice, Self-control, Good Judgment, Courage and Kindness in students is central to our educational mission.
- 4) **Choice & Commitment.** Students, their parents and the faculty of Brilla Prep will make a choice to participate in our unique and innovative program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
- 5) **More Time.** There are no shortcuts. Only with an extended school day, week and year will students have the time to acquire the academic knowledge, skills and habits that will prepare them for success in college and in life.
- 6) **Teach the Best Content.** All Brilla Prep students will learn math and science while also becoming familiar with the classics of Western Civilization, because of the way the traditional liberal arts convey truth, beauty, and goodness, and because students need the world's best content in order to become good citizens and be competitive globally.

Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brilla Prep will incorporate the following key design elements:

- **Smart Start.** Start with kindergarten and 1st grade, then grow a grade level each year until we serve students in a K-8 school.
- **Blended-learning.** Accessible computer hardware and advanced learning software will help teachers individualize instruction. Drawing from the experiences of a successful KIPP elementary school in L.A. that has been achieving outstanding academic results, our students will spend 30% or more of their instructional time on computers, allowing

teachers to spend commensurate time providing targeted small group instruction. Computer literacy is also an essential 21st century skill.

- ***Paideia***. Based on the Paideia approach, our pedagogy will integrate didactic instruction, coaching and student-centered discussion.
- ***Literacy x2***. The education program provides two blocks of literacy instruction daily, which is integrated with history and other content and balanced with strong mathematics and science instruction.
- ***Power To Lead***. The board will select an entrepreneurial school leader who has demonstrated teaching success with underserved students and provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. The school leader will then be held accountable by the board for results.
- ***Parent Involvement***. Brilla Prep will provide parents/guardians with frequent communication about student and school performance, monthly parenting workshops, and many in- and out-of-school opportunities to be involved in their child's education.

Rationale for Our Model: At the core of our classical education model is the importance of what students learn and the way content knowledge affects the rest of their life. A reading of the research literature from cognitive science shows that:

Knowledge does much more than just help students hone their thinking skills: It actually makes learning easier. Knowledge is not only cumulative, it grows exponentially. Those with a rich base of factual knowledge find it easier to learn more—the rich get richer. In addition, factual knowledge enhances cognitive processes like problem solving and reasoning. The richer the knowledge base, the more smoothly and effectively these cognitive processes—the very ones that teachers target—operate. So, the more knowledge students accumulate, the smarter they become. (Willingham)

At-risk students—urban, low-income, minority—tend to acquire far less knowledge, leaving them ill-prepared for higher education and gainful employment. For example, researchers have noted an enormous gap in children's exposure to words; one widely cited study estimates that by the age of four the children of professional families have been exposed to almost 45 million words compared to only 13 million for children whose families receive welfare (Hart & Risley). In addition, the low-income children also have a slower rate of vocabulary growth that will ultimately have a cumulative effect on their ability to succeed. To address these inequities, our model is based on what research suggests about the learning process:

1. Students are motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. This is known as the Zone of Proximal Development (Vygotsky). To learn effectively, students must be provided with tasks that engage at a level of difficulty that is challenging but within reach.
2. Most classrooms contain students with a range of skills and interests, yet traditional instruction typically focuses on only one performance level, usually somewhere in the middle, and is unable to adjust to the needs of other students who then become either confused or bored and consequently lose motivation to learn (Levine).

- Brain research indicates the need for a differentiated approach where the learning environment is safe and non-threatening and students are appropriately challenged and able to make meaning of ideas and skills (Tomlinson & Kalbfleisch).

Based on these findings, we conclude that students need more time in school, a structured and supportive environment, a deep and rich knowledge-base, and personalized learning opportunities. We have analyzed the practices of a number of successful schools that serve our target population, including KIPP Empower in Los Angeles, KIPP SHINE in Houston, IDEA Public Schools in Texas, and South Bronx Classical Charter School in New York City. In the sections that follow we will describe our classical curriculum, innovative blended-learning model, and approaches to pedagogy and assessment, as well as evidence to support their use with the students we intend to serve.

Waivers: We do not anticipate requiring any waivers of any federal statutory or regulatory provisions or any state or local rules to successfully operate the proposed school.

C. Enrollment, Recruitment, and Retention

Projected Enrollment Over the Charter Term

Grades	Ages	2013-14	2014-15	2015-16	2016-17	2017-18
K	4-5	84	56	90	90	90
1 st	5-6	112	84	90	90	90
2 nd	6-7		109	90	90	90
3 rd	7-8			104	86	86
4 th	8-9				99	82
5 th	9-10					94
Totals		196	249	374	455	532

Growth Plan: Our enrollment plan balances the following premises:

- Students who obtain a solid literacy and numeracy foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open an elementary school in order to reach students as early as possible and put them on the trajectory to high school and college.
- Given the challenges of creating a new school with an innovative academic program, we believe it prudent to devote our resources to opening with just kindergarten and 1st grade and then add one grade each year, reaching 5th grade in Year 5.
- We anticipate class sizes of 28-30, but using a blended-learning model with a Lead Teacher plus a Teaching Fellow will allow a teacher to student ratio of about 1:15.
- Having a robust instructional team on board from day one is costly but essential to establishing innovative programs and building a strong professional staff culture. We intend to maximize enrollment in the start-up years to support our staffing plan, including a Blended-learning Manager and Student Achievement Coordinator.
- We endorse labor’s right to organize but believe the choice should be left to teachers once they are hired and have experienced the school’s professional environment and

working conditions. Thus, we have limited enrollment to under 250 students in the first two years of operation. In order to matriculate our first four classes of 1st graders in Year 1 to the 2nd grade in Year 2, we will only enroll two kindergarten classes in Year 2 and add another class to that cohort in Year 3.

- We wish to serve as many students as possible, but also recognize that a strong and stable school culture is critical to the success of the academic program. We believe that three classes per grade allow us to maintain a close knit school community. We intend to admit new students to fill empty seats up through 2nd grade when we can most effectively integrate new students with minimal disruption to school culture.
- Based on our experience with other successful high achieving elementary schools that embrace strong parent engagement we believe we can limit attrition to approximately 5% per year average during the term of the charter.

Demand: There is strong evidence of high demand for charter schools in the South Bronx. The NYC Charter School Center's survey of schools enrolling students for 2011-2012 found over 13,000 students on waiting lists in the Bronx. In the South Bronx specifically there were 11,302 applications for only 2,589 seats. In the Mott Haven neighborhood where Brilla Prep intends to open, 238 students applied for 104 kindergarten and 1st grade seats at the new NYC Montessori Charter School this year. There is also strong evidence of demand for a classical education: last year 306 families applied for 90 kindergarten seats at the South Bronx Classical Charter School.

Recruitment and Enrollment Process: Brilla Prep will engage in extensive efforts to inform families in the South Bronx and its neighboring communities about the new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to community-based organizations, local businesses and religious organizations to raise awareness in the community. We will conduct open houses at the new school location and disseminate materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages.

As a school of choice, parents must indicate their desire to enroll their child by submitting an application. Applications will be as simple as possible, only requesting information necessary to ascertain eligibility and preference criteria, and will be available in multiple languages. We will enroll a new kindergarten class each year and fill empty seats up through the 2nd grade. If more students apply than the school has seats, a random lottery will be held to select students. Preference will be given to students who live within CSD 7, low-income students and siblings. Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in the school if any become available.

Enrollment and Retention Targets: We will conduct a thorough recruitment process that demonstrates to parents our commitment to serving students with disabilities, English language learners and low-income students. Our marketing materials will describe our special education and ELL programs as well as our approach to individualizing instruction so all students can succeed. To ensure our program is accessible to low-income students, our admissions policy will include a preference for students eligible for free and reduced price meals. Once admitted, all students will be screened to identify special needs and our robust Response to Intervention

(RTI) process will ensure all struggling students are quickly provided targeted support. We will have a full-time Student Achievement Coordinator, certified special education teachers, and a coordinated program for English language learners. We acknowledge the state’s preliminary enrollment targets in CSD 7 (17.4% ELL, 89.6% FRL, 18.3% special education). Based on our recruitment strategies and academic program design we believe the school should attain both enrollment and retention targets. We will monitor our enrollment data carefully, and consider incorporating additional preferences in our admissions policy and/or changes to our intervention programs if necessary.

Evidence of Community Support: Brilla Prep has secured community support from a range of sources. For example, letters of support from the Hunts Point Alliance for Children, Archdiocese of New York, New York Center for Child Development, and Bronx YMCA can be found in Attachment 2. In addition, our lead applicant has reached out to elected officials, the local community board, and the community school district. Finally, local parents have expressed interest in enrolling their students in our school because of its focus on high expectations, teaching character, and developing future leaders for their communities.

D. Community to be Served

The Community: Brilla Prep will be located in the Mott Haven neighborhood of the South Bronx; its boundaries are East 149th Street to the north, the Bruckner Expressway to the east, the Bronx Kill waterway to the south and the Harlem River to the west. Mott Haven is a high density neighborhood and predominantly Latino. Over half of the population lives below the poverty line and receives public assistance.

Mott Haven (Zip Code 10454)

Age 5 to 9 Years Old	8.2%	Residents who speak English at home	31.1%
American Indian and Alaska Native	2.3%	Foreign born population	20.5%
Asian	0.6%	Median household income (2009)	\$19,225
Black or African American	31.6%	Less than high school education	59.0%
White	24.0%	High school or equivalent	20.8%
Hispanic or Latino (of any race)	73.5%	BA degree or higher	3.8%

The Schools: Mott Haven is located in CSD 7, which disproportionately serves at-risk students. Nine out of ten students are eligible for free or reduced lunch and about 20% of the student population is English language learners.

2009-10 Demographics for CSD 7

Eligible for Free Lunch	86%
Eligible for Reduced-Price Lunch	5%
Limited English Proficient	19%
Black or African American	29%
Hispanic or Latino	69%
Asian or Native	1%
White	1%

Opportunities to attend high performing schools are limited in CSD 7. Results from 2009-10 state tests indicate that overall elementary and middle school performance in CSD 7 is quite

poor. The performance of at-risk students in this district is even more alarming, supporting our contention that new high quality schools are desperately needed:

Percent Proficient or Above on 2009-10 State Tests

Grade	English Language Arts			Mathematics		
	All Students	Limited English Proficient	Special Education	All Students	Limited English Proficient	Special Education
Grade 5	26%	12%	8%	41%	28%	21%
Grade 8	22%	4%	5%	26%	16%	7%

In CSD 7 about 60% of schools are not in good standing with respect to NCLB accountability. In the zoned elementary schools, there is only one gifted and talented program.

E. Public Outreach

The founders of Brilla Prep have conducted extensive outreach to inform the Mott Haven and South Bronx community and solicit their input into the creation of this school. To date, the applicants have met with and conducted outreach to nearly two dozen organizations and stakeholders in the proposed community. The lead applicant has reached out to elected officials, the local community board, and the community school district to make them aware of our proposal. Based on our meetings with stakeholders, our proposal has generated enthusiastic support and evidence of the need for new school options for parents (see Attachment 2 for Letters of Support and Outreach).

Brilla Prep has secured a significant amount of community input prior to the submission of this proposal and will continue to solicit input throughout the course of the building and executing of the school’s mission. The input that has informed the development of this proposal includes the needs for:

- Strong school leader with ties to the community.
- Connections to the Latino and immigrant community.
- Starting small and grow.
- Small teacher to student ratio.
- Partnerships with local organizations that provide family services.
- Strong academic content and high expectations for all children.
- Teaching the whole child.

We have taken this feedback to heart and it is reflected in our education and organizational plans. Moreover, a community meeting is being organized in the coming weeks and further meetings will take place to solicit feedback and raise awareness of our new public school option. Brilla Prep’s founding group is working with Bishop Iriondo from the neighborhood to hold these meetings. They will be advertised in local areas and letters will be sent to families and community members encouraging participation. Bilingual outreach is planned for the community to ensure all voices will be represented in crafting the vision for the school and the needs of the community.

Meetings To Date	Outreach to Leaders	Outreach to Organizations
<ul style="list-style-type: none"> • Hunts Point Alliance for Children • Mercy Center • McKlosky Day Care Bronx • YMCA • New York Center for Child Development • Council of Urban Professionals • Bronx Vicar 	<ul style="list-style-type: none"> • Congressman Jose Serrano • Assemblywoman Carmen Arroyo • Chair George Rodriguez – Bronx Community Board 1 • District Manager Cedric Loftin – Bronx Community Board 1 • Dr. Maria Diaz – Community School District 7 • Monica Major – Office of Bronx Borough President • Ruban Diaz Jr. – Bronx Borough President • Timothy McNiff – Archdiocese of New York 	<ul style="list-style-type: none"> • Elevate NY • Police Athletic League • Abraham House • Bronx Overall Economic Development Center • Zamendansky Realty • Puebla en Marcha • Mott Haven Community Center • Iglesia de Dios • NYFD – Engine 60 Ladder 17 • Eastside Settlement Houses

F. Programmatic and Fiscal Impact

Programmatic Impact: We believe Brilla Prep will not have a negative programmatic impact on the schools in CSD 7. Our school will open with under 200 students and our anticipated full enrollment of 532 in 2017 would only constitute about 3% of the district enrollment. Most elementary schools in CSD 7 serve K-5 along with a few K-8 schools, so Brilla Prep aligns with local grade configurations. There are 19 district elementary schools in CSD 7, two of which are District 75 schools (specialized schools for students with severe disabilities). There are also six charter elementary schools in the immediate vicinity: South Bronx Charter School for International Cultures and the Arts, Success Academy Bronx 1, New York City Montessori Charter School, The Bronx Charter School for Children, Academic Leadership Charter School, and Mott Haven Academy Charter School. While individual schools may offer similar components, to our knowledge none of these district or charter schools offers an integrated program comparable to that of Brilla Prep (i.e., extended day/week/year, blended-learning, classical curriculum and no excuses culture). We have identified seven parochial and private elementary schools located within a mile radius of our proposed school location, but given our secular program do not believe it will compete with them. Moreover, with 11,302 applications for 2,589 charter school seats in the South Bronx last year, we do not believe the introduction of another charter school in the neighborhood will have an adverse effect on their enrollment.

Brilla Prep has the potential to positively impact local schools by modeling innovative programs and sharing effective practices. As we intend to work with the same types of students as other schools in the area, our success will hopefully draw other educators to learn from our methods and explore opportunities to collaborate in areas such as professional development, parent involvement, extra-curricular activities, and community building.

Fiscal Impact: The aggregated FY12 school budget for CSD 7 as of 11/28/11 was \$190,909,824. In Year 1 we expect to enroll 196 students (1% of the district enrollment) and anticipate per-pupil revenue of \$2,651,292, which is 1.4% of the district budget. In Year 5 we expect to enroll 532 students (3% of district enrollment) and anticipate per-pupil revenue of \$7,196,364, which is 3.8% of the district budget. When considered as a proportion of the overall New York City education budget, Brilla Prep will account for only a fraction of a percent.

II. EDUCATIONAL PLAN

A. Achievement Goals

In keeping with our mission to prepare our students for excellence in high school, college and beyond, we have set rigorous student achievement goals and will evaluate academic performance against New York State Standards. We will evaluate achievement of our goals using absolute, comparative and growth-to-standard metrics based on state assessments.

Goal 1: Brilla Prep students will possess reading and writing skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State ELA exam. (Absolute)
- **Metric 2:** Brilla Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam. (Comparative)
- **Metric 3¹:** Based on a regression analysis controlling for students eligible for free lunch among all public schools in New York State conducted by SUNY each year, Brilla Prep will exceed its predicted level of performance on the state ELA exam with an Effect Size of at least 0.3. (Comparative)
- **Metric 4:** Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state ELA exam and 75 percent at Level 3 and 4 on the current year's state ELA exam. (Growth)

Goal 2: Brilla Prep students will possess mathematics skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State Mathematics exam. (Absolute)
- **Metric 2:** Brilla Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state mathematics exam. (Comparative)
- **Metric 3²:** Based on a regression analysis controlling for students eligible for free lunch among all public schools in New York State conducted by SUNY each year, Brilla Prep will exceed its predicted level of performance on the state mathematics exam with an Effect Size of at least 0.3. (Comparative)
- **Metric 4:** Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state mathematics exam and 75 percent at Level 3 and 4 on the current year's state mathematics exam. (Growth)

Goal 3: Brilla Prep students will possess science skills at or above grade level.

¹ Assuming we can obtain these data from SUNY.

² Assuming we can obtain these data from SUNY.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4th grade science exam. (Absolute)
- **Metric 2:** Brilla Prep students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 4th grade science exam. (Comparative)

Goal 4: Brilla Prep will achieve Adequate Yearly Progress.

- **Metric 1:** Each year the school will attain a status of “In Good Standing” under the state’s NCLB accountability system. (Absolute)

Leading Indicators: Because the state does not administer assessments before 3rd grade, Brilla Prep will use the NWEA MAP, a nationally normed standardized exam, to evaluate student performance in all grades and gauge progress towards meeting our stated goals.

- **Metric 1:** At the end of each year the average percentile ranking will be at least 50% in reading and math. (Comparative)
- **Metric 2:** At the end of each year 100% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score in the same 10 point RIT block. (Growth)

B. School Schedule and Calendar

Schedule: Our extended school day maximizes student time on task while providing teachers with ample opportunities for planning and development. Here is a typical day:

7:30 am	Breakfast: The school serves breakfast.
8:00 am	School Meeting: The school day begins with a school-wide meeting to share information, recognize achievements, highlight a virtue, and build community.
8:15 am	Math Meeting: After a short class meeting to go over the day’s agenda, teachers launch into a 20 minute math meeting focused on using an interactive bulletin board with topics relating to counting, time, the calendar, temperature and money.
8:45 am	Literacy: Includes whole-class read-alouds and small group rotation among teacher-led phonics instruction, guided reading and computer-based lessons.
10:15 am	Structured Play: Structured play provides a creative outlet while simultaneously developing self-control and social skills.
10:35 am	Math: The math block uses both teacher-led and computer-based instruction.
11:35 am	Lunch: The school serves a nutritious lunch.
12:00 pm	Literacy/Math: Literacy will be three days per week and focus on writing; math will be two days per week. Students will rotate between teachers and computers.
12:45 pm	Science: Students study science daily using inquiry-based lessons.
1:30 pm	Snack: Students are served a nutritious snack.
1:45 pm	Special: Art and Fitness classes alternate daily.
2:30 pm	Social Studies: Students study social studies using content integrated with the literacy program.
3:15 pm	Dismissal: Students are dismissed; teachers tutor and/or plan until 4:15 pm.

Sample weekly schedules for students and teachers are provided in Attachment 3a. For students the school day runs from 8:00 am to 3:15 pm, except on Wednesdays when students are dismissed at 2:30 pm to accommodate staff development and planning. Brilla Prep will

seek an external afterschool provider to offer optional enrichment activities. Teachers are expected to be at school from 7:30 am until 4:15 pm every day. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have two daily 45 minute prep periods plus lunch.

Given the importance of literacy as a foundation for learning in all subjects, Brilla Prep will devote significant time to literacy and humanities as well as daily math and science instruction. The table below presents the number of minutes per week dedicated to each subject.

Subject Area	Minutes Per Week
Literacy	585
Mathematics	490
Science	225
Social Studies	180
Structured Play	100
Art	90
Fitness	90

In addition to the weekly instruction described above, students will attend Saturday school approximately every other week from 8:00 am to noon for additional remediation and enrichment with a focus on literacy and mathematics.

Calendar: The calendar for 2013-14 is provided in Attachment 3b. Our extended school year provides students with 191 full days of instruction, more than two weeks more than the traditional district school. In addition, Saturday school provides an additional 16 half-days of instruction. In August teachers will participate in three weeks of Summer Institute for staff development and planning; the school year for students will begin one week prior to Labor Day and run through June. In order to maximize student time in school, we will only recognize major federal holidays and extended breaks that align with those of the district. For grading purposes, the calendar is divided into four quarters.

C. Curriculum and Instruction

Key elements of Brilla Prep’s academic program include a classical curriculum based on the Core Knowledge Sequence, a blended-learning model, lead teachers assisted by teaching fellows, and pedagogy rooted in the Paideia approach.

Curriculum Framework: At the core of a classical education is the notion that citizens need a common body of knowledge in order to productively communicate with each other and effectively participate in their society. We believe it is critical that every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music, and great literature defined by the test of time. Moreover, research has shown that the current trend of teaching isolated skills is neither sufficient nor possible in the absence of meaningful content knowledge.

We believe an organized, clear and sequential curriculum best serves our students. Similarly, the Common Core Standards adopted by New York State calls for a curriculum that is “intentionally and coherently structured to develop rich content knowledge within and across

grades.” We believe too many start-up schools make the mistake of trying to create curriculum from scratch. Thus we intend to use the Core Knowledge Sequence to define the focus of learning in each grade. An outline of the Core Knowledge Sequence for kindergarten and 1st grade is presented below:

Core Knowledge Sequence

Kindergarten	1 st Grade
<p>Language Arts</p> <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases <p>Mathematics</p> <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry <p>Science</p> <ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. The Human Body IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies <p>World History and Geography</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. An Overview of the Seven Continents <p>American History and Geography</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures <p>Visual Arts</p> <ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking about Works of Art <p>Music</p> <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<p>Language Arts</p> <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases <p>Mathematics</p> <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry <p>Science</p> <ul style="list-style-type: none"> I. Living Things and Their Environments II. The Human Body III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies <p>World History and Geography</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American History and Geography</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. Colonies to Independence: American Revolution IV. Early Exploration of the American West V. Symbols and Figures <p>Visual Arts</p> <ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life <p>Music</p> <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding

We have selected Core Knowledge because of its specificity, coherence across grades, alignment to Common Core Standards and track record. The Sequence was developed by analyzing the topics and vocabulary most frequently found in adult communication and examining curricula and standards from the United States and high-performing countries for structure and content. An advisory board on multicultural traditions proposed specific content of diverse cultural traditions that all American children should share in order to develop mutual respect, knowledge, and understanding. The sequence is designed to build knowledge systematically year by year and has been refined over time.

Core Knowledge is used by schools across the country and there is research to support its efficacy. Researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies in the late 1990s and found that Core Knowledge was associated with positive changes in schools, including student achievement and engagement as well as teacher satisfaction and collaboration. Controlled, independent studies on the effects of Core Knowledge conducted in 2000 in Oklahoma City, an urban district with 67 elementary schools, found Core Knowledge students posted significantly higher scores in reading comprehension, vocabulary, science, math concepts and social studies. Currently the Icahn charter schools in the Bronx use Core Knowledge while serving students similar to our target population. Its schools outperformed their district across grades by between 25 and 50 percentage points in English language arts and between 33 and 61 percentage points in math.

Curriculum Development: The Core Knowledge Sequence establishes specific knowledge to be taught in English Language Arts, American and World History, Geography, Visual Arts, Math and Science. Our staff will analyze all Core Knowledge materials to identify any areas where enhancements are required to ensure alignment with New York State Standards. Based on the Core Knowledge Sequence instructional leaders will develop during the planning year detailed scope and sequences for each subject in each grade that include clear topics and objectives. During Summer Institute teachers will use these scope and sequences along with curriculum program resources to develop curriculum maps and unit plans that specify topics, daily objectives, vocabulary, texts, computer-based programs, and diagnostic and summative assessments. Armed with these guidance resources, our teachers will be free to devote their energies during the school year to planning *how* to best teach content to the children in their classrooms. Each summer scope and sequences and unit plans will be reviewed and revised based on evaluation of program implementation and student performance.

Instructional Planning: Teaching pairs will have daily prep periods and grade level teams will have common planning times to review student performance data, identify instructional strategies and materials, and plan lessons. Using the guidance resources described above, teachers will submit each Thursday lesson plans for the following week that includes objectives, activities for whole-class, small group and computer-based instruction, materials, formative assessments, accommodations necessary for students with special needs as well as specific co-teaching modes and Lead Teacher and Fellow responsibilities. Instructional leaders will provide critical feedback and lesson plans will be posted on a shared server so that support staff can coordinate their intervention activities with general classroom instruction. After lessons have been conducted, teachers will reflect on implementation and annotate weekly plans to identify effective practices and areas of weakness, and then archive them for future use.

Lead Teachers and Fellows: Brilla Prep will typically have two teachers in each classroom. Lead Teachers will be experienced educators who have mastered classroom management, instructional planning and delivery, and assessment with a track record of raising student achievement. Each will be paired with a Teaching Fellow, a novice educator who is still developing his or her teaching skills. Having multiple educators in the classroom increases instructional options; it models teamwork and collaboration for students, limits isolation and provides immediate peer support and coaching for teachers. Many teachers are unfamiliar with co-teaching; therefore, we will provide explicit training and support in areas such as roles and responsibilities in instructional planning, classroom management, assessment and communication with parents. Teachers will learn to deliberately select appropriate co-teaching modes based on lesson objectives, which include:

- **Team Teaching:** simultaneous instruction with shared responsibility.
- **Teach and Assist:** one teacher leads the lesson while the other assists individual students, which allows targeted support to individual students with special needs.
- **Parallel Teaching:** Each teacher leads the same lesson at the same time with half of the class, which allows for increased student interaction and checks for understanding.
- **Alternative Teaching:** one teacher works with a large group while the other pulls a small group for pre-teaching, re-teaching, make-up work, assessment or enrichment.
- **Station Teaching:** lessons are divided into multiple activities and each is taught by a different teacher in separate stations, which allows for smaller teacher-student ratios.

Blended-Learning Model: Blended-learning is an evolving term that addresses the intersection of technology and instruction to maximize learning. There are many models of blended-learning, including:

- **Flipped Classroom:** online lessons at home and coaching by teachers at school (Example: Woodland Park, CO)
- **Flex:** students learn primarily online at a school with teachers as facilitators (Example: Carpe Diem Schools, AZ)
- **Lab Rotation:** students rotate between a computer lab and traditional classrooms (Example: Rocketship Charter Schools, CA)
- **Class Rotation:** students rotate between computers and teacher within a classroom (Example: KIPP Empower, CA)

Brilla Prep intends to use an innovative classroom-based model that features students rotating between adaptive computer-based and teacher-led instruction. This model is appropriate for elementary students who need consistent structure, direction and support; it is based on what current brain research suggests about the learning process: students need to be challenged at the appropriate level. As cognitive psychologist Daniel Willingham points out, in order to engage students their instruction “has to aid in presenting problems as both challenging and solvable. And many technologies can do just that.” Blended-learning provides personalized lessons at the optimum level of challenge for each student by continuously assessing mastery and adjusting content and pace. In addition, the rotational model in and of itself enhances learning. “Varying the conditions under which learning takes place makes learning harder for learners but results in better learning... varied learning conditions pay high dividends for the effort exerted.” (Wiggins) Finally, blended-learning can enhance student motivation: studies find that computer games motivate learners by offering immediate feedback, increasing

participation and reinforcing knowledge that together promote the application and transfer of skills and changes in behavior and attitudes (Sauvé et al). They can also provide positive emotional experiences and help students persist through negative experiences such as failure (Gee). Brilla Prep is collaborating with Junyo, an organization created by the founder of Zynga, a world leader in social gaming technology, to harness the motivational power of digital games in the learning environment.

In practice, blended-learning at Brilla Prep will look like this: each classroom will contain fifteen networked computers with headphones, and students will rotate on and off the computers throughout the day. With half the class engaged on computers, teachers can devote their attention to the other half through targeted small group lessons, doubling down on personalized instruction with teacher-student ratios no greater than 1 to 15. With two adults in the room this means small groups of about 7 students. The computer does not replace the teacher in this model; indeed, the teacher is involved in all aspects of classroom learning, from assigning specific tasks and programs on the computer to monitoring student progress to reviewing assessment results and revising groups and instructional methods.

An Illustration of Blended-learning

Carmine, an inquisitive kindergarten student and English language learner, is in the blue group, which today starts the morning literacy block on the computer. She sits down at her assigned computer along the wall and puts on the headphones. She then signs on to the computer by clicking on a picture of her teacher, then on a picture of herself and finally uses a simple picture password scheme to access today's lesson. Based on her recent reading assessment and work with the teacher during guided reading, her teacher has already assigned Carmine to work on a specific phonics skill. The program explains the concept verbally along with visual graphics and then assigns her practice tasks. It is adaptive and selects each problem based on whether or not she understood the previous problem, assuring that the level of challenge is high enough to accelerate her learning without being too hard and losing her. The program gives her immediate feedback, reinforces correct answers and explains errors. The computer collects this information for the teacher to review later and use to inform subsequent instruction. After 20 minutes she signs off and rotates to her daily guided reading group with her teacher.

A blended-learning model is only as successful as the tools that help teachers customize and coordinate computer-based and teacher-led instruction. Noting the importance of effective design and implementation, an innovative and critical component of our program is the use of the cloud-based Hybrid Learning Management System (HLMS) developed by Education Elements. Key features include:

- Teachers, administrators, students and parents can log on to one system to access a range of content, assessments and student performance data.
- Organized around student groups and subjects – not whole classes and grade levels – teachers can work with smaller groups of students and target instruction.
- Content can be quickly added and changed to provide students with developmentally appropriate and engaging materials.
- Curriculum can be supplemented with remedial and advanced content for all types of learners, including students with disabilities and English language learners.
- Ongoing formative assessment provides students and teachers with immediate feedback to inform teaching and learning.

- Teacher-created assessments can be incorporated along with those offered by content providers.
- Data analysis tools allow teachers to review progress by student, group, and standard and use results to plan future instruction and facilitate Response to Intervention.
- Integrated grade book provides holistic real-time view of student progress to teachers, administrators and parents.

Education Elements has experience working with successful start-up charter schools serving students similar to our target population, including KIPP Empower in Los Angeles, IDEA Public Schools serving 16 schools in the Rio Grande Valley in Texas and Alliance College-Ready Public Schools serving 20 schools in California. In addition, the state of Pennsylvania is using the HLMS as the backbone of its statewide Hybrid Learning Initiative.

Nevertheless, a learning management system is nothing without great content. The Obama administration recently called for states to change their calcified curriculum adoption processes and accelerate the transition to digital textbooks and software. One of the great advantages of being a charter school is the ability to quickly modify curriculum to meet students' needs. The HMLS will allow the school to select from a diverse array of content providers. With the field of education technology evolving so rapidly, it does not make sense to specify now the digital content we will use at Brilla Prep. We will delegate this responsibility to the school's leaders using the following criteria:

- **Aligned:** engaging content must support our curriculum and instructional objectives.
- **Adaptive:** lessons must continuously personalize instruction based on frequent assessment of student progress and mastery.
- **Assignable:** teachers must have some control over assigning lessons to address identified needs of individual students and coordinate with their instruction.
- **Reporting:** programs must provide useful feedback to both students and teachers.

Examples of computer-based programs that currently meet these criteria include Odyssey K-5 by Compass Learning, iStation, Dreambox and Learning.com.

While Brilla Prep intends to implement a relatively new and innovative approach, blended-learning does have a track record and research base. Corporations, the military and higher education have relied on it for years to develop critical mastery of skills and knowledge. KIPP Empower, an elementary charter school in Los Angeles, uses a model close to our design with encouraging results: last year just 9% of its kindergarten students were reading at a proficient or advanced level at the start of the school year, but 96% were doing so by the end of the school year, as measured by the STEP literacy assessment. Similarly, on the SAT-10 test, 96% of students were performing at or above the national average in both reading and math. What's more, the KIPP Empower model accelerated many students beyond grade level: 30% of kindergarten students were reading at a 1st or 2nd grade level at the end of the year.

The larger impact on K-12 education is nascent. The 2006 report *Technology in Schools: What the Research Says* notes that "[t]he research on the effect of technology in learning is emerging. Overall, across all uses in all content areas, technology does provide a small, but significant, increase in learning when implemented with fidelity." Several recent studies have examined the underlying mechanisms of technology in the classroom and identify a common theme: how the teacher uses technology contributes significantly to the effectiveness of that technology. A

review of the research on one-to-one computing (Fadel and Lemke) noted several studies that identified increased student engagement in learning. They also found that, in technology-intensive classrooms with effective implementation, instructional practices shifted to more collaborative, small-group work; used curricula that was more student-centered and problem-based; and produced more higher-order thinking skills.

We recognize that technology is no magic bullet and the successful implementation of this blended-learning model will require:

- **Staff Development:** teachers will receive ongoing training to understand how to group students, plan and assign appropriate lessons, review data, and revise groups and instruction. To that end we will provide implementation training and employ a full-time Blended-learning Manager to support teachers throughout the year.
- **Meticulous Planning:** in order to tightly integrate online content and offline instruction requires that teachers regularly review student progress data, adjust flexible student groups and differentiate instruction to optimize learning. Our schedule will provide teachers with regular planning time and guidance.
- **Orderly Culture:** teachers will establish structured routines and procedures for students working independently, using computers and transitioning between activities. School culture will be a major component of staff development and ongoing support.

Pedagogy: Brilla Prep subscribes to the principles of Paideia. In Greek the word “paideia” means education or child-rearing. In classical Athens Paideia was a system of instruction in which students were taught language, history, logic, math and music. In modern times Mortimer Adler resurrected the term with the Paideia Proposal, which promoted a variety of instructional methods to address different learning situations. Paideia emphasizes three specific pedagogical techniques:

- **Didactic Instruction:** Typically teacher-centered, students acquire foundational information about a subject. Lecture, reading, demonstration and videos are common forms of didactic instruction. Assessment typically includes questioning and written quizzes and tests of basic knowledge. Didactic instruction will typically occur during whole class lessons and some computer-based instruction.
- **Intellectual Coaching:** Through practice students acquire expertise in skills of learning, such as reading, writing, calculating and observing. Teachers model, question and provide positive and corrective feedback. Assessment is often conducted through performance tasks with the use of checklists and rubrics. Our blended-learning and co-teaching model is designed to maximize small group instruction to facilitate the coaching relationship. Adaptive instruction and immediate feedback from some computer programs can fit the coaching model as well. Targeted coaching will be especially important for meeting the needs of at-risk students.
- **Paideia Seminars:** While most are familiar with Socratic seminars in college settings, the basic practice of expanding students’ understanding of ideas, concepts and values can be translated to elementary classrooms as well. Paideia seminars typically include facilitated discussions using open-ended questions and can be used with all ages in all subjects. Assessment is often based on evaluation of oral responses as well as

presentations and written work. In preparing for a seminar, teachers use a variety of content reading strategies to help students build their comprehension of the seminar topic. The teacher also coaches individual students in speaking and listening skills in pre-seminar sessions, allowing at-risk students such as English language learners to effectively participate. During the seminar, students collaboratively use their reading, speaking and listening skills. Finally, the students write in response to the discussion.

Subjects: Each day our students will study humanities (reading, writing and social studies), math and science; they will also participate regularly in arts and fitness education as well as structured play. Character education is integrated throughout our curriculum. Below is discussion of our program for each subject; we reserve the right to change program components based on developments in the field or the hiring of staff who have expertise in alternative programs and make a compelling case for their substitution.

Literacy: Based on the experience of other successful elementary schools our program develops all five areas identified by the International Reading Association (IRA) and the National Association for the Education of Young Children as the foundation of early literacy success: oral language; phonological awareness; concepts of print; alphabet knowledge and writing; and comprehension. We intend to use the *Core Knowledge Language Arts Program*, which combines systematic phonics-based instruction in decoding skills with extensive read-alouds to build both oral language and background knowledge, i.e., word knowledge and world knowledge. The program comprises two strands. The Skills Strand teaches decoding using synthetic phonics; it includes extensive phonemic awareness activities as well as repeated oral reading to build fluency. The Listening and Learning Strand lessons, comprised of read-alouds and oral language exercises, build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. An ongoing study in NYC found Core Knowledge Reading (CKR) students made significantly greater gains in early literacy than peer students in all areas of reading tested: spelling, phonemic awareness, decoding, and comprehension.

The *Core Knowledge Language Arts Program* will be reinforced by computer-based skill building activities, guided reading, writing workshops and developmentally appropriate Paideia seminars. During rotation time the class is divided into three groups: one group is with a teacher for a 30-minute phonics and fluency lesson, one group is with another teacher for a 30-minute comprehension and vocabulary lesson, and the last group is using adaptive computer programs. The key elements of our literacy program include:

Instructional Methods

- **Interactive Read Alouds:** Teachers model fluent reading, develop vocabulary and comprehension skills, and expose students to seminal texts.
- **Guided Reading:** In flexible small groups based on assessed reading levels, teachers coach students in comprehension strategies as they read and discuss a single text.
- **Independent Reading:** students select and read "just right" books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge.
- **Phonics and Word Study:** vocabulary development with focus on spelling, phonics, and grammar to teach conventions of written and oral language.

- **Writing Workshop:** Teachers lead a mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small-group instruction while continuously assessing their growth and development.
- **Computer-based Instruction:** Based on assessed needs, students are assigned specific skill-building and comprehension activities.
- **Paideia Seminars:** Teachers will use the Touchstones Discussion Method to help students search for answers to fundamental questions raised by text, images and art. This shared inquiry approach promotes student dialogue and debate.

Instructional Materials

- **Core Knowledge:** The Core Knowledge Sequence identifies key skills, literacy and informational texts, sayings and phrases, speeches and vocabulary that will inform our selection of reading materials. The Core Knowledge Language Arts Program provides detailed curriculum maps and unit plans, which include summary description, key ideas, core content objectives, Common Core objectives, and cross curricular connections; they also explicitly identify future learning that depends on the content to be taught. In addition, texts and vocabulary are specified by lesson.
- **Junior Great Books:** Mortimer Adler noted three key criteria for including a book on the “great books” list: it addresses universal ideas and themes that have occupied the minds of thinkers throughout history; it has relevance to the problems and issues of our times; and the book can be read again and again with benefit. He identified truth, goodness, beauty, justice, liberty, and equality as key among the ideas that have characterized the great works of the Western tradition. We intend to use materials from the Great Books Foundation, including Great Books Read-Aloud for K-1 and Junior Great Books for 2-5, which are aligned to New York State Standards.
- **Touchpebbles:** Selected to support Paideia seminars, Touchpebbles is a set of fables, poems, art, and literature selected to introduce young children to the fundamental concepts of group discussion. Once trained in the Touchstones Discussion Method, students compare their own points of view with others to improve their vocabulary and comprehension, evaluate arguments, present evidence, consider narrative context, and learn to respect the opinions of others.

Mathematics: We agree with recent research findings that basic math and reasoning instruction should start early in the education of our children and not wait until after children become readers. In a comparison of primary mathematics education in Singapore and the United States, the American Institute for Research concluded that the U.S. “lacks a centrally identified core of mathematical content that provides a focus for the rest of the system.” With this in mind Brilla Prep will implement a coherent mathematics program beginning in kindergarten. It will emphasize incremental learning and extensive practice; major concepts are broken down into discrete components, put together over time, and then continuously reviewed and expanded upon. In addition, our math program will emphasize talking and writing mathematically, which are an essential part of the Common Core Standards.

Instructional Methods

- **Math Meeting:** Every morning students will participate in a short and engaging meeting using an interactive bulletin board to orally practice math skills related to everyday life,

e.g., calendar and time, temperature and weather, counting and patterning, graphs and money.

- **Didactic Instruction:** Most topics will be introduced through short mini-lessons that explain a mathematic concept or procedure and demonstrate its application.
- **Guided Math Groups:** Students will be provided with ample time to practice and explore concepts while teachers provide targeted coaching and support during guided math groups and centers.
- **Computer-based Instruction:** Math software programs personalize practice by continuously assessing student mastery and providing increasingly challenging problems. Using response analysis, these programs also help students explore why they chose specific answers and where their assumptions may have led them astray.

Instructional Materials

- **Core Knowledge:** The Core Knowledge Sequence will provide the foundation for our scope and sequence. It goes beyond the Common Core Standards by including additional topics such as ordinal position, orientation in time (calendar), Roman numerals and temperature. We will supplement any areas that do not address the Common Core Standards.
- **Singapore Math:** We intend to use the Earlybird Kindergarten and the Primary Mathematics US Edition programs, which are aligned to the Common Core Standards. Content is presented in a logical sequence throughout the grades. Students begin solving simple multi-step word problems in 3rd grade using a technique called the “bar model” method and in later grades apply this method to more and more difficult problems. The program also provides supplemental resources, including materials for enrichment and remediation as well as stories based on well-known children's fables and rhymes with mathematical concepts represented by pictures that can be discussed. Singapore Math is used throughout the country, including Hunter College Elementary School for gifted students in NYC.

Social Studies: Our social studies program aims to provide students with a deep background in history, geography and government and provide them with the information needed to be productive citizens. In concert with our literacy program, teachers will help students develop their understanding of the world and their place in it. The study of American history begins in grades K–2 with an overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in 3rd grade. World History explores major civilizations, cultures and religions. Geography begins with an introduction to the seven continents and their familiar landmarks and wildlife. In subsequent grades it expands to include a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

Instructional Methods

- **Didactic Instruction:** Students will be taught basic historical and geographic information necessary to understand more complex issues and concepts.
- **Project-based Learning:** Through hands-on immersive projects students will explore history and geography topics in a way that reinforces memory and understanding.

- **Paideia Seminars:** Social studies is an ideal subject for discussions designed to elicit deeper understanding, and developmentally appropriate seminars will focus on important texts and events.

Instructional Materials

- **Core Knowledge:** We chose Core Knowledge because it provides coherent and specific topics to be covered in each grade that are aligned across subjects.
- **Social Studies Alive!** This program by Teachers Curriculum Institute was selected because it marries great content, meaningful technology, and interactive classroom experiences. An emphasis will be placed on analyzing primary sources such as historical documents, journals, letters, political cartoons and photographs.
- **Computer-based Content:** Our instructional staff will select programs and online content that provides engaging lessons about history and geography. Social Studies Alive! includes online resources, game-like reading challenges, and resources for English language learners and students with disabilities.

Science: Based on the experience of a growing number of charter schools, such as Success Academy, we intend to offer daily science classes beginning in kindergarten.

Instructional Methods

- **Didactic Instruction:** Students will be taught basic scientific information necessary to understand more complex issues and concepts as well as the skills needed to employ the scientific method.
- **Inquiry-based Learning:** Through hands-on labs students will participate in experiments and investigation using the scientific method. Explicit connections are made to other subjects.

Instructional Materials

- **Core Knowledge:** The Core Knowledge Sequence spirals each year through topics in biology, chemistry, physics and earth science.
- **Full Option Science System (FOSS):** Modules include equipment kits, teacher guidance, and original student books that complement each FOSS module and integrate reading and language arts skills in the context of learning science.
- **Computer-based Content:** Modeling is an extremely effective way to increase conceptual understanding in science, and computer programs offer interactive lessons that allow students to individually manipulate and understand topics as small as the atom and as large as the cosmos. FOSS modules include a website folio with interactive simulations, bulletin boards, and specific links to other Internet sites to reinforce and enhance the topic.

The Arts: As an essential element of classical education, the arts will be infused throughout the curriculum, providing frequent opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make objects. In addition, we will provide arts classes in all grades; we intend to open with one or two of the arts (visual, dance, music, theater) depending on the expertise and skills of our first art teacher, and intend to offer additional arts as the school and staff grows. As children progress in their knowledge and competencies, they can begin to learn more about the methods and terminology of the different arts, and become familiar with an ever wider range of great artists and masterworks. A good understanding of the

arts grows out of at least three modes of knowledge—creative (i.e., making artworks), historical and analytical.

Instructional Methods

- **Didactic Instruction:** Students will be exposed to examples of art throughout history and taught specific terminology and techniques of art production.
- **Project-Based:** Students will have hands-on opportunities to create art, such as paintings or music or songs, allowing for both self-expression and the development of technique.
- **Paideia Seminars:** Art serves as an excellent focus for discussion, which sharpens students' critical thinking skills and allows them to make connections between their experiences and other cultures in time and space.

Instructional Materials

- **Core Knowledge:** The Core Knowledge Sequence provides in each grade topics related to elements of making and appreciating art, important artists, works of art, and artistic concepts, musical concepts and terms, and important composers and musical works.
- **Social Studies Alive!** This curriculum uses art to help students access and understand cultures and history.
- **Computer-based Content:** A variety of software allows students of all ages to express themselves artistically, including drawing, video, animation and music.

Fitness: A classical education addresses fitness of the mind, body and spirit. In this age of rising obesity and cultural shifts, we will teach students how to build and maintain their own health. We will develop a year-long scope and sequence that covers physical education, nutrition and safety, and expect our fitness teachers to design rigorous units and lessons with clear learning objectives and assessments.

Character Education: Our school virtues—Justice, Self-control, Good Judgment, Courage and Kindness—will be infused throughout the curriculum and referenced regularly in classroom instruction. For example, students will study literature about and historical figures who exemplify our virtues. Core Knowledge, Junior Great Books, Social Studies Alive! and Touchpebbles all align with this approach.

Structured Play: One of our school's core virtues is self-control. Research indicates that many children start school not ready to learn because they lack one critical skill: the ability to regulate their social, emotional and cognitive behaviors. Studies show that self-regulation—often called executive function—has a stronger association with academic achievement than IQ or entry-level reading or math skills (Blair; Normandeau & Guay). We intend to include a short period of structured play each day to allow students some movement and independence. Play is defined as freely chosen, personally directed, and intrinsically motivated behavior that actively engages a child. Students will have the opportunity to choose to participate in a variety of centers, such as a sand box, blocks or toy work spaces. Teachers will develop a common set of rules, provide conflict resolution tools and expect positive language and inclusive behavior. Structured play provides students with a creative outlet while simultaneously developing self-control and social skills.

D. Assessment System

Results matter. We understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals (which are outlined in Section II.A). We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have therefore designed the school with the future in mind and created an assessment system that will provide us with timely information with which to measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5th year of operation.

Brilla Prep will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth.

We will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high quality assessments with each item purposefully aligned to a specific learning objective.

Diagnostic Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify signs of special needs as part of our Response To Intervention (RTI) process.

- **Home Visits:** Each summer school staff will visit the homes of newly enrolled students to get to know the family, share school policies and procedures, and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation, and fine motor skills. They will also administer the Home Language Survey as the first step in identifying students eligible for ELL services.
- **NWEA MAP:** At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year.
- **Reading Inventory:** The Principal will select an appropriate assessment tool, such as: Gates-MacGinitie, Brigance, Degrees of Reading Assessment 2, or Fountas and Pinnell. Teachers and students will set goals for increasing reading levels throughout the year.
- **Language Assessment Battery-Revised (LAB-R):** Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services.

Formative Assessments: Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning

- **Questioning:** Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom’s Taxonomy and Webb’s Depth of Knowledge to ascertain students’ content knowledge and conceptual understanding.
- **Checklists:** Teachers will develop grade-wide checklists to identify student mastery of specific skills. NWEA MAP includes ten Skills Checklist Reading tests and twenty-eight Skills Checklist Mathematics tests. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.
- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.
- **Rubrics:** With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.
- **Computer-Based Assessments:** One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students’ learning and administrators can evaluate programs and teachers.

Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals.

- **Reading Inventory:** Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- **Writing Prompts:** As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.
- **NWEA MAP:** The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.
- **Benchmark Tests:** In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and the Core Knowledge Sequence.

- **New York State Testing:** beginning in 3rd grade all eligible students will take the state’s English language arts and mathematics exams annually, as well as the state’s science exam in 4th grade. We understand that the state’s testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.
- **New York State English as a Second Language Achievement Test (NYSESLAT):** all limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- **New York State Alternate Assessment (NYSAA):** students specified by their Individualized Education Program (IEP) will take an annual datafolio assessment that measures their progress in achieving learning standards through alternate grade level indicators. Eligibility is determined by the Committee on Special Education (CSE).
- **Unit Tests:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- **NWEA MAP:** At the end of the year students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year to year progress.

Data Collection and Analysis: The Principal and Student Achievement Coordinator will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers. The Blended-learning Manager will assist with incorporating data into the Hybrid Learning Management System (HLMS). In addition, the NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes and school-wide performance. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade level teams will be expected to conduct formal “data-dives” monthly and create concrete action plans.

With students spending so much time on computers, a tremendous amount of data will be generated. One reason we chose the HLMS is the teacher dashboard, which provides robust data collection, analysis and reporting capabilities to support action. It aggregates data from an assortment of computer-based assessments, as well as any external or teacher-created assessments administered by the school. Moreover, it will be a standards-based system, meaning assessments will measure explicit skills and knowledge that can be discretely analyzed. Consequently, item and error analysis as well as disaggregation will be employed to:

- a) Identify topics that students have not mastered and will need to be re-taught,
- b) Identify struggling students who need remediation or advanced students who need enrichment,
- c) Identify performance by class to determine the efficacy of individual teachers, and
- d) Evaluate overall program elements, such as the curriculum and professional development.

External assessments will be selected based on their validity and reliability. NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provides growth

and status norms based on grade level samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population. In order to ensure the validity of internal assessments, school leaders will examine the correlation between teacher-designed assessments and grades as well as the power of their results to accurately predict student performance on the state and other standardized tests. Our collaboration with Junyo, a data analytics organization, will also yield an assessment engine that automatically serves students a third-party assessment to verify mastery of concepts when a digital program reports that a student has completed a lesson successfully. This will give school staff confidence in the accuracy of their data dashboard, an assurance that has been lacking in blended-learning schools to date. Instructional leaders will also work closely with teachers to increase reliability of assessments through norming activities such as collaboratively evaluating student work together using rubrics and collecting anchor papers and projects to define proficiency levels.

Use of Results: Studies have found that the most difficult part of using data is “linking it to an appropriate intervention. The challenge is not to provide more of the same, but instead to provide different instructional strategies...” (Armstrong & Anthes). Here is how we envision stakeholders using assessment results at Brilla Prep:

Teachers

- Identify students’ specific learning challenges early by assessing their mastery of specific standards and objectives.
- Quickly drill down to identify concrete skills deficits.
- Create lesson plans designed specifically to remedy deficits and accelerate learning.
- Organize and rearrange flexible small group instruction to meet students’ needs.
- Select computer programs and lessons to meet identified needs of students.
- Facilitate communication between teachers and parents.
- Monitor progress of struggling students in RTI process and revise intervention plans.
- Enhance collaboration among teachers.

School Leaders

- Evaluate and hold accountable teachers and other staff.
- Evaluate and improve programs, e.g., curriculum, instruction and assessment.
- Facilitate communication between teachers, intervention staff, administrators and parents.
- Monitor the RTI process and ensure students are placed in appropriate interventions.
- Enable Learning Support Team to identify students for referral to CSE for evaluation, change of IEP or decertification.
- Monitor efficacy of services and interventions for students with disabilities and English language learners.
- Identify school and individual teacher’s needs and guide implementation of staff development program.
- Facilitate communication with parents, the board and the public.

- Monitor and report on progress towards meeting accountability goals.

Board of Trustees

- Evaluate the performance of the school leader.
- Monitor and report on progress towards meeting accountability goals.
- Monitor effective implementation of key design elements.
- Review and approve budget to determine optimum allocation of resources.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Facilitate communication with the school leader and authorizer.

Parents

- Monitor child’s performance using progress reports that are at least quarterly if not monthly or weekly, standards-based report cards and conferences.
- Access grades and performance online to monitor student performance.
- Identify area in which they can help their child learn.
- Make decisions about whether to keep child enrolled in the school.

Students

- Use computer and teacher feedback to identify strengths and weaknesses and develop plans for improvement.
- Identify appropriate levels of challenge, e.g., just right books for independent reading.
- Demonstrate growth over time.

Reporting: The HLMS provides parents with regular online access to their child’s performance. In addition, Brilla Prep will use a quarterly standards-based report card that informs parents of their child’s level of proficiency across a number of learning domains, including subject area content and skills and character development. The report card template will be explained to families during a parent class at the beginning of the year so they know what their child is expected to learn and can evaluate growth and attainment. Report card conferences will be held four times per year. In addition, the parents of special education students will be kept informed in writing and in their home language of their child’s progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

E. Performance, Promotion, and Graduation Standards

Promotion Standards: We believe students must demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Core Knowledge Sequence provide the framework for determining what a student should learn in each grade, which will which inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Because our blended-learning and intervention programs allow teachers to personalize learning in a given subject, it is often not in the best interest of the student to repeat an entire grade with all of the same

content in other subjects. Our Response to Intervention (RTI) Program is designed to identify struggling students early, implement targeted strategies to get them on track, and include parents in the process. Thus both teachers and parents will know if a student was at risk of not achieving grade level proficiency by the end of the year and what steps were taken to prevent failure. For students whose promotion remains in doubt, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including both achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision.

Exit Standards: In order to complete elementary school at Brilla Prep and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the 5th grade level or above. Our sample exit standards below are for the 2nd and 5th grade in English language arts, mathematics and science based on the Core Knowledge Sequence, which is aligned to the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments and grades.

ENGLISH LANGUAGE ARTS

2ND Grade

LISTENING AND SPEAKING

A. CLASSROOM DISCUSSION

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases.

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions and provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION OF READ-ALOUDS

- Listen to and understand a variety of texts read aloud, including stories, fairy tales, fables, historical narrative, drama, non-fiction text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.
- Sequence four to six pictures illustrating events in a read aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Summarize in one’s own words selected parts of a read-aloud.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.
- Describe the use of rhyme, rhythm and sensory images used in poetry.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

READING

A. PHONICS: DECODING AND ENCODING

- Demonstrate understanding that a systematic relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that two or more printed letters can stand for a single sound.
- Read multi-syllable words.
- Read and write words with inflectional endings.
- Read, understand, and write contractions.
- Sort words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words.

B. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the taught code knowledge.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

C. READING COMPREHENSION

- Demonstrate understanding of text.
- Sequence four to six pictures illustrating events from a text.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text.

5TH Grade

WRITING, GRAMMAR AND USAGE

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line).
- Write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following: understanding the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; organizing material in coherent paragraphs; illustrating points with relevant examples; documenting sources in a rudimentary bibliography.

B. GRAMMAR AND USAGE

- Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons
- Identify subject and verb in a sentence and understand that they must agree.
- Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections.
- Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender.
- Correctly use punctuation studied in earlier grades, as well as the colon before a list and commas with an appositive
- Use underlining or italics for titles of books.

C. VOCABULARY

Know how the following prefixes and suffixes affect word meaning:

- anti (as in antisocial, antibacterial)
- inter (as in interstate)
- co (as in coeducation, co-captain)
- mid (as in midnight, Midwest)
- fore (as in forefather, foresee)
- post (as in postseason, postwar)
- il, ir (as in illegal, irregular)
- semi (as in semicircle, semiprecious)
- ist (as in artist, pianist)
- ish (as in stylish, foolish)
- ness (as in forgiveness, happiness)
- tion, sion (as in relation, extension)

FICTION AND DRAMA

- Understand and be able to use the following literacy terms: pen name (pseudonym), literal and figurative language, imagery, metaphor and simile, symbol and personification.
- Be familiar with the literary canon through 5th grade, including stories, dramas, myths and legends.
- The texts listed here constitute a selected core of literature for this grade:
 - The Adventures of Tom Sawyer (Mark Twain)
 - episodes from Don Quixote (Miguel de Cervantes)
 - Little Women (Part First) (Louisa May Alcott)
 - Narrative of the Life of Frederick Douglass (Frederick Douglass)
 - The Secret Garden (Frances Hodgson Burnett)
 - Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
 - A Midsummer Night’s Dream (William Shakespeare)
 - A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)
 - Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)
 - Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

POETRY

- Analyze poetry and understand use of language and devices, including simile, metaphor, onomatopoeia and alliteration.
- Be familiar with the poetry canon through 5th grade.

- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.
- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text and/or make connections among several texts.
- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., for example, also, in addition.

WRITING

A. NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific.
- Group similar information into paragraphs.
- Use linking words to connect ideas within a paragraph.

C. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details.
- Create a title that is relevant to the topic or subject of the text.

LANGUAGE CONVENTIONS

A. SPELLING

- Write phonemically plausible spellings for words using current code knowledge, e.g., write dollar for dollar, wate for wait or weight.
- Write words, phrases, and sentences applying phonics knowledge.
- Alphabetize words to the second letter.
- Identify and use synonyms, antonyms, homophones, and compound words.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognize, identify and use subject, object, and possessive pronouns; correct noun-pronoun agreement, common and proper nouns, regular and irregular plural nouns, regular and irregular past, present, and future tense verbs, adjectives, adverbs, subjects and predicates, statements, questions, and exclamations, complete simple and compound sentences.

C. CAPITALIZATION, AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun I, and proper nouns, months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession.
- Use quotation marks appropriately to designate direct speech.

- The poems listed here constitute a selected core of poetry for this grade:

- The Arrow And The Song (Henry Wadsworth Longfellow)
- Barbara Frietchie (John Greenleaf Whittier)
- Battle Hymn of the Republic (Julia Ward Howe)
- A bird came down the walk (Emily Dickinson)
- Casey at the Bat (Ernest Lawrence Thayer)
- The Eagle (Alfred Lord Tennyson)
- I Hear America Singing (Walt Whitman)
- I like to see it lap the miles (Emily Dickinson)
- I, too, sing America (Langston Hughes)
- Jabberwocky (Lewis Carroll)
- Narcissa (Gwendolyn Brooks)
- O Captain! My Captain! (Walt Whitman)
- A Poison Tree (William Blake)
- The Road Not Taken (Robert Frost)
- The Snowstorm (Ralph Waldo Emerson)
- Some Opposites (Richard Wilbur)
- The Tiger (William Blake)
- A Wise Old Owl (Edward Hersey Richards)

SPEECHES

- Understand the use of alliteration, symbols, slang and dialect.
- Be familiar with the notable speeches.
- Students in this grade should be familiar with the following speeches:
 - Abraham Lincoln: The Gettysburg Address
 - Chief Joseph (Highh'moot Tooyalakekt): “I will fight no more forever”

SAYING AND PHRASES

- Be familiar with and understand the meaning of common sayings and phrases in the English language culture.
- Students in this grade should be familiar with the following sayings:
 - Birthday suit
 - Bite the hand that feeds you.
 - Chip on your shoulder
 - Count your blessings.
 - Eat crow
 - Eleventh hour
 - Eureka!
 - Every cloud has a silver lining.
 - Few and far between
 - Forty winks
 - The grass is always greener on the other side (of the hill).
 - To kill two birds with one stone
 - Lock, stock and barrel
 - Make a mountain out of a molehill
 - A miss is as good as a mile.
 - It's never too late to mend.
 - Out of the frying pan and into the fire.
 - A penny saved is a penny earned.
 - Read between the lines.
 - Sit on the fence
 - Steal his/her thunder
 - Take the bull by the horns.
 - Till the cows come home
 - Time heals all wounds.
 - Tom, Dick and Harry
 - Vice versa
 - A watched pot never boils.
 - Well begun is half done.
 - What will be will be.

MATHEMATICS

2ND Grade

NUMBERS AND NUMBER SENSE

- Write numbers to 1,000.
- Read and write words for numbers from one to one-hundred.
- Order and compare numbers to 1,000, using the signs <, >, and = .
- Count by twos, threes, fives, and tens; by tens from any given number; by hundreds to 1,000; by fifties to 1,000 forward and backward
- Use a number line.
- Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.
- Identify even and odd numbers.
- Identify dozen; half-dozen; pair.
- Recognize place value: ones, tens, hundreds, thousands.
- Write numbers up to hundreds in expanded.
- Given a number, identify one more and one less; ten more and ten less.
- Round to the nearest ten.
- Create and interpret simple bar graphs.
- Identify and extend numerical and symbolic patterns.
- Record numeric data systematically and find the lowest and highest values in a data set.

FRACTIONS

- Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$.
- Recognize fractions that are equal to 1.

MONEY

- Recognize relative values of a penny, nickel, dime, quarter, and dollar.
- Write amounts of money using \$ and ¢ signs, and the decimal point.
- Show how different combinations of coins equal the same amounts of money.
- Add and subtract amounts of money.

COMPUTATION

A. ADDITION

- Achieve timed mastery of addition facts (2 seconds).
- Recognize what an addend is.
- Know how to write addition problems horizontally and vertically.
- Know how to add in any order.
- Estimate the sum.
- Solve two-digit and three-digit addition problems.
- Find the sum (up to 999) of any two whole numbers.
- Add three two-digit numbers.
- Practice doubling (adding a number to itself).

B. SUBTRACTION

- Understand the inverse relation between addition and subtraction; use addition to check subtraction.
- Know addition and subtraction “fact families.”
- Achieve mastery of subtraction facts.
- Estimate the difference.
- Know how to write subtraction problems horizontally and vertically.
- Solve two-digit and three-digit subtraction problems.
- Given two whole numbers of 999 or less, find the difference.

C. INTRODUCTION TO MULTIPLICATION

- Recognize the “times” sign (x).
- Know what “factor” and “product” mean.
- Understand that you can multiply numbers in any order.
- Know the product of any single-digit number x 1, 2, 3, 4, 5.
- Know what happens when you multiply by 1, by 0, and by 10.
- Practice simple word problems involving multiplication.

D. SOLVING PROBLEMS AND EQUATIONS

- Solve basic word problems.
- Write and solve simple.

5TH Grade

NUMBERS AND NUMBER SENSE

- Read and write numbers (in digits and words) up to the billions.
- Recognize place value up to billions.
- Order and compare numbers to 999,999,999 using the signs <, >, and = .
- Write numbers in expanded form.
- Locate positive and negative integers on a number line.
- Compare integers using the symbols <, >, = .
- Know that the sum of an integer and its opposite is 0.
- Add and subtract positive and negative integers.
- Using a number line, locate positive and negative whole numbers.
- Round to the nearest ten; hundred; thousand.
- Review perfect squares and square roots to 144.
- read and evaluate numerical expressions with exponents.
- Identify a set and the members of a set, as indicated by { }.
- Identify numbers under 100 as prime or composite.
- Identify prime factors of numbers to 100 and write using exponential notation for multiple primes.
- Determine the greatest common factor (GCF) of given numbers.
- Determine the least common multiple (LCM) of given numbers.

RATIOS AND PERCENTS

A. RATIO

- Determine and express simple ratios.
- Use ratio to create a simple scale drawing.
- Ratio and rate: solve problems on speed as a ratio.

B. PERCENT

- Recognize the percent sign (%) and understand percent as “per hundred.”
- Express equivalences between fractions, decimals, and percents, and know common equivalences:

FRACTIONS AND DECIMALS

A. FRACTIONS

- Determine the least common denominator (LCD) of fractions with unlike denominators.
- Recognize equivalent fractions.
- Put fractions in lowest terms.
- Compare fractions using the signs <, >, and = .
- Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1.
- Add and subtract mixed numbers and fractions .
- Multiply and divide fractions.
- Add and subtract fractions with like and unlike denominators.
- Add, subtract, multiply mixed numbers and fractions.
- Round fractions to the nearest whole number.
- Write fractions as decimals.

B. DECIMALS

- Read, write, and order decimals to the nearest ten-thousandth.
- Write decimals in expanded form.
- Read and write decimals on a number line.
- Round decimals to the nearest tenth; hundredth; thousandth.
- Estimate decimal sums, differences, and products by rounding.
- Add and subtract decimals through ten-thousandths.
- Multiply decimals: by 10, 100, and 1,000; by another decimal.
- Divide decimals by whole numbers and decimals.

COMPUTATION

A. ADDITION

- Commutative and associative properties.

B. MULTIPLICATION

- Commutative, associative, and distributive properties.
- Multiply two factors of up to four digits each.
- Write numbers in expanded form using multiplication.
- Estimate a product.
- Use mental computation strategies for multiplication.

MEASUREMENT

A. LINEAR MEASURE

- Make linear measurements in feet and inches, and in centimeters.
- Know that one foot = 12 inches.
- Know abbreviations: ft., in.
- Measure and draw line segments in inches to 1/2 inch, and in centimeters.
- Estimate linear measurements, then measure to check estimates.

B. WEIGHT

- Compare weights of objects using a balance scale.
- Estimate and measure weight in pounds, and know abbreviation: lb.

C. CAPACITY (VOLUME)

- Estimate and measure capacity in cups.
- Measure liquid volumes: cups, pints, quarts, gallons.
- Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

D. TEMPERATURE

- Measure and record temperature in Fahrenheit to the nearest 2 degrees.
- Know the degree sign: °

E. TIME

- Read a clock face and tell time to five-minute intervals.
- Know how to distinguish time as A.M. or P.M.
- Understand noon and midnight.
- Solve problems on elapsed time (how much time has passed?).
- Using a calendar, identify the date, day of the week, month, and year.
- Write the date using words and numbers.

GEOMETRY

- Identify and draw basic plane figures: square, rectangle, triangle, circle.
- Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length).
- Measure perimeter in inches of squares and rectangles.
- Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate with planar shapes: sphere (circle), cube (square), pyramid (triangle).
- Make congruent shapes and designs.
- Identify lines as horizontal; vertical; perpendicular; parallel.
- Name lines and line segments (for example, line AB; segment CD).
- Identify a line of symmetry, and create simple symmetric figures.

- Solve word problems involving multiplication.

C. DIVISION

- Understand multiplication and division as inverse operations.
- Know what it means for one number to be “divisible” by another number.
- Know how to move the decimal point when dividing by 10, 100, or 1,000.
- Divide up to four digits by one-digit, two-digit, and three-digit divisors.
- Solve division problems with remainders; round a repeating decimal.
- Check division by multiplying (and adding remainder).

D. SOLVING PROBLEMS AND EQUATIONS

- Solve word problems with multiple steps.
- Solve problems with more than one operation.

MEASUREMENT

- Convert to common units in problems involving different units.
- Time: Solve problems on elapsed time.

GEOMETRY

- Identify and draw points, segments, rays, lines.
- Identify lines: horizontal; vertical; perpendicular; parallel; intersecting.
- Measure the degrees in angles, and know that right angle = 90°; acute angle: less than 90°; obtuse angle: greater than 90°; and straight angle = 180°
- Identify and construct different triangles: equilateral, right, and isosceles.
- Know what it means for triangles to be congruent.
- Identify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon, parallelogram, trapezoid, rhombus, rectangle, square
- Know regular polygons have sides of equal length & angles of equal measure.
- Identify and draw diagonals of polygons.

Circles

- Identify arc, chord, radius (plural: radii), and diameter (radius = ½ diameter).
- Using a compass, draw circles with a given diameter or radius.
- Find the circumference of a circle using the formulas $C = \pi d$, and $C = 2\pi r$, using 3.14 as the value of pi.

Area

- Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units.
- Find the area of triangles, using the formula $A = \frac{1}{2}(b \times h)$.
- Find the area of a parallelogram using the formula $A = b \times h$.
- Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area.
- Compute volume of rectangular prisms in cubic units (cm³, in³).
- Find the surface area of a rectangular prism.

PROBABILITY AND STATISTICS

- Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.
- Collect and organize data in graphic form (bar, line, and circle graphs).
- Solve problems requiring application of graphically displayed data.
- Find the average (mean) of a given set of numbers.
- Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.
- Graph simple functions.

PRE-ALGEBRA

- Recognize variables and solve basic equations using variables.
- Write and solve equations for word problems.

SCIENCE

2ND Grade

CYCLES IN NATURE

A. SEASONAL CYCLES

- The four seasons and earth's orbit around the sun (one year)
- Seasons and life processes
- Spring: sprouting, sap flow in plants, mating and hatching
- Summer: growth
- Fall: ripening, migration
- Winter: plant dormancy, animal hibernation

B. LIFE CYCLES

- The life cycle: birth, growth, reproduction, death
- Reproduction in plants and animals
- From seed to seed with a plant
- From egg to egg with a chicken
- From frog to frog
- From butterfly to butterfly: metamorphosis (see below: Insects)

C. THE WATER CYCLE

- Most of the earth's surface is covered by water.
- The water cycle
- Evaporation and condensation
- Water vapor in the air, humidity
- Clouds: cirrus, cumulus, stratus
- Precipitation, groundwater

INSECTS

- Helpful: pollination; products like honey and silk; eat harmful insects
- Harmful: destroy crops, trees, buildings, clothes; carry disease; bite or sting
- Distinguishing characteristics
- Life cycles: metamorphosis
- Social insects: ants and honeybees

THE HUMAN BODY

A. CELLS

- All living things are made up of cells, too small to be seen without a microscope.
- Cells make up tissues.
- Tissues make up organs.
- Organs work in systems.

B. THE DIGESTIVE AND EXCRETORY SYSTEMS

- Salivary glands, taste buds
- Teeth: incisors, bicuspid, molars
- Esophagus, stomach, liver, small intestine, large intestine
- Kidneys, urine, bladder, urethra, anus, appendix

C. TAKING CARE OF YOUR BODY: A HEALTHY DIET

- The "food pyramid"
- Vitamins and minerals

MAGNETISM

- demonstrates that there are forces we cannot see that act upon objects.
- Most magnets contain iron.
- Lodestones: naturally occurring magnets
- Magnetic poles: north-seeking and south-seeking poles
- Magnetic field (strongest at the poles)
- Law of magnetic attraction: unlike poles attract, like poles repel
- The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)
- Orienteering: use of a magnetized needle in a compass, which will always point to the north

SIMPLE MACHINES

- Simple machines: lever, pulley, wheel-and-axle, gears, inclined plane, wedge, screw
- Friction, and ways to reduce friction (lubricants, rollers, etc.)

5TH Grade

CLASSIFYING LIVING THINGS

- Kingdoms: Plant, Animal, Fungus, Protist, Moneran.
- Each kingdom is divided into Phylum, Class, Order, Family, Genus, Species

CELL STRUCTURES AND PROCESSES

- Structure of cells (both plant and animal)
- Cells are shaped differently in order to perform different functions.
- Organization of cells into tissues, organs, and systems.

PLANT STRUCTURES AND PROCESSES

A. STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS

B. PHOTOSYNTHESIS

- Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose)

C. REPRODUCTION

- Asexual reproduction
- Vegetative reproduction: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems
- Sexual reproduction by spore-bearing plants (for example, mosses and ferns)
- Sexual reproduction of non-flowering seed plants
- Sexual reproduction of flowering plants (for example, peas)
- Process of seed and fruit production: pollen, wind, insect and bird pollination, fertilization, growth of ovary, mature fruit
- Seed germination and plant growth.

LIFE CYCLES AND REPRODUCTION

A. THE LIFE CYCLE AND REPRODUCTION

- Development of an organism from birth to growth, reproduction, death
- All living things reproduce. Reproduction may be asexual or sexual.

B. SEXUAL REPRODUCTION IN ANIMALS

- Reproductive organs: testes (sperm) and ovaries (eggs)
- External fertilization: spawning
- Internal fertilization: birds, mammals
- Stages of embryo: egg, zygote, embryo, growth in uterus, fetus, newborn

THE HUMAN BODY

A. CHANGES IN HUMAN ADOLESCENCE

- Puberty

B. THE ENDOCRINE SYSTEM

- Endocrine glands secrete (give off) chemicals called hormones.
- Pituitary gland: secretes hormones that control other glands and growth
- Thyroid gland: controls the rate the body burns and uses food
- Pancreas: both a duct and ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar
- Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing

C. THE REPRODUCTIVE SYSTEM

- Females: ovaries, fallopian tubes, uterus, vagina, menstruation
- Males: testes, scrotum, penis, urethra, semen
- Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn

CHEMISTRY: MATTER AND CHANGE

A. ATOMS, MOLECULES, AND COMPOUNDS

- Basics of atomic structure: nucleus, protons, neutrons, electrons
- Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels).
- Atoms may join together to form molecules and compounds.
- Common compounds and their formulas: H₂O, NaCl, CO₂

B. ELEMENTS

- Elements have atoms of only one kind, having the same number of protons. The Periodic Table: organizes elements with common properties
- Two important categories of elements: metals and non-metals

C. CHEMICAL AND PHYSICAL CHANGE

- Chemical change affects molecules .
- Physical change changes only the properties or appearance of the substance.

F. School Culture and Climate

The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff and parents. We believe that school culture should be respectful, structured and above all else completely in service to helping the school to achieve its mission. This requires clarity, consistency and action. Based on other successful “no excuses” charter schools such as KIPP and Uncommon Schools and through a handful of specific virtues and the practices, rituals, routines and rewards that reinforce them, we will establish a vibrant learning environment built on character.

Explicit Expectations: We have selected the five virtues of Justice, Self-control, Good Judgment, Courage, and Kindness as the foundation of our school culture. They will not be abstract words buried in a vision statement or handbook. They will be the subject of academic lessons, the cornerstones of classroom management, and the building blocks for productive relationships between staff, students and parents. Virtues are the behaviors and habits through which students cultivate moral excellence. Unlike values, which are typically vague and culturally relative, virtues speak to universal and ageless truths about living a good life. Our virtues will be posted throughout the school and referenced frequently. During Summer Institute teachers will develop a common understanding of the meaning and potential impact of the virtues. Beginning with the home visit and first days of school, students will be explicitly taught the expectations for conduct and how the virtues will contribute to their success in school and life. For example, teachers will use the virtues to explain the rationale for explicit routines and procedures in the classroom, hallways, public spaces and buses that both foster a sense of security and maximize learning time.

Character Education: We believe schools are about more than academic skills and knowledge; they are also about teaching students to be good people. As Aristotle observed, “Excellence is an art won by training and habit.” Regardless of whether a school deliberately teaches character, students will learn character from the way teachers treat their students and allow students to treat each other and their environment. Moreover, research has found that character education actually contributes to academic success (Rohlen and Letendre). Thus, character education will be integrated across the curriculum. Plato wrote, “We ought to esteem it of the greatest importance that the fictions children first hear should be adapted in the most perfect manner to the promotion of virtue.” We have selected Core Knowledge, Junior Great Books, Social Studies Alive!, Touchpebbles and other materials that include indelible fables, biographies, myths and stories to illuminate our virtues.

Building Community: It is important for students to feel safe and part of a larger community that cares about their well-being. Brilla Prep will take a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. All students will wear a uniform as a symbol of membership in a unique school. Uniforms have the added benefit of helping parents to simplify preparation in the morning and get their child to school on time. Students will be consistently and warmly welcomed into the building and classrooms by adults. To set a calm tone, music will be playing softly in the background as students eat their breakfasts. Every day will begin with a school-wide morning meeting, including routines such as a pledge, chants or songs, and activities to recognize the achievements of students and adults;

parents will be welcome to attend. Brilla Prep will also host events throughout the year, such as holiday concerts and end-of-year promotion celebrations. Monthly parent workshops will include family-style meals and allow community members to better know each other.

The following practices will be used to build a strong school culture:

- **Routines and Procedures:** School leaders and teachers will develop a system of explicit routines and procedures so that students know what to expect and do at every point in the day. Given the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of school culture. Transitions will be signaled with visual cues, songs, raps, rhythms or chants. Students will also be taught to use signals to avoid disrupting instruction; for example, students might silently hold up one finger to indicate the need to use the bathroom and the teacher will need only point to give permission. In the beginning of the year students will participate in fun activities to practice these routines and procedures until they have internalized them.
- **Recognition:** Teachers and staff will develop systems for monitoring and recognizing students' embodiment of the virtues and other character traits, such as quick words of praise in the classroom and coordinated celebrations during daily school-wide meetings and occasional assemblies. They will track and recognize both academic and personal accomplishments, individual and class attainment, and progress and mastery for students, parents and the community to see.
- **Class Competition:** To encourage community, we will institute a class competition based on student performance. Teachers will select specific areas for which classes can earn points; the foci will be appropriate for the grade level, such as general behavior in kindergarten and homework completion in later grades. Grade level teams will collectively develop a simple assessment strategy to be implemented consistently across classes, e.g., a behavior rubric. The class with the highest number of points each week will earn a credit, which can be redeemed for a basic reward (e.g., ice cream, cartoon during lunch) or banked for more valuable rewards (e.g., full movie or field trip). This incentivizes each class to strive for more credits. Scores for the day and earned credits will be posted in each classroom and on a master chart in the cafeteria.
- **Paychecks:** Based on the system used by renowned educator Rafe Esquith and KIPP schools, students will take home a weekly paycheck to be signed by their parents. Starting with 100 "Brilla Bucks" each week, poor choices result in deductions and good ones earn them back. Brilla Bucks can be used to earn field trips, privileges, and items at the student store. Brilla Prep will also introduce a first-of-its-kind approach to incorporating gaming principles into the rewards system at the school. While many computer programs award points and badges on their own, these quickly lose their motivational effectiveness if they are not legitimized by teacher feedback. A student dashboard is being designed for the school that provides real-time feedback on how students' efforts on digital education programs impact their weekly paychecks.
- **Read, Read, Read:** The best way to build vocabulary and content knowledge is reading. Our students will be expected to carry books with them at all times; they will have opportunities to go "book shopping" in class libraries to select books at their

independent reading level. Whenever downtime occurs, e.g., while waiting for meals to end, students will be expected to take out their books and read silently. This will reinforce our scholarly culture and develop in students the habit of reading for pleasure.

Discipline: By establishing and teaching clear expectations for behavior, the school can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequence be clear and consistent, there must be meaningful follow-through. A code of conduct (see Attachment 4) will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages and parents will be expected to sign for it to demonstrate that they have received and read it. The code will spell out consequences for infractions based on their severity and frequency. Behaviors that disrupt learning, harm physical and emotional well-being, and diminish the common good will not be tolerated. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. We recognize the vast emotional and moral development of students between kindergarten and 5th grade. To be fair, consequences will “fit the crime” and be developmentally appropriate. Teachers will be trained in the discipline system at the beginning of the year and, based on regular observation, receive critical feedback and suggestions to ensure adherence to this policy.

Consequences for minor infractions such as inappropriate language or failure to follow directions may include:

- verbal warnings
- deduction of Brilla Bucks from weekly paycheck
- removal from group activities
- silent meals
- detention
- communication with parents/guardians

Consequences for more serious infractions such as intentional physical harm or threats, sustained disruptions or disrespect, or destruction of property may include:

- removal from class
- parent/guardian conferences
- suspension
- expulsion

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened, what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done. Students who are suspended will be provided with alternative instruction.

Due Process: The Brilla Prep Code of Conduct describes in detail the steps that will be taken to discipline students as well as students’ and parents’ rights in this process. Students will be told of all charges against them and asked for their side of the story. The Principal or other school

official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

- **Short-Term Suspension:** The Principal may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. The Principal will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension.
- **Long-Term Suspension:** The Principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.
- **Expulsion:** If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

Students with Disabilities: The Brilla Prep disciplinary policy (see Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

Evaluating School Culture and Climate: As a data-driven school, Brilla Prep will collect specific information about school culture to monitor implementation of practices and procedures and make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from recognition activities, class competitions and individual student's behavior and performance will be used to evaluate the efficacy of character development initiatives.

G. Special Student Populations and Related Services

Brilla Prep is deliberately located in an underserved neighborhood with an admissions preference for low-income, South Bronx children. The school is specifically designed to accelerate the achievement of at-risk students; our blended-learning model, co-teaching and systematic approach to assessment all contribute to our ability to personalize instruction for each child. We are absolutely committed to meeting the needs of all students, including those with disabilities and English language learners, and believe that with appropriate supports our students will thrive. The range of interventions available at Brilla Prep includes:

- Supplemental curricula
- Computer-based programs for remedial and accelerated learning
- Small group instruction
- Push-in and pull-out services by certified special education staff and contractors
- Tutoring

Response to Intervention: Traditionally most schools have provided interventions for struggling students only after they test and verify chronic failure, by which time it is often too late to prevent tragic loss of learning. We know that students who begin to struggle need quality instruction immediately. Our RTI program is designed to quickly catch students before serious failure occurs and design interventions to put them back on track to academic success. It is a cycle that provides intervention options of varying intensity that are linked to specific learning needs. The RTI process at Brilla Prep follows these steps:

1. Estimate the academic skill gap between the student and typically-performing peers.
2. Determine the likely reason(s) for the student's depressed academic performance.
3. Select a research-based intervention likely to improve academic functioning.
4. Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and try alternatives if necessary.
5. If the student fails to respond to multiple well-implemented interventions, refer to CSE for evaluation.

Our RTI program will be coordinated by the Student Achievement Coordinator who will train teachers in its implementation during Summer Institute and regularly attend grade team meetings during the school year. These meetings will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. These will be data-driven discussions using all available information, including standardized test results, teachers' observations and records, assessment results from computer-based programs, behavior and discipline data, and parent input. The result will be the creation of an intervention plan.

Our RTI model will utilize the common three tier approach:

- **Tier 1 - High-Quality Classroom Instruction:** General education teachers will be trained in and expected to use differentiated instructional strategies, materials and assessments within their classroom. Our blended-learning and lead teacher/teaching fellow model provides frequent opportunities for targeted support within the classroom.
- **Tier 2 - Targeted Interventions:** For students who struggle in the general education classroom, the Hybrid Learning Management System permits teachers to select from and add an ever widening array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Co-teaching permits additional support to small groups and individual students. In addition, we will have trained and certified intervention teachers on staff who can push-in and pull-out to provide one-on-one and small group targeted interventions. Finally, our teachers will provide tutoring to struggling students and the school will seek an afterschool program that provides academic support services.
- **Tier 3 - Intensive Interventions:** The goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. For example, we anticipate in our first years of operation most Tier 3 students may require intensive one-on-one reading programs, such as Wilson Foundations or Reading Recovery.

The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is key to a successful RTI program, and our blended-learning program is uniquely suited to monitoring the achievement of individual students and providing personalized instruction to meet their needs.

SPECIAL EDUCATION

We believe that all students can achieve academically and special education students will be expected to master the general curriculum and participate in extracurricular and other non-academic activities to the maximum extent possible.

Identification: We are well aware of the fact that poor minority students are over-identified for special education and will take vigorous steps to determine whether a student's struggles are the result of a legitimate disability or the consequence of a poorly executed education program. Our three tiered RTI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services. Having exhausted all three tiers, the Student Achievement Coordinator will convene a Child Study Team (CST) comprised of a learning support teacher, general education teacher and administrator to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. We recognize that the school itself cannot make a determination and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. As Brilla Prep will be implementing a unique school model, it will be incumbent upon the Student Achievement Coordinator to develop an effective working relationship with CSE staff so as to educate them in regards to the effectiveness of our program for at-risk students. In addition, we also recognize that parent consent is required for both

initial evaluation and provision of services and our staff will work closely with parents to involve them throughout the entire process.

To identify students with a pre-existing IEP, after our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs to determine whether Brilla Prep is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. In instances where the school cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services.

Staffing: In addition to the Student Achievement Coordinator, Brilla Prep will employ Learning Support Teachers certified in special education to provide support services for students with IEPs and other at-risk students (see job descriptions in section III.C). A full-time counselor will be hired in Year 3. In the case of students whose IEPs require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with external providers.

Logistics: The Student Achievement Coordinator will administer the special education program within the school and serve as the primary liaison to the CSE. He or she is responsible for maintaining all confidential records, including IEPs, in a secure manner and making them available to staff as appropriate. These records will be stored in locked filing cabinets in an administrative office and an access log will be maintained. At the beginning of the year IEPs will be provided to teachers along with a summary containing a description of the disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take New York State Alternate Assessment), and required services. Special education staff will meet with each teacher to go over the IEPs, including goals, responsibilities, accommodations and instructional strategies, and to ensure the privacy of all records. General education teachers will also receive ongoing training to provide them with the skills and knowledge necessary to effectively include students with disabilities in their classrooms. Common planning time will also support collaboration between general and learning supports.

Services: We whole-heartedly agree with the legal requirement that students with disabilities should be taught in the least restrictive environment and believe that our inclusion model will permit them to receive many of their required services within the general education classroom. Having Learning Support Teachers in the general education classroom reduces the stigma for at-risk students and provides both types of teachers with another opportunity for collaboration. Either direct or indirect special education teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy, physical therapy or counseling will be provided on site. Our blended-learning model allows students to be scheduled for pull-out services in a manner that limits missing critical components of classroom instruction. We have also budgeted for supplemental curriculum and assessment resources, such as specialized computer software and reading programs. Finally, in consultation with the CSE, the school may issue an RSA letter that authorizes parents to avail themselves of free services that the school is unable to provide.

Reviews: Brilla Prep will conform to all laws and regulations regarding the regular review of IEPs. If the Student Achievement Coordinator and support staff determine that a student's IEP

may no longer be appropriate to the child's needs, they may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.

Program Evaluation: School leaders will regularly evaluate the efficacy of our special education program by disaggregating student performance data and reviewing progress toward goals of students with IEPs. Observation of grade team and Child Study Team meetings will provide qualitative data about the quality of implementation of the RTI model. Parents will also be surveyed to determine their perspective on services and communication.

ENGLISH LANGUAGE LEARNERS

The most recent data indicate that 19% of CSD 7 students are English language learners. Given our planned location in the Mott Haven section of the Bronx, we anticipate serving a sizable number of students who are English language learners (ELLs). One reason we chose to open our school at the elementary level is the opportunity to help students quickly build foundational skills in the English language that will serve them for a lifetime. Moreover, we believe our blended-learning design with frequent opportunities for targeted instruction and independent practice is especially well suited to meeting the needs of ELL students.

Identification: The school will use the State Education Department's process for identifying students who are English Language Learners. Before the school year begins school leaders will make home visits for each enrolled child and use this opportunity to administer the Home Language Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, the school will administer the Language Assessment Battery – Revised (LAB-R) to determine eligibility for services.

Staffing: The Student Achievement Coordinator will be responsible for implementation of our programs for ELL students. He or she will maintain all records, ensure timely screening to establish initial eligibility for services, and administer annual assessment to determine ongoing eligibility. The Student Achievement Coordinator will supervise learning support teachers who will be trained to support ELL students and their teachers. Once we know our students and can evaluate their needs, the school is prepared to hire additional staff or contract with external service providers.

Services: It is our intention to use structured English language immersion to help English language learners (ELLs) achieve proficiency in the English language as quickly as possible. Blended-learning is an ideal context for an immersion program. Using computers and headphones students can both see and hear the English language and practice speaking and writing. The computer initially targets student learning with differentiated, individualized lessons that enables them to learn at their own pace and to focus on specific skills. Classroom teachers, on the other hand, are freed to do what they do best: use the rich resources of the classroom to expand and socialize new language. Increasingly, the classroom takes over the primary work of developing conversational language in a context that prepares students for real-life communication. Computer-based instruction continues to build vocabulary and bolsters students' confidence in their ability to understand and produce new language. To ensure that computer-based programs add value within the blended-learning model, software

must meet the following criteria: emphasis on rapid vocabulary acquisition, basic language structures, and development of listening, reading, writing and speaking skills. For students who require more intensive interventions, the school will be prepared to provide additional push-in support by a teacher or aid and/or intensive pull-out instruction.

Our program design is based on research and evidence of success using blended-learning to support an immersion program. Blended-learning addresses the importance of motivation, interactivity and feedback in teaching and learning a language (Sharma and Barrett). Moreover, this theory has been put into practice with great success. For example, in 2010 Rocketship schools were ranked in the top 15 among all California schools with low-income populations: 86 percent of Rocketship’s students were English Language Learners and 88 percent qualified for free or reduced-price lunch.

Accessibility: Brilla Prep will ensure that ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school by all members of the school community.

Program Evaluation: School leaders will regularly evaluate the efficacy of our ELL program by disaggregating student performance data and reviewing student progress towards English proficiency. Observation of instruction and learning support team meetings will provide qualitative data about the quality of implementation of the program. Parents will also be surveyed to determine their perspective on services and communication.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Our founding group possesses a range of experience and skills proven relevant to the founding and start-up of a successful charter school:

Applicant(s)/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s)
Brian Carty	De La Salle Academy	<p>Experience: Founder of De La Salle Academy and George Jackson Academy; Counselor at Lincoln Hall (residential treatment center for court-placed juvenile delinquents in the Bronx); Chair of the Board of the Franciscan Community Center; Boards Member of the SummerBridge Program at Riverdale Country School, the Summer on the Hill Program at Horace Mann, St. Hilda's & St. Hugh's, Notre Dame School and the New York State Association of Independent Schools.</p> <p>Expertise: K-12 and higher education, school start-up and administration, psychology and social work, at-risk youth services, school and non-profit governance.</p>	Board Member
Eric Eckholdt	Credit Suisse Americas Foundation	<p>Experience: Executive director of the Credit Suisse Americas Foundation. Director of alumni professional advancement at Prep for Prep, a New York nonprofit that prepares academically gifted minority students for admission to private schools</p>	Board Member

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s)
		Expertise: K-12 philanthropy, education programs for underserved students.	
Scott W. Hamilton	Seton Partners	Experience: Co-founded KIPP Foundation to replicate original KIPP schools. Held posts in the White House, U.S. Department of Education, and MA Department of Education, where he served as Associate Commissioner of Education. Expertise: developing new school models, replicating high-performing schools, and growing teacher/leader recruitment programs	Board Member
Maryann Hedaa	Hunts Point Alliance for Children	Experience: Founder and managing director of Hunts Point Alliance for Children. Founder and principal of St. Ignatius School. Founder and executive director of Urban Adventures, an adapted Outward Bound Program for inner city youth. Director for The Institute for Not for Profit Management. Board of Directors for the Children’s Law Center and the Shakespeare Society Expertise: non-profit management and governance, organizational start-up, K-12 and higher education, leadership development	Board Member
Anthony J. de Nicola	Welsh, Carson, Anderson & Stowe	Experience: Co-president of Welsh, Carson, Anderson & Stowe, a private equity firm focused on information & business services and healthcare. Expertise: business management and finance.	Board Member
Richard E. Ramirez	National Geographic Television International	Experience: 5 th grade public school teacher in NYC. Teach for America Summer Institute School Leader, Program Director, and Director of Talent and Recruitment. Expertise: urban K-12 education, teacher development, program management	Lead Applicant & Board Member
Ninfa Segarra	Tonio Burgos and Associates	Experience: Senior Advisor at Tonio Burgos and Associates, a strategic planning and lobbying firm. Raised in the Bronx and borough’s former representative to the Board of Education. Previous experience includes Executive Director for the NYC Police Museum, President of the NYC Board of Education, Vice President for Intercampus Collaboration at CUNY, NYC Deputy Mayor for Education and Human Services, and member of the Governor’s Commission on Education Reform. Expertise: strategic planning, governance and oversight, K-12 and higher education	Board Member
Stephanie Saroki de García	Seton Partners	Experience: middle and high school teacher in Oakland and South Bronx. Launched and for 5 years led the K-12 education programs for a national organization of philanthropists. Expertise: K-12 education, philanthropy, non-profit start-up and management.	Advisor
Aaron Brenner	KIPP: Houston	Experience: founder of KIPP’s first elementary school, head of early childhood and elementary schools for KIPP Houston, and a former second-grade ELL teacher Expertise: K-12 education, English language learners, school leadership development, school start-up and replication	Advisor

Proposal Development: Brilla Prep was initially conceived by Scott Hamilton and Stephanie Saroki de García; Aaron Brenner was brought on to help refine the school design and develop the proposal. Through a series of meetings they identified key design elements, explored

potential locations, and secured a site. Richard Ramirez was recruited to be the lead applicant and conduct community outreach. Mr. Hamilton and Ms. Saroki coordinated the production of the proposal—they hired a consultant to assist with drafting the proposal—and they recruited the others to serve on the founding board.

Future Roles: Once the charter is approved, Mr. Carty, Mr. Eckholdt, Mr. Hamilton, Ms. Hedaa, Mr. de Nicola, Mr. Ramirez, and Ms. Segarra intend to serve as the founding members of the board. No other members of the founding group anticipate a formal role in the school.

B. Board of Trustees and Governance

Proposed Founding Board of Trustees

Trustee Name	Voting	Position	Length of Initial Term
Brian Carty	Y	Member	3
Eric Eckholdt	Y	Member	2
Scott W. Hamilton	Y	Member	1
Maryann Hedaa	Y	Member	2
Anthony J. de Nicola	Y	Member	3
Richard E. Ramirez	Y	Member	1
Ninfa Segarra	Y	Member	2

The capacity of our founding board is demonstrated by 1) extensive and relevant professional experience, 2) community connections and 3) solid plans and procedures for governing the school.

Experience: Three of our proposed board members have significant experience starting new schools. Mr. Hamilton instigated and led the national replication of the two original KIPP schools and helped launch the Charter School Growth Fund. In 1984 Mr. Carty established the De La Salle Academy, a private, independent middle school in New York City. Two-thirds of the students are first generation Americans. Mr. Carty also subsequently founded the George Jackson Academy, a private, independent school for academically talented boys in grades 4-8. Finally, Ms. Hedaa founded St. Ignatius School for Girls and subsequently was named Principal of St. Ignatius School in 2005 and integrated the boys’ and girls’ programs. Our board members also have a wealth of relevant experience in business and finance, philanthropy, government and community relations, and for-profit and non-profit management and governance. For example, Ms. Hedaa has taught in the MBA Program and the Institute for Not for Profit Management at Columbia Business School. Ms. Segarra served as the NYC Deputy Mayor for Education and Human Services and was a member of the NY Governor’s Commission on Education Reform. Most proposed board members have governance experience.

Community Connections: Ms. Segarra was raised in the Bronx and served as the borough’s representative to the then board of education. Richard Ramirez also has significant experience with education in New York City, having taught 5th grade in Washington Heights and then supported Teach for America corps members throughout the city. Brother Carty has started Saturday and summer programs for children in the South Bronx and founded schools for underserved students in New York City. Mr. Eckholdt worked for Prep for Prep in New York City,

which helps prepare academically gifted minority students for admission to private schools. Ms. Hedaa has longstanding ties: In 1979, she served as the Environmental Education Coordinator for the Bronx Frontier Development Corporation and developed the Project Discovery Program at South Bronx High School.

Governance Practices and Procedures: Our founding board understands full well the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Principal.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the grievance process.
- Enhancing the school's public standing.

The qualifications to serve on the Brilla Prep board of trustees will include:

- Belief in and support of the mission and design of the school.
- The expectation that all children can and will achieve academic excellence.
- Demonstrated understanding of board duties.
- Willingness to attend board and committee meetings and volunteer for board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school.
- Be at least 18 years of age.

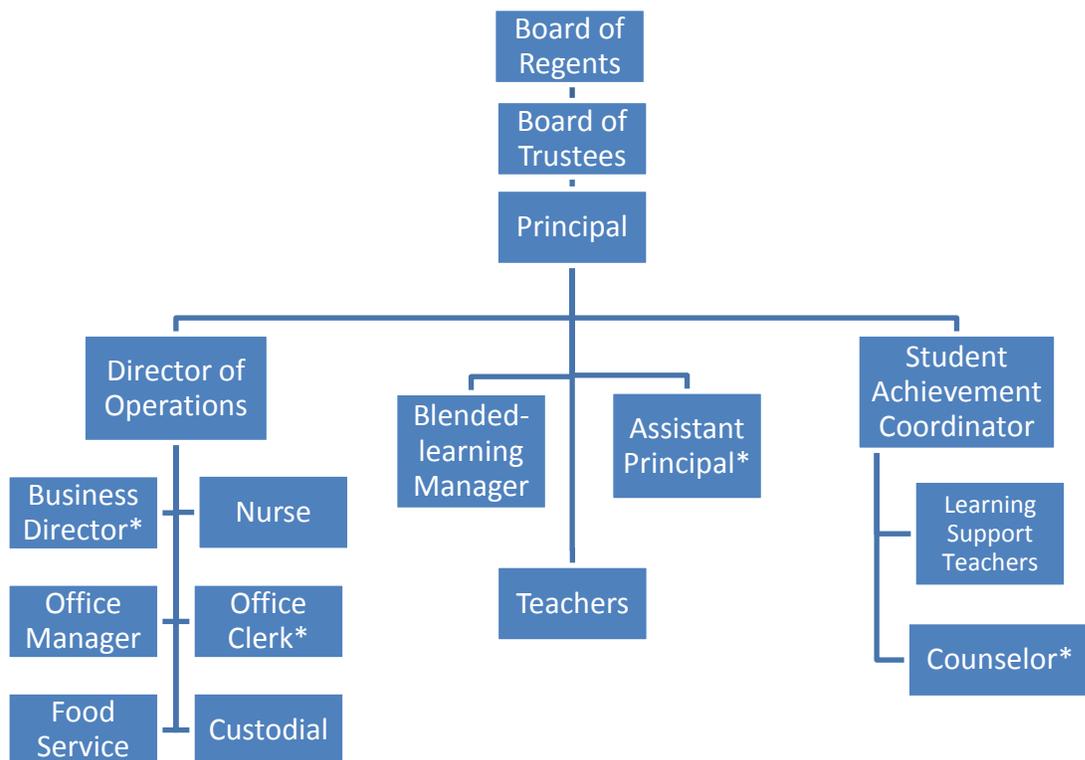
As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Secretary and Treasurer. Board members will serve staggered three year terms. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Principal and will include a written or oral report by the Principal, a financial report and opportunity for public comments. The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board. Committees will have a job description that clearly describes any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

The Board will delegate authority for the day-to-day operations of the school to the Principal, who will oversee all operations of the school and report directly to the Board. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Principal, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the Principal, including content, format and frequency of data. At minimum, the Principal will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

Parent and Staff Involvement: The board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the Principal’s evaluation. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

Recruitment, Orientation and Training: The board will not have any representative or ex-officio positions that need to be filled once the charter is approved. As needed the board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment. All new trustees will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards, and major policies. The board will undertake ongoing governance training to ensure all members have a common vision of the board’s roles and responsibilities and best practices.

C. Management and Staffing



*Added in subsequent years: Year 2: Office Clerk, Year 3: Assistant Principal, Business Director, Counselor

Organizational Chart: Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the Principal, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school; in Year 3 an Assistant Principal will be hired and together they will supervise and evaluate teachers. The Blended-learning Manager reports to the Principal and will coordinate the blended-learning program and support staff in its implementation. He or she will also collaborate with the Director of Operations to ensure implementation of technology. The Student Achievement Coordinator will supervise learning support teachers and any contracted service providers as well as a counselor who will be hired in Year 3. The Student Achievement Coordinator will also provide direct services to students in the early years and transition to primarily administrative work as the number of student with special needs grows. Beginning in the first year the Director of Operations will supervise the office manager, nurse, custodian and food service staff. An office clerk will be hired in Year 2 and a business director in Year 3 to handle financial management, both also reporting to the Director of Operations.

Responsibilities and qualifications for key positions are provided in Attachment 8a. We have not identified a school leader, but intend to initiate a search as soon as the charter is approved. Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, and skills managing staff in a complex organization. We plan to find our Principal through the KIPP School Leadership Program, which aligns with our mission and school design and will provide our Principal with a network of peers for support and advice.

Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	-	-	1	1	1
Blended-learning Manager	1	1	1	1	1
Student Achievement Coordinator	1	1	1	1	1
Director of Operations	1	1	1	1	1
Business Director	-	-	1	1	1
Lead Teachers	7	9	13	15	18
Teaching Fellows	7	9	13	15	18
Specialty Teachers	2	3	5	7	9
Learning Support Teachers	1	2	3	4	5
Counselor/Social Worker	-	-	1	1	1
Office Manager	1	1	1	1	1
Office Clerk	-	1	1	1	1
Nurse	.5	.5	1	1	1
Custodial	1	1	1	2	2
Food Services	2	2	3	3	3

C.1. Charter Management Organization

- We **intend to contract** with a charter management organization.
- We **do not intend to contract** with a charter management organization.

C.2. Partner Organization

Brilla Prep does not have a partner organization.

D. Evaluation

Programmatic Audits: Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Principal, Blended-learning Manager and Student Achievement Coordinator through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. Brilla Prep will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing “no excuses” schools that result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

Principal Evaluation: The board will conduct an annual evaluation of the Principal focused heavily on academic achievement and financial stability, which will be used to determine the Principal’s bonus. At the beginning of the year the board and Principal will establish measurable process and outcome goals for the year. A mid-year review will be conducted and at the end of the year a written review will be provided to the Principal and used to determine eligibility for a bonus. The evaluation will be “360” in the sense that input will be sought from the Principal, teachers and staff, families and students, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

Teacher Evaluation: Please see the discussion in Section E below on Professional Development and the Personnel Policies in Attachment 8a.

Board Evaluation: The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

Family and Student Satisfaction: Brilla Prep will gauge family and student satisfaction both directly and indirectly. We will administer at least annually surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. We believe our

attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children's academic progress.

E. Professional Development

Research shows an astonishing lack of return from traditional professional development practices. Limited time to learn and practice new techniques, lack of understanding and support, or a professional environment hostile to collaboration and improvement can undermine professional development that might improve teaching and learning (Jerald). However, recent studies demonstrate that certain kinds of instructional coaching can significantly boost teaching effectiveness and students' value-added learning gains (Biancarosa, Bryk, and Dexter) and that strong principal leadership was critical (Matsumura et al). Moreover, time and support for teachers to meet in collaborative teams can increase student achievement if those teams follow a protocol for solving explicit problems (Saunders, Goldenberg, Gallimore).

Teacher Performance Rubric: Our staff development program has three main components: explicit training, coaching and mentoring. In order to articulate clear expectations and hold staff accountable, we believe staff development and evaluation should be organized around explicit standards for teaching performance. The Principal in collaboration with staff will create a teacher performance rubric that describes four levels of practice—beginning, developing, proficient, advanced—and addresses the following domains: planning, instructional delivery, assessment, classroom management, school-wide contributions, and professionalism. Similar to the Danielson Framework for Effective Teaching, Marshal Teacher Evaluation Rubric and Marzano Teacher Practice Rubric, the Brilla Prep teacher performance rubric will set clear expectations in areas such as instructional rigor, student engagement and classroom management, and will also address unique school practices, such as blended-learning and Paideia pedagogy.

Training: Staff development sessions will be designed and coordinated by instructional leadership and may include vendor representatives and consultants. In August all staff will participate in a three week Summer Institute for training and planning. In our first year training topics for instructional staff will include: the school mission and vision; Core Knowledge, curriculum programs and unit and lesson design; blended-learning techniques and the Hybrid Learning Management System; school culture, routines, procedures and discipline; assessment and data analysis protocols; Response to Intervention (RTI) program; co-teaching and mentoring; and Paideia seminars. The Student Achievement Coordinator will conduct trainings explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the student's progress toward meeting IEP goals and objectives, confidentiality of student records, structured English language immersion and discipline of students with disabilities. In the future topics will be differentiated based on assessment of staff needs; new staff will be oriented to the school's program and practices while veteran staff will receive refresher or more advanced trainings.

During the school year students will be released early on Wednesdays to provide extended time for staff development and planning. The weekly agenda will be determined by school leaders based on ongoing observation of instructional practice, review of student performance data,

and staff input. It may be delivered to the whole staff, grade level teams or by department, i.e., learning supports, Fellows or operations staff. We will also encourage teachers to take some ownership of leading staff development. These Wednesday sessions will also provide important opportunities for collaboration and sharing of effective practices, especially between general education teachers and intervention staff.

So called “prep periods” are not usually maximized in schools; to avoid this we will build teacher schedules that provide regular common planning time for collaborative work. Traditionally teachers work in isolation and receive little pre-service or on the job training in the skills necessary to make collaboration effective. Therefore, Brilla Prep teachers will be trained to use protocols to evaluate student work to norm expectations, review assessment data to inform action plans, and discuss students’ achievement and behavior to develop re-directing strategies. School leaders will facilitate and then observe meetings as teachers become familiar with the protocols.

Coaching: According to cognitive scientists who have studied expert performance in a wide variety of fields, high-quality feedback is the key resource for novice performers to become competent and for competent performers to become experts (Sartain et al). Our staffing plan includes a robust operations staff to free up instructional leaders to spend significant time supporting faculty. Coaching may include review of and feedback on curriculum and lesson plans, modeling instruction, co-teaching, observation of classroom practices, facilitation of collaborative activities, as well as critical feedback. The Principal, Student Achievement Coordinator, and Blended-learning Manager will visit classrooms and attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities to collect evidence related to each teacher’s professional growth goals and evaluate the implementation of staff development training into practice. Faculty and students will be accustomed to classroom visitors and will not break stride. We also intend to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. A constant theme of classroom observation will be instructional rigor and student engagement. Feedback may be verbal or written, and will be aligned with the teacher performance rubric. The Principal (and Assistant Principal starting in Year 3) will hold one-to-one meetings with co-teaching teams each week and individually once per month, though we anticipate much more frequent informal interaction. Similarly, the Student Achievement Coordinator will meet regularly with learning support staff. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching.

In addition, we believe teachers possess valuable expertise and will design systems to cultivate peer support and development. For example, using reflection protocols teachers will collaboratively identify specific problems, reflect on their manifestation, and develop strategies to address them. Similarly, teachers will be expected to regularly videotape themselves and, using the teacher performance rubric, evaluate their performance and dissect it with their peers. This non-threatening approach to critical reflection and feedback contributes to a culture of continuous improvement similar to that found in the field of medicine.

Mentoring: As part of their job description, Lead Teachers will be responsible for mentoring Teaching Fellows and will receive training to do so. They will be expected to include Fellows in all planning activities, define clear roles in the classroom, and use a gradual release of

responsibility to enhance their skills. They will support the Fellows in achieving their professional growth plan goals and will provide school leaders with feedback regarding their progress, but will not formally evaluate them.

Teacher Evaluation: We do not believe evaluation should be based on just one or two formal classroom visits; rather it should encompass cumulative evidence collected over the course of the school year from observation of classroom practice and professional responsibilities, student performance data, self-reflection and peer and parent input. During Summer Institute all staff will develop Professional Growth Plans (PGPs) that include measurable goals for the year based on domains in the teacher performance rubric. School leaders will work with staff to ensure all goals are reasonably ambitious and align with school needs, professional development priorities and mission. Instructional leaders and teachers will collect evidence throughout the year and hold a mid-year and end-of-year conference to evaluate progress towards goals. Teachers will be expected to prepare a self-reflection based on their individual goals and bring supporting evidence, such as assessment results and video of instruction. Teachers with serious performance deficits will be placed on an improvement plan that includes specific objectives, strategies and deadlines for improvement. The end-of-year conference will inform bonuses, decisions about placement the following year, and termination decisions.

Staff Development Resources: Our Principal will be the driving force behind staff development and work closely with the Blended-learning Manager and Student Achievement Coordinator to ensure adequate resources, including dedicated time in the schedule, trainers with relevant expertise, and technology such as video cameras and data analysis software. We intend to connect the school with external resources as well, such as the Special Education Collaborative and test scoring initiatives organized through the New York City Charter Center and the What Works in Urban Schools conference hosted by KIPP NYC. Faculty may request funds for external training that is aligned with the school program and can be turn-keyed for the benefit of others. For our non-academic staff we will participate during the start-up phase in the Start Right Program at the Charter Center and rely on CSBM to develop our finance and operations staff. Our Principal will be an alumnus/a of the KIPP School Leadership Institute and will likely be part of on-going leadership development offered by KIPP or similar organizations.

F. Facilities

Brilla Prep will likely be located in the former St. Pius V Elementary School at 420 E 145th Street at Willis Avenue in the Bronx. The red-brick building, built in 1913, has served a changing student body that mirrors the shifting immigration and social patterns of the city. A school born serving the families of Irish, Italian and German immigrants then transitioned to serving Latin-American and African-American families and the children of Caribbean and Latin immigrants. The building has been empty for three years after the parochial school was shuttered due to financial shortfalls. The nearby all-girls St. Pius V High School was one of twenty-seven schools that the Archdiocese of New York closed last year.

The founders have a 15 year commitment from the Archdiocese of New York to lease the building and expect to sign that lease if/when the charter is granted. The building contains two sets of staircases and the following spaces:

- Basement: Cafeteria/auditorium, kitchen, stage, restrooms

- 1st Floor: 5 classrooms (2 with private lavatories); 2 offices
- 2nd Floor: 6 classrooms (1 with private lavatory)
- 3rd Floor: 6 classrooms (1 with private lavatory)
- 4th Floor: 5 classrooms; restrooms

Civic Builders is conducting a feasibility study to determine any renovations that may be required to meet code or suit the Brilla model. Civic Builders will then oversee the financing and execution of the work in order to ready the building for use in the 2013-14 school year.

G. Insurance

Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage we expect to secure:

- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million limit
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by state of New York

H. Health, Food, and Transportation Services

Health Services

Staffing: The school will work with the Department of Education and the Department of Health to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible for all record keeping and correspondence related to these responsibilities. In the first two years of operation Brilla Prep will have a part-time nurse; when the nurse is not on-site those responsibilities that can be delegated will be assigned to the Director of Operations. Beginning in Year 3 the school will hire a full-time nurse. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

Health Records: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide at least three emergency contacts in the event their child becomes ill or is injured.

Immunizations: The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide

documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications: The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

Brilla Prep will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

Food Services

Healthy meals are an important foundation for academic success, especially for low-income students. According to a recent report by the Food Research and Action Center, New York City ranks last in a list of 26 urban school districts when it comes to getting qualified children to participate in the free school breakfast program. We intend to contract with NYC DOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective food services within a school context. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics and capacity. Brilla Prep will be located in a former parochial school building, which already includes a kitchen and cafeteria. We will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at www.applyforlunch.com. The school will make computers available and provide assistance to ensure every student's free and reduced price lunch eligibility is documented. Each month the school will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will discretely track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

Transportation Services

Brilla Prep is intending to be located at 420 E 145th Street in the Mott Haven neighborhood of the South Bronx, which has extensive public transportation. The school will be four blocks from the 2 and 5 subway lines that stop at the 3rd Avenue/149th Street Station and is accessible by numerous MTA buses, including the BX2, 15, 19, 21, 41 and 55. We expect many of our students to come from the neighborhood and walk to school.

We recognize that charter schools are considered non-public schools for the purpose of receiving transportation services under Education Law §2853(4)(b). The NYC DOE is responsible for providing the same transportation services as other NYC public school students, and Brilla Prep will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards. Given the existing transportation routes in Mott Haven, we anticipate OPT will be able to provide busing to our students who meet eligibility criteria (students in grades K-2 who live outside a ½ mile radius and students in grades 3-5 who live outside a 1 mile radius). Because we intend to provide an extended school year and Brilla Prep will be in session on days when other NYC public schools are not, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements. Special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE

to ensure appropriate transportation is required and provided. The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from Brilla Prep.

The school's Director of Operations will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops. The Office Manager will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

I. Family and Community Involvement

Parent Involvement: We believe strongly in the role of parents as the first educators of their children--that parents have the primary moral responsibility of educating their children to adulthood. We will be honored by the great trust that parents place in us to help their children grow intellectually and morally. This trust must be maintained not only by ongoing communication, but by a mutual understanding of what an education at Brilla Prep will offer young people in the long run. All parents/guardians, students, teachers, and school leadership will be asked to sign a "Commitment to Excellence," explicitly outlining how each will help support the school's mission. Families will be encouraged to actively participate in a variety of school functions and to volunteer at the school. They will have regular access to their children's teachers to ask questions and provide feedback, and will receive regular reports from teachers via phone calls, e-mail and letters home, and school functions. Board meetings will be open and include a public comment period. The school will translate materials and have Spanish speaking staff to ensure effective communication with all students and their families.

Home Visits: School leaders will make a home visit to each child enrolling in the school. During those visits, they will explain the importance of family involvement in the school and support of students' learning needs at home. This whole community effort will result in even greater success for each child.

Parent Workshops: In order to assist families in supporting their child's academic and character development, Brilla Prep will design and host monthly parent workshops. Separate family literacy workshops for native English speakers and native Spanish speakers will be held in different breakout spaces. At the end the two groups will reunite as a whole school community and a family-style lunch or dinner will be provided to the participants. In addition, necessary materials such as books, paper, art materials, and writing utensils will be provided as well. If possible, a minimum of one book will be donated to each family at each workshop, contributing to the building of a library for each child and her/his family. These workshops will strengthen parents' commitment to the school, their ability to support their children's learning at home, and encourage positive change in the community.

Family Association: Brilla Prep will support an active family association by providing space to meet, access to communication tools, and information that parents need to organize their activities. School leadership will make every effort to attend family association meetings and events, and will have an open door policy for its officers in order to hear their concerns.

Community Involvement: Brilla Prep intends to become rooted in its community and develop strong and productive relationships with community organizations and individuals. Staff will build connections to local agencies, non-profits and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in this community, and ultimately result in support ranging from advocacy to financial or pro bono contributions to services for families. Many of our board members have extensive experience with community organizing that will help us to plant Brilla Prep in Mott Haven and grow into an important feature of the landscape.

J. Financial Management

Budget: Each spring the Principal and Director of Operations will evaluate the school’s needs for the coming year, including staffing, technology, facility, and instructional materials, and develop a budget based on the previous year’s revenues and expenditures and projections for the coming year. The leadership team will then recommend a proposed budget to the Board Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans.

Budgets are monitored on a monthly basis. CSBM will provide school leaders with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school’s financial health. Major modifications of the budget will require board approval.

Financial Systems: The school intends to contract with CSBM for financial management in the first two years of operation, which has extensive systems for financial management. Moreover, CSBM will professionally develop the school’s staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services. In Year 3 the school will hire a Finance Director who will take over responsibility for financial management. Below are the key services provided by CSBM during the planning year and once the school is operational:

Planning Year	Operational Years
<p>Payroll</p> <ul style="list-style-type: none"> • Set up payroll system using ADP • Process payroll per school’s pay schedule • Post payroll expenses in accounting system • Complete quarterly payroll reconciliations • Review/distribute W-2s and prepare/distribute 1099s • File payroll related documents <p>Finance/Accounting</p> <ul style="list-style-type: none"> • Set up accounting system using QuickBooks Online • Create/recommend edits for the annual/multi-year budgets (including review of 5 year charter application budget) • Create/recommend edits for the chart of accounts 	<p>Human Resources</p> <ul style="list-style-type: none"> • Handle the administration related to HR files • Enroll/withdraw staff members in benefits including insurance and retirement plans <p>Payroll</p> <ul style="list-style-type: none"> • Process payroll per school’s pay schedule • Post payroll expenses in accounting system • Complete quarterly payroll reconciliations • Review/distribute W-2s and prepare/distribute 1099s • File payroll related documents <p>Finance/Accounting</p> <ul style="list-style-type: none"> • Create/recommend edits for budgets • Coordinate grant reporting and assess whether grant restrictions are fulfilled

<ul style="list-style-type: none"> • Create/recommend edits for Financial Policies and Procedures (FPP) manual • Coordinate grant reporting and assess whether grant restrictions are fulfilled • Reconcile monthly bank statements in the accounting system • Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team • Post revenues & expenses and process deposits & disbursements • File all financial documentation in CSBM’s Binder System <p>Audit Preparation</p> <ul style="list-style-type: none"> • Introduce school to potential auditors • Support completion of the 990 by auditors • Provide support with completion of the Initial Statement of Financial Controls 	<ul style="list-style-type: none"> • Reconcile monthly bank statements • Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team • Present financial reports to Finance Committee and/or Board of Trustees • Post revenues & expenses and process deposits & disbursements • File all financial documentation in Binder System <p>Audit Preparation</p> <ul style="list-style-type: none"> • Support completion of the 990 by the auditors • Prepare for on-site testing by auditors • Close books for the fiscal year • Prepare all requested schedules/analyses and work with auditors until completion • Review/recommend edits for draft financial statements and draft management letter • Participate in meeting with Finance Committee of Board of Trustees and auditors
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Financial Controls: The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The Principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000. Approval of the Board Chair is required to open a bank account. Clear procedures will be established to ensure:

- Segregation of duties to assure that funds are safeguarded and properly deposited.
- Establishment of controls to ensure that all receipts and expenditures are properly recorded in the accounting records.
- Identification of payments and receipts in sufficient detail to facilitate preparation of the monthly financial reports.

Annual Audits: The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

K. Budget and Cash Flow

We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools, Charter School Business Management, Inc., and the New York City Charter School Center. Our revenue estimates are based on 95% of our target enrollment while expenditures assume 100% enrollment. The per pupil rate of \$13,527 is held constant over five

years. We have assumed minimal revenue from uncertain grants and fundraising and hope to build a school that can ultimately operate primarily on public funds like any other public school.

Pre-Opening	<p>Revenue: We anticipate revenues based on some fundraising and the first year of CSP funding. Our founders have considerable experience with philanthropy in the charter sector and we believe our fundraising targets are reasonable.</p> <p>Expenditures: Expenditures will primarily include bringing on the Principal and the Director of Operations for about six months, and then other administrators as the school gets closer to Summer Institute. We have also set aside funds to set up operational and financial systems and to conduct staff and student recruitment.</p> <p>Cash Flow: We anticipate a positive cash balance for each month of the Pre-Opening period. Should the CSP grant arrive later than anticipated, we will consider deferring compensation.</p>
Year 1 Budget	<p>Revenues: 84% of revenue is from per-pupil funding for general and special education students; we do not expect to receive IDEA funding until Year 2. We have conservatively estimated 12% of our students with disabilities and 80% eligible for free and reduced price lunch, though in reality these could be under-estimates. We also anticipate receiving the second of three CSP installments and to raise \$100,000 in Year 1.</p> <p>Expenditures: The bulk of expenditures is salary, and while we have budgeted for every staff member to receive a full bonus, this is an unlikely scenario. 30% of salary is administration; 68% is instructional staff. Personnel costs, including taxes and benefits, accounts for 62% of total expenditures, with another 7% devoted to contracted services. School operations are 13% and facility operations are 17% of our costs. Our blended-learning program is based on other schools that use Education Elements Hybrid Learning Management System and captured in line 108 (teaching supplies and materials), line 103 (computer support services), and line 114 (technology).</p> <p>Cash Flow: Most start-up costs are incurred early in the year, while salaries are distributed across the year with bonuses budgeted for the end of the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. We project a positive cash balance in all but one month of the first year of operation. Given our conservative estimates we believe we will be able to cover that month as well or, if necessary, will secure a short-term bridge loan.</p>
5 Year Budget	<p>Revenue: We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2. We also assume textbook funds will continue at the current rates.</p> <p>Expenditures: Salaries increase 3% per year, though in reality that may vary depending on economic conditions. An Office Clerk is hired in Year 2, and an Assistant Principal and Counselor are hired in Year 3. A Finance Director is also hired in Year 3, replacing contracted services for financial management. Administration is 17% of salary costs and overall personnel is 77% of total expenditures in Year 5. Facility costs are 18% of total expenditures at the end of the charter term. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.</p>

Should our assumptions and estimates prove wrong, contingencies include reducing or eliminating bonuses, reducing the number of Teaching Fellows, and/or securing a bridge loan until we reach a more sustainable enrollment size.

Charter School Program (CSP) Grant: Our budget assumes only the base amount of \$500,000, though we believe Brilla Prep will be eligible for the entire \$750,000 because it meets both incentive priorities:

1. **Underserved Student Populations Priority:** Our school will be located in Mott Haven, South Bronx, which is disproportionately low-income and English language learners. Our admissions policy gives preference to low-income students and our recruitment plan is designed to meet enrollment and retention targets for at-risk students.
2. **Authorizer Program Design Priority:** Brilla Prep is specifically designed to meet the learning needs and raise the achievement of ELLs and students with disabilities. In

addition to an extended day and school year, our innovative blended-learning model combined with co-teaching provides an extraordinary level of individualized instruction.

L. Pre-Opening Plan

BOT=Board of Trustees; PR=Principal; DOO= Director of Operations; SAC=Student Achievement Coordinator; BLM=Blended-learning Manager

Domain	Action	Start Date	End Date	Responsibility
Governance	Ratify bylaws and code of ethics	Jul 2012	Jul 2012	BOT
Governance	Appoint board officers	Jul 2012	Jul 2012	BOT
Facility	Conduct facility negotiations and execute lease	Jul 2012	Dec 2012	BOT
Facility	Renovation: identify needs, secure contractor, establish timeline, complete punch list	Aug 2012	May 2013	BOT, PR, DOO
Governance	Recruit Head of School	Aug 2012	Oct 2012	BOT
Operations	Obtain 501c3 status	Aug 2012	Jan 2013	BOT
Finance	Approve fiscal policies and procedures	Sep 2012	Oct 2012	BOT
Finance	Contract with CSBM to establish payroll and other financial systems	Jan 2013	Jun 2013	BOT, PR
Staffing	Recruit Director of Operations	Jan 2013	Feb 2013	PR
Recruitment	Recruit students: develop and disseminate materials, host open-houses, door-to-door marketing	Jan 2013	Apr 2013	PR
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents	Apr 2013	Apr 2013	PR, DOO
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	Apr 2013	Jul 2013	DOO, SAC
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb 2013	Jun 2013	PR, DOO, SAC
Staffing	Hire school staff: salary negotiations and offer letters	Mar 2013	Jun 2013	PR, DOO
Academic	Research and secure online content providers	Mar 2013	Jun 2013	PR
Academic	Research and secure curriculum resources	Mar 2013	Jun 2013	PR
Academic	Research and secure standardized assessments	Mar 2013	Jun 2013	PR, SAC
Technology	RFP for technology infrastructure	Mar 2013	Jun 2013	DOO, BLM
Finance	Approve budget for FY13-14	Apr 2013	Apr 2013	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2013	May 2013	DOO
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	Apr 2013	Jul 2013	DOO
HR	Finalize staff handbook and personnel policies	Apr 2013	Jun 2013	BOT, DOO
Operations	Develop and distribute student handbook	May 2013	June 2013	PR, DOO
Technology	Install technology infrastructure	May 2013	July 2013	DOO, BLM
HR	Complete fingerprinting and background checks	May 2013	Jul 2013	DOO
Academic	Prepare school calendar and distribute to families	May 2013	May 2013	PR, DOO
Technology	Install Hybrid Learning Management System	Jun 2013	Jul 2013	DOO, BLM
Facility	Obtain Certificate of Occupancy	Jun 2013	Jun 2013	DOO
Recruitment	Conduct open houses for admitted students	Jun 2013	Jun 2013	PR, DOO
Academic	Contract with Related Service Providers	Jun 2013	Aug 2013	SAC
Academic	Conduct home visits	Jun 2013	Aug 2013	PR, SAC
Operations	Secure insurance policies	Jun 2013	Jul 2013	DOO
PD	Prepare Summer Institute materials	Jun 2013	Aug 2013	PR, SAC, BLM
Finance	Complete Initial Statement of Financial Controls	Jul 2013	Jul 2013	DOO
HR	Complete staff fingerprints and background checks	Jul 2013	Jul 2013	DOO
Operations	Secure IEPs and student records	Jul 2013	Aug 2013	DOO, SAC

Domain	Action	Start Date	End Date	Responsibility
Operations	Create a draft SAVE plan and submit it to SED	Jul 2013	Aug 2013	DOO
Operations	Purchase AEDs and train staff	Jul 2013	Aug 2013	DOO
Operations	Purchase AEDs and train staff	Aug 2013	Aug 2013	DOO
PD	Conduct Summer Institute	Aug 2013	Aug 2013	PR, SAC, BLM
PD	Develop staff growth plans	Aug 2013	Aug 2013	PR
Academic	Create lesson plans for first weeks of school	Aug 2013	Aug 2013	PR

M. Dissolution Plan

The school will work closely with appropriate representatives of the New York City Department of Education (NYC DOE) to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards. Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children, including New York City district schools, charter schools and nonpublic schools.

The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the New York City School District as designated by the Board.

Attachment 1: Admissions Policies and Procedures

All students who reside in the state of New York are eligible to attend Brilla College Preparatory Charter School (Brilla Prep). The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools. There are no financial or academic requirements for admission to Brilla Prep; admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply. In order to maintain school culture, the school intends to admit new students into kindergarten through 2nd grade each year as space permits.

Brilla Prep will engage in extensive efforts to inform families in the South Bronx and its neighboring communities about the new school. We will knock on doors and recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes and public housing. We will reach out to local schools, community-based organizations, businesses and religious organizations to raise awareness in the community. We will conduct open houses at the school; disseminate materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. Our marketing will highlight our services for students with disabilities and English language learners and the ways our blended-learning model individualizes education for all students.

To apply to Brilla Prep, it is only necessary that the school receive a completed application for the child. Applications must be submitted by April 1st by families of students interested in attending the school. Applications must be hand delivered, mailed or e-mailed, and received no later than the admission period deadline listed on the form. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

The Brilla Prep application seeks only information necessary to admit new students and is not considered a pre-registration form. Our application form will be designed in accordance with the State Education Department guidelines. The school will adapt the uniform application form within the following allowable parameters: print the application form with the school's letterhead and/or logo; brand the application form by including the school's mission statement and explanatory information about the school, and request additional information. All data elements that may be required to be submitted by the applicant will be marked with asterisk and the form will include the following notation: *"* The items marked with an asterisk (*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (*) are optional."*

The following statement will also be included in the application form:

Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school. However, Brilla Prep provides an academic program specifically designed for to meet the needs of low-income students. These preferences have been approved by the school's authorizer and are permissible.

The application will request information about students' eligibility for free- and reduced-price lunch, but will not require that information.

Brilla Prep will use the following preferences to enroll new students:

- Siblings of students enrolled in the school will have an absolute preference.
- Students residing within the district of location will receive an absolute preference, i.e., will be drawn before students living outside the district.
- Low-income students will receive a weighted preference; they will be entered twice (2x) in the lottery to increase their likelihood of being selected. Families that choose not to note their eligibility for this preference will not be weighted in the lottery.
- When a student in the lottery with sibling(s) in the lottery is drawn, that student's sibling(s) will be added next to the list.

If the number of applicants exceeds the school's capacity, a random selection lottery process will be conducted on or about April 15, but no earlier than April 1. The lottery will be conducted by the Principal, a board member and a third adult who has no affiliation with the school. The actual process will be open to the public. After checking the birth dates to make sure that the application is the appropriate age for the entering grade, the child's name will be entered into the lottery. The following will also be noted for each child entered into the lottery:

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying.
- The place of residence will be noted so that preference can be given to students living in CSD 7.
- The student's eligibility for free or reduced price lunch will be noted so that preference can be given for low-income students.

The lottery will follow these steps for each grade:

1. Siblings of students already enrolled in the school will be drawn.
2. Students who reside within CSD 7 will be drawn

3. Students who reside outside CSD 7 will be drawn

Once the number of students equal to the number of available seats has been drawn, the remaining applicants will be drawn and placed on the waitlist in the order in which they are drawn. After all the names have been chosen, the parents will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be provided, specifically an original birth certificate, social security card, immunization records and proof of address, and an appointment time to meet with school administrator to turn over the forms. Parents/guardians will be expected to document residence at the time of registration following our lottery; acceptable documentation will include a lease and/or utility bill.

For children not selected, the letter will indicate their number on the wait list, and will describe the steps that will take place if a space becomes available. That wait list will be maintained for the entire year. If a student withdraws, the next applicant on the wait list in that grade will be called and offered the space. Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The wait list will expire annually at the lottery drawing for the next school year.

After the first year, students returning to the school will be considered to be enrolled in each successive year through the completion of 8th grade. Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.



OFFICE OF THE SUPERINTENDENT OF SCHOOLS
ARCHDIOCESE OF NEW YORK

1011 First Avenue, New York, New York 10022 Phone: (212) 371-1000 Fax: (212) 758-3018

Director Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

February 27, 2012

Dear Dr. Chuang,

I am writing to express my support for Brilla College Prep's application for a charter for the 2012 - 2013 school year.

While our strategic plan provides an outline for the continued strength and success of our Catholic schools in the Archdiocese, we have had to make the challenging decision to close several schools in recent years. While many students have chosen to remain within our school system by transferring to another Catholic school, others have not. Those students are no less deserving of a quality education than any other student in the City of New York.

As Superintendent of Schools for the Archdiocese of New York, I know our schools provide a quality education by offering a rigorous academic program, infused with moral formation and committed to the idea that all children can and should perform their God-given potential. Brilla College Prep stands poised to create a serious and committed academic community, while offering opportunities for students' growth and success through a vibrant before and after-school program.

All families deserve outstanding educational options, and I firmly believe that Catholic schools and charter schools have much to learn from each other, and much to offer students. As good citizens, we all must applaud vision, leadership, and outreach to communities in need as related to education. I support Brilla College Prep, and wish its leaders, its future faculty, and - most importantly - its future students - all success in the years ahead.

Sincerely,

Timothy J. McNiff
Superintendent of Schools



Hunts Point Alliance *for* Children

February 15, 2012

Director Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

Dear Mr. Chuang,

This letter confirms my strong support of the Brilla College Preparatory charter school application.

As the Founder and Managing Director of the Hunt Point Alliance for Children, I am excited by their plans to launch a “no excuses” charter school for underserved children in Mott Haven. I was especially excited about the team with the urban education expertise of Rick Ramirez, Stephanie de Saroki and their colleague Scott Hamilton (who led the effort to replicate KIPP into the nation’s strongest charter school network). Their thoughtful planning and approach promises to produce a new educational option that will provide the city’s most disadvantaged children with outstanding academic preparation and character development.

Because of my commitment to dramatically improving education in New York City and across the state, and because of my confidence in the Brilla College Preparatory team, I have been excited to partner in this effort with my expertise and community ties to the Bronx. I wholeheartedly endorse their application and hope to see the success of a model new school for the city.

Sincerely,

Maryann Hedaa
Founder and Managing Director
Hunts Point Alliance for Children



NEW YORK CENTER

FOR CHILD DEVELOPMENT 328 EAST 62ND STREET, NEW YORK, NY 10065 / PHONE: (212) 752-7575 / FAX (212) 752-7564

February 15, 2012

Director Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

Dear Mr. Chuang,

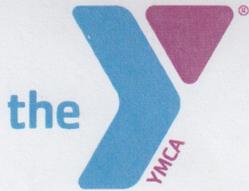
This letter confirms The New York Center for Child Development support of Brilla College Preparatory and the effort to build a K-5 charter school of excellence for underserved children. The New York Center for Child Development is deeply committed to making a difference in the lives of children in New York, and we especially encourage the efforts of Brilla College Preparatory to dramatically improve the educational opportunities of the city's most disadvantaged children.

The New York Center for Child Development believes that early childhood is a time for significant impact to set the foundations for school success and success in life. We devote our time to ensuring the greatest of success for our families and community and provide the highest quality of education and therapeutic services to support child development. The work that Brilla College Preparatory is focused on providing greatly aligns with ours and I am excited to work with Brilla College Preparatory for the benefit of our students and families.

Long-term, The New York Center for Child Development will continue to provide assistance with early childhood services and education. We are proud to join Brilla College Preparatory in helping students reach high levels of academic achievement and develop into successful citizens of strong character.

Sincerely,

Evelyn Blanck
Associate Executive Director
The New York Center for Child Development



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Sharlene Brown
Executive Director

February 15, 2012

Director Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

Dear Mr. Chuang,

I am writing on behalf of the Bronx YMCA in support of the charter school application submitted for Brilla College Preparatory. Their focus and commitment to students and families aligns with the beliefs and mission of the Bronx YMCA. I wholly support the school's application to serve students of the South Bronx where I am sure they will have a positive impact.

Though opening schools is an ambitious project, I am confident that Brilla College Preparatory will have the resources needed to excel in this endeavor. Their staff is dedicated to students, families and the community and I am excited to see the development that will occur over the course of this project. Their commitment to serve low-income students in the Bronx will help bring positive change in the neighborhood and community and provide more options for students and their families who seek a strong education. There is a sobering achievement gap in the education of low-income students and their wealthier peers, and a school like Brilla will work towards closing this gap and providing a great opportunity for students.

We look forward to partnering with Brilla College Preparatory and serving the community. I know there are hundreds of students who receive services from the YMCA that would benefit from a school like Brilla. I fully support the opening of this school, partnering and providing a much needed service to the South Bronx.

Sincerely,

Sharlene Brown
Executive Director
Bronx YMCA

YMCA OF GREATER NEW YORK Bronx YMCA 2 Castle Hill Avenue Bronx, NY 10473
D 718-792-9736 C 347-582-3842 F 718-863-1228 E sbrown@ymcanyc.org W ymcanyc.org/Bronx

New York City's YMCA | WE'RE HERE FOR GOOD.™

February 12, 2012

Assemblywoman Carmen Arroyo
District Office
384 East 149 Street, Suite 300
Bronx, NY 10455

Dear Assemblywoman Arroyo,

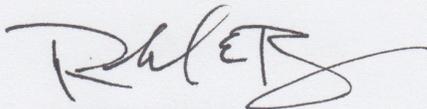
I am writing on behalf of a team of educators and non-profit leaders to inform you that we have applied to open a new public charter elementary school in District 7. If approved, this new school, Brilla College Prep, would open in August 2013 in Mott Haven.

Over five years ago, I worked as a middle school teacher in Washington Heights, where I was able to help my fifth-grade students make significant academic gains. I have been working in urban education since, and I recently joined KIPP Foundation co-founder Scott W. Hamilton to explore launching a new charter school in the South Bronx that would be a character-building, opportunity-equalizing force for families in Mott Haven.

As you know, half of all Mott Haven residents live below the poverty line, and there is great need for more good educational options. The proposed school—Brilla College Prep Charter School—would serve grades K-8, starting with kindergarten and first grade, growing a grade level each year thereafter. The school would seek to provide underserved children with an academically-excellent, character-building education—maintaining high academic and moral expectations of all students, providing a strong foundation in the core subjects, and creating a structured school culture and community that honors the inherent dignity of all children and their families. The school would be built on six cornerstones – High Expectations, Results Matter, Lead with Character, Choice and Commitment, More Time, and Teach the Best Content. We would offer a longer school day, week, and year to ensure that all children's needs are met, and we would work with community leaders and families to ensure their active participation in the school.

My hope is to continue share this idea with South Bronx community leaders and especially families who might want another good educational option for their children. I am also hoping to get your feedback on the proposed school. I would be grateful to meet with you to tell you more. You may also contact me at richard.e.ramirez@gmail.com or 602-402-4621, or you may contact my colleague, Stephanie Saroki de Garcia, at stephanie@setonpartners.org or 202-641-3202, for more information or to provide any feedback or guidance you might have.

Yours sincerely,



Rick Ramirez
Brilla College Prep Charter School

February 12, 2012

Dr. Maria Diaz
Community School District 7
501 Courtlandt Avenue
New York, NY 10451

Dear Dr. Diaz,

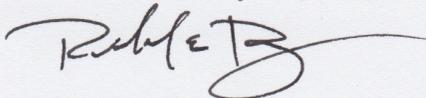
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Yours sincerely,



Rick Ramirez
Brilla College Prep Charter School

February 12, 2012

District Manager Cedric Loftin
Bronx Community Board 1
3024 Third Avenue
Bronx, NY 10455

Dear Mr. Loftin,

I am writing on behalf of a team of educators and non-profit leaders to inform you that we have applied to open a new public charter elementary school in District 7. If approved, this new school, Brilla College Prep, would open in August 2013 in Mott Haven.

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Yours sincerely,



Rick Ramirez
Brilla College Prep Charter School

February 12, 2012

Director Monica Major
Office of the Bronx Borough President
851 Grand Concourse, 3rd Floor
Bronx, NY 10451

Dear Ms. Major,

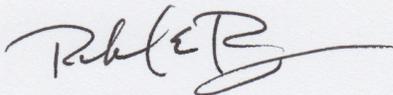
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Yours sincerely,



Rick Ramirez
Brilla College Prep Charter School

February 12, 2012

Chairperson George Rodriguez
Bronx Community Board 1
3024 Third Avenue
Bronx, NY 10455

Dear Mr. Rodriguez,

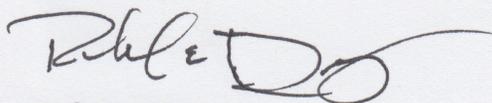
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Yours sincerely,



Rick Ramirez
Brilla College Prep Charter School

February 12, 2012

Congressman Jose Serrano
Bronx Office
1231 Lafayette Ave, 4th Floor
Bronx, NY 10474

Dear Congressman Serrano,

I am writing on behalf of a team of educators and non-profit leaders to inform you that we have applied to open a new public charter elementary school in District 7. If approved, this new school, Brilla College Prep, would open in August 2013 in Mott Haven.

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Yours sincerely,



Rick Ramirez
Brilla College Prep Charter School

Attachment 3a: Sample Daily Schedules

Sample Student Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15	School Meeting				
8:15-8:25	Class Meeting				
8:25-8:45	Math Meeting				
8:45-10:15	Literacy: Read Aloud Guided Reading Word Study Independent Read				
10:15-10:35	Structured Play				
10:35-11:35	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:35-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	Literacy: Writing Workshop Paideia Seminar	Mathematics	Literacy: Writing Workshop Paideia Seminar	Mathematics	Literacy: Writing Workshop Paideia Seminar
12:45-1:30	Art	Fitness	Art	Fitness	Art
1:30-1:45	Snack	Snack	Snack	Snack	Snack
1:45-2:30	Science	Science	Science	Science	Science
2:30-3:15	Social Studies	Social Studies		Social Studies	Social Studies

Sample Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:15	School Meeting	School Meeting	School Meeting	School Meeting	School Meeting
8:15-8:25	Daily Agenda	Daily Agenda	Daily Agenda	Daily Agenda	Daily Agenda
8:25-8:45	Math Meeting	Math Meeting	Math Meeting	Math Meeting	Math Meeting
8:45-10:15	Literacy	Literacy	Literacy	Literacy	Literacy
10:15-10:35	Structured Play	Structured Play	Structured Play	Structured Play	Structured Play
10:35-11:35	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:35-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	Literacy	Literacy	Literacy	Literacy	Literacy
12:45-1:30	Prep	Prep	Prep	Prep	Prep
1:30-1:45	Snack	Snack	Snack	Snack	Snack
1:45-2:30	Science	Science	Science	Science	Science
2:30-3:15	Prep	Prep	Staff Development and Planning	Prep	Prep
3:15-4:30	Planning	Planning		Planning	Planning

Attachment 3b: First Year Calendar

Proposed 2013-2014 School Calendar (191 Full Days of Instruction* + 16 Saturday Half Days)

Events and Holidays	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	July							January						
August: 5-23 Staff Summer Institute 26 School Year Begins		1	2	3	4	5	6				1	2	3	4
	7	8	9	10	11	12	13	5	6	7	8	9	10	11
	14	15	16	17	18	19	20	12	13	14	15	16	17	18
	21	22	23	24	25	26	27	19	20	21	22	23	24	25
September: 2 Labor Day	28	29	30	31				26	27	28	29	30	31	
	August							February						
October: 14 Columbus Day					1	2	3							1
	4	5	6	7	8	9	10	2	3	4	5	6	7	8
November: 1 End 1 st Quarter 11 Veteran's Day 28-29 Thanksgiving	11	12	13	14	15	16	17	9	10	11	12	13	14	15
	18	19	20	21	22	23	24	16	17	18	19	20	21	22
	25	26	27	28	29	30	31	23	24	25	26	27	28	
	September							March						
December: 23-31 Winter Holiday	1	2	3	4	5	6	7							1
	8	9	10	11	12	13	14	2	3	4	5	6	7	8
	15	16	17	18	19	20	21	9	10	11	12	13	14	15
January: 1-3 Winter Holiday 17 End 2 nd Quarter 21 MLK Day	22	23	24	25	26	27	28	16	17	18	19	20	21	22
	29	30						23	24	25	26	27	28	29
								30	31					
	October							April						
February: 17 President's Day 24-28 Winter Recess			1	2	3	4	5			1	2	3	4	5
	6	7	8	9	10	11	12	6	7	8	9	10	11	12
	13	14	15	16	17	18	19	13	14	15	16	17	18	19
	20	21	22	23	24	25	26	20	21	22	23	24	25	26
	27	28	29	30	31			27	28	29	30			
April: 11 End 3 rd Quarter 18-25 Spring Break 29-30 State Testing						1	2					1	2	3
	3	4	5	6	7	8	9	4	5	6	7	8	9	10
May: 1 State Testing 6-7 State Testing 26 Memorial Day	10	11	12	13	14	15	16	11	12	13	14	15	16	17
	17	18	19	20	21	22	23	18	19	20	21	22	23	24
	24	25	26	27	28	29	30	25	26	27	28	29	30	31
	December							June						
June: 27 School Year Ends	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	8	9	10	11	12	13	14	8	9	10	11	12	13	14
Wednesdays: Early student release	15	16	17	18	19	20	21	15	16	17	18	19	20	21
	22	23	24	25	26	27	28	22	23	24	25	26	27	28
	29	30	31					29	30					
Saturdays: 8 am to noon 2x/month														

*Number of days of instruction may differ depending on factors such as snow days.

Attachment 4: Student Discipline Policy

Mission: Brilla College Preparatory Charter School, a K-8 school in the classical tradition, helps students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college and beyond.

Brilla Prep Virtues: Justice, Self-control, Good Judgment, Courage, and Kindness

Commitment to Excellence: Brilla Prep is a three legged stool supported by staff, parents and students. We expect each to make a commitment to the others and to the school to ensure that together we achieve our mission.

School Commitment

1. **Timeliness** – We will arrive every day by 7:15 A.M. and remain at school until 4:30 P.M.
2. **High Quality Education** – We will do whatever it takes to nurture and strengthen our students' creativity, knowledge, and character as we prepare them to excel academically, physically, and socially in secondary schools, colleges, and life.
3. **Support and Respect** – We promise to respect, appreciate, and support every student. We will work together with you for the benefit of your child and all the children attending Brilla Prep.
4. **Communication** – We promise to communicate regularly with parents about their child's progress and make ourselves available in person and by phone. We will return parent phone calls within 24 hours.
5. **Civility** – We promise to maintain a high level of civility in our communication with you and your child. We believe that we are on the same team and we will conduct ourselves respectfully and professionally.
6. **Homework** – We will assign productive, worthwhile homework each night to reinforce and support skills and concepts learned in class.
7. **Fairness** – We will address all issues consistently and fairly. We promise to keep you informed of how your child is demonstrating the Brilla Prep virtues. When students are disciplined or deserve recognition for their accomplishments, we will inform their parents promptly.
8. **Safety** – We will always protect the safety, interests, and rights of all individuals.

Parent/Guardian Commitment

1. **Attendance** – We will make sure our child comes to school every day. We will schedule doctor's appointments, vacations, etc. for days when school is not in session. We understand that there will be consequences for multiple absences.
2. **Timeliness** – We will make sure our child arrives at school every day on time (by 7:45 A.M.). We will make sure to promptly pick up our child at the end of the school day (3:15 P.M. Monday, Tuesday, Thursday and Friday, and 2:30 P.M. on Wednesdays)

3. **Support & Homework** – We will provide a quiet space at home for our child to study. We will check our child’s homework every night and ensure that our child reads and/or is read to every night. We will make sure our child gets enough sleep each night (at least 8 hours). We will do whatever it takes for our child to learn and perform to his/her optimal ability. We will reinforce the Brilla Prep virtues at home and sign weekly paychecks.
4. **Communication** – We will make ourselves available to our child and the school, and respond to any concerns they might have. We will return phone calls from the school within 24 hours. If we are asked to attend a meeting regarding our child’s education or behavior, we will attend. If we have any concerns we will raise them with someone at the school. We will promptly inform the school if our address and/or phone number changes.
5. **Civility** – We promise to maintain a high level of civility in our communication with the school. We know that we are on the same team and we will conduct ourselves in a respectful and professional manner.
6. **Dress Code** – We will make sure our child follows the Brilla Prep dress code every day.
7. **Saturday School** – We will ensure our child attends all Saturday School sessions from 8:00 A.M. to 12:00 P.M.

Student Commitment

1. **Virtues** – I will live by our virtues: Justice, Self-control, Good Judgment, Courage, and Kindness
2. **Kindness** – I will be nice to everyone every day.
3. **Work Hard** – I will work hard and do my best every day.
4. **Homework** – I will do my homework every night and call my teacher if I need help.
5. **Directions** – I will follow the directions of my parents and all of the adults at school and on the bus.
6. **Respect** – I will respect adults, students, myself and school property.
7. **Choices** – I will use appropriate behavior and language at all times.

Dress Code: Brilla Prep has a primary objective of developing a community of learners, dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and one’s responsibility to that group. Uniforms also allow parents to save money by not having to buy an entire wardrobe of school clothing and they minimize learning distractions in the school.

While the school will identify an inexpensive uniform provider, it understands that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. The school will keep reserves on hand to assist families who cannot afford the uniform.

Brilla Prep Uniform

Boys	Girls
<ul style="list-style-type: none">• Brilla Prep polo shirt with logo• Slacks• Black belt• V-neck pullover• Crew socks	<ul style="list-style-type: none">• Brilla Prep polo shirt with logo• Jumper• Opaque tights• V-neck cardigan

The following dress code guidelines apply to all students:

1. Students are to wear the Brilla Prep uniform every day.
2. All Brilla Prep shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Pants may not be excessively baggy and may not cover the shoes.
5. Students may not wear jeans, jogging pants, sweat pants or shorts. Shorts are permitted if the weather is above 85 degrees and must be of appropriate length.
6. Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
7. Students may not wear inappropriately tight clothing.
8. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees). Girls are encouraged to wear shorts under their skirts as we sit on the carpet a lot.
9. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
10. For safety reasons the following jewelry will not be permitted at Brilla Prep: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). Students are permitted one bracelet and one ring to be worn in school. One necklace may be worn but must remain tucked in at all times.
11. Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
12. Students cannot wear shoes that show their toes or heels.
13. Students may not use nail polish or fake fingernail tips.

Code of Conduct

Brilla Prep has very high expectations for student behavior and a strict code of conduct to ensure students act appropriately at all times and are always within a safe, structured environment. The school takes a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning.

Consequences are designed to help students recognize negative behavior, teach them alternative choices, and protect other members of the community from disruptions or danger. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation; these consequences may include:

- **Verbal Warning:** Students are informed that their conduct is not conducive to learning and are warned not to continue the conduct. Continuing the conduct will result in more severe consequences.
- **Time Out:** Used primarily in the lower grades, students take a “break” or “time out” by going to a designated part of the room or to another classroom to complete their assigned work. This gives a student time to get back on track and think briefly about their actions. The length of a time out varies from grade to grade and is also based on the severity of the behavior.
- **Loss of Brilla Bucks:** Students begin each week with 100 Brilla Bucks and may lose them for misbehavior. Paychecks are issued each week, which families must sign.
- **Parent Contact:** Teachers will call, e-mail or write to family members to inform them of their child’s behavior and the consequence and to discuss appropriate strategies that can be used both at school and at home. These conditions will be written down and parents will be asked to sign the document and send it back to school.
- **Lunch Detention:** Teachers keep students in their classroom during the lunch period. Students may be required to complete written reflections, complete missed work or make up for their behavior by doing some form of community service during this time.
- **Reconciliation:** We believe deeply in the idea of community and that students are responsible for their actions and the impact they have on others. Therefore, depending on the severity of the incident, students may be asked to publicly acknowledge the negative impact that their conduct had on the community and/or their individual class. If a child has been suspended, for example, the child will return to his/her class after the suspension and be asked to acknowledge his/her unacceptable behavior and articulate what he/she did wrong. The student will also be asked to say how his/her conduct violated one of the school’s virtues or rules, and state how he/she will act differently in the future. This acknowledgement emphasizes the concept of every student’s responsibility towards their community.
- **Reparations:** In order to reinforce the idea that negative behavior affects others, students may be asked to compensate those affected by their negative behavior, or “fix” the situation. For example, a student may be required to clean or paint over vandalism, clean an area that was destroyed, replace damaged property that he/she caused or perform community service.
- **Office Referral:** If a student repeatedly disrupts the learning environment, the student may be removed from class at the discretion of the teacher. The student will be sent to another classroom, until such time as he/she is instructed to return to class. If the problem persists, the student may be referred to an administrator, which is considered an Office Referral. An Office Referral provides a student the chance to stop negative

behavior, reflect on his/her actions and return to class ready to be productive members of the learning community.

- **Parent Conference/Conversations:** Parents or guardians are integral partners in helping us support a child who is struggling in school either socially or academically. By coordinating strategies to support students in understanding appropriate behavior, we increase the likelihood of success and avoid confusion and mixed messages. Teachers will be communicating on a regular basis via phone, email or by meeting to make sure that all parties are aware of issues and are working together to solve the problem. Administrators may also get involved in working with families to develop productive solutions.
- **Behavior Contract:** A behavior contract may be developed for students who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. The behavior contract will clearly describe expected behaviors for the student and a parent or guardian will be required to sign the document. Students will keep the contract with them each day and have it signed by their teachers during the day. The contract will be reviewed on a regular basis to determine whether it is still necessary.
- **Loss of Privileges:** Students who continue to exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events and ceremonies.
- **In-School Suspension:** Brilla Prep may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the Principal and are used only for serious or persistent infractions of school rules. Students, who have received an in-school suspension, must spend the school day supervised by a staff member in one of the school offices doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership team, before he or she can be dismissed.
- **Out of School Suspension and Expulsion:** To create and maintain a safe, supportive, fair and reliable school community, Brilla Prep will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Principal. Suspensions will be recorded in student’s records. In the event that a child is suspended, an alternative instructional setting will be established as soon as possible no later than the day after the suspension or expulsion is effective.

Below is a list of possible infractions and their potential consequences. This list is not exhaustive and teachers and staff can supplement these rules with their own rules for classes and events. All discipline will take into account the history, specific context and severity of the negative behavior. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police Department or other authorities.

Infractions	Range of Consequences
Level 1	

Infractions	Range of Consequences
<ul style="list-style-type: none"> • Slouching/failing to be in scholarly position • Calling out an answer • Having an un-tucked shirt • Chewing gum or bringing candy to school • Rolling eyes or other minor disrespectful behavior • Wearing makeup 	<ul style="list-style-type: none"> • Warning/reprimand by school staff • Student is reminded of appropriate behavior and task at hand • Student is reminded of past poor decisions and provided with productive alternative choices that should be made
Level 2	
<ul style="list-style-type: none"> • Repeating a Level 1 infraction • Being off-task • Being unprepared for class (which includes but is not limited to failing to bring pencil, not completing homework, etc...) • Failing to follow directions • Failing to complete work • Arriving late to school/class and/or violating school attendance policy • Failing to be in school uniform and/or violating school uniform policy • Wearing clothing or other items that are unsafe or disruptive to the educational process • Failure to obtain signatures for required assignments • Disrupting class or educational process in any way at any time (which includes but is not limited to making excessive noise in a classroom, failing to participate, refusing to work with partners, etc...) • Being in an off-limits location without permission • Failing to be in one's assigned place on school premises • Getting out of your seat without permission at any point during the school day • Going to the bathroom without permission or at undesignated times • Making noise in the hallways, in the auditorium, or library without permission • Inappropriate noise levels in lunchroom, gym, and during arrival and dismissal • Leaving the recess area during recess without permission from an authorized adult • Engaging in unsafe behavior, failing to use recess equipment properly, or failing to follow directions during recess • Excluding classmates in games/activities during recess • Using school equipment (i.e. computers, faxes, phones) without permission • Bringing electronic equipment to school of any kind without school authorization (which includes but is not limited to cell phones, game boys, walkmans, i-pods, headphones, pagers, radios, etc...) 	<ul style="list-style-type: none"> • Student is reminded of appropriate behavior and task at hand • Student is given a verbal warning • Student is given a "Time Out" within the classroom and separated from other students • Removal from classroom for "Time Out" outside of the classroom (another classroom or administrator's office) • Additional assignments which require student to reflect on behavior in writing or orally (depending on grade) • Call home to parents • Student-Parent-Teacher conference • Student-Parent-Administrator conference • In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities) • Verbal or written apology to community • Staying after school or coming in on Saturdays • In-school suspension (possibly immediate) • Out-of-school suspension (possibly immediate) • Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period or expulsion)

Infractions	Range of Consequences
<ul style="list-style-type: none"> • Littering on school grounds • Verbally dishonoring a fellow student (which includes but is not limited to teasing, name calling, being rude, mocking, etc...) • Verbally dishonoring faculty, staff, or other school community members (which includes but is not limited to being rude, disobeying instructions, etc...) 	
Level 3	
<ul style="list-style-type: none"> • Repeating a Level 2 infraction • Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory language • Dishonoring a faculty or staff member using profanity, racial slurs, or any foul or discriminatory language • Disobeying or defying school staff or any school authority/personnel • Using profane, obscene, lewd, abusive, or discriminatory language or gestures in any context (which includes but is not limited to slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability) • Posting or distributing inappropriate materials (which includes but is not limited to unauthorized materials, defamatory or libelous materials, or threatening materials) • Violating the school's Internet policy (which includes but is not limited to using the Internet for purposes not related to school or non-educational purposes or which result in security/privacy violations. Personal internet use is contingent upon express permission from a school authority) • Forgery of any kind • Lying or providing false or misleading information to school personnel • Engaging in any academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without expressed permission from a school authority) • Tampering with school records or school documents/materials by any method • Falsely activating a fire alarm or other disaster alarm or making false threats of any kind • Misusing other people's property • Vandalizing school property or property belonging to staff, students, or others (which includes but is not limited to writing on desks, writing on school books, damaging property, etc...) • Stealing or knowingly possessing property belonging to another person without proper 	<ul style="list-style-type: none"> • Sent to Principal's office • Loss of classroom/school privileges • Additional assignments which require student to reflect on behavior in writing or orally (depending on grade) • Call home to parents • Removal from classroom for "Time Out" outside of the classroom (another classroom or administrator's office) • Student-Parent-Administrator Conference • In-School disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities) • Verbal or written apology to Community • Staying after school or coming in on Saturdays • In-school suspension (possibly immediate) • Out-of-school suspension (possibly immediate) • Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period) • Expulsion

Infractions	Range of Consequences
authorization <ul style="list-style-type: none"> • Smoking • Gambling • Throwing any objects inappropriately • Engaging in inappropriate or unwanted physical contact • Fighting or engaging in physically aggressive behavior of any kind (which includes but is not limited to play fighting, horsing around, shoving, pushing, or any unwanted or aggressive physical contact) • Leaving class, school-related activity, or school premises without school authorization • Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy 	
Level 4	
<ul style="list-style-type: none"> • Repeating a Level 3 Infraction • Repeated in-school and/or out-of-school suspensions • Exhibiting blatant and repeated disrespect for school code, policies, community, or culture • Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs) • Destroying or attempting to destroy school property • Engaging in intimidation, bullying, harassment, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce • Engaging in behavior which creates a substantial risk of or results in injury/assault against any member of the school community • Engaging in sexual, racial, or any other type of harassment • Possessing, transferring, or using alcohol, other drugs or controlled substances • Participating in an incident of group violence • Possessing a weapon • Charged with or convicted of a felony 	<ul style="list-style-type: none"> • Sent to Principal/school administrator • Loss of classroom/school privileges • Additional assignments which require student to reflect on behavior in writing or orally (depending on grade) • Call home to parents • Removal from classroom or "Time Out" outside of the classroom (administrator's office) • Student-Parent-Administrator Conference • In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities) • Verbal or written apology to community • Staying after school or coming in on Saturdays • In-school suspension (possibly immediate) • Out-of-school suspension (possibly immediate) • Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period) • Expulsion

Disciplinary Procedures and Due Process: Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to

discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

- **Short-Term Suspension:** A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. The Principal may impose short-term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language or translation will be made.
- **Long-Term Suspension:** A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes a long-term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the

proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice must be provided to the Principal no less than 2 days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

- **Expulsion:** An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

Students with Disabilities: The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDEA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will contact the CSE for reconsideration of the student's educational placement. Such student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

Brilla Prep will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of ten days.

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting (“IAES”), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student’s family may request that the student be disciplined in accordance with these provisions.

Alternative Instruction: Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school’s choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student’s home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student’s school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student’s school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student’s school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

Bus Policy: Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

- **1st incident:** a warning is issued
- **2nd incident:** the student will not be allowed to use the bus for one day
- **3rd incident:** the student will not be allowed to use the bus for an entire school week
- **4th incident:** the student will be prohibited from using the bus.

Gun-Free Schools: Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

Brother Brian Carty FSC



Personal

Birthdate: March 17, 1944
Birthplace: New York City
Member of Religious Order "Brothers of the Christian Schools"

Education

Columbia University School of Social Work
1979: Masters Degree; Social Work Administration

New York University
1970: Masters Degree; Counseling Psychology

Catholic University
1966: Bachelors Degree; Biology

Experience

Monsignor Kelly School
1966-1969: Teacher of Science
1969-1972: Principal

Lincoln Hall: Residential Treatment Center
1972-1975: Cottage Supervisor
1975-1978: Unit Director
1979-1981: Director of Public Relations and Development

College of New Rochelle: School of New Resources
1981-1984: Adjunct Professor of Social Work

De La Salle Academy
1984-Present: Headmaster & Founder

Associations

Certified Social Worker: New York State
Chairman, President, and Founder: George Jackson Academy
Trustee and Co-Founder: Franciscan Community Center
Board of Trustees: Summer on The Hill at Horace Mann
Past Founding Trustee: Notre Dame School
Past Trustees: New York Association of Independent Schools

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: _____

Charter School Name: *Brilla College Prep Charter School*

Charter School Address: *420 E 145th Street, Bronx, NY (likely location)*

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): *Member*

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
5. Please explain why you wish to serve on the board.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

The school will be built on the following six cornerstones: high expectations, results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- *Monitor effective implementation of key design elements.*
- *Monitor and report on progress towards meeting accountability goals.*
- *Facilitate communication with the school leader and authorizer.*
- *Evaluate the performance of the school leader.*
- *Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.*

- *Review budget to determine optimum allocation of resources.*

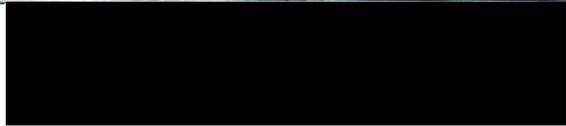
Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

De La Salle Academy



Application Responses:

#4 As the founder of two independent schools, I am intimately acquainted with the Charter School Movement. I am a close friend of Norm Atkins from Uncommon Schools and David Levin, co-founder of the Kipp Schools. I have also been a panelist at a conference given by Harlem Success Academy.

Stephanie Saroki de Garcia is a friend of many years and we have worked together in the past. On a recent visit by Stephanie to De La Salle she mentioned that a group was forming to petition for a charter school in the South Bronx. I volunteered my services and said that I would be of whatever help I can give. I know that area of the Bronx very well, having lived just a few blocks away from 1981 to 1995. Stephanie Saroki de Garcia asked me if I would be willing to join the Board and I said "Yes"!

#5 Having been an educator for forty-six years and having been the founder of two independent schools for academically talented students from low-income families and having served on four school boards, I feel that I can be of some assistance. I am also in contract with over fifty of my former students who are teaching in the public schools. I believe that Brilla College Prep will be a wonderful opportunity for the children we will serve.

#6 I currently serve or formerly served on the following Boards:

- | | |
|---------------------------------|------------------------|
| 1. De La Salle Academy: | Principal & President |
| 2. George Jackson Academy: | Chairman & Principal |
| 3. Notre Dame School: | Founding Trustee |
| 4. St. Hilda's and St. Hughes: | Past Trustee |
| 5. St. Aloysius School: | Past Trustee |
| 6. Franciscan Community center: | Co-Founder and Trustee |
| 7, Summer On The Hill: | Trustee |

#17 I would be guided by the principles and practices I use at De La Salle as our "Conflict of Interest Policy". The guiding principle shall always be to do "what is right" and always in the best interest of the children we serve.

2/16/2012

John J. Conroy, Jr.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

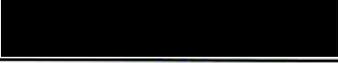
STATEMENT OF ASSURANCE

I, BROTHER BRIAN CARTY (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Brian Carty
Signature

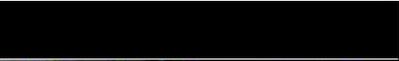
2/14/2012
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Scott W. Hamilton Biography

Scott is Managing Partner of Seton Education Partners, a non-profit organization working to recreate and revitalize inner-city education.

Previously, Scott was the President of the Pisces Foundation, a philanthropy created by the founders of the Gap, Inc., Doris and Donald Fisher. During this time, he designed and for 5 years led the effort to grow the Knowledge Is Power Program (KIPP) from two schools in 2000 to over 100 of the best known and celebrated inner-city public schools in America today.

Under his leadership, the Pisces Foundation also initiated the quadrupling of the Teach for America teaching corps, created the Charter School Growth Fund, provided the first major funding for GreatSchools.net, and backed the launch of The New Teacher Project.

Previous to his philanthropic work, Scott has held posts in the White House, the U.S. Department of Education, and at the Massachusetts Department of Education, where he was the Associate Commissioner of Education.

Scott received his degree in Ancient Greek from the University of Pennsylvania, where he rowed on the heavyweight varsity crew. He lives in San Francisco, California, with his wife, Stacey Boyd, and their two daughters.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Scott W. Hamilton

Charter School Name: *Brilla College Prep Charter School*

Charter School Address: *420 E 145th Street, Bronx, NY (likely location)*

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.
 Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.
 I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.
 I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was part of the group that first began talking about the incredible need for better school options for many children in NYC, especially those in the South Bronx.

5. Please explain why you wish to serve on the board.

To use my experience as a former charter school authorizer and foundation executive to help an educator create a great new school option.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here): *I served for ten years on the board of the KIPP Foundation and on the boards of several new KIPP Schools. I also served on the board of the California Charter School Association for five years. Currently, I serve on the board of the not-for-profit Seton Education Partners.*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I have met Rick Ramirez but have no relationship with him beyond acquaintance. Several years ago I met Eric Eckholdt but have no relationship with him. I have not met any of the others and have no relationship with them.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates

conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The procedures laid out in the charter school's Conflict of Interest Policy would guide my actions. If there is good cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford him/her an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and corrective action.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

Brilla will be built on the following six cornerstones: high expectations, results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- *Monitor effective implementation of key design elements.*
- *Monitor and report on progress towards meeting accountability goals.*
- *Facilitate communication with the school leader and authorizer.*
- *Evaluate the performance of the school leader.*
- *Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.*
- *Review budget to determine optimum allocation of resources.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

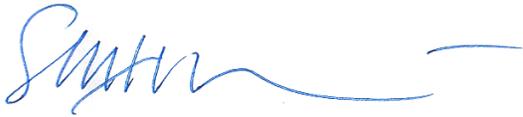
I have read the application, the by-laws, and all policies proposed to date.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Scott W. Hamilton, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



2-17-12

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]
[REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Anthony J. de Nicola



EXPERIENCE

Welsh, Carson, Anderson & Stowe, New York, NY
Co-President

1994 - Present

Responsible for managing a leading private equity investment management firm with capital exceeding \$20 billion raised.

Responsibilities include investment and organizational strategy, investor relations, and daily management of a team of over 75 professionals in New York that manages a portfolio of private company investments across over 30 companies with revenues exceeding \$19 billion and operating earnings of approximately \$3 billion.

William Blair & Company, Chicago, IL
Associate

1990 - 1994

Worked in the private equity department of this leading Chicago investment bank. Responsibilities included sourcing and analyzing new private capital investments.

McKinsey & Company, Inc., Boston, MA
Summer Associate in Management Consulting

Summer 1989

Worked closely with client and consulting team to implement cost-saving recommendations for a major multinational computer company. Managed regional workforce reduction pilot program implementing a flexible-staffing schedule among field service engineers.

Goldman, Sachs & Co., New York, NY
Financial Analyst in Mergers and Acquisitions Department

1986-1988

Solicited, analyzed and executed merger-related projects for major corporate clients. Projects included acquisitions, divestitures, restructurings and raid defenses ranging in size from \$20 million to \$4 billion.

- *Business Strategy.* Analyzed a variety of situations to determine client's strategic alternatives to maximize shareholder value;
- *Financial Analysis.* Assessed corporate valuations, created merger pro formas and structured leveraged buyouts utilizing knowledge of financial statements and cash flow analysis;
- *Marketing.* Prepared marketing memoranda, targeted potential purchasers, and personally contacted and directed purchasers through structured business sale programs. Developed internal plans to market the firm's Anti-Raid products.

**International Business Machines, Greencastle, IN
Operations Research Intern in Logistics Planning Department**

Fall of 1984

Applied statistical analysis, computer programming, file management and other management science techniques to optimize inventory planning.

EDUCATION

Harvard Graduate School of Business Administration, Boston, MA

1988-1990

Master in Business Administration degree, June 1990. General management curriculum. Graduated with distinction.

DePauw University, Greencastle, IN

1982-1986

Bachelor of Arts degree, *summa cum laude*, in Economics and Computational Mathematics, May 1986. Elected Phi Beta Kappa, selected Walker Cup recipient for outstanding senior and awarded Wilson Award for outstanding economics student. Financed 100% of education through scholarships, loans and earnings.

Activities:

- **DePauw Football.** Started three years on nationally ranked varsity football team. Chosen as an *Academic All-American* quarterback, elected captain and selected MVP in 1985. Awarded NCAA Postgraduate Scholarship and National Football Foundation Scholarship, 1985.
- **Management Fellows Program.** Selected to Student Executive Committee of DePauw's honors program for management and entrepreneurship.

The Rome Center of Liberal Arts, Rome Italy

Spring 1985

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Anthony J. de Nicola

Charter School Name: *Brilla College Prep Charter School*

Charter School Address: *420 E 145th Street, Bronx, NY (likely location)*

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): *Member*

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was approached by Stephanie Saroki de Garcia to assist with the founding and start up of Brilla College Prep Charter School.

5. Please explain why you wish to serve on the board.

I would like to provide my business experience and commitment to helping inner-city youth to the Brilla College Prep Charter School.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I have previously, or currently, served on the following Boards of Trustee/Director:

- DePauw University (Greencastle, IN)
- The Posse Foundation (New York, NY)
- Inner City Scholarship Fund (New York, NY)
- The Catholic Foundation (New York, NY)
- Sacred Heart School (Jersey City, NJ)

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
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- I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would follow the procedures laid out in the charter school's Conflict of Interest Policy. If I have reasonable cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and corrective action.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

The school will be built on the following six cornerstones: high expectations, results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- *Monitor effective implementation of key design elements.*
- *Monitor and report on progress towards meeting accountability goals.*
- *Facilitate communication with the school leader and authorizer.*
- *Evaluate the performance of the school leader.*
- *Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.*
- *Review budget to determine optimum allocation of resources.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Yes

23. Please provide any other information that you feel is pertinent to the Department's review.

N/A

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Anthony J. de Nicola (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Anthony J. de Nicola

Signature

2/14/12

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

NINFA SEGARRA, ESQ.

Thirty-seven years of outstanding service and experience in municipal government and the not-for-profit sector.

PROFESSIONAL ACCOMPLISHMENTS

Government

- Service as Deputy Mayor of the City of New York for seven years: As Deputy Mayor, supervised and coordinated the activities of the various agencies and departments concerned with youth, aging, education, disabilities, homelessness, the New York City Housing Authority, and maintained liaison with the School Construction Authority and CUNY. In addition, chaired highly effective Emergency Disaster Relief Task Force for international relief efforts that provided over 500 million pounds of food to natural disaster victims.
- Participated as member of two Mayoral Transition Teams; under Rudolph Giuliani, 1993 and Michael Bloomberg, 2001 - Chair to the Administrative Adjudication Panel
- Served as a Member of the NYC Board of Education from 1990 to 2002
 - First Latina President of NYC Board of Education
 - First sitting Member on NYC Board of Education with children in the public school system
 - Served on three search committees for Chancellor of the NYC school system
 - Prepared the public education system for transition to mayoral control
 - As President, oversaw the board's efforts to address the consequences of the attacks of September 11th on the school system.
- Appointed Member of Governor Pataki's Commission on Education Reform (October 2003)

EDUCATION

B.A., New York University, 1973

J.D., New York Law School, 1982, Admitted 1st Department, June 1983

Honorary Degree of Doctor of Civil Law, Dowling College, 1999

Gordon-Conwell Theological Seminary – pursuing a Masters in Urban Ministry

MEMBERSHIPS

Battery Park City Community Emergency Response Team (CERT) – Founding Member (FEMA trained)

Loisaida, Inc – Board of Directors, Chairperson

COMPAS (coalition of Latino clergy and community leaders in Lower East Side) – Founding Member

NY Organ Donor Network – member of Board of Directors

Puerto Rican Bar Association – Member

Primitive Christian Church (AG) – Member & Bible teacher

PERSONAL

Two children: Pablo is NYPD police officer and Alynda is a musician and composer.

TONIO BURGOS & ASSOCIATES

FEBRUARY 2006 - PRESENT

Senior Advisor

Area of expertise: Education, Health & Human Services

Drawing on expansive background in city government, education reform, community based organizing and cultural institutions, she applies a unique problem-solving perspective to serving client from a variety of sectors. She provides strategic planning, consulting and lobbying services.

VISION URBANA

SEPTEMBER 2004 – MARCH 2006

Consultant

Lower East Side Charter School for Leadership Excellence – middle school

Leader of the planning team that prepared an application for a charter school to seek approval by the NYS Regents.

BLOOMBERG FOR MAYOR 2005

APRIL 2005 – DECEMBER 2005

Consultant: Education Advisor

NEW YORK CITY POLICE MUSEUM

Executive Director

JANUARY 2002 – AUGUST 2004

At the start of January 2002, the New York City Police Museum moved into a separate landmark building devoted solely to the Museum's activities with a civilian staff. These changes significantly changed the scope, potential and operating cost of the Museum. As its' CEO, Ms. Segarra was responsible for this transition. Ms. Segarra's focus at the Museum was to foster positive police and community relations, increase the cultural institution's profile and implement professional museum operating standards. The Museum's renowned exhibits include a permanent exhibit honoring those lost on September 11th that was developed and installed during her tenure.

CITY UNIVERSITY OF NEW YORK

APRIL 2000 – JANUARY 2002

Vice President for Intercampus Collaboration

The City University of New York is the nation's leading urban university. Duties included:

- To foster the integration of plans to enhance partnership programs between colleges along with CUNY College Presidents and Senior University Officials
- To promote public school-college collaborations such as the *College Now* Program and directly responsible for expanding outreach to the New York City public school system
- Member of the Hostos Community College Management Assistance Team

NEW YORK CITY BOARD OF EDUCATION

JULY 1990 – JUNE 2002

The New York City Board of Education consisted of seven members and was responsible for establishing citywide education policy, ensuring the delivery of public educational services, adopting the school system's Operating and Capital budgets, appointing, and supervising the Chancellor. The NYC Board of Education provided primary and secondary education to over one million students, largest school system in the country.

Mayoral Appointee, July 1994 – June 2002

- Participated in three *Chancellor's Searches*
- Participated in the development of two, *Five Year Capital Plans*
- Several committee memberships including: *Collective Bargaining and School Safety*

Trustee for: *The Fund for New York City Public Schools, NYC Board of Education Retirement System, NYC Teachers Retirement System.*

President, April 2001 – June 2002

- Presided over Board of Education meetings
- Represented the Board of Education in financial matters
- Served ex-officio on Board of Education committees
- Appointed members of Board of Education committees

Bronx Representative, July 1990 – June 1994

- Represented Bronx County on the Board of Education
- Served on Governance, Chancellor's Search and Capital Committees

Committees: *Special Educational Committee, Chair and Early Retirement Committee, Chair*

CITY OF NEW YORK

JANUARY 1994 – MARCH 2000

Deputy Mayor for Education and Human Services

The Deputy Mayor for Education and Human Services advised and assisted Mayor Rudolph Giuliani, regarding all policies, planning and programs pertaining to education and human services. The Deputy Mayor supervised and coordinated the activities of the various agencies and departments concerned with youth, aging, education, disabilities, homelessness, and New York City Housing Authority, and maintained liaison with the School Construction Authority and CUNY

- Responsible for the oversight of the following New York City agencies: New York City Board of Education, New York City Housing Authority, Department of Homeless Services, Department of Youth and Community Development, and the Department for the Aging
- Responsible for the following Mayoral Offices: Office of People with Disabilities, Office of Immigrant Affairs, Office of Adult Literacy, and the YES Commission
- Responsible for assisting agency heads with the preparation and monitoring of the expense and capital budget

Committees: *Interagency Coordinating Council on Youth, Chairperson; Interagency Coordinating Council for Housing, Chairperson*

NINFA SEGARRA, ESQ.

THE DILENSCHNEIDER GROUP

JANUARY 1993 – DECEMBER 1993

Associate/Consultant

The Dilenschneider Group's objectives are to bring clients a unique level of communications, counsel and creativity and to provide exposure to contacts, networks and relationships that are not readily available.

- Provided counsel to clients in crisis management, marketing and government affairs
- Provided personal service to a limited and selected number of clients
- Specialization in the Latino/Hispanic market

COLLEGE BOARD MEMBERSHIP

ST. FRANCIS COLLEGE

Trustee – Term Completed

St. Francis College is an independent, private undergraduate institution that confers degrees in the arts, sciences and pre-professional fields to a predominantly urban student body from throughout the New York metropolitan area.

FASHION INSTITUTE OF TECHNOLOGY

Trustee – Term Completed

The Fashion Institute of Technology (FIT) is a senior college in the State University of New York system, founded in 1944. FIT is unique in that it confers bachelors degrees in a wide variety of education concentrations, specializing in the fashion fields including design, production and marketing of women's and men's wear, accessories and jewelry. Ms. Segarra served a one year term.

COURSES TAKEN (sampling)

Legal Problems of Museum Administration: March 2004

Financing Cultural Institutions in an Uncertain Environment: Spring 2003

Ethics in New York City Government: March 1999

Awards upon request

PAST AFFILIATIONS (sampling)

National Hispanic Media Council – Member (term ended 4.08)

National Puerto Rican Coalition (NPRC), Chairperson - Board of Directors (term ended 4.08)

Community Board #1 - Public Member – Battery Park City Committee/term ended-2/08

Clemente Soto Velez Cultural Center served as Chair (term ended 2008)

EMPLOYMENT HISTORY: August 1973 – December 1992

Hispanic Federation of New York City

July 1991 – December 1992

Legal Consultant

Center for Latino Leadership and Org. Excellence

July 1990 – June 1991

Director

New York City Voter Commission

May 1989 – June 1990

Executive Director

New York City Election Project

January 1986 – April 1989

Election Day Operations Manager

EMPLOYMENT HISTORY: August 1973 – December 1992(continues)

2/23/2012

Page 4 of 5

NINFA SEGARRA, ESQ.

Mayor's Office for the Handicapped Legal Counsel	November 1982 – December 1985
Advocates for Children Legal Intern	January 1981 – May 1982
New York City Department of Employment, Division of Youth Administrator	August 1978 – September 1980
Community Service Society Senior Technical Assistance Specialist	July 1977 – August 1978
ASPIRA of New York, Inc. Assistance Director/Acting Director	August 1973 – June 1076

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Ninfa Segarra, Esq.

Charter School Name: *Brilla College Prep Charter School*

Charter School Address: *420 E 145th Street, Bronx, NY (likely location)*

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): *Member*

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **I affirm.**
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was approached due to my extensive involvement in school reform and education and my community-based work in New York City (in particular my 25 years in The Bronx).

5. Please explain why you wish to serve on the board.

I have been a strong supporter of charter schools since their roll out in NYC. I was the lead on a charter school application for a Lower East Side location.

My wish to serve starts with the fact that education deficiencies in The Bronx, in spite of the changes that have been made in NYC, continue. As a former parent of children in public school, I understand the need to offer parents options.

I realize the responsibilities of serving on the board and am ready to meet those obligations.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. **Yes. (Include description here):**

I served for 12 years on the NYC Board of Education. In April 2001, I became President of the Board. As President, I presided during the aftermath of the attacks of September 11th, 2001.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **This does not apply to me.** Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please

indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **This does not apply to me, my spouse or other family members.** Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

It has been my experience that Boards establish practices to handle such circumstances. Normally, a Board develops a reporting mechanism that brings the matter to the attention of the Board's leadership and eventually the entire Board. If the Board does not properly handle the matter, I would seek counsel from our reporting entity or inspector general on how best to handle such a matter. I would certainly act on the information and urge other members to do so as well. Our role has fiduciaries requires quick and complete action.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

The school will be built on the following six cornerstones: high expectations, results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school provides every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- **Monitor effective implementation of key design elements.**
- **Monitor and report on progress towards meeting accountability goals.**
- **Facilitate communication with the school leader and authorizer.**
- **Evaluate the performance of the school leader.**
- **Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.**
- **Review budget to determine optimum allocation of resources.**
- **Be prepared to spend substantial time on school related matters**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader.

Board members have a responsibility to solicit input from, and

opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read, understand and support the charter school application.

23. Please provide any other information that you feel is pertinent to the Department's review.

The team that has been established, both consultants and proposed board members, have a personal commitment to provide a strong public school option within this charter school setting.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Ninfa Segarra (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature Ninfa Segarra Date 2/13/2012

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

RICK RAMIREZ

EDUCATION

Pace University Master of Science in Teaching - Childhood Education	September 2005 – May 2007 New York, NY
University of Southern California Bachelor of Arts, Cinema-Television Critical Studies Minors in Music Industry and Spanish	September 2001 – May 2005 Los Angeles, CA
Universidad de Deusto Spanish Cinema and Business Emphasis	January 2004 – May 2004 Bilbao, Spain

EXPERIENCE

National Geographic Television, New York, NY <i>Associate Producer – Border Wars</i> <ul style="list-style-type: none">• Manage production of highly rated series, including research, story sourcing, stock footage, audio layback, voiceover recording, online review, post-production deliverables and build relationships with government officials.• Develop and post produce multiple segments for <i>Border Wars Seasons 5 and 6</i> while exceeding all project deadlines.	January 2011 – Present
Part 2 Pictures, Brooklyn, NY <i>Associate Producer / Production Assistant / Intern – Hard Time and NOVA</i> <ul style="list-style-type: none">• Promoted twice while assisting producers with pre- to post-production on <i>Hard Time Seasons 2 and 3</i>, including field production, research, story sourcing, tape digitization, logging, transcription, travel logistics, expenses, stock and archival footage, audio layback, voiceover recording, script conforming and post-production deliverables.• Managed deliverables process for <i>Hard Time Season 2</i> while working on shoots for <i>NOVA: One World Trade Center</i> and managing three on-location crews simultaneously filming <i>Hard Time Season 3</i>.	July 2010 – January 2011
Teach For America, New York, NY <i>Director of Talent Recruitment - New York and Connecticut Regions</i> <ul style="list-style-type: none">• Partnered with regional leadership to create and implement staff recruitment strategies focused on diverse applicant targets across multiple application deadlines while reflecting on data analysis, benchmarks, and progress checks.• Trained and developed staff in assessing talent and cultivating top staff prospects for institute and full-time positions.• Strategized towards benchmarks resulting in average of 125% to targets for part-time and full-time recruitment.• Managed relationships with national clients on strategies to develop competitive applicant pools for over 450 unique staff positions and applicant profiles while cultivating relationships with prospects from alumni base of over 4,000.	August 2005 – July 2010 August 2008 – July 2010
<i>Program Director - New York Region</i> <ul style="list-style-type: none">• Coached and mentored 28 first and second year teachers in upper elementary teaching placements to set and strive towards ambitious goals, resulted in exceeding regional goals with 70% teacher efficacy compared to 57% average.• Created and implemented unique strategic plans leading individuals to pursue measurable outcomes, collect and analyze data, and problem solve to determine key levers for improvement based on individual and group trends.• Collaborated with principals to guarantee satisfaction, promote teacher effectiveness, facilitate successful school placements, and establish lasting and positive partnerships and stewardship.	August 2007 – August 2008
<i>School Director - New York Institute</i> <ul style="list-style-type: none">• Developed six senior staff members and 36 new teachers to meet 87% of professional development benchmarks in preparation for their two-year teaching commitments to New York City Public Schools.• Trained and developed staff during spring and summer to examine root causes, identify data trends, provide feedback, adjust course, and correct action plans that led to students meeting 127% of their individualized growth goals in Math.• Managed, evaluated, and conducted performance reviews of six senior staff members over two consecutive summers as first school director with new institute site and collaborated with school staff to create lasting and positive partnership.	February 2007 – August 2008
<i>Fifth Grade Teacher - Public School 152 - Washington Heights</i> <ul style="list-style-type: none">• Instructed classroom of 29 students to achieve over 1.5 years of reading growth as well as 84% mastery of ambitious grade level math content through data reflection and strategy with rigorous daily lessons, a motivational independent reading program, Saturday tutoring for below-grade level students, and family investment.• Mentored first-year teachers and provided student investment and management support as school team leader.	August 2005 – June 2007

LEADERSHIP/SKILLS/INTERESTS

- **Leadership:** Council of Urban Professionals Fellowship, Teach For America Young Professionals Board, Bronx Lighthouse Charter School Board Candidate, Blue Engine Board of Engineers Candidate
- **Skills:** Spanish proficiency, Microsoft Office, SalesLogix, Taleo Enterprise, Raisers Edge, Avid, Final Cut Pro
- **Interests:** USC sports, live music, documentary films, NYC tours, traveling, golfing, mentoring, personal investing

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Richard Ramirez_____

Charter School Name: *Brilla College Prep Charter School*

Charter School Address: *420 E 145th Street, Bronx, NY (likely location)*

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): *Member*

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I had met with the founding members of Brilla College Preparatory in 2009 while interviewing for a role as founding school leader. We have stayed in contact and began working together to build the current application for Brilla College Preparatory to provide students with the education they

deserve. I believe fully in the work that my colleagues do and jumped at the chance to be involved in a school which will transform the lives of so many students.

5. Please explain why you wish to serve on the board.

This school is needed in the community. Having grown up in a low income area, I know the struggles of the families and students. I feel that I have made great accomplishments in my life and I feel the need to ensure that I am providing a service to others. This school will transform the lives of so many and I greatly desire to be a part of it and ensure it's success with my background, knowledge, expertise and passion.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I believe strongly that the primary purpose of the school is to service the students, family and community. If such a situation arose, we would do a thorough investigation and take immediate action to resolve/expel such an issue.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

The school will be built on the following six cornerstones: high expectations, results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- *Monitor effective implementation of key design elements.*
- *Monitor and report on progress towards meeting accountability goals.*
- *Facilitate communication with the school leader and authorizer.*
- *Evaluate the performance of the school leader.*
- *Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.*
- *Review budget to determine optimum allocation of resources.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

ERIC J. ECKHOLDT

EXPERIENCE

3/04 – Present

CREDIT SUISSE, NEW YORK, NY

Executive Director, Credit Suisse Americas Foundation

Lead all of firm's philanthropic activities in the Americas region

- Led board of directors through two strategic reviews, most recent one included addition of new program area in Education
- Developed new grantmaking process and transformed department to accomplish revised objectives
- Charitable giving has grown by 70%, and annually over 70% of employees participate in department's philanthropic programs
- Supervise an employee volunteer program that has grown 200% and facilitates 60,000 hours of community service by over 5,000 employees annually across 25 cities
- Responsible for financial affairs including budget, audit, and endowment
- Significant increase in participation in and awareness of philanthropy internally, aided by robust communications efforts; accomplishments have also garnered coverage externally in the *Chronicle of Philanthropy*, *New York Times*, and *Travel & Leisure*
- Constant focus on opportunities to improve operations, particular achievement in presentations to board of directors; streamlining corporate giving program; and tracking of employee involvement in the community
- Contributor to formation and supervision of new global philanthropic initiatives

3/98 – 3/04

PREP FOR PREP, NEW YORK, NY

Director of Alumni/ae Professional Advancement

Managed department that facilitated the professional advancement of Prep students and alumni

- Oversaw two comprehensive internship programs that placed approximately 200 students per summer into competitive internships
- Instrumental in establishment of first-ever college internship program in 2001, which grew by 50% in first two years
- Responsible for developing and maintaining employer relationships
- Staff liaison with committee of Board of Trustees, which assisted professional advancement undertakings
- Created a database to track contact and career information of college graduate alumni/ae in order to validate the success of the organization and facilitate alumni advancement
- Designed, implemented and supervised first-ever Institute for Entrepreneurship, a course for 50 Prep students and alumni
- Significantly advanced the use of technology in alumni communications

12/96 – 3/98

CREDIT SUISSE (f/k/a Credit Suisse First Boston), NEW YORK, NY
Associate, Corporate Banking – Natural Resources

Established a banking segment for the oil & gas industry to capitalize on the firm's investment banking franchise

- Expertise developed in lending to exploration & production and drilling companies
- Successfully developed and managed a several hundred million dollar commercial loan portfolio
- Often functioned as a member of a team providing advice and assistance to investment bankers needing the loan product to accomplish a client's goals
- Duties included the marketing, structuring and negotiating of commercial loan requests; assessing and synthesizing of risk through preparation of loan approval memorandums and financial projections; presenting recommendations to management; and ongoing monitoring of clients and their credit worthiness

10/94 – 10/96

FREEMPORT-McMoRan INC, NEW ORLEANS, LA
Financial Analyst, Finance & Business Development Department

Responsible for forecasting and analyzing the operations of Freeport-McMoRan Inc. and Freeport-McMoRan Resource Partners, LP, NYSE-listed agricultural minerals companies through regular interaction with the CFO

Treasury Analyst, Treasury Department

Responsible for all cash management activities of two NYSE companies and other affiliated companies, monitoring of credit exposure to derivatives counterparties, and loan compliance for five publicly traded companies and several affiliated companies

1/90 - 9/94

FIRST NATIONAL BANK OF COMMERCE, NEW ORLEANS, LA
Assistant Vice President and Corporate Banking Officer, Hospitality Group

Established a specialty-banking group for the New Orleans tourist industry resulting in the bank's recognition as the leading service provider to this major Louisiana industry

Corporate Banking Officer and Commercial Lending Representative, National Accounts Department

Sales development, marketing and maintenance of both credit and non-credit services for national account relationships as well as public and large private companies

Credit Analyst, Professional Development Program

First member of training program to be promoted to lending position

7/89 - 1/90

FIRST NATIONAL BANK OF JEFFERSON PARISH, GRETN, LA
Commercial Credit Analyst, Credit Department

Underwrote commercial loan requests, including the preparation of financial analyses and credit recommendations to executive loan committee

EDUCATION

8/85 – 5/89

LOYOLA UNIVERSITY, NEW ORLEANS, LA

Bachelor of Business Administration, double major in Finance and Economics

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Eric J. Eckholdt

Charter School Name: *Brilla College Prep Charter School*

Charter School Address: *420 E 145th Street, Bronx, NY (likely location)*

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): *Member*

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I was made aware of the school and opportunity to serve by Stephanie Saroki de Garcia of Seton Education Partners.

5. Please explain why you wish to serve on the board. I wish to serve because I have a genuine commitment to those struggling as a result of poverty and/or adverse social situations, and I believe a quality education is among the most effective means to overcome such barriers. Moreover I have 14 years of relevant experience including tenure at an educational organization and currently as leader of a philanthropic foundation. Also, my current experience also includes a great deal of interaction with the board of our foundation which has equipped me with skills and insights into effective board governance.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I serve as the lead staff member of a philanthropic foundation and so have extensive experience with non-profit board governance. In connection with this, we have 4-5 annual meetings plus meetings by each of the board's three committees. I'm very involved in setting the agenda of these meeting and working with board members on reaching favorable outcomes. Furthermore, as a funder we regularly assess organizations on their own governance as a criteria in funding. Finally, our foundation has a program in education which presently funds a number of charter schools/charter school management organizations in New York. As a result I am very knowledgeable about the charter school landscape and the fundamental importance of the board of a charter school given the autonomy granted to it by the public.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I know Brother Brian Carty. Our foundation funds an organization he founded on whose board he serves – George Jackson Academy.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.

Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would first raise it with the chairman of the board for resolution. If this did not result in a favorable outcome, I would raise it with the entire board and demand action. If this was unsuccessful, I would inform the charter authority, if appropriate, and resign from the board.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

The school will be built on the following six cornerstones: high expectations,

results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- *Monitor effective implementation of key design elements.*
- *Monitor and report on progress towards meeting accountability goals.*
- *Facilitate communication with the school leader and authorizer.*
- *Evaluate the performance of the school leader.*
- *Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.*
- *Review budget to determine optimum allocation of resources.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I

have

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Eric J. Eckholdt (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



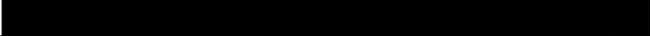
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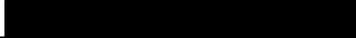
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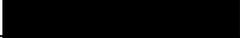
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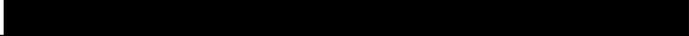
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Maryann Hedaa Biography

Maryann Hedaa is the Founder and Managing Director of The Hunts Point Alliance for Children. In 2004, Maryann founded St. Ignatius School for Girls. She was named Principal of St. Ignatius School in 2005 and integrated the boys' and girls' programs. Maryann is not new to Hunts Point. In 1979, she served as the Environmental Education Coordinator for the Bronx Frontier Development Corporation.

Also in 1979, she founded URBAN ADVENTURES, an adapted Outward Bound Program for inner city youth. She was the Executive Director of the program for six years. During that time, she developed the Project Discovery Program at South Bronx High School. This youth leadership program currently exists in several New York City High Schools.

Maryann has taught in the MBA Program, the Executive MBA Program and the Institute for Not for Profit Management at Columbia Business School. In addition to her teaching, she served as Director for The Institute for Not for Profit Management and the Assistant Dean of Executive Education. Her area of expertise is leadership development, with a focus on how to sustain high levels of commitment and motivation in challenging work environments.

Maryann earned a BA in History from St. John's University, an MA and MS from St. Mary's College in Ethics and Psychology, an MS from Columbia Business School and an STL in Social Ethics from the Weston Jesuit School of Theology. She currently is a member of the Board of Directors for both the Children's Law Center and the Shakespeare Society.

School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

Name: Maryann G. Hedaa

Charter School Name: Brilla College Prep Charter School

Charter School Address: 420 E 145th Street, Bronx, NY (likely location)

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Stephanie Saroki de Garcia contacted me at the recommendation of two other prospective board members (and colleagues), Brian Carty and Eric Eckholdt.

5. Please explain why you wish to serve on the board.

I want to use my experience as an educator and non-profit founder and leader to help create a strong new school option for underserved children in the South Bronx.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): The Shakespeare Society in New York City; The Children's Law Center (resigned 2012)

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

I know and have worked with Brian Carty and Eric Eckholdt.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated

with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None. Yes.

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The procedures laid out in the charter school's Conflict of Interest Policy would guide my actions. If there is good cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford him/her an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and corrective action.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Brilla College Prep, a K-8 school in the classical tradition, is to help students to grow intellectually, socially, and physically into young men and women of good character and spirit, and to be prepared for excellence in high school, college, and beyond.

19. Please explain your understanding of the educational program of the charter school.

The school will be built on the following six cornerstones: high expectations, results matter, lead with character, choice and commitment, more time, and liberal education. Based on these foundational principles and inspired by the effective practices of some of the nation's best "no excuses" charter schools, Brill Prep will integrate the following key design elements: smart start (start with kindergarten and 1st grade in year 1, then grow a grade level each year), power to lead (provide principal with the authority and resources

to implement our vision and hold principal accountable for results), two blocks of literacy instruction daily in the early years, blended learning technology model to help teachers differentiate and individualize instruction, and strong parental involvement.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- Monitor effective implementation of key design elements.
- Monitor and report on progress towards meeting accountability goals.
- Facilitate communication with the school leader and authorizer.
- Evaluate the performance of the school leader.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Review budget to determine optimum allocation of resources.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents of students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read the Charter School documents.

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Maryann G. Hedaa, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Maryann G. Hedaa

2/24/2012

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Attachment 5b: By-Laws

**BYLAWS
OF
BRILLA COLLEGE PREPARATORY CHARTER SCHOOL.**

A New York Education Corporation

**ARTICLE I
NAME**

Section 1.1 Name. The name of this corporation is Brilla College Preparatory Charter School (the "Corporation").

**ARTICLE II
PURPOSE**

Section 2.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

**ARTICLE III
OFFICE**

Section 3.1 Offices. The Corporation's principal office shall be located at 320 Park Avenue, Suite 2500, New York, NY 10022. The Board (as defined in Section 5.1 below) may change the location of the Corporation's principal office.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 4.1 Powers. Subject to any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Directors of the Corporation (the "Board"). Directors shall have no power as individual directors and shall act only as members of the Board.

Section 4.2 Number of Directors. The authorized number of directors shall be not less than five, with the exact number of authorized directors to be fixed by the Board from time to time.

Section 4.3 Term of Office. Each director shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first 3 years of its existence, at least 2 Board members shall serve a 1-year term, and at least 2 Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4 Resignation. A director may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5 Removal. A director may be removed from office at any time by a vote of a majority of the directors then in office, in a manner consistent with the laws of New York.

Section 4.6 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining director. In addition, as provided by the Articles of Incorporation, the Member may fill any vacancy created by the Member exercising its removal right set out in the Articles of Incorporation. Each director elected or appointed to fill a vacancy, whether by the Board or by the Member, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7 Compensation of Directors. Directors shall not receive any compensation for their services as directors or for any other goods or services. Directors shall not accept gifts in excess of \$75 dollars from any individual or entity in any way related to the school operated by the corporation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 4.8 Standing Committees. The Board may create standing committees of no less than 3 directors, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include a finance committee to focus on accounting for revenues and expenditures, an audit committee to ensure a proper audit of the Corporation's finances on an annual basis, and a compensation committee to focus on the salaries and benefits received by employees to ensure competitiveness, reasonability, and

fairness. If the number of directors exceeds 5, the Board may elect an executive committee of 5 directors.

Section 4.9 Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Advisory Committee shall be by approval of the Board of Directors. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 4.10 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the “advisory board.”

ARTICLE V MEETINGS

Section 5.1 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at a the school.

Section 5.3 Quorum and Voting. A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for

such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings. Directors may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

ARTICLE VI CERTAIN MATTERS

Section 6.1 Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Principal and the 2 other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE VII OFFICERS

Section 7.1 Officers. The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a director. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Section 7.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3 Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.4 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.5 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7 Removal. Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.8 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE VIII INDEMNIFICATION

Section 8.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

Section 8.2 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.3 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.4 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

- (a) the requested advances are reasonable in amount under the circumstances; and
- (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

ARTICLE IX FISCAL YEAR AND REPORTING OBLIGATIONS

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE X GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any

instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

ARTICLE XI CONFLICTS OF INTEREST

Section 11.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 11.2. Definitions.

(a) Interested Person

. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest

. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 11.3. Procedures.

(a) Duty to Disclose

. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of Interest Exists

. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

(1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give

rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy

(1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.4. Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

(a) Names of Persons with Financial Interest

. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present

. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 11.5. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt

. Has received a copy of the conflicts of interest policy.

(b) Read and Understands

. Has read and understands the policy.

(c) Agrees to Comply

. Has agreed to comply with the policy.

(d) Tax Exemption

. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

ARTICLE XII OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

ARTICLE XIII AMENDMENTS

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

* * * * *

CERTIFICATE OF SECRETARY

I, _____, hereby certify:

That I am duly elected and acting Secretary of Brilla College Preparatory Charter School, and that the foregoing Bylaws constitute Bylaws of Brilla College Preparatory Charter School, as duly adopted at the meeting of the Board held on _____.

IN WITNESS WHEREOF, I have hereunder subscribed my name this _____ day of _____, 2012.

_____, Secretary

Attachment 5c: Code of Ethics

Policy

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and senior staff of Brilla College Preparatory Charter School must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Brilla Prep; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Brilla Prep Board of Trustees (the “Board”) has adopted the following procedures to govern Brilla Prep’s decision-making processes. Moreover, Board Members, experts, advisors, and Brilla Prep staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
 - Student records
 - Financial information
 - Personnel records
 - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of documents
 - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
 - Use of tobacco or tobacco products on school grounds
 - Insubordination or other disrespectful conduct
 - Violation of safety or health rules
 - Sexual or other unlawful or unwelcome harassment
 - Excessive absenteeism or any absence without notice

Conflict of Interest Procedures and Definitions

1. Board Members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member's knowledge, the Board Member's Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Brilla Prep is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the Interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom Brilla Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Brilla Prep is considering a transaction.
2. Brilla Prep senior staff (including, but not limited to, the Principal or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Principal (or Principal's designee), orally or in writing, any Interest as defined above, and shall, unless the Principal (or Principal's designee) determines otherwise, recuse her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by Brilla Prep below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Brilla Prep is considering a transaction, and (b) any person who has a significant position in an entity with which Brilla Prep is considering a transaction.
3. No Board Member or staff member shall accept or solicit payments for expenses associated with Brilla Prep-related travel, meals, or other professional activity from actual or potential suppliers of Brilla Prep. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$50 or more from actual or potential suppliers of services or goods for Brilla Prep, except (a) gifts presented to Brilla Prep where the recipient is representing Brilla Prep and thereafter presents the gift to Brilla Prep, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Brilla Prep duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Brilla Prep, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Brilla Prep.
4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

- a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.
- b. No trustee, officer or employee shall:
 - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
 - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
 - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
 - iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency 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;
- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment of association with the school.

Attachment 6a: CMO Information

Not applicable: Brilla Prep is an independent charter school and not affiliated with a CMO.

Attachment 6b: Proposed Management Contract with CMO

Not applicable: Brilla Prep is an independent charter school and not affiliated with a CMO.

Attachment 7: Partnership Information

Not applicable: Brilla Prep is not affiliated with a partner organization.

Attachment 8a: Hiring and Personnel Policies and Procedures

Equal Opportunity Employer: It is the policy of Brilla Prep to seek and employ the best-qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

Brilla Prep will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, Brilla Prep is committed to:

- Recruit, hire and promote on the basis of an individual’s qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual’s right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

Qualifications: Brilla Prep will conduct national searches for the best teachers and staff. Lead teachers will be expected to be certified, though the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified. Teaching Fellows must either be certified or in the process of obtaining certification (e.g., Teach For America or NYC Teaching Fellows). Below are the responsibilities and qualifications for key personnel:

Key Staff Responsibilities and Qualifications

Principal	
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Provide leadership and direction to all school staff members • Hire, evaluate and terminate staff members. • Implement the school program with fidelity to the charter • Implement all school policies and procedures as directed by the Board of Trustees • Ensure the proper use of student data to drive and improve instruction • Facilitate and encourage parent involvement • Make formal reports to the Board of Trustees, State Education Department and others • Establish a strong school culture and provide a 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Commitment to Brilla Prep’s mission, goals, culture and virtues • Demonstrated success in raising urban student achievement • High expectations for themselves, staff and students • Teaching and leadership experience, especially in an urban setting • Commitment to classical education, blended-learning model and use of data • Experience hiring, managing and evaluating employees • High level of organization and resourcefulness

<ul style="list-style-type: none"> safe learning environment • Ensure proper budgeting and financial oversight • Provide guidance and support to teachers to improve instruction and raise student achievement • Evaluate school programs and recommend policy changes and resource allocation • Respond to grievances by parents and staff • Handle serious discipline issues, including suspensions and expulsions • Conduct long-term strategic planning 	<ul style="list-style-type: none"> necessary for start-up environment • Exemplary communication skills and sophisticated analytical analysis • Strong recommendations from prior employers, colleagues and employees • Bachelor’s degree • Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred) • Fluent in Spanish (preferred) • Experience with elementary grades, Core Knowledge, and/or classical liberal arts education (preferred)
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Assistant Principal (starting Year 3)

<p>Responsibilities:</p> <ul style="list-style-type: none"> • Support Principal in instructional leadership duties • Serve as school leader in absence of Principal • Provide staff development training • Regularly observe teachers and provide critical feedback to improve instruction • Evaluate teachers and make recommendations for placement and retention • Facilitate development of curriculum, instruction and assessment • Support school culture and handle minor discipline issues • Communicate with parents 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Demonstrated success in raising urban student achievement • Experience with instructional leadership as a teacher or administrator • Ability to work effectively as part of a team • Commitment to classical education, blended-learning model and use of data • Bachelor’s degree • Fluent in Spanish (preferred) • Experience with elementary grades, Core Knowledge, and/or classical liberal arts education (preferred)
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Director of Operations

<p>Responsibilities:</p> <ul style="list-style-type: none"> • Oversee all day-to-day operational activities of the school in collaboration with Principal • Manage a team of back office personnel, including Office Manager and Business Director • Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems. • Coordinate HR functions including onboarding • Oversee procurement and building maintenance, renovations and upgrades • Coordinate food services and transportation • Plan logistics for school-wide events for students, staff and families • Manage all volunteers, including sourcing, selection, and assigning of duties • Coordinate communications with parents and the community • In coordination with the Blended-learning Manager, track and monitor technology needs 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Bachelor’s degree • Teaching or education program experience ideal. • At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization • At least 1 year direct experience successfully managing and developing staff • Demonstrated success providing superior customer service. • Strong interpersonal skills and track record of collaborating with diverse stakeholders • Strong communication, writing, and presentation skills • Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines. • Relentless determination to do whatever it takes to help our students succeed • Proactive and creative problem-solver
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Business Director (starting Year 3)

Responsibilities:	Qualifications:
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<ul style="list-style-type: none"> • Prepare annual budget and support the annual auditing process, working closely with the Principal • Manage the day-to-day finances to ensure overall financial health of the school • Conduct accurate and timely billing to ensure adequate cash flow • Manage payroll and benefits • Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations. • Manage student data collection and information updates • Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc. • Provide regular reporting of financial status to school leadership and the Board 	<ul style="list-style-type: none"> • Bachelor’s degree • At least five years in an administrative or management role • Quantitative skills and experience with accounting, budgets, and financial management. • Thrives in entrepreneurial start-up environment and working conditions; can work within an ambiguous, fast-moving environment while also driving toward clarity and solutions • Self-starter and demonstrated resourcefulness • History of getting results • Highly organized, detail-oriented • Strategic and critical thinker • Values input and feedback • Team-player capable of working both collaboratively and independently • Flexible and strong ability to multi-task • Excellent interpersonal and communication skills, ability to interact with various stakeholders from parents, students, vendors, teachers, etc.
Blended-learning Manager	
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Contribute to the planning and implementation of the blended technology model • Conduct staff development and training for parents • Ensure the proper functioning of technology • Support teachers in the use of technology in instruction • Work with Principal to review student data • Facilitate communication with technology service/software providers to ensure the quick solution of problems • Evaluate the implementation of blended-learning model and propose changes to improve it 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Self-starter who is comfortable in an entrepreneurial, start-up project • Demonstrated flexibility, creativity and collaborative working style • High expectations for student achievement • Experience with blended-learning in schools • Ability to effectively communicate and collaborate professionally with school leadership, parents, staff, and community members. • Affinity for technology with skills necessary to support basic functioning of blended-learning • Ability to anticipate problems and develop solutions quickly and efficiently
Student Achievement Coordinator	
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Manage the school’s RTI process • Coordinate all meetings and activities with the Committee on Special Education (CSE); • Provide information to and obtain information from CSEs as needed throughout the year • Determine if entering students have IEPs • Ensure that all services are provided in accordance with each student’s IEP in the context of the charter school setting. • Coordinate all external service providers • Ensure that all compliance and reporting requirements are satisfied • Train instructional staff on effective methods for educating at-risk students 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Special Education certification • Demonstrated success raising the achievement level of at-risk students • Experience supervising and evaluating intervention staff • Commitment to data-driven instruction • Knowledgeable about best practices in special education and urban K-8 education • Knowledgeable about CSE and IEP referral process and ELL programs • Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building

<ul style="list-style-type: none"> • Inform staff of all FERPA requirements as they relate to student record privacy 	<ul style="list-style-type: none"> • Demonstrated respect and concern for children and their parents and a passion for education
Lead Teachers	
Responsibilities: <ul style="list-style-type: none"> • Prepare joyful, rigorous and engaging lessons for classes of up to 30 students • Regularly assess student learning against measurable benchmarks • Use student performance data to organize student learning on computers and with adults • Mentor and provide critical feedback to Teaching Fellows • Contribute to the professional community by identifying needs and developing solutions • Demonstrate the school's virtues and integrate character education into instruction 	Qualifications: <ul style="list-style-type: none"> • High expectations for learning and behavior • Demonstrated success raising achievement of urban students • Experience integrating digital resources into teaching and learning • Strong classroom management skills • Commitment to classical education • A whatever-it-takes attitude • Reflective and open to feedback with the desire to continuously improve • A team player who is not deterred by a fast-paced, constantly changing environment • Eagerness to go above and beyond the requirements of the job to innovate and improve the organization • Certification in appropriate field(s)
Teaching Fellows	
Responsibilities: <ul style="list-style-type: none"> • Support the learning and achievement of students • Collaborate with lead teachers to teach small groups • Gain experience leading an entire class of students • Use technology to enhance individualized learning for students • Manage class transitions and supervise lunch and recess. • Actively participate in lesson planning and staff development activities • Model the school's virtues and support character development 	Qualifications: <ul style="list-style-type: none"> • Possess or be in the process of acquiring certification • Proven record of achievement as evidenced by academic and professional accomplishments • Ability to manage behavior in a classroom of up to 30 students • Ability to accept and implement critical feedback received for real-time improvement. • Ability to handle the intensity required to work in a high-performing charter school and remain organized, punctual and reliable under pressure • Constant desire to improve one's practice.
Learning Support Teachers	
Responsibilities: In addition to those of Lead Teacher: <ul style="list-style-type: none"> • Support the learning and achievement of students with disabilities, English language learners and other struggling students • Use data to identify students in need of remediation or enrichment • Plan instruction with general education teachers to ensure alignment • Participate in all meetings related to referral, placement and treatment of students • Maintain complete history/record of treatments and services related to students' special needs. 	Qualifications: In addition to those of Lead Teacher: <ul style="list-style-type: none"> • Certification in special education and/or ESL • Demonstrated success raising achievement of students with special needs • Ability to collaborate with other teachers to ensure alignment of instruction and services • Strong communication skills with parents
Office Manager	
Responsibilities: <ul style="list-style-type: none"> • Warmly greet all visitors to the school and direct them to the appropriate place or person; 	Qualifications: <ul style="list-style-type: none"> • AA preferred; • Minimum of 1 Year of school experience required;

<ul style="list-style-type: none"> • Serve as primary contact for all school communication via phone; • Maintain records in accordance with legal requirements and audit guidelines • Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community • Type, translate, and distribute school correspondence • Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs; • Update data in student information system • Assist in ordering and receiving materials • Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence • Check and summarize all voice messages and respond to general inquiries • Sort and route mail • Manage inventory and order office supplies • Update school calendar 	<ul style="list-style-type: none"> • Oral and written proficiency in Spanish strongly preferred; • Proficiency with the Microsoft Office Suite; • Experience in proper Office Procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality; • Excellent communication skills, both oral and written; • Strong organizational and interpersonal skills; • Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment; • Relentless results orientation; • Detail oriented team player willing to roll up sleeves and get the job done; • Demonstrates initiative and a desire to learn
Counselor/Social Worker (starting Year 3)	
<p>Responsibilities:</p> <ul style="list-style-type: none"> • Provide counseling services as mandated by students' IEPs • Provide counseling services to other students • Support and train teachers in handling social and emotional issues • Support the development of the school culture • Participate in required RTI and special education meetings • Maintain private records • Communicate with parents • Connect families to external mental health and social service resources 	<p>Qualifications:</p> <ul style="list-style-type: none"> • Certification as counselor or social worker in accordance with NYS law • A bachelor's degree or higher and mastery of field • Commitment to the mission of the school • At least two years of successful experience working with urban students • Strong interpersonal and communication skills • Demonstrated capacity to work collaboratively with a professional team • Skills for outreach to families and the local community • Ability to access resources available to the community • Ability to run small groups and work one-on-one with students • Preferably bilingual

Hiring Process: While the school principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and

- Be interviewed by the Principal or his or her delegate.

As part of the interview process, prospective teachers will be observed teaching, either at Brilla Prep, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

Full-Time and Part-Time Employment: Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for part-time employees may be granted by the Principal or his or her designee. Brilla Prep will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background Check: Brilla Prep faculty (including substitute teachers), staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of Brilla Prep to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Drug-Free Workplace: All employees are required to notify the Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking: All facilities of Brilla Prep will be smoke-free.

Performance Evaluation: Performance evaluations are an essential component of staff development. They are conducted for all staff and provide an opportunity to discuss plans for professional growth and development. At the beginning of each year staff will develop in consultation with their supervisor Professional Growth Plans (PGPs) that include measurable goals for the year and inform subsequent evaluation.

The Principal is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough summative performance review with the Principal or his or her delegate. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, including achievement of PGP goals, formal and informal observations of planning and instruction, parent survey results and feedback, student performance data, and attendance and punctuality. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments become part of the staff member's personal file. Teacher evaluations will be used to determine retention, placement and performance bonuses.

The school may use the following mechanisms to inform teachers and other staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below). All teachers will receive ongoing staff development through trainings, coaching and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Principal is directly responsible to the Board of Directors. In the event of failure in the performance of his/her duties, he/she will be dismissed. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of Brilla Prep and the general state of the economy.

Termination: Each employee will be employed on an "at will" basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of school property.
4. Sabotaging or willfully damaging school equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.

8. Working for another employer while on leave without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the code of ethics at Brilla Prep.

Final Pay: Employees who leave the service of Brilla Prep for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Principal. Failure to return Brilla Prep's items will result in delay in payment of final pay until all of Brilla Prep's property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at Brilla Prep. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay: Employees shall not be entitled to severance pay.

Exit Interviews: All employees are strongly encouraged to participate in an exit interview before leaving Brilla Prep.

Faculty Responsibilities: The first day of school for the 2013-14 academic year is August 26, 2013 and the last day for teachers is July 2, 2014. Teachers are expected to attend the Summer Institute from August 5 to August 23. Faculty should expect to be at school from 7:30 a.m. until 4:15 p.m. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The Brilla Prep phone is answered from 7:15 a.m. until 5:30 p.m. on regular school days. The office is open from 7:30 a.m. to 5:30 p.m. on normal school days. Summer office hours are from 9:00 a.m. to 3 p.m.

Leave and Absences: Brilla Prep does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All

employees should use their best judgment in determining what constitutes “reasonable” leave-taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually “reasonable.” Additional days may be considered reasonable with sufficient explanation to the

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-worker is not acceptable. The Director of Operations will retain substitutes as necessary. If a co-teacher or assistant teacher is absent a substitute will not be called; instead the remaining teacher is expected to adapt his/her plans to reflect the absence of his/her colleague. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Principal and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member’s responsibility to make every effort to see that classes and other obligations are covered by another faculty member. In-class and homework assignments should be carefully communicated to the class and to the substitute teacher and the Director of Operations should be informed of the arrangements that have been made. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with Brilla Prep. Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations and Principal.

Handling Emergencies: All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person’s name and age; and
- The child/person’s condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Office Manager will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Office Manager also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Reporting Responsibilities: As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the counselor immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the social worker to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the social worker or Principal in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the Principal or the Social Worker. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the social worker or Principal. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Principal. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy: School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about

school students unless they have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

School Calendar and Holidays: Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. Brilla Prep has discretion with regard to the dates of attendance. Unless exempted by the Principal or Director of Operation, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

Weather Days and Other Closings: The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Military Leave: Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Attachment 8b: Resume for Proposed School Leader

Not applicable: Brilla Prep has not yet identified a proposed school leader.

Attachment 10: Replication Strategic/Business Growth Plan

Not applicable: Brilla Prep is a new independent charter school and does not have a replication strategic/business growth plan.