

**Mentora International Charter School
Table of Contents**

Section	Title	Page
I.A	Mission Statement and Objectives	1
I.B	Key Design Elements	2
I.C	Enrollment, Recruitment, and Retention	5
I.D	Community to be Served	7
I.E	Public Outreach	10
I.F	Programmatic and Fiscal Impact	12
II.A	Achievement Goals	15
II.B	School Schedule and Calendar	16
II.C	Curriculum and Instruction	17
II.D	Assessment System	26
II.E	Performance, Promotion, and Graduation Standards	27
II.F	School Culture and Climate	29
II.G	Special Student Populations and Related Services	30
III.A	Applicant Group Capacity	34
III.B	Board of Trustees and Governance	35
III.C	Management and Staffing	37
III.C.1	Charter Management Organization	40
III.C.2	Partner Organization	40
III.D	Evaluation	41
III.E	Professional Development	43
III.F	Facilities	45
III.G	Insurance	46
III.H	Health, Food, and Transportation Services	47
III.I	Family and Community Involvement	48
III.J	Financial Management	48
III.K	Budget and Cash Flow	50
III.L	Pre-Opening Plan	53
III.	Dissolution Plan	57
Attachments		
A.1	Admissions Policies and Procedures	
A.2	Samples of Evidence of Community Outreach	
A.3a	Sample Daily Schedules	
A.3b	First Year Calendar	
A.4	Student Discipline Policy	
A.5b	By-Laws	
A.5c	Code of Ethics	
A.7	Partnership Information	
A.8a	Hiring and Personnel Policies and Procedures	
A.9	Budget and Cash Flow Template	

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

A. Mission Statement and Objectives

Mission Statement: Mentora International Charter School (Mentora) is committed to providing the highest quality global education and leadership development opportunities to ensure our scholars have 21st century skills and are college and career ready. Our students explore multicultural curriculum aligned to U.S. Common Core and international education standards through diverse perspectives and by engaging in our broader world community. Through experiential learning, personalized instruction, education technology and intensive language development and support, Mentora students become mature scholars and global citizens ready for higher education and beyond.

Objectives: Mentora will implement all of the objectives identified in the Charter Schools Act.

Charter Law Objectives (S.2850)	School Objectives
(a) Improve student learning and achievement	<ul style="list-style-type: none"> • To graduate all students who enroll in the 9th grade within four years • To prepare students for acceptance at an institution of higher education
(b) Increase learning opportunities for all students, with special emphasis on students at risk of academic failure	<ul style="list-style-type: none"> • To offer a college preparatory curriculum that reflects students' own cultures and experiences and exposes them to other perspectives from around the world. • To create an international learning environment in which students are comfortable interacting with peers and adults from around the world. • To provide targeted supplemental instruction so all students, regardless of ability or language proficiency can excel.
(c) Encourage the use of innovative teaching methods	<ul style="list-style-type: none"> • To use student learning styles to build on student strengths while ensuring facility with other styles. • To personalize instruction so students with different skills and interests can succeed.
(d) Create new professional opportunities for school personnel	<ul style="list-style-type: none"> • To provide a professional work environment that fosters collaboration with educators around the world. • To promote effective integration of technology into teaching and learning.
(e) Provide parents and students with expanded choices within the public school system	<ul style="list-style-type: none"> • To provide an international school to serve families interested in preparing students for global citizenship. • To provide a unique curriculum, instruction, culture and extra-curricular activities that reflect family

	and student interests and backgrounds.
(f) Provide a method to change from rule-based to performance-based accountability systems	<ul style="list-style-type: none"> To have the school’s charter renewed based on quantifiable evidence of academic success, operational soundness and financial viability.

B. Key Design Elements

Fundamental to Mentora’s design is the concept of the international school, which combines a multicultural curriculum with a global learning environment. The need for this approach to education is increasingly evident as physical, political, social and economic boundaries fade and disappear with the advent of modern transportation and communication. Not only do students today need strong academic skills, but also so-called soft skills such as collaboration, leadership, and tolerance in order to live productively in a global society.

Mentora International Charter School is built on the experience of Bahcesehir Ugur Educational Institutions (BUEI), which operates secular elementary and secondary schools, colleges and universities around the world that exemplify this international education philosophy. In particular, the Mentora model draws from these BUEI programs:

- Bahcesehir K-12:** Currently operating 98 elementary and secondary schools throughout Turkey, Bahcesehir K-12 has extensive experience starting and growing new schools with an international focus. These schools have honed an effective approach to personalized learning and, in addition to learning their native language, students learn not only English but a third language as well. The most notable Bahçesehir school is the High School for Science and Technology, which through a collaboration with the national government enrolls the highest performing students from around Turkey in a free boarding school. Modeled on scientific schools such as Stuyvesant and Bronx Science in New York City and Thomas Jefferson High School for Science and Technology in Virginia, students undertake not only the standard physics, chemistry, mathematics and biology curriculum but also receive lessons in the fundamentals of engineering from university faculty. Its students compete successfully in international science competitions and attend top colleges and universities around the world. Bahcesehir K-12 is also the first international member of the Partnership for 21st Century Skills (P21) through which it shares its effective programs and practices. Bahcesehir K-12 will provide Mentora International Charter School with access to curriculum design resources, data and learning management systems, professional development, and opportunities for international collaboration among students and staff.
- Bahcesehir University (BAU):** A leader in global higher education, BAU has campuses and programs in Washington, D.C., Istanbul, Berlin, Hong Kong, Silicon Valley, Rome, and Toronto. Its education faculty is a global leader in preparing teachers in educational technology integration, second language learning, school counseling, special education, and global education. BAU supports UNESCO’s Global Citizenship Education Program and contributes to the development of teacher education and school curriculum programs for UNESCO’s initiative. BAU will provide professional development as well as

travel and educational opportunities for Mentora faculty and students. Its graduate education program will place technology integration specialists at the Mentora charter school. The BAU International campus in Washington, D.C. will provide Mentora students with higher education experiences and Mentora graduates will have access to scholarships to attend any BAU university. Finally, Mentora will benefit from BAU's relationship with Apple to buy discounted mobile computing technology.

- **Mentora College:** Located in Washington, D.C., Mentora College offers a dynamic intensive English language training program with 12 levels of instruction serving beginning to advanced students. Its courses are designed with a communicative approach: speaking, listening, reading, and writing activities are designed to simulate a real-world environment using authentic material such as radio broadcasts, films, documentaries, newspaper articles, guest lecturers, and educational field trips. Mentora College also offers certificate programs, such as Business and Legal English courses, to give students the language skills required to function in specific careers. Finally, the College runs a Summer Youth Program aimed at instilling in our students love and respect for language learning, fostering compassion and leadership, and sparking their curiosity for the exploration and discovery of new cultures. The Mentora Charter School will leverage the College's expertise in language instruction to support faculty and develop students who speak and understand multiple languages.

Reflecting these existing models, the key design elements of Mentora International Charter School are as follows:

- **Global Mission:** Mentora's mission goes beyond mere high school graduation to prepare students for global citizenship. Mentora develops not only students' intelligence, but also creative minds and ethical spirits, contributing to wisdom, compassion, and leadership in a global society. All aspects of the school will be aligned with this global citizenship focus.
- **Multicultural Curriculum Aligned to Standards:** Mentora teaches diverse students with a multicultural curriculum aligned to U.S. Common Core and international education standards. At a minimum, the school's curriculum will prepare students to pass New York State Regents exams required for high school graduation, but this alone is insufficient to achieve Mentora's mission. While Mentora will not be a formal affiliate of programs such as International Baccalaureate, it will draw on such internationally benchmarked curricula to ensure students have the knowledge and skills necessary for global participation. Mentora will also develop a culturally relevant curriculum that draws on students' backgrounds to engage and educate while simultaneously exposing them to the best other cultures have to offer. The curriculum will include college preparatory English, languages other than English (LOTE), Mathematics, Science and Social Studies, as well as the Arts and Physical Education.
- **Personalized Instruction:** Mentora teachers assess their students' learning styles and use the results to tailor instruction that allows students to build on their dominant styles while also ensuring the development of the other styles. Flexible classroom designs, varied types of learning activities (e.g., oral, visual and kinesthetic), grouping strategies

(both heterogeneous and homogenous) and integrated educational technologies all facilitate personalized learning that prepares students for the challenges of autonomy in higher education and future careers. In addition, project-based learning promotes presentations and competitions within and outside the school.

- **Technology Integration:** The driving force in the increasingly interconnected world is arguably technology, be it high speed transportation, the Internet or mobile computing. Students must know how to effectively use technology as well as understand its implications for human interactions, e.g., democratic participation and privacy. Consequently, every Mentora student and teacher will have a laptop or tablet computing device. However, there is ample evidence that simply inserting hardware and software into a school does not transform education in meaningful ways. Therefore, a technology integration specialist from BAU will be embedded at the school to enhance both teaching and learning through a variety of technologies. Students will regularly use modern technology to communicate, collaborate and produce across geographic, cultural and linguistic boundaries and faculty will utilize technology to engage students in personalized learning opportunities, assess mastery of content and skills, and learn from and share with other educators across the globe. Mentora will leverage BUEI's partnership with Apple to obtain discounted computers, servers and professional development.
- **Multilingualism:** Proficiency in multiple languages is the norm in most other countries and essential to participation in a global society. Therefore, in addition to a solid education in English language arts, all students will develop fluency in a second language. Mentora develops multilingual students to deepen their communication skills as well as understanding of other cultures.
- **Global Citizenship:** All Mentora students participate in global citizenship themes and projects that develop their 21st century skills, including communication, organization, multicultural awareness and tolerance. They will examine current events and ethical problems and explore ways that global issues can be resolved at the local level. Teacher will be expected to incorporate 21st century skills across the curriculum.
- **International Experiences:** Through the curriculum, communication technologies and travel, students will explore the world, learning from its history, its cultures and its peoples. They will study authentic literature, arts and current events as well as collaborate with peers in other countries on projects. Mentora has budgeted \$1000 per 9th grade student and another \$1000 per 11th grade student to subsidize travel experiences. Students will travel to the BAU campus in Washington, D.C. to explore the nation's capital and higher education as well as have potential opportunities for international travel. The school will also be able to utilize vacant dormitories at BAU University campuses around the world during summers.
- **Community:** Mentora promotes the value of learning from others and creates for its diverse student body a safe and supportive learning environment that encourages responsible behavior, positive attitudes, and community engagement. Each student will

be encouraged to own and explore his or her own identity while simultaneously developing the common skills and knowledge necessary to live successfully in a global society. The school will celebrate diversity through regular community events, performances and presentations and foster achievement through participation in local, national and international competitions.

- **Targeted Supplemental Instruction (TSI):** At Mentora, all students grapple together with the same standards in their core classes with supplemental instruction targeted to individual students who need it. Teachers and support staff deliver tutoring and intervention programs to scaffold the curriculum and address specific skill deficits, such as reading comprehension or foundational math competencies. In addition, Mentora educates students with special needs, including English Language Learners (ELLs) and those with disabilities, using proven techniques, such as authentic language immersion coupled with targeted small group instruction. An established assessment system identifies specific needs while the extended day and faculty provide frequent opportunities for targeted assistance so that all students can achieve college and career readiness.
- **Extended Day and Year:** Mentora students will benefit from more time in school to learn and grow, with about eight more days per year than traditional schools and an academic school day that runs from 8:30 am until 4:00 pm.
- **Enrichment:** As a high school competing with over 400 other high schools in New York City, Mentora will offer a range of enrichment activities to engage students during and after school, such as sports, arts, speech and debate. Mentora staff will support some enrichment activities while others will leverage individual and organizational resources in the community. Competition in areas such as sports, science, robotics, and debate will engage students in activities that develop them intellectually, physically, and socially. The applicant group’s public outreach has already identified numerous individuals and organizations interested in providing extra-curricular opportunities.

C. Enrollment, Recruitment, and Retention

Projected Enrollment Over the Charter Term						
Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	14-15	110	110	110	110	110
10	15-16	-	105	105	105	105
11	16-17	-	-	100	100	100
12	17-18	-	-	-	95	95
Totals		110	215	315	410	410

Rationale: High school is a critical passage into adulthood and the period when many at-risk students fail to earn a diploma or dropout before having the chance, severely limiting their future opportunities. Mentora International Charter School is proposed as a college preparatory high school to ensure students have post-secondary options and to leverage the relationship between secondary and higher education, including the opportunity for graduates to receive scholarships to attend BAU Universities.

Mentora will enroll approximately 100 students per grade, starting with a 9th grade class and adding a grade each year, and at full grade span starting in 2019 enroll about 410 students. Grade and school size are based on research into small schools, the benefits of which include higher academic achievement, increased attendance, raised teacher satisfaction and stronger school culture. (Supovitz & Christman, 2005; Howley, et al., 2000) A recent study of the nearly 150 small schools created in New York City found that “Students randomly offered a seat at a small school accumulate 1.4 more credits per year, attend school for 4 more days each year, and are 9% more likely to receive a high school diploma.” (Abdulkadiroglu, Hu, and Pathak, 2012) This study also found that “students at small schools are 7% more likely to attend college and 6% more likely to attend a four-year college.” Finally, research has found improved instruction and professional work environment in small schools. (Darling-Hammond, 2002) Small schools are more conducive to teacher-student relationships, which facilitates more personalized learning opportunities, a key Mentora design element.

Application, Admissions and Enrollment Process: For the same reason higher education is committed to diversity for the sake of learning, Mentora is committed to recruiting and enrolling a diverse student body that reflects the many races and nationalities present in New York City and more particularly in CSD 21. In addition to learning about the world from their academic studies, students will learn from each other about different heritages, religions, beliefs, and cultures. Charter schools have been accused of re-segregating public education and Mentora looks forward to challenging that notion. In order to achieve such a diverse student body, Mentora must convince parents that such diversity is an asset that will benefit their child and propel them to achieve college and career readiness standards. Having conversed with many people in CSD 21 about their educational concerns and wishes, it is apparent that this largely immigrant population already understands the need for an international education that prepares their children to live and work with people different from themselves.

The Mentora recruitment plan will build on the public outreach conducted in support of this proposal, which connected the founders with numerous organizations and leaders representing micro-communities within CSD 21, such as ethnic, religious and national associations and service organizations. (See Public Outreach section below for more details.) In addition, the school will reach out to the large public housing sector in the community and work with tenant associations to publicize the Mentora charter school option. Marketing materials will be translated into predominant languages, which based on the populations in Coney Island, Bensonhurst, Brighton Beach and Gravesend will likely include Russian, Spanish, Chinese, Urdu and Arabic. The school’s website already translates into Spanish and Russian and more languages may be added. It is also known that word of mouth is one of the strongest forms of credibility within immigrant communities, so after the first class is enrolled, Mentora will seek family ambassadors to assist with dissemination of information in their communities. Mentora will also prioritize hiring bilingual staff, including office staff, who can effectively communicate with families and respond to their questions and concerns about enrolling at Mentora. Open houses and community events will be hosted and as the school grows present students who can speak directly to interested families and youth about their experiences in the school. Recruitment will emphasize the availability of support services, such as targeted supplemental

instruction, to reassure families that Mentora is an excellent choice for at-risk students who may be entering high school academically already below grade level.

Given the focus of the school and the proposed location, it is a given that many potential students will be bilingual, some of whom will be English language learners (ELLs). Mentora is not intended exclusively for ELL students, but its focus on international and multi-lingual education for all students will demonstrate its strengths in supporting language acquisition, regardless of whether it is English or another language. Mentora will also work with the local Committee on Special Education (CSE), middle schools and social service organizations and agencies to disseminate information to families that have children with disabilities. All marketing materials will explicitly describe Mentora's openness to students with disabilities and explain the services provided, including certified special education teachers, targeted supplemental instruction and counseling.

The aforementioned recruitment strategies explain how the school will achieve the enrollment targets established by the Board of Regents for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. Retention strategies for these populations are described in more detail in the Education Plan section, but in summary involve a supportive culture fostered by small school size, rituals and routines; targeted supplemental instruction based on regular assessment and progress monitoring; and support staff to provide special education and ESL services as well as counseling. The budget and staffing plan also support a guidance counselor beginning in Year 3 to help students and their families plan for and attain post-secondary goals, namely higher education.

Mentora will follow the legal requirements for using a random lottery to enroll students, giving preference to students who reside in CSD 21 before enrolling students from outside the district. Mentora will not use preferences for at-risk students but will give preference to siblings. An application deadline will be established at a date in late March or early April and a lottery date will be set in April. Applications will request the minimum information required to run the lottery and Mentora will participate in the citywide common application process. Students will be selected at random for available seats and once filled remaining students will be placed in order on a waiting list. Given the program design, especially the rigorous expectations for language acquisition and credit accumulation, Mentora will enroll new students only in the 9th and 10th grades and will backfill vacant seats in those grades throughout the school year. The school board may decide to backfill other grades for financial reasons.

D. Community to be Served

Community Description: Situated at the south end of Brooklyn on the Atlantic Ocean, CSD 21 includes the following neighborhoods:

- **Coney Island:** Known worldwide for its boardwalk and amusement park, not to mention Nathan's Hotdogs, the Brooklyn Aquarium and the Brooklyn Cyclones minor league baseball team, Coney Island is a tale of two cities, including a private gated community and about thirty 18- to 24-story public housing towers. One in six Coney Island residents lives in a New York City Housing Authority (NYCHA) development. The predominant

population groups living in Coney Island today are Black, Hispanic and Russian immigrants.

- **Brighton Beach:** Popularized by the Neil Simon play Brighton Beach Memoirs, this neighborhood is sometimes called "Little Odessa" because of its large population of Russian Jewish immigrants. According to Wikipedia, however, Brighton Beach's demographics have been changing with a large influx of mainly Muslim immigrants from Central Asia, such as Uzbeks.
- **Gravesend:** Historically Irish, Italian and Jewish, this neighborhood now has a large African-American and Puerto Rican population. In the 1950s the city constructed the 28 building Marlboro Houses run by New York City Housing Authority and the area has recently seen an influx of Russian, Ukrainian, Chinese, and Mexican immigrants.
- **Bensonhurst:** A surprisingly diverse neighborhood, Bensonhurst is known as a Little Italy of Brooklyn due to its large Italian-American population and is also home to Brooklyn's second Chinatown. About two decades ago an influx of immigrants from China and the former USSR began to arrive, mainly from Southern China, Russia, Ukraine and Armenia. Bensonhurst is now home to many ethnic Albanian, Turkish, Arab, Palestinian, Egyptian, Lebanese, Pakistani, Mexican, Guatemalan, Ecuadorian, and Puerto Rican Americans. As of 2013 Bensonhurst had the second most foreign born residents in New York City.

As these descriptions demonstrate, CSD 21 is an incredibly diverse community and home to immigrants from around the world. The table below indicates that the median income in these neighborhoods ranges from 46 to 88% of New York's median income. Three-quarters of the residents of Brighton Beach are foreign born and at least 20% of residents in each area speak English not well or not at all. Moreover, one-third to nearly half of residents has less than a high school education.

Neighborhood	Median Household Income (2011)	Below Poverty Line	Foreign Born Residents	Speak English Not Well or Not at All	Less Than High School Education
Coney Island	\$26,321	34.0%	33.2%	23.8%	45.5%
Brighton Beach	\$37,167	31.9%	74.4%	37.3%	30.1%
Gravesend	\$48,359	16.6%	46.5%	20.4%	33.9%
Bensonhurst	\$43,567	18.1%	47.9%	25.6%	40.2%
New York	\$55,246	16.0%	22.2%	7.2%	15.0%

In seeking a community that would embrace a high school with an international focus and present a clear need for quality education options, CSD 21 stood out to the founders of the Mentora Charter School as an ideal fit.

Schools and Students: The student enrollment in CSD 21 is quite diverse: 17% Black/African American, 25% Hispanic/Latino, 25% Asian, and 32% White. In addition, 16% of students are limited English proficient, 18% have disabilities, and 70% are economically disadvantaged. In terms of performance, CSD 21 is designated a focus district by the state and only 25% of graduates in 2014 met the state's aspirational performance measures in English language arts (ELA) and Math. The district graduation rate was 69% in 2014, but looking at subgroups reveals

that only 44% of students with disabilities and 44% of limited English proficient students graduated. CSD 21 is home to two middle/high schools and ten high schools operated by the NYCDOE. International High School at Lafayette, Abraham Lincoln High School, and Expeditionary Learning School for Community Leaders are designated focus schools by the state and John Dewey High School and William E. Grady Career and Technical Education High School are on the priority list. The average SAT Reading score for CSD 21 high schools in 2014 ranged from 318 to 460 and the average SAT math score ranged from 374 to 485. According to DOE High School Quality Snapshots, no more than 61% of students graduated college ready from any high school in CSD 21; in some high schools no more than 1 in 5 students were college ready. In addition to public high schools, 13 private schools were identified in and around CSD 21 that enroll high school students, primarily Jewish yeshivas. The only charter high school in CSD 21 is Coney Island Preparatory Public Charter School, which enrolls students in 5th grade. New Visions Charter High School for the Humanities III is located nearby in CSD 22.

The program Mentora intends to offer is unlike any in the district. The International School at Lafayette is an alternative school enrolling only English language learners and Liberation Diploma Plus High School only serves under-credit older students, while Mentora will be open to all students seeking to enter high school in the 9th grade. The Kingsborough Early College High School offers students the opportunity to take courses at Kingsborough Community College for credit; however, the school starts in 6th grade with few openings for new students in the 9th grade. There are no high schools known to the founders of Mentora that provide in CSD 21 an international education with personalized learning, targeted supplemental instruction, multilingual education, and comprehensive technology integration. Moreover, the partnership with the Bahcesehir secondary and post-secondary organizations offers a unique opportunity for international experiences to both Mentora faculty and students.

Community Support: The founders of Mentora Charter School have spent considerable time in CSD 21 meeting with families and community leaders to gauge the level of interest and demand for the proposed school and came away with a quite positive response. Anecdotally, numerous conversations indicated a palpable desire for a high school tailored to the needs of a highly diverse and international community, including respect and advocacy for multilingualism, use of a multicultural curriculum, and opportunities to begin developing and practicing the global communication and collaboration skills that are required to succeed in today's world. Last year 947 families applied for 386 charter seats in CSD 21, suggesting high demand. Moreover, only two charter high schools operate in the vicinity, one that requires enrollment from earlier grades and neither with an international focus. The founders have thus far collected 274 petitions in support of the application, with 104 of those indicating they have children who would enroll in the school. Finally, the fact that the proposal has generated so much support from organizations representing the interests of such diverse constituencies in the community suggests that a serious desire exists for a school to bring their youth together in harmony for the sake of learning and future opportunities. Many of these organization have committed to assisting Mentora with student recruitment should the school be approved by the Board of Regents. Specifically, Mentora has received letters of support from the following people and organization, some of which are included in Attachment 2 and the remainder of which are

available upon request. These community leaders are committed to helping Mentora achieve its enrollment targets.

- Brooklyn Chamber of Commerce
- United Macedonian Diaspora
- Bosnian Cultural Center
- Crimean Turkish American Association (which offered Mentora use of their facilities or to develop joint programs)
- Eyup Sultan Cultural Center (which offered Mentora use of their facilities or to develop joint programs)
- Azerbaijan Cultural Center
- Kirgiz American Club
- Turkish American Restaurant Association
- Assembly of the World Diaspora
- Moroccan American Council to Empower Women
- Uzbek American Association
- Russian News
- Pakistani American Association

E. Public Outreach

Public Outreach: The Mentora outreach campaign was initiated by Ali Cinar and expanded as additional members joined the applicant group. Mr. Cinar initially wrote and spoke to numerous public officials, community leaders and families throughout New York City as the planning team evaluated communities in which to locate the school. Once CSD 21 was selected based on a number of predetermined criteria, including international population, educational need, and limited charter options, outreach focused on the neighborhoods in and around Coney Island, Bensonhurst, Gravesend and Brighton Beach. The applicant group received the support and encouragement of Brooklyn Borough President Eric Adams, Congressman Hakeem Jeffries, Congresswoman Yvette Clark, and Theresa Scavo, Chairwoman of Community Board 15. Some key figures, including the Director of Faith-Based & Clergy Initiatives in the Brooklyn Borough President’s Office and the New York Police Department (NYPD) Clergy Liaison for Brooklyn, provided invaluable insights into the community and helped members of the founding team expand their efforts to reach an extraordinarily diverse group of stakeholders, including ethnic/religious associations, social service organization, sports programs, and junior high school officials. A sample of individuals and organization is listed below:

<ul style="list-style-type: none"> • Fatih Mosque Cultural Center • Eyup Sultan Cultural Center • Azerbaijan Cultural Center • Uzbek American Association • United Macedonian Diaspora • Kyrgyz Club • Crimean American Association 	<ul style="list-style-type: none"> • Moroccan American Council to Empower Women • Assembly of the World Diasporas • Brighton Neighborhood Association • HeartShare@Surfside • Ridgewood Bushwick Youth Center • Shorefront YM-YWHA of Brighton-
--	---

<ul style="list-style-type: none"> • Turkish American Association • American Friends of Turks Jewry • Brooklyn Nets • Brooklyn Cyclones • NYPD Youth Programs • Brooklyn Public Library • Brooklyn Eagle Newspaper 	<ul style="list-style-type: none"> • Manhattan Beach • YWCA Coney Island • Kings Bay Y • Alliance for Coney Island • Brooklyn Museum • Brooklyn Arts and Exchange (BAX) • Brooklyn Youth Sports Club
---	---

Members of the applicant group discussed the Mentora plan with a number of local schools, including PS 225, PS 288, PS 95, IS 206, IS 771, and Bay Academy, and participated in public meetings with two PTA groups in March. In addition, school founders presented the proposal at the local Community Board meeting on February 25. The school established a website that translates into Russian and Spanish and a Facebook page to share its vision and program as well as a brochure to share in the community. The website has received over 500 unique visitors and the brochure has been downloaded 135 times. The Mentora Facebook page has been “liked” by 165 people. Finally, founders have been in touch with many charter schools, including Coney Island Prep, Dream Academy, and Tech International to better understand the charter school landscape.

Response to Community Comments: The Mentora proposal has been keenly shaped by extensive conversations with members of the community. The most salient input and influences on the proposal include:

- **Multilingualism:** Learning a second language, a third or even more is the norm for many residents of immigrant communities and their children. Many families spoke of the need to maintain their language and culture while at the same time having their children master English. Mentora is committed to supporting multilingualism in ways that respect and celebrate diverse students’ home languages and cultures while providing a structured academic language acquisition program in English and other languages.
- **Multicultural Curriculum:** As with the previous point, families want their children to experience a college preparatory curriculum but would also like to see their home cultures reflected in their child’s education. The school’s curriculum model will ensure that teachers have training and time to plan culturally responsive curriculum and instruction and prioritize use of strategies that engage students by incorporating their heritages and experiences into the learning process.
- **Technology:** Parents and community leaders want their children prepared to participate in a modern economy and society and recognize the need for proficiency in using technology to communicate and produce. Mentora will partner with BAU University, which will embed a technology integration specialist at the school to facilitate meaningful technology integration into teaching and learning.
- **International Experience:** Many immigrant families do not have the resources to expose their children to the world and worry that they will finish school with limited perspectives. Mentora addresses this through the multicultural curriculum and technology noted above, which allow students to collaborate with peers in other

countries on interdisciplinary projects. Moreover, Mentora will leverage its partnership with BUEI, especially its higher education institutions around the world, to expand student horizons with programs such as e-mentoring, online courses, and travel to DC and potentially other campuses in other countries.

- **Higher Education:** Families are clear that they want their children prepared to succeed in higher education, preferably a four year college or university if possible. Mentora will align its curriculum to the United States Common Core Standards for college and career readiness as well as other international standards aligned to higher education. In addition, BAU will offer Mentora graduates scholarships to attend any BAU university in the world.
- **School Culture:** A common concern in this age of fracturing societies, tribalism and cyberbullying is the need for a school where students feel safe and secure. This proposal responds to those concerns by detailing a specific plan for building a school culture based on respect, compassion and responsibility for others as well as oneself. Mentora will have high expectations for student behavior, promote the values of tolerance and compassion, and hold students accountable for breaches of decorum.

Informing Students: The applicant group has continued to conduct outreach in the community to spread the word about this proposal and solicit input and support. Many of the organizations noted above and contacted subsequently support this proposal and have offered to assist Mentora with recruiting students by disseminating marketing materials, hosting informational meetings, and/or referring families to the school. In addition, local businesses have offered pro bono services, mentoring and lessons for Mentora students. When the school is approved and student recruitment begins, marketing materials will clearly state that the school is open to all students, regardless of disability or language proficiency, and explain that admissions is by random lottery with no prerequisite grades, scores, interviews, or auditions. To ensure at-risk students are aware of the Mentora option, the school will work with the local Committee on Special Education (CSE) and organizations and agencies that specifically serve low-income, immigrant or homeless families, as well as those with children with special needs. Finally, Mentora will make every effort to coordinate recruitment with local middle schools by sending materials to their principals and guidance counselors and offering to hold information sessions at their schools or high school fairs.

F. Programmatic and Fiscal Impact

CSD 21 Public High Schools

School	Enrollment	English Language Learners	Students with Disabilities	Free Lunch
International High School at Lafayette	345	87.5%	2.6%	81.7%
Abraham Lincoln High School	2313	14.7%	16.2%	61.1%
Edward R. Murrow High School	4021	7.9%	17.6%	45.4%
Brooklyn Studio Secondary School	647	10.7%	19.2%	59.7%

Life Academy High School for Film and Music	260	3.1%	21.2%	76.0%
Expeditionary Learning School for Community Leaders	276	17.4%	18.1%	68.7%
John Dewey High School	1937	24.4%	13.2%	75.1%
Rachel Carson High School for Coastal Studies	517	11.4%	19.0%	70.4%
High School of Sports Management	323	5.0%	19.8%	74.8%
William E. Grady Career and Technical Education High School	636	4.7%	32.5%	78.2%
Kingsborough Early College School	330	0.6%	13.0%	66.4%

Private Schools

<ul style="list-style-type: none"> • Gesher Yehuda • Harma Inst of Secondary Education • Yda Elite High School • Torah Academy High School • Ahaba Ve Ahava • B'not Rachel High School For Girls • Yeshivat Or Hatorah • Mirrer Yeshiva High School • Yeshiva Steret Tech Girls High School • Bet Yaakov Ateret Torah • Yeshive Ateret Tech Girls High School • Magen David Yeshivah High School 	<ul style="list-style-type: none"> • Elite High School • Nefesh Academy • Yeshiva Ateret Torah • Bnot Chaya Academy • Merkaz Bnos High School • Zvi Dov Roth Academy Of Yeshiva Rambam • Mesivta/Yeshiva Gedola Manhattan • Sinai Academic Center • Prospect Park Bnos Leah High School • St Edmund Preparatory High School • Yeshiva Of Brooklyn Girls Div
--	--

Programmatic Impact: Given the citywide approach to high school enrollment in New York City with over 400 schools from which to choose, Mentora does not anticipate having a significant impact on any one high school in CSD 21. Mentora will apply for co-located space in a DOE facility and if approved expects to form a productive relationship with other public schools in the building, including coordination of shared space. While co-location may require existing schools in the building to change their footprint, an approved co-location assumes the building has adequate capacity for all schools to carry out their programs. Regardless of whether the school is located in DOE or private space, Mentora will be happy to share to the extent possible its practices and resources with other schools and will welcome educators to observe and learn from Mentora faculty and staff. The most unique programs of interest to other educators will probably be Mentora’s technology integration, Global Citizenship curriculum, language programs and use of learning styles to shape instruction. When feasible, Mentora will open professional development opportunities at the school or via electronic means.

Fiscal Impact: Mentora will not have a noticeable fiscal impact on local schools. It will be a small high school, opening with about 110 9th grade students and ultimately enrolling approximately 410 students. As stated, it is not likely that Mentora will draw disproportionately from any one local public high school. In addition, the majority of the local private schools serving high school

age students are yeshivas that draw families looking for a specifically sectarian education, one that Mentora cannot provide and therefore will not offer competition causing lost revenue.

II. EDUCATIONAL PLAN

A. Achievement Goals

Mentora will adopt the Board of Regent’s Charter School Performance Framework as part of its charter agreement and establish goals that ensure the school is on track to meeting its authorizer’s renewal expectations and accomplishing its own mission, including developing in students 21st century skills necessary for effective participation in a global society. Mentora will use the following benchmark goals to measure student achievement and its overall educational program.

- All students who enter in the 9th grade will successfully earn sufficient credits each year to put them on track to graduate within four years. Data Source: Student Information System grade book and report cards.
- All students will successfully pass three Regents exams by the end of their second year in the school. Data source: Student Information System enrollment records and Regents exam results.
- 90% of students who have enrolled in the school for four years will successfully pass five Regents required for graduation with scores that demonstrate college readiness. Data source: Student Information System enrollment records and Regents exam results.
- All students will demonstrate mastery of 21st century skills. Data source: Student Information System grades for Global Citizenship standards.
- All students who have been enrolled in the school for four years will demonstrate basic mastery of a language other than English. Data source: Student Information System grades from LOTE (Language Other Than English) classes.
- Each year every student will participate in at least one academic presentation or competition that demonstrates mastery of grade level content and skills. Data source: school-developed rubrics completed by peers, faculty and community audience; competition results.
- The school will maintain at least 95% average daily attendance. Data source: Student Information System attendance records.
- Each year at least 95% of students who completed the previous year at the school will re-enroll. Data source: Student Information System enrollment rosters.
- All English language learners (ELLs) will improve by at least one performance level each year. Data source: results from the New York State English as a Second Language Achievement Test (NYSESLAT).

B. School Schedule and Calendar

Calendar: (See Attachment 3b) Mentora will follow the general outline of the NYCDOE calendar for items such as beginning and end of school year for students as well as major vacations such as winter and spring break, guaranteeing at least 180 days of instruction. Major differences will include a professional work year for teachers, who will be expected to participate in four weeks of pre-service during August. The school year is also slightly longer than the traditional schools, providing students with eight additional days of instruction. The school year is divided into four marking periods. At the end of the first and third marking period students will receive results of mid-term examinations and reports on progress in their courses; at the end of each half-year semester they will get a report card indicating credit accumulation.

Schedule: (See Attachment 3a) Mentora will use a unique extended day schedule (8:30 a.m. to 4 p.m.) built around the expected number of units per subject per week rather than the traditional classes per day. Units correspond to periods in the schedule that are 45 minutes long with a 10 minute break between each period for students to relax, conference with teachers, collect materials for their next class, and use the rest room. The American system of consecutive courses without physical and mental breaks between them is not conducive to learning and does not reflect authentic work. Courses do not always occur every day and at the same time. On some days they may meet for a single period, on other days a double period and on some days students will not have certain subjects at all. One exception is language other than English (LOTE), which is scheduled every day for one period to foster consistency in the use of authentic language. The number of weekly units for each subject is as follows:

- English language arts (ELA): 6
- Mathematics: 6
- Science: 6
- Social Studies: 6
- Language other than English (LOTE): 5
- PE: 2
- Art: 3
- Technology: 3

Science will typically be scheduled for double periods to accommodate labs, for which \$400,000 has been allocated to ensure state-of-the-art equipment and software. Mathematics and ELA will each have one double period per week to support project-based learning. Global Citizenship is not a distinct course but is integrated into other courses, primarily Social Studies and Science.

Teachers will be expected to put in a professional work week that includes approximately 25 hours of instruction per week as well as planning, professional development and contributions to the school community, such as committee work or sponsorship of extra-curricular activities, e.g., drama, community service, sports or debate teams. A weekly faculty meeting will be held on Monday afternoons during which whole school issues will be addressed, departments can meet to plan, or targeted professional development can occur for small groups of teachers based on their requests and identified needs.

C. Curriculum and Instruction

Education Philosophy: The currently in vogue approach of “differentiating” too often results in dumbing down curriculum and instruction so that below grade level students face never-ending lessons focused on basic skills and are never put on a trajectory to college and career readiness. At Mentora, all students grapple together with the same standards and curriculum in their core classes with supplemental instruction targeted to individual students based on identified needs. This approach puts the burden on students to build conceptual understanding and master skills as well as develop the habits necessary to reflect, self-assess, and successfully seek and utilize effective assistance. This approach has long been employed successfully by Bahcesehir K-12 schools in Turkey and is also used by Edward Brooke Charter Schools, one of the higher performing charter school networks in Massachusetts.

Mentora does acknowledge that students have many differences that require careful planning of curriculum and instruction. This is informed by modern research into the brain, which has identified fascinating differences among individual learners. The best known is probably Howard Gardner’s research into multiple intelligences, which posits “the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways.” (Gardner, 1991) However, many educators have drawn exactly the wrong conclusion from Gardner’s work, namely that they must match their teaching to each student’s dominant learning style. According to Gardner:

we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences—the so-called profile of intelligences—and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains.

The correct conclusion to draw from this is that teachers should identify and recognize their students’ learning styles to understand how they impact progress and achievement, making deliberate choices about curriculum and instruction that leverage each student’s dominant learning styles while at the same time ensuring opportunities for them to develop the other styles as well. This is necessary because outside of school students will often have no choice in the way information is delivered to them and must be prepared to learn and solve problems using a variety of styles. This approach also fits nicely with the theories of Vygotsky and his conception of the zone of proximal development. Abundant research has found that challenge a student too little and she gets bored and loses focus; challenge a student too hard and he gets frustrated and shuts down. The use of learning styles can help teachers to design instruction that places students in the zone for most effective learning, engaging their strengths while challenging them to grow. In practice, teachers often default to teaching in a mode that reflects their own strongest learning styles and must be trained to instead focus on the learning styles of their students.

The final component of the Mentora education philosophy is the belief that learners learn best by doing in authentic contexts. The realm of sports and coaching has given credence to this

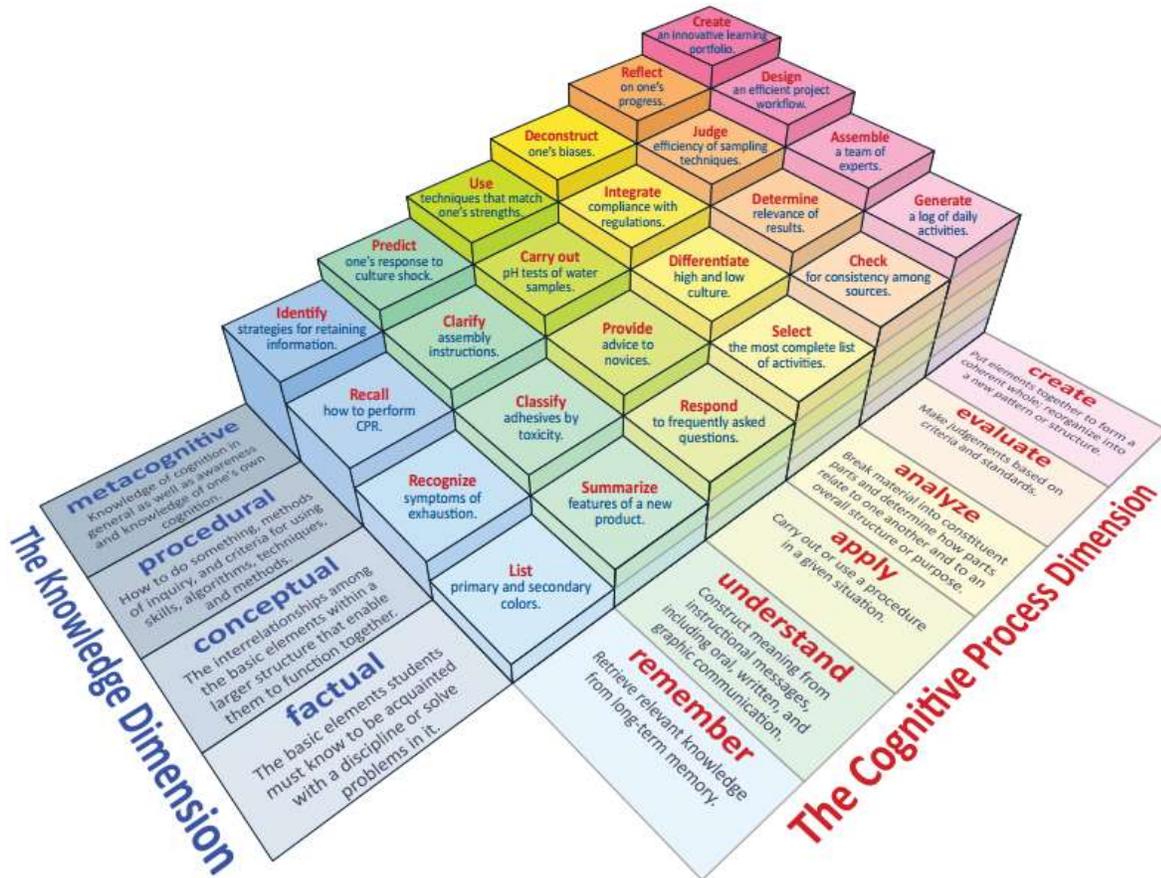
principle, namely that practicing in a way that feels real prepares one for success in new contexts. Not only does it develop the skills themselves, but the confidence that one is able to use them in other arenas. Thus Mentora will challenge students to be writers, mathematicians, speakers, leaders, scientists, artists, and presenters, rather than just learning about writing, following procedures, memorizing democratic values and the scientific method, and studying about people who have changed the world.

Curriculum Development: Mentora will develop its own curriculum to ensure it meets the following criteria:

- **Rigor:** the curriculum must prepare students to meet college and career readiness standards for each grade and subject. At a minimum the Mentora curriculum will explicitly align to the New York State Common Core Learning Standards. In addition, the curriculum will be benchmarked against other internationally-recognized college preparatory standards, curriculum and assessments, such as the International Baccalaureate (IB) Diploma Programme and the College Board's Advanced Placement examinations.
- **Multicultural:** At an international school the curriculum must engage students and provide opportunities for them to see the world from many perspectives. A multicultural curriculum goes beyond merely studying peoples of the world and utilizing texts written by diverse authors. Students must not only learn the skills inherent to each subject, but understand the history of and multicultural contributions to each subject, including mathematics and science. In addition, the curriculum must leverage diverse students' existing background knowledge and experiences to further their learning, which is sometimes referred to as culturally responsive education. For example, multicultural literature must not be defined by the color or nationality of the author, but by how authentically the text provides insight into a culture.
- **Coherence:** While Mentora will not create a fully integrated curriculum, the scope and sequence of each subject must vertically align from grade to grade to move students towards college and career readiness and horizontally align to reinforce common skills developed across subjects, such as reading, writing and critical analysis. Curriculum must build on itself to deepen students' conceptual knowledge and build foundational skills and automaticity necessary for application in new contexts.
- **21st Century Skills:** The Mentora curriculum will go beyond academic content and skills to develop what have come to be known as 21st Century skills, which includes Learning and Innovation Skills, Information, Media and Technology Skills, and Life and Career Skills. Mentora will infuse Global Citizenship throughout the curriculum to develop many of these 21st Century skills; teachers are expected to integrate the following themes into their courses as appropriate: Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; and Environmental Literacy. Bahcesehir K-12 is the first international member of the Partnership for 21st Century Skills (P21) and Mentora will utilize its Framework for 21st Century Learning to ensure teachers successfully integrate their curriculum.

During the planning year before the school opens, Mentora will rely on the Principal, the school’s partners and perhaps consultants because it will not yet have a teaching staff to develop initial curriculum resources. Thereafter, the faculty will be empowered to develop the curriculum under the guidance and supervision of instructional leaders, including the Principal and Department Chairs.

Bloom's Two-Dimensional Taxonomy



The curriculum development process will be based on Bahcesehir K-12’s AKORD (Smart Measurement and Learning Support System), which employs Bloom's Two-Dimensional Taxonomy representing a hierarchical structure from simple to complex, where the Knowledge Dimension goes from tangible information to intangible knowledge, while the Cognitive Process Dimension goes from low-order to high-order thinking skills. Each step of this hierarchy includes its own specific learning objectives, measurement and assessment methods, and learning processes.

In practice the key components of the Mentora curriculum development process will include:

- Standards and Assessment Analysis:** Collection and analysis of relevant standards and assessments, including New York State Common Core Learning Standards, the Framework for 21st Century Learning, and relevant Regents, SAT and ACT exams, to identify primary standards mastery required for high school graduation and college acceptance and well as those deemed necessary for living in and contributing to a global

society. This also allows the school to familiarize itself with the format and foci of the high stakes assessments students will encounter and build curricula that reflect those designs so students are well-prepared for not only the content but the format as well.

- **Mapping:** Organization of priority standards into a logical sequence for learning. For each subject and grade a scope and sequence will inform teachers about what skills and content to teach and in what order to teach it. These living maps will reside in the school's Learning Management System and be available to all teachers to facilitate coordination of their curriculum work across subjects. This also allows the school to maintain a coherent curriculum so that any time a new teacher joins the school, he or she will have access to curriculum maps that should explain where the previous teacher left off and the new teacher will need to begin. These maps will align with the school's four marking periods to inform unit and lesson planning.
- **Unit and Lesson Planning:** Construction of teaching plans that translate standards into specific learning objectives and activities designed to achieve those objectives. A misconception plaguing education is confusing activities for objectives and consequently delivering entertaining instruction that is not clearly focused on a specific learning outcome. Mentora will use common unit and lesson plan templates housed on its Learning Management System that all teachers can reference. These templates, that teachers will be trained to use, require identification of standards based on the school's maps, specific learning objectives aligned to the standards (including 21st Century skills), methods for demonstrating mastery of objectives, learning activities (e.g., introduction, demonstration, discussion, guided practice, independent practice, and closure), and required resources. The Bahcesehir K-12 STOYS system to which Mentora will have access already has customizable templates for eight types of lesson.
- **Resource Selection:** Teachers will have access to a wide variety of curriculum resources to support instruction, including literature, such as novels, poetry, plays, and short stories, and non-fiction, such as biographies and auto-biographies, histories, reports, news articles and commentary. The school will also subscribe to diverse media in physical and digital formats such as major international newspapers from around the world. Mentora is unlikely to use textbooks as a primary curriculum resource, though teachers may select anthologies that contain a high percentage of text that meets the school's criteria for rigor and diversity or textbooks that contain a large range of problems to engage students at various levels. In general, teachers will build problem set banks for subjects such as mathematics and science that can be used to generate assignments based on students' assessed mastery. This way, teachers are not locked into using the same problems as the needs of their students change. Bahcesehir K-12 has already developed substantial curriculum resources that will be available to Mentora teachers; moreover, the technology integration specialist will assist teachers in identifying and vetting quality resources from the voluminous materials now available on the Internet.
- **Technology Integration:** With a one-to-one computing model, teachers will have the opportunity to provide students with access to an immense amount of information,

simulations, models, and media. Technology will be used to help all students access the curriculum, providing unique avenues for students with disabilities (e.g., visual and audio resources) and English language learners (e.g., real time translation).

- **Evaluation:** The faculty at Mentora is expected to be reflective practitioners of the teaching craft and one job responsibility is to evaluate the quality of units and lessons after they have been delivered to students. Formative assessment and daily checks for understanding will reveal learning difficulties and inform subsequent instructional decisions, e.g., re-teaching, and targeted supplemental instruction. Teachers will also use protocols to identify what worked well, what did not, and what changes might improve the lesson in the future. These protocols will be archived with each unit and lesson and used during bi-annual curriculum reviews and by teachers who implement the same curriculum the following year to inform their instructional planning.

Curriculum Development Timeline: Once the school principal is hired in the winter of 2016, he or she will immediately begin working with counterparts at Bahcesehir K-12 to establish accounts for the school on the STOYS Learning Management System with which to facilitate curriculum mapping projects. In the spring of 2016 the principal will work with Bahcesehir K-12 and BAU University School of Education faculty on collecting and analyzing standards and assessments and constructing maps for the courses that will offered in the 2016-17 school year. Teachers will be hired later that spring and the process will include an opportunity to examine and reflect on the curriculum maps. Once teachers are hired, they will participate in four weeks of pre-service in August 2016, during which time they will refine the maps and use them to develop units for the entire school year and lesson plans for the month of September, which will be reviewed by the Principal and Academic Dean. After the first semester has concluded and final examination results are available, the faculty will formally meet to review the curriculum maps and revise them and the units for the rest of the school year to ensure students are on track to meeting grade level expectations. At the end of the school year the faculty will repeat the curriculum review process. After that, teachers will be expected to develop curriculum maps for future courses for approval by the Principal and will continue to participate in the bi-annual curriculum review and revision process.

Curriculum Overview: Mentora will offer traditional college preparatory courses with some unique difference and additions.

- **English Language Arts (ELA):** Rather than teach discrete literacy skills using an assortment of random texts, Mentora will use a text-based approach to examine complete authentic works that illustrate key literary concepts. Using this approach students will tackle full novels, histories, stories, poetry, plays, commentary, biographies and so on that allow students to be fully immersed in an authentic work and see the interplay of literary devices, rather than looking simply at a text through the lens of individual device. This approach necessitates careful selection of materials that will engage students and demonstrate over time increasingly sophisticated uses of literary devices. This text-based approach will focus on literary analysis, but also allows teachers to address comprehension, grammar, spelling, and even phonics if necessary. Students

will take four full years of ELA courses, which will be aligned to a great extent with the content of their history and other language courses.

- **Language Other Than English (LOTE):** All students will study a language other than English and the Principal will be empowered to select the languages offered by the school once the first class is enrolled and their interests gauged. The most likely initial languages are Spanish and/or Russian. The goal of language instruction at Mentora is authentic communication with native speakers. Thus Mentora will seek to hire native speakers as teachers and use immersive language education techniques. In addition, the school may make use of computer-based language instruction, such as Rosetta Stone, for students interested in pursuing languages for which Mentora does not provide a teacher on-site. Mentora will benefit from the expertise of Mentora College faculty who are experts in ESL instruction.
- **Mathematics:** All students will take at least three years of mathematics. Mentora will use an integrated mathematics curriculum that is somewhat different from the American fractured approach to mathematics, which teaches the subject of geometry as a stand-alone single course, usually placed between Algebra I and II. As a result students usually do not develop and retain a deep understanding of geometric principles and their relationship to other mathematical concepts. International comparative studies, such as the Trends in International Mathematics and Science Study (TIMSS) have found that the United States does not effectively teach conceptual mathematical understanding. Therefore, Mentora will integrate the study of geometry into a three year sequence of mathematical study so students gain an increasingly deep understanding of geometry and make connections to other aspects of mathematics.
- **Social Studies:** Mentora will offer a range of required and elective social studies courses that address U.S. and World History, Economics, Geography and Political Science. Students will become experts in the practice of historiography by constructing their own understanding of the past through social, political and economic lenses. The curriculum maps for these courses will be aligned to the Regents exams in United States and Global History with a special emphasis on current events around the world. The U.S. History curriculum will emphasize America's role as an international actor and leader and the historical roots of the United States' particular brand of representative democracy. In keeping with Mentora's philosophy of learning by doing, students will be encouraged to learn history through simulations, mock trials, debates, and extra-curricular activities such as Model United Nations.
- **Science:** Mentora will offer a sequence of courses that cover college preparatory science content, including those assessed by Regents Exams, i.e., Living Environment, Physics, Chemistry and Biology. Whereas American education divides the scientific disciplines into discrete courses in different years, Mentora will take a more integrated approach in which students study all of the disciplines each year, with some additional advanced courses geared toward preparing students for subject specific Advanced Placement exams based on student interest and aptitude. This integrated science approach is standard in other countries and has been successfully used in individual schools in the

United States. For example, the Advanced Math & Science Academy Charter School in Massachusetts was recognized by US News and World Report as a Gold Medal School and ranked #2 in Massachusetts and #146 nationally. Mentora intends to offer hands-on science learning experiences and has budgeted \$400,000 for science labs, equipment and supplies over the first two years of operation.

- **Global Citizenship:** All Mentora students will participate in Global Citizenship instruction that develops their 21st century skills, including communication, organization, multicultural awareness and tolerance. Global Citizenship is not taught as a distinct stand-alone course, but integrated into other subjects, especially Social Studies and Science. Students will examine current events and ethical problems and explore ways that global issues are addressed and resolved at the local level. The program will be modeled on that of Bahcesehir K-12. In addition, the Partnership for 21st Century Skills has a range of resources, including exemplar schools, case studies, toolkits and implementation guides, that Mentora will tap to develop its own unique Global Citizenship program. Student mastery of Global Citizenship standards will be assessed by teachers and included in report cards.
- **Technology/Media Studies:** All students will participate in courses designed to enhance their technology skills and develop media literacy. The curriculum will reference relevant 21st Century skills and be supported by the embedded Technology Integration Specialist from BAU University. The budget supports ample technology for students to use at the school and at home with every student and teacher having the use of a laptop or tablet computing device.
- **Arts:** Mentora will offer an arts education that incorporates four components:
 - **Art Production:** creating or performing works of art.
 - **Art History:** understanding the historical and cultural context of works of art
 - **Aesthetics:** discovering the nature and philosophy of art
 - **Art Criticism:** making informed judgments about art

The course offering will include visual and performing arts, with final decisions delegated to the Principal who will determine which arts to provide based on the teacher candidate pool and later student interest. For those arts the school does not offer as graded, credit-bearing courses, it will strive to provide as extra-curricular programs, e.g., choir, drama club, dance team.

- **Physical Education/Health:** Mentora will have one dedicated physical education/health teacher in Years 1-3 and two such teachers in Years 4 and 5. The curriculum for these courses will be heavily influenced by the Framework for 21st Century Learning, with an emphasis on health literacy, communication and collaboration, and life and career skills.
- **Extra-Curriculars:** With an extended day Mentora will be able to provide a robust academic program, but will also be responsive to student interests. Faculty will be encouraged to coach or sponsor academic and sports teams and clubs, with an

emphasis on activities that require authentic project-based learning, such as robotics, debate, speech, drama, and Model United Nations,

Instruction: Mentora is not wedded to any one instructional method and believes teachers should use a variety of methods to engage students and help them master the content and skills they need to succeed. That said, based on the education philosophy described above there are certain practices and procedures that Mentora teachers will be expected to implement.

- **Heterogeneous Classes:** Classrooms will be heterogeneous, featuring both inclusion of students with disabilities and immersion of English language learners. There is ample research to support heterogeneous classrooms that indicates that they a) provide higher expectations and as a result improved learning for lower ability students, b) support average ability students through peer instruction, c) help high ability students to reinforce their own learning by teaching others without inhibiting their rate of growth, and d) prepare all students for an authentic work environment. For example, a study of homogeneous and heterogeneous grouping in multicultural science classes found that “Studying in entirely heterogeneous groups confers the students more capability for ability building, self-confidence and better academic self-concept. This effect is maximized when the group contains not only mixed ability students but also students from other nationalities.” (Faris, 2009)
- **Consistent Rigor:** Lessons in core courses will have common grade-appropriate objectives for all students and all students should be engaging together with the same materials, e.g., texts, problem sets, science experiments. This may fly in the face of the conventional wisdom regarding the need for “differentiated” instruction, but the research suggests that few teachers actually have the capacity to differentiate instruction within their classroom and the attempt to do so may actually result in dumbing down the curriculum, i.e., teaching to the middle or even the bottom. This is not to say the Mentora will only utilize whole-class instruction. On the contrary, teachers will be expected to make deliberate choices about small group instruction within their classrooms, using both heterogeneous and homogenous grouping based on assessed needs. For example, effective scaffolding techniques may entail pulling small groups of students to preview material, re-teach foundational skills, enhance vocabulary knowledge, etc. but the purpose of this must be to allow those students to effectively access a common curriculum with their peers and teachers may not permanently group students based on ability or other characteristic.
- **Personalized Instruction:** Mentora will use a Teaching Style Analysis tool for faculty and a Learning Style Analysis tool for students to increase the productiveness of teaching and learning. The former provides teachers with a wealth of information about their predilections for various teaching methods, management strategies, classroom environments and planning techniques. It quantifies tendencies such as analytic versus holistic, sequential versus simultaneous, and reflective versus spontaneous. Finally, it rates them on professional characteristics, such as motivation, persistence, responsibility, diversity awareness, classroom routines and creativity. The Learning Style

Analysis includes students' processing and thinking styles and learning modalities, i.e., auditory, visual, tactile and kinesthetic. Teachers can learn from this data about individual student's attitudes towards difficulties, persistence and concentration towards a lesson, ability to multi-task, preferences as regards study groups, learning environment and time of study, attitudes towards authority figures, and methods used to perceive new material. This information is shared with students so they can take ownership of their metacognitive development. Teachers also receive aggregate class learning style reports and use this information to design lessons that engage their students by exploiting their dominant styles while also ensuring the development of the other styles. Flexible classroom configurations for whole group, small group and individual learning, varied types of learning activities (e.g., oral, visual and kinesthetic), grouping strategies (both heterogeneous and homogenous) and integrated educational technology all facilitate personalized learning that prepares students for the challenges of autonomy in higher education and future careers. In addition, project-based learning promotes presentations and competitions within and outside the school.

- **Targeted Supplemental Instruction (TSI):** The more effective approach to differentiated instruction is the use of targeted supplemental instruction that occurs outside of the regular classroom and uses established data protocols to identify student needs and provide specific interventions that allow them to more fully participate in their regular classes. Teachers will meet regularly to identify specific skills and content knowledge in need of remediation, sort students, and plan specific interventions during TSI sessions. Despite serving high school students, local school performance data suggests a substantial number of students will require remedial literacy instruction, and the school will make supplemental curriculum resources available to support TSI, such as remedial phonics, comprehension and numeracy programs. In addition, TSI is an opportunity to provide students with self-paced instruction using computer-based programs such as Read 180 and System 44. This approach to differentiated instruction is consistent with the practices at a number of high performing charter schools. For example, the Icahn Charter Schools in the Bronx use a similar Targeted Assistance program to supplement instruction and raise achievement of a predominantly disadvantaged student population.
- **Technology Integration:** Students must be prepared for a world that has been transformed more rapidly by technology in the last century than during the prior millennium. Mentora will be a technology rich environment with frequent access for teachers and students to laptops, tablets, digital projectors and other equipment to enhance learning. Students will be expected to become proficient in basic productivity and presentations programs and use them to demonstrate their learning across the curriculum. Technology will also facilitate the international nature of the school, allowing for research about and communication with other students and adults around the world. BAU University School of Education is an expert in educational technology integration and will embed a full-time graduate student at Mentora to help faculty fully integrate technology into all aspects of teaching and learning. The school will offer online courses delivered synchronously or asynchronously (real time or recorded),

which can be accessed when school is not in session, i.e., evenings or during the shutdown of school due to snow or other weather.

D. Assessment System

Mentora's assessment system will be based on the STOYS Learning Management System in which will be housed extensive item banks for the creation of benchmark assessments as well as collected assessment data, analysis tools and reporting templates, such as a standards-based report card. Various elements of this system will be available to students and their families, teachers and administrators. Prior to opening, school leaders will populate STOYS with assessment items drawn from Regents, SAT, ACT, AP, IB and other assessments and curriculum and teachers will subsequently be encouraged to create and add new items. All items will be aligned with specific standards so teachers can select items to assess specific aspects of student learning and items are regularly evaluated to determine validity and reliability with various types of students.

Assessment Tools: Mentora will employ multiple types of assessments with which to evaluate learning styles and measure academic progress and achievement.

- **Learning Style Assessments (Diagnostic):** At the beginning of each academic year, Mentora will give students a learning style inventory to identify each student's learning preferences. The inventory is based on Dunn and Dunn's theory of learning styles as refined by Barbara Prashnig.
- **Benchmarks (Formative):** About every two weeks teachers will administer a formative benchmark assessment to gauge student mastery of unit and lesson objectives.
- **Midterms and Finals (Summative):** At the end of the first and third marking period students will take a mid-term exam in each subject and at the end of each semester a final exam that together will comprise a quarterly benchmark system for measuring student progress and achievement. The results will inform each student's course grades.
- **Performance-Based Assessments (Summative):** In keeping with Mentora's emphasis on authentic experiences, teachers will be expected to use performance-based assessments that allow students to demonstrate mastery of content and skills through complex, multi-step, interdisciplinary projects that culminate with products or presentations that can be evaluated against predetermined criteria. This strategy will also be used in language classes where authentic communication is the goal.
- **Regents Exams:** All students will be required to take and pass the Regents exams required for graduation and encouraged to take other exams as befits their course of study. The school will work to have all students pass at least three Regents—a math, science and history exam—by the end of their second year at the school so they can focus on college placement exams during the remainder of their high school career.
- **Advanced Placement (AP):** In order to provide students with college credit that can be used in their post-secondary career, Mentora will offer a range of Advanced Placement courses and expect students to sit for the exams at the end.

- **PSAT/SAT/ACT:** All students will be required to take a college entrance exam in the 11th and 12th grade.

Data Collection and Analysis: STOYS will be used by teachers and administrators to archive and analyze assessment data. Teachers will receive individual and class reports on student learning styles and use this information to shape instruction that both engages students’ dominant styles and develops their other styles as well. Teachers will use formative assessment data to identify learning difficulties and re-teach the objectives that students have not mastered. The results will inform lesson planning, material selection, and grouping. In addition, teachers will meet bi-weekly to review the results of benchmark exams and plan targeted supplemental instruction (TSI).

Evaluation of Progress: Administrators will monitor benchmark, mid-term and final assessments to determine how well teachers are helping their students master grade level standards and use the results to plan school-wide teacher trainings, target individual instructional coaching and evaluate curriculum, TSI and other intervention programs. Individual teachers whose students do not demonstrate adequate growth will be placed on improvement plans with specific goals for professional practice and student outcomes. In addition, school leadership and the school board will monitor progress towards the school goals described in Section II.A. Any indication that the school is not on target for renewal of its charter or achievement of its mission will result in a swift evaluation of program implementation and staff effectiveness with the potential for program modifications or termination, respectively.

E. Performance, Promotion, and Graduation Standards
--

Graduation Requirements: Mentora students will be expected to earn the following 32 credits in order to graduate:

Subject	Credits	Subject	Credits
English Language Arts	4	Language Other Than English	4
Mathematics	4	Physical Education/Health	2.5
Science	4	Technology/Media Studies	2
Social Studies	4	Arts	2
Global Citizenship	4	Electives	1.5

All 12th grade Mentora students should demonstrate mastery of 21st Century skills as evidenced by earning four Global Citizenship credits and demonstrate basic proficiency in a language other than English as evidenced by passing four increasingly rigorous language classes. In addition, all students must pass the five Regents exams required by the state to earn a diploma.

Sample Promotion/Exit Standards:

English Language Arts: Students will be able to:

- Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

- Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically, by making connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.
- Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
- Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
- Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Mathematics: Students will be able to:

- Reason quantitatively and use units to solve problems.
- Create equations that describe numbers or relationships.
- Solve systems of equations and represent and solve equations and inequalities graphically.
- Interpret expressions for functions in terms of the situation they model.
- Explain area and volume formulas and use them to solve problems.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Global Citizenship: Students will be able to:

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Use a wide range of idea creation techniques.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Participate effectively in civic life through knowing how to stay informed and understanding governmental processes.

- Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Understanding national and international public health and safety issues.
- Demonstrate knowledge and understanding of society's impact on the natural world.

Promotion Policy: Promotion decisions will be made on a case-by-case basis and consider the benefits of retention for each student. In general to move to the next grade students must earn a passing grade in their core courses of English language arts, Mathematics, Science, Social Studies, and Language Other Than English.

F. School Culture and Climate

School Culture: As an international school, creating a community that embraces the value of diversity will drive culture building at Mentora. Thus, certain core values will be fundamental:

- **Respect:** the ability to see and celebrate the value in oneself and others. This goes beyond the passive acceptance of difference to considering other's feelings and being attentive to learning from others. In a multicultural environment there can be a tendency to rank rather than appreciate differences, and Mentora will use celebrations, presentations and recognitions to help students recognize the value and beauty in other people and cultures.
- **Compassion:** showing care and concern for all. The Global Citizenship themes will explore issues where compassion is required to break down boundaries and solve problems. Moreover, the school will use conflict resolution strategies in which students develop the capacity to forgive others and themselves.
- **Responsibility:** doing the right thing without being asked. Mentora will teach students to accept their failures or mistakes without excuses or blame and with a willingness to correct their behavior. The use of accessible data reporting will make monitoring progress and identifying areas for growth a normal part of the learning process.
- **Courage:** willing to take risks when fear, embarrassment, or the opinion of others might otherwise discourage one from doing what is right. Students in a global society must learn to stand up for universal truths that trump parochial interests. Students will develop their courage as they are challenged to present, debate and enter competitions where there is a possibility of failure.

The first step to instilling these values is to teach them explicitly. Thus during pre-service training in the summer the faculty will review the values and plan ways to integrate them into the curriculum of all subjects. The Global Citizenship themes will develop explicit lessons related to values and create projects through which students can research and then demonstrate these values. Similarly, teachers will be expected to reinforce the values through their classroom management practices and instruction. They will be expected to do so using two specific techniques: culturally responsive education and positive behavioral interventions and supports (PBIS). Teachers will be asked to examine how attitudes, experiences, habits, expectations and behaviors might differ among their students and impact their learning as well as any bias, conscious or not, that might enter in their relationships with students who are

different from themselves. The answers to these questions should inform their implementation of PBIS strategies, with an emphasis on explicitly taught expectations. A key tool for this reflective work is the Teaching Style Analysis tool for teachers and the Learning Style Analysis tool for students described above in the curriculum and instruction and assessment sections. The individual and class level data generated by these assessments will allow teachers to better understand and build their relationships with students. For example, the teacher in cooperation with school counselors will advise students and review with them the results of these assessments, explaining to them their most appropriate learning style as well as factors that might influence their learning. Families are also encouraged to participate in these feedback sessions. This develops in students a sense of agency and responsibility for their own learning. Similarly, learning style data will be used to flexibly group students, sometimes by learning styles and sometimes to deliberately mix styles so students experience the challenge of collaboration in the real world. Mentora teachers will be trained to maximize structure and predictability in their classrooms, minimize misbehavior by designing engaging instruction, and use a continuum of strategies to acknowledge positive behavior and respond to infractions.

As should be clear, a great deal of responsibility is placed on teachers for establishing and maintaining the school culture. However, they will be assisted by systems and staff for dealing with more serious behaviors that inhibit learning and/or diminish the physical and emotional safety of students and staff. The school will adopt a code of conduct that describes expectations for behavior with a spectrum of consequences for violating those expectations based on frequency and severity. The Dean of Students and other social workers will have primary responsibility for discipline issues that must be resolved outside the classroom with the Principal getting involved in the most serious issues, such as physical violence. Mentora will enshrine clear due process rights in its code of conduct and disseminate these to parents through handbooks at the beginning of the year and on its website. (See Attachment 4 for a school discipline policy that details behaviors, consequences and due process procedures.) For any consequence that limits a student's access to learning, he or she will have an opportunity to challenge that consequence in a respectful and productive manner. For minor incidents that might involve a conversation or writing a letter; for more serious incidents such as suspensions and expulsions, it would involve formal hearings with presentations of evidence.

G. Special Student Populations and Related Services

Students Who are At-risk of Academic Failure: Mentora International Charter School is designed so that a very diverse group of students can all successfully learn together with each getting the appropriate support. As described in the curriculum and instruction section, at Mentora teachers are expected to challenge all students in their heterogeneous classes with the same objectives, using a variety of techniques and resources to ensure all students can access the curriculum. Within classrooms this involves varying instruction according to learning style data, flexibly grouping students and using technology to engage students. Outside the core classrooms, targeted supplemental instruction allows teachers to scaffold learning so each student can effectively participate when in their core classes. Finally, the school values and culture are designed to foster collaboration and peer support. For students demonstrating learning difficulties TSI will be the primary tool to meet their needs. Every two weeks teachers

will meet to review formative and summative assessment data, identify specific students that need help and content/skills that need reinforcement. They will then schedule students into TSI periods for two week cycles to focus on specific learning objectives. Students may be assigned to TSI for multiple subjects.

Students Who are Academically Advanced or Gifted: For gifted students, teachers are expected to include in their lesson plans a spectrum of challenge, including additional “stretch” questions, assignments, problem sets, and projects. Also, the deliberate use of heterogeneous grouping is a deliberate strategy that requires more advanced students to in effect “teach” their peers, which has been shown to improve knowledge retention. Finally, the use of performance assessments is an opportunity for advanced students to demonstrate in individual ways higher levels of mastery of content and skills. In addition, the school will emphasize participation in academic competitions for all students, with more advanced students given the opportunity to engage in city, national and international programs, such as science and mathematics Olympiads.

Students with Disabilities: Mentora is open to all students and recruitment efforts will clearly welcome students with disabilities and describe the services and staff that the school provides.

- **Identification:** After the enrollment lottery occurs in the spring, all student records will be requested from their middle schools and analysis conducted to identify students with pre-existing individualized education programs (IEPs). Staff will review IEPs to determine the mandated services and communicate with their parents to understand their past experiences with special education and hopes and goals for their students at Mentora. If an IEP mandates services that are not available at Mentora, the Special Education Coordinator will work with the family to contact the district Committee on Special Education and understand the options for modifying or waiving the IEP or finding a setting for their child that meets the IEP requirements.

Once students are enrolled at Mentora, they will be continuously screened to identify barriers to learning, including the use of Learning Style Assessments, biweekly formative and quarterly summative assessments, teacher observation, credit accumulation, and parent/guardian feedback. Students with learning difficulties will receive targeted supplemental instruction (TSI) in two week cycles corresponding to benchmark assessments. Students who do not response to TSI after multiple cycles will be referred to the school’s Child Study Team (CST), which will include the Special Education staff, Academic Dean, social workers, as well as general education teachers. The CST will review all pertinent data, consult with the parents/guardians, and either recommend additional cycles of intervention or refer to the district Committee on Special Education (CSE) for evaluation. The CSE will make the final determination and, if positive, develop the student’s IEP.

- **Services:** Mentors is designed as an inclusion schools, meaning to the extent possible it will provide services for students with disabilities within the general education classroom. The school will open with one certified special education teacher, adding another as enrollment grows. Moreover, the proposed budget would allow for hiring additional certified special education teachers if the percentage of students with

disabilities exceeds expectations. Special education teachers will push in to general education classrooms and may co-teach with the general education teacher or provide direct assistance to individual students. They may also work with students during targeted supplemental instruction periods to provide more intensive interventions, such as language comprehension programs. In addition, Mentora will contract for certain services mandated by IEPs, such as speech, occupational therapy and physical therapy. The school's social workers will provide mandated counseling.

- **Administration:** One of the school's special education teachers will be designated Special Education Coordinator, serve as the primary liaison to the CSE and coordinate special education administrative functions, including CST meetings, CSE referrals, IEP development and reviews, and supervision of the school's other social worker and guidance counselor. The Special Education Coordinator will initially provide special education services and manage the administrative aspects of the special education program and will be assisted by an additional special education teacher as the school grows. Reporting to the Academic Dean, the special education teachers will provide professional development for all faculty regarding strategies for meeting the needs of at-risk students. The Special Education Coordinator will also be responsible for monitoring implementation of all IEP services, including instruction by special education teachers and related services provided by contractors. He or she will also collect and analyze special education data, i.e., progress towards and achievement of IEP goals, to evaluate the school's special education program and make recommendations to the Principal and Academic Dean for improvements.

English Language Learners: Mentora will be a school where every student is considered a language learner and expect all teachers to employ appropriate ESL and language acquisition techniques. For those students designated English Language Learners (ELLs), Mentora will use an immersion approach that emphasizes authentic speaking, listening, writing and reading experiences.

- **Identification:** Staff will request students' records immediately after the spring lottery and identify any students already designated as ELLs. In addition, the school will administer Home Language Surveys to determine the predominant language in the home and the student's native language and English proficiency. Mentora will then administer the New York State Identification Test for English Language Learners (NYSITELL) to students flagged by the Home Language Survey to determine eligibility for ESL supports. All ELL students will take the New York State English as a Second Language Achievement Test (NYSESLAT) annually to determine proficiency levels and whether they remain eligible for services.
- **Services:** Depending on the proficiency levels of students, services will range from basic ESL strategies employed by general education teachers to targeted supplemental instruction designed to scaffold learning in the general education classroom to direct instruction in English for students with little to no proficiency. General education teachers will receive training in effective ESL methodology to incorporate into lesson planning for their courses and TSI. Typical strategies include: increased wait time for

answers, repeating answers in standard English, allowing students to supplement oral production with physical communication, demonstrating with visuals and manipulatives, pairing or grouping students with native speakers, and building on the student's prior knowledge. In addition, teachers will use Learning Style Assessment results for their students to more often tailor instruction to their ELL students' dominant styles until their English proficiency advances.

- **Administration:** The Lead Language Teacher will be responsible for coordinating identification and assessment systems for ELL students and will work closely with other language teachers to ensure ELL students receive sufficient support. In addition, working with the Academic Dean, professional development will focus on using ESL techniques by all teachers for all students.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Mentora International Charter School is proposed by a team dedicated to promoting education for a global society. This school is inspired and supported by Enver Yucel, an educator and entrepreneur who has fostered successful educational initiatives around the world. He is the founder of Bahcesehir Ugur Educational Institutions (BUEI), a global education provider based in Turkey that operates secular elementary and secondary schools, test prep centers, and colleges and universities. He has a degree in Mathematics Teaching, recently received the Special Award for Global Education from United Nations Secretary General Ban Ki-moon and has been recently noted for his initiative to provide education for Syrian refugees. He supported the establishment of the Mentora Educational Foundation, a U.S. non-profit devoted to education innovation. The foundation initiated the development of this proposal and recruitment of a planning team and board members with the requisite skills and ties to the school community.

The applicant group includes CSD 21 residents and experts in secondary and post-secondary education, business and finance, and community organizing and development. The key members of the applicant group responsible for developing this application were:

- Ali Cinar, President, Global Policy Institute, BAU International and Chief of Government Affairs, Mentora College
- Sinem Vatanartiran, President and acting Chief Academic Officer, BAU International University
- Ahmet Kose, Chief Operating Officer, BAU International University

The other members of the applicant group are proposed board members and have also been active in public outreach, attending meetings in the community and leveraging their networks to build support for the school. They represent a range of nationalities, occupations, languages and experiences that model the diversity Mentora plans to achieve in its staff and student population.

- Rana Abbasova, Community Affairs Coordinator of Brooklyn Borough/ Special Adviser to the Borough President
- Selin Alicanoglu, Lead Teacher, Unity Center For Urban Technologies High School
- Ali Ince, Vice President, Santander Bank
- Mustafa Turan, Senior Director, Finance - Nickelodeon Digital, Viacom Media Networks
- Diana Yusufova, Admissions Counselor, Touro College

The Mentora Educational Foundation also employed several consultants with expertise in charter schools to advise on the application process and assist with drafting the proposal:

- Charter School Business Management (CSBM)

- Claudia Zeldin, Partner, Growth for Good
- Simeon Stolzberg, Independent Consultant

Members of the planning team met or held a conference call weekly beginning last fall to coordinate public outreach, community organizing, and application development. Some members convened in Turkey to visit several Bahcesehir K-12 schools and interview their students and to meet with Bahcesehir K-12 administrators and BAU University staff, including faculty from its education department. All of this information informed the writing of this application.

B. Board of Trustees and Governance

Administrative Relationship: Mentora is applying for a charter authorized by the New York State Board of Regents. The authorizer relationship is characterized by a charter contract granting autonomy in exchange for accountability. Provided the freedom to create a unique educational program, Mentora will be accountable to the Board of Regents for achieving the ten performance benchmarks in its Performance Framework. The school board will hold the charter contract with the Board of Regents and collectively take responsibility for the implementation of the school and achievement of the mission and goals described in this application. Despite the autonomy of the charter, the school still must adhere to many state and federal laws and regulations, and material changes to the charter such as modifications to enrollment or grade span must be approved by the school’s authorizer.

Board Roles and Responsibilities: The Mentora board is ultimately responsible for the performance of the school and has the following duties:

- **Mission:** setting the school’s mission and ensuring all decisions align with and support the mission.
- **Goals:** adopting an accountability plan with clear and measurable goals and establishing internal benchmarks and indicators with which to measure progress.
- **Management:** recruiting, hiring and retaining a school leader and delegating authority within limits to manage the day-to-day operations of the school.
- **Policies:** approving, reviewing and revising major school policies that provide the parameters within which management is expected to operate the school, including admissions, discipline, personnel and finance policies and procedures.
- **Resources:** securing and allocating resources sufficient to achieve the mission.
- **Oversight:** monitoring the academic, organizational and financial status of the school.
- **Advocacy:** serving as ambassadors for the school to promote its reputation and seeking partnerships and support that enhance its programs.
- **Strategic Planning:** formulating a long-term vision and plan.
- **Reflection:** assessing the quality of governance and ensuring adequate expertise, diversity and commitment on the board.

Board Structure and Procedures: The Mentora board will have between 5 and 9 members with one ex-officio member appointed by the Mentora Educational Foundation (so long as that person is not an employee of the school). The board will adopt an annual schedule of at least monthly meetings at the school that will be publicized on the school’s website and in at least one other local media source accessible to families at least one week in advance of each meeting. All board and committee meetings will be open to the public and adhere to Open Meeting Law requirements. The board may go into executive session for appropriate matters, including discussion of private personnel matters. The board will be managed by officers: a Chair, a Secretary, and a Treasurer. The board will also establish committees to facilitate its work. The standing committees will be:

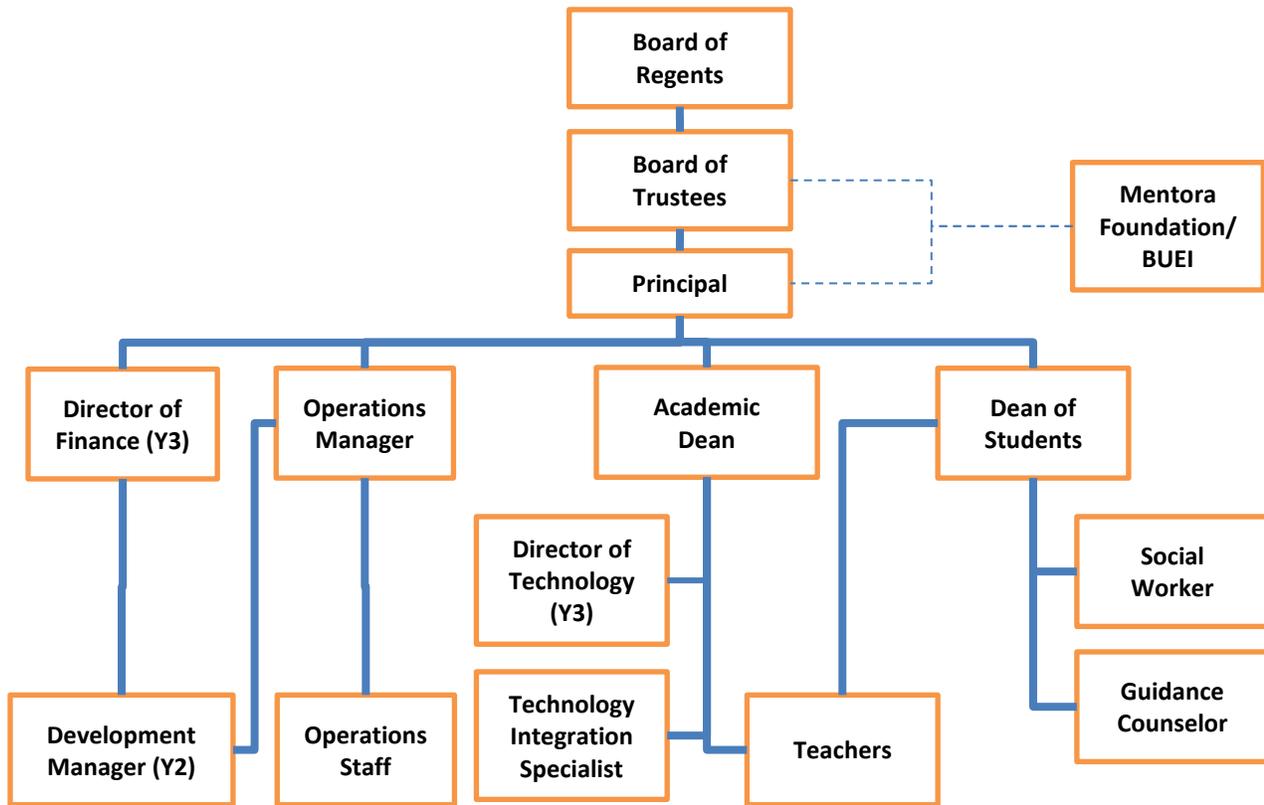
1. Executive Committee: sets agendas for board meetings; monitors composition of the board and initiates board member recruitment as needed; orients new board members; evaluates board performance and coordinates board development activities.
2. Financial Oversight Committee: develops and recommends an annual budget to the board; develops and revises long-term projections and financial plans; develops, reviews and recommends revisions to the school’s financial policies and procedures; ensures the conduct and review of an annual audit; and monitors compliance with all adopted policies, regulations and laws. The Financial Oversight Committee will report monthly to the full board on the financial health of the school.
3. Quality Assurance Committee: monitors the school’s progress towards achievement of its mission, performance benchmarks of the Board of Regents Performance Framework, and any other internal goals established by the board.

The board may also establish ad hoc committees to deal with non-regular matters such as grievances, Principal hiring and evaluation, or facility acquisition.

Board Recruitment, Selection, and Development: As the board of an international school, the board will make diversity a priority and will seek members with a variety of nationalities, genders, ethnicities, languages, occupations, religions, experiences and skills. While the board will not have a parent representative position per se, it will look to the families of students for individuals with the requisite motivations and expertise to join the board as well as seek other people who live or work in the community of the school. Recruitment will rely on the personal and professional networks of board members and school staff and may employ board matching services as well. Potential board members must attend at least two board meetings, visit the school, and prepare a letter of interest documenting their reasons for wanting to join the board and the skills and experience they will bring to the board. The Governance Committee will interview board candidates and make recommendations to the whole board for its approval. The Governance Committee will also be responsible for monitoring the diversity and performance of the board and its members and planning suitable development activities that meet its need. This committee will conduct an annual board evaluation that considers, among other things, attendance at and preparation for meetings, quality of committee work, decision alignment with the school’s mission, and progress towards and achievement of school goals. In order to improve the board’s practices, the Governance Committee will identify and

disseminate literature on effective governance, identify potential conferences for members to attend, and if necessary recruit consultants to provide training for the board.

C. Management and Staffing



Organizational Structure: Mentora International Charter School will be hierarchically organized to deliver exceptional academic, operations and financial services. The school board will report directly to its authorizer, the New York State Board of Regents, via the State Education Department. The Principal will be the school leader, reporting directly to the board and managing the day-to-day affairs of the school. Mentora will hire an experienced school leader who has demonstrated capacity to manage both operational and academic components of a start-up charter school. Key qualifications include effective communication reporting, time management, adult supervision and evaluation, strategic planning, as well as experience working with an international population of students and adults and serving at the pleasure of a governing board with high expectations for performance. Applicant group members already have standing connections to education leadership programs at NYU, Columbia and CUNY, as well as BAU University and other international schools that will be leveraged to find qualified principal candidates for the board to screen, interview and hire.

The Principal will supervise a leadership team that includes the following positions:

- **Academic Dean** that coordinates the educational program, organizes professional development, oversees curriculum and instruction, coordinates assessment and TSI,

prepares student reports, and conducts teacher observation and evaluation. The Academic Dean supervises all education teachers, including core, specials, and substitute teachers, as well as the Technology Integration Specialist.

- **Operations Manager** that coordinates all back-office responsibilities, including transportation, health services, food services, human resources, technology, and compliance and reporting. The Director of Operations supervises office and operations staff, including nurse, custodian, and security.
- **Dean of Students** that coordinates school culture, counseling and discipline. A qualified social worker will serve as Dean of Students and supervise additional social work and guidance staff.
- **Director of Finance** that, beginning in Year 3, coordinates the annual budgeting process, manages school finances and supports the annual independent audit. The Director of Finance will supervise a Development Manager who supports grant writing and fundraising. The school will contract with CSBM for most financial services in the first two years of operation and then transition those responsibilities in-house in Year 3.

Mentora Charter School will be organized into three distinct functional teams with some overlap:

- **Academic:** The Academic Team will be led by the Academic Dean and include the Technology Integration Specialist and teachers. As the school grows and begins to employ multiple teachers in each subject, a department structure will be used. A department head will be identified who has strong subject area content and pedagogy knowledge and skills as well as demonstrated capacity supporting adults' continuous improvement. Teachers will report to and be supervised, coached, and evaluated by the Academic Dean with assistance from the Technology Integration Specialist.
- **Student Support:** The Dean of Students will lead this team that includes the social work and guidance staff. While special education teachers will report to and be evaluated by the Academic Dean, they will also receive formative feedback from the Dean of Students.
- **Finance and Operations:** Led by the Operations Manager this team will grow to include the front office staff, e.g., receptionist, administrative assistant, and office coordinator, as well as school nurse and part-time parent community advocates who will be paid stipends to assist the school in areas such as student recruitment and event planning. A Development Manager will join the school in Year 2 to assist with grant writing and fundraising and report to the Operations Manager that year. The next year the school will hire a Director of Finance who will take over many of the responsibilities of CSBM and thereafter supervise the Development Manager.

Members of the board, leadership team and staff will be in frequent communication with the Mentora Educational Foundation and BUEI organizations, but none will report to or be evaluated by them or their affiliates.

Staffing Plan: Mentora plans to grow into a full high school serving grades 9-12 in 2019-20, and the staffing plan is designed to facilitate a strong opening and sustain growth. Key administrative and support staff positions are all funded beginning in Year 1, including a full-time Technology Integration Specialist, Social Worker, and office team that will serve as the first point of contact for families and community members contacting the school.

Position	2016-17	2017-18	2018-19	2019-20	2020-21
Principal (School Leader)	1	1	1	1	1
Academic Dean	1	1	1	1	1
Dean of Students	1	1	1	1	1
Technology Integration Specialist	1	1	1	1	1
Director of Technology and Innovation			1	1	1
Operations Manager	1	1	1	1	1
Director of Finance			1	1	1
Receptionist	1	1	1	1	1
Administrative Assistant	1	1	2	3	3
Office Coordinator			1	1	1
Development/Communications Manager		.5	1	1	1
Teachers – English	1	2	3	4	4
Teachers – Math	1	2	3	4	4
Teachers – Science	1	2	3	4	4
Teachers – Social Studies	1	2	3	4	4
Teachers – LOTE	1	2	3	3	4
Teachers – Computer Science/Media	1	1	1	1	4
Teachers – Special Education	1	1	2	2	2
Teachers - Specials	3	3	3	5	5
Teachers – Substitute			1	1	1
Social Worker		1	1	2	2
Guidance Counselor			1	1	1
Media Specialist			.5	1	1
Nurse*	1	1	1	1	1
Parent Community Advocate**	2	2	1	1	1

*Mentora intends to secure a nurse from the Office of School Health (OSH)

**Stipended part-time position for parent or other community members who assist the school with recruitment and other forms of community engagement.

As a high school Mentora will have departmentalized faculty with the expertise necessary to develop and implement a college preparatory curriculum. Social workers will provide counseling and support students’ social emotional needs. From the beginning a graduate student from BAU University will be embedded in the school as a technology integration specialist. The school will hire a Director of Technology and Innovation in Year 3 to expand support for technology integration across the curriculum and faculty. In addition, a media specialist will also join the school in Year 3 to assist teachers with developing media literacy through project-based learning. A guidance counselor will be hired in Year 3 to begin assisting students with the college matriculation process.

Teacher Recruitment, Hiring and Retention: As noted, Mentora’s founders have connections to education schools with extensive teacher preparation programs in the United States and other countries and will advertise faculty openings there as well as in education media and job sites in

the United States and abroad. Teacher hiring will be led by the Principal and Academic Dean, who will screen resumes by examining credentials, experience and expressions of interest. They will then conduct phone interviews with potential candidates and winnow the applicant pool to a reasonable number for face-to-face interviews. All candidates will be required to submit an application that includes a writing sample, unit plan and lesson plan. Interviews will discuss candidate's experience, education philosophy, interest in Mentora, and evidence of raising student achievement. In addition, candidates will be asked to present a short demonstration lesson. In the planning year before Mentora has students of its own it will seek existing schools or afterschool programs in which to conduct these demonstration lessons or consider videotape of past instruction. For candidates of interest, the school will contact references, including current or past high school students, and conduct background checks on any candidate that accepts an offer of employment. All Mentora staff, including faculty, will be employed at will and can be terminated with or without cause at any time. Each will be provided with an offer letter explaining this and describing the salary, benefits and expectations of employment. In the experience of Mentora's founders, international schools are of great interest to teachers as they offer an interesting learning environment and opportunity to develop cutting edge curriculum. Furthermore, Mentora intends to provide some staff with opportunities to travel abroad to visit and learn from other schools and universities. Mentora will be a school that empowers teachers by giving them significant control over curriculum and instruction while providing exceptional training, resources, planning time, and colleagues. Mentora expects to hire teachers with an average of 3-5 years of experience and has budgeted for an average salary of \$70,000 with an annual 3% increase, a comprehensive benefits package, and a 3% match of salary for 403b retirement savings. Mentora will also offer teachers opportunities for growth and leadership as department chairs, for which they will be paid stipends and be empowered to facilitate curriculum development and professional development in their subject. For all of these reasons, Mentora expects to retain a large percentage of teachers.

C.1. Charter Management Organization

We do not intend to contract with a charter management organization. *Skip to the next section.*

C.2. Partner Organization

Name of the organization: Mentora Educational Foundation

Public contact information: Ali Cinar
132 East 43rd St, Suite 608
New York NY 10017
acinar@mentoracharter.org
203-722-4339

Proposed affiliation: Mentora International Charter School will partner with the Mentora Educational Foundation, which is a non-profit 501(c)(3) corporation. The mission of the Foundation is "to provide state-of-the-art education to as many children as we can reach, for their benefit as well as the benefit of the greater public. Our raison d'être, therefore, is to educate the young in accordance with rational-scientific principles and as free-thinking

individuals who can contribute to the well-being of their societies and the whole of humanity.” It is governed by a diverse board that includes professors from Harvard, Columbia, NYU, and CUNY, as well as businessmen and a former member of Congress.

The Foundation will provide direct start-up and operational support to the school as well as leverage the resources of BUEI, with connections to Bahcesehir K-12, BAU University and Mentora College. The Foundation will provide a \$300,000 planning grant and an additional \$50,000 grant in the first year of operation to assist with school start-up. In addition, through BUEI the charter school will receive a range of grants and pro-bono services, such as legal, payroll, leadership recruiting and human resources consulting, grant writing, special education and ESL consulting, curriculum and professional development, and the STOYS Learning Management System. The Mentora Charter School will pay the salary of a Technology Integration Specialist position that will be filled by the BAU University Education Department and be embedded at the school in New York City. Finally, Mentora will benefit from the bulk buying power of BUEI, especially its contract with Apple to buy discounted mobile computing technology.

The partnership with the Mentora Educational Foundation and BUEI is invaluable to the school. In return the school will provide the following:

- Support for J-1 Visas for graduate students from the BAU education department to serve as technology integration specialists.
- Host student teachers from BAU.
- Access to students and faculty to facilitate international communication and collaborations with Bahcesehir K12 schools, their faculty and their students.
- Opportunities for education research by BAU faculty.
- Opportunities to document and share the education model developed at Mentora International High School.

This partnership is similar to that of the Icahn Charter Schools, which currently operate seven highly successfully charter schools in the Bronx. The international businessman Carl C. Icahn funded the non-profit Foundation for a Greater Opportunity, which founded and supports the Icahn Charter Schools.

D. Evaluation

Staff Evaluation: The purposes of evaluation at Mentora include:

- To promote professional development
- To increase the quality of classroom performance.
- To ease the process of organizational decision making
- To identify the “strong” and “needs improvement” areas of teachers
- To decide on individual professional objectives
- To collect data on performance and to give feedback

The key components of the Mentora evaluation cycle are:

- Identification of job descriptions and staff performance criteria
- Sharing these criteria with the staff during the hiring
- Creating professional growth goals (including starting the teacher portfolios)
- Formative observations and feedback throughout the year, including peer observations
- Self-evaluation towards the end of each semester
- An appraisal meeting between supervisor and staff member to give feedback
- Self-evaluation towards the end of each year
- An appraisal meeting towards the end of the year and giving feedback (together with the portfolio)
- Deciding on retention, promotion, salary and placement based on the evaluation

The school-wide goals contained in the charter and the Board of Regents Performance Framework as well as additional goals set by the school board and management will be shared with all staff members. Each employee will create a professional growth plan that includes both strategies for achieving the school-wide goals as well as individual goals and strategies for personal growth. These plans will be reviewed by supervisors and may be revised to better align with school-wide goals and/or to adopt personal goals that better align the needs of the school with the needs of the individual.

Teachers will be expected to build portfolios that demonstrate their strengths, growth and achievement of goals. Portfolios will reflect both inputs, e.g., unit and lesson plans, assessment tools, classroom routines, and outputs, e.g., student academic and behavior data. A common set of artifacts will be required in all portfolios to which individual teachers can add additional artifacts that reflect progress toward or achievement of their own goals. Portfolios will include:

- Statement of educational philosophy
- Teaching Style Assessment results
- Class reports of student Learning Style Assessments
- Professional objectives: short- and long-term
- Peer observation results
- Self-evaluations
- Teaching products (e.g., unit and lesson plans, teacher-created instructional materials, video of instruction and learning)
- Student work products
- Student performance data (assessment results, grades)
- Evaluations by supervisors

Teacher planning, delivery of instruction and contributions to the school community will be regularly observed, rated and documented as part of the evaluation process. Staff performance criteria will be developed by the leadership team during the planning year and refined during pre-service with staff. For teachers the general domains to be evaluated will include content knowledge, general pedagogy, subject-specific pedagogy, instructional planning, instructional delivery, learning environment, classroom management, and assessment. The Principal, Academic Dean, and Dean of Students will be the primary evaluators of instructional staff, and will solicit input from the Technology Integration Specialists as well as teachers' peers.

Leadership Evaluation: The school board will be responsible for evaluating the Principal against the responsibilities and performance criteria enshrined in the job description as well as school-wide goals and additional goals developed collaboratively by the board and Principal. A predominant portion of the evaluation will rest on achieving the benchmarks in the Board of Regents Performance Framework in order to ensure charter renewal. As with other staff, the Principal will be required to conduct two self-evaluations each year and participate in two appraisal meetings with members of the board to discuss progress mid-year and accomplishment at the end of the year.

Board Evaluation: The board will establish goals for itself, including member attendance, preparation and contribution goals. The Governance Committee will be responsible for monitoring progress and attainment of these goals and initiating changes or training to address deficiencies in board performance. The Governance Committee will also regularly evaluate the diversity of the board to ensure that it reflects well on the mission and vision of Mentora as a rigorous international high school.

Partnership Evaluation: The board and school leadership will annually review the memos of understanding with the Mentora Educational Foundation to ensure that both parties are adhering to the agreement and obtaining the expected value from the relationships. Items of concern will be discussed with the partner and may result in remedies, modifications to the agreement or termination of the partnership.

Family, Student and Staff Satisfaction: Mentora will conduct an annual survey of students and their families as well as school staff to gauge satisfaction with the school's programs, leadership and staff. In addition, the board will consider family participation in school events, student and staff retention from year to year, and any grievances brought to the board level to assess family and staff satisfaction.

Programmatic Audit: The board will ultimately be responsible for all aspects of the school and will use a committee structure to monitor program implementation and evaluation. The board's Financial Oversight Committee will coordinate an annual audit by an independent accounting firm to ensure the school has adequate fiscal procedures in place. The Accountability Committee will monitor compliance with charter promises and progress towards goals. The school will produce an annual report that includes student performance data as well as other indicators of operational soundness, which will be submitted to its authorizer and posted on the school website.

E. Professional Development

Professional development (PD) at Mentora will be differentiated between school-wide priorities and the needs and goals of individual staff members. As with student learning, development of adults is divided into direct instruction, guided practice and independent practice. Explicit training will be provided to all teachers in areas that require consistency and common language. Much of this will occur during the four week pre-service in August with reinforcement during the school year. Key topics will include:

1. **Curriculum Development:** build familiarity with New York State Common Core Learning Standards and other international standards, explain Mentora unit and lesson plan templates and expectations, review attributes of culturally responsive curriculum
2. **Learning Styles:** build understanding of teacher and student learning style components, implications for instructional planning
3. **Assessment:** introduce STOYS and explore item banks, data collection and analysis tools, and reporting systems.
4. **Targeted Supplemental Instruction:** establish systems for identifying students and topics for TSI, review intervention programs and resources.
5. **Technology Integration:** familiarize staff with hardware and software for staff and students; introduce five part model used by Bahcesehir K-12 for the effective integration of technology, which emphasizes:
 - Content Knowledge
 - Procedure (pedagogy)
 - Application (learning activities)
 - Evaluation (assessment)
 - Resources
6. **School Culture:** develop consensus around school-wide routines and practices, culturally responsive practices and PBIS strategies; build consistent understanding of discipline system and staff roles and responsibilities.

Once the school year begins, the instructional leadership team—Principal, Academic Dean, and Technology Integration Specialist—will all participate regularly in staff, department and grade team meetings, observing and supporting the use of content and skills promoted by PD. They will then observe implementation in classroom practice, providing teachers with regular formative feedback via individual, grade team and department conferences, and correspondence. Feedback will be geared towards school priority areas and the goals in individual teacher’s professional growth plans. Instructional leaders may model for faculty within their classrooms or recommend other resources. Faculty will also be expected to participate in regular peer observations and videotape themselves for the purpose of reflection.

Mentora will organize staff in multiple ways for various purposes. Departments will form professional learning communities led by department chairs to focus on building a coherent, vertically aligned curriculum and common instructional practices that get results. Grade teams will focus on progress monitoring and coordinating targeted supplemental instruction as well as building grade specific culture. Every Monday afternoon there will be a two hour staff meeting that can be variously configured for different purposes. It will generally open with a full staff presentation, followed by smaller meetings by departments or grade teams. The leadership team will set the weekly agenda with input from department chairs.

Mentora will also leverage the expertise of the BAU University School of Education and its relationships with teacher preparation programs in the United States, including Columbia’s Teachers College and NYU. Faculty from these institutions will provide Mentora staff with

lectures and workshops, mentor them, and include them in off-site professional development opportunities. Some staff will have opportunities to travel to Turkey to work with BAU and Bahcesehir K-12, and all staff will be able to e-mail and video conference with them. Joint trainings and peer observations via synchronous and asynchronous video connections will be established with peer faculty around the world.

F. Facilities

Facility Needs: Mentora will be a high school growing from one to four grades over four year. Assuming 95 square feet (SF) per high school students, the school will need approximately 10,000 SF in Year 1 and about 40,000 SF by Year 4. Below are basic space requirements:

Space	2016-17	2017-18	2018-19	2019-20
Classrooms	6	12	18	24
Science Labs	1	2	3	4
Technology Maker Lab		1	1	1
Server Space	1	1	1	1
Admin Offices	3	4	5	6
Nurse Office	1	1	1	1
Cafeteria	1	1	1	1
Food Storage/Serving Area	1	1	1	1
Reception/Office	1	1	1	1
Faculty Offices	1	2	3	4
Library/Media Center	1	1	1	1

Facility Options: Members of the founding team have been working with multiple realtors, including commercial real estate brokers at Jango Real Estate and Fillmore Realty, to identify a facility for the school. A number of options have been identified thus far, with discussions having progressed furthest with the first option and the other two considered back up options.

- Option 1:** Our primary focus is a building at 360 Neptune Avenue in Coney Island that is currently under construction, so can be configured as necessary for a school. It will be a six story building and have a roof terrace that could be used for physical education. Zoning floor area includes 55,238 SF for community use and another 11,630 SF for commercial use. The Landlord currently does not have any tenants committed to the spaces. A school can lease a portion of the finished property or may lease all of the upper floors excluding the commercial space on the ground level or may choose to lease the complete building. with a school for a portion of the building or for the whole building. Public transportation includes the B1, B4, B36, B68 buses as well as the B and Q subway lines at Ocean Parkway and Brighton Beach. The Landlord is willing to sign a lease for future delivery of the space and can deliver the space with a new building installation (NBI) based on the tenant’s architectural plans. Rent is estimated at \$28 to \$35 per SF based on build-out delivery terms. Initial space to be rented would be approximately 21,000 SF on the 5th and 6th floors. Possession date is expected to be last

quarter of 2015 or first quarter of 2016. Current status and rendering are pictured below.



- **Option 2:** There is a similar project to be finished second quarter 2016 at 1633 East 16th Street, Brooklyn, NY 11229. This project currently has 11,000 SF community-school use space and can be expanded. Asking rent is \$35 per SF.
- **Option 3:** Another project started at 1601 Kings Highway, Brooklyn, NY 11229. The Landlord can deliver school use space on three floors, in total about 37,000 Square Feet, around third quarter 2016. Asking rent is \$40 PSF. The landlord already signed leases with tenants for other floors.

The founders also contacted the Archdiocese of Brooklyn, which did not have any space available in Mentora’s target community.

Facility Plan: As soon as the charter is approved, the Mentora founding team will begin negotiating a deal for a facility that can grow to meet the needs of the school at a financially viable cost. Alternatively, it may select an “incubation” space for the short-term, allowing the school to find a larger facility to suit its long-term needs. It is assumed that the landlord will be responsible for fitting out the building, so as soon as a deal is approved by the Mentora board, an architect will be engaged to design the school and furnish requirements to the landlord. The board will monitor the build out to ensure it is on time for the school’s anticipated opening

G. Insurance

Mentora will secure the following types of insurance:

- General liability insurance with \$4 million aggregate coverage and \$1 million coverage for each occurrence.
- Umbrella liability insurance with at least \$5 million of coverage.
- Directors and Officers insurance with at least \$1 million in coverage.
- Student accident and medical expense insurance with at least \$1 million in coverage.
- Automobile insurance for privately-owned vehicles used for school business.

- Property insurance with at least \$250,000 in coverage for leasehold improvements, school furnishings and equipment.
- Worker’s Compensation insurance at the rate set by the State of New York.

H. Health, Food, and Transportation Services

Food: Mentora will provide breakfast and lunch with free and reduced price meals provided via participation in the federal school breakfast and lunch program. If in co-located space the school will utilize the existing food service operation. If in private space, the school will partner with the NYC DOE Office of School Food and Nutrition Services to provide meals that are prepared off-site and delivered to the school. The Mentora facility will include space and equipment for food storage and handling. The operations staff will collect all student eligibility forms and complete a Meals Served Report Form on a weekly basis. Each month the school will estimate meal participation and bill families for full- or reduced-price meals. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. School meals will adhere to all federal nutrition guidelines and be served by certified food handlers. The Operations Manager will be responsible for coordinating food services.

Health: Key staff members involved in health services include a school nurse, social workers and the Global Citizenship and Physical Education/Health teachers. One of 21st century interdisciplinary themes is Health Literacy, which focuses on:

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

To support student health, the school will utilize the school nurse in a co-located building or, if in private space, secure a school nurse from the Office of School Health (OSH). The nurse will be responsible for maintaining student medical records, including immunization documents, an office visit log book, and medication administration records), managing medical correspondence, administering medications and providing minor health care services.

Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. The school will set and communicate strict policies and procedures regarding the safe and secure administration of medication, including only administering medication that is necessary to maintain students in school and which must be given during school hours. The school facility will include a private nursing office as well as secure storage for medication and access to automated external defibrillator (AED) equipment. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) as well as the operation and use of AED equipment.

Transportation: Mentora will be located in CSD 21, an area where many subways lines terminate at Coney Island as well as being criss-crossed by MTA buses. The facility under consideration is within blocks of the F, B and Q trains. In New York City high school students who live within .5 miles of the school are not eligible for transportation services. Students between .5 and 1.5 miles receive a half-fare MetroCard and students beyond that radius receive a full MetroCard. In addition, students with disabilities may receive special transportation as established in IEPs. Mentora operations staff will submit a Transportation Request Form to the DOE Office of Pupil Transportation (OPT) based on anticipated enrollment and manage the distribution of MetroCards.

Mentora also intends for its students to gain national and international travel experiences. The budget includes \$1000 for all 9th grade students and another \$1000 for 11th grade students, which will subsidize educational rites of passage in the nation's capital and abroad.

I. Family and Community Involvement

Just as Mentora intends to bring together a diverse student body within the school, it also intends to build bridges across the parent community. This will be done by hosting regular academic and social events that engage parents, including annual orientations ("back to school nights" to go over the school's expectations, priorities, goals and practices and answer any questions), parent-teacher conferences, presentations and celebrations. Cultural communities are often defined by the food they eat and the music they play, so pot-lucks around various religious and civic holidays will be a feature of the school.

Mentora will also promote a Parent Association to engage parents in ownership of their child's education. In addition to the tradition role of PTAs in organizing social events, the Mentora Parent Association will foster innovative adult education. In particular, the school's technology assets will be made available to parents and other family members. Students will be able to bring home laptops and tablets containing programs of interest to parents and the school will provide trainings for parents on how to access and use them. In addition, faculty will communicate regularly with families via the school's STOYS system, posting grades and assessment results in a timely fashion.

Public outreach to date has connected the school with numerous civic and ethnic organizations in the community (see Section I.E. Public Outreach for a list) that have pledged to help the school recruit students, among other things. The school will continue to tap into these resources to provide learning opportunities for students. Many of these organizations host cultural events that can be coordinated or even held at the school, providing first-hand experiences with cultures from around the world. In addition, local businesses have already expressed interest in providing mentoring and internship opportunities, and Mentora will expand on these assets to build career awareness and readiness skills.

J. Financial Management

Budget Development: The Board of Trustees will adopt an annual budget prior to the beginning of the fiscal year beginning on July 1 each year. The Principal and the Operations Manager (or

Director of Finance beginning in Year 3) conduct a needs assessment that takes into account prior years' budgets, large variances in budget to actuals, as well as projections that consider anticipated growth of student enrollment, personnel, programs and facility space. Each department will submit to school leadership a list of its needs and priorities for the coming year. The school will draft a preliminary budget and submit it to the board's Finance Committee, which will review it to ensure it is in alignment with the school's mission and vision and provides for the long-term financial stability of the school. Key priorities will be the core academic program, including personnel and resources to carry it out, as well as a safe and secure facility for the school. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans.

Financial Management: The school is going to contract with Charter School Business Management, Inc. (CSBM) to assist with the School's financial management in the first few years of operations. CSBM will provide its expert opinion on key cost and revenue assumptions based on its experience working with other charter schools. In addition, CSBM will work closely with and professionally develop the school's staff on essential processes and systems such as accounting, maintenance of student and staff records, payroll, enrollment and meals tracking. Mentora intends to outsource most financial services to CSBM, Inc., for the first two years of operation. The Operations Manager will be the primary liaison between the school and CSBM. In Year 3 a Director of Finance is hired, who will take on many of CSBM's responsibilities at the school. CSBM will assist with recruiting a qualified candidate for this position and training that person in all requisite duties.

Financial Controls

The School will develop and maintain fiscal policies and procedures to ensure strong internal controls and financial information in accordance with Generally Accepted Accounting Principles and adherence to all required rules and regulations. The Board will adopt and regularly review and revise as necessary the school's Financial Policies and Procedures, which will include internal control structures, receipts and expenditures, and reporting requirements. As required, this manual will be reviewed and reported on by an independent auditor.

Budget Monitoring and Modification: The Operations Manager (or Director of Finance beginning in Year 3) will be responsible for tracking all revenues and expenditures, and will report regularly to the Principal regarding budget to actuals and projections, noting those areas that may need to be escalated to the Board for possible budget modification. The Operations Manager or Director of Finance will work with CSBM to generate reports, including budget to actual, cash flow and balance statements, that are reviewed each month by the Board Treasurer and Finance Committee. The Finance Committee will present a report to the full Board at each meeting on the financial health of the school. The school's Financial Policies and Procedures will limit the school's ability to spend across budget items so should projected expenses in any domain significantly exceed budgeted amounts, the Principal and Director of Finance may work with the Finance Committee to develop recommendations for budget modifications to ensure a balanced budget and adequate cash flow. The Board has sole power to make such changes to the annual budget.

Financial Audits: Mentora will contract with an independent New York State certified public accounting firm to perform annual audits of the finances of the schools, which will be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The Board Finance Committee will be responsible for selecting and recommending the annual auditor to the full Board, which will approve the hiring of the auditor. The proposed budget includes \$22,000 in Year 1 for accounting and auditing services, rising to \$26,000 by Year 5. The audit will not be conducted by the same individual or organization that provides the school’s accounting services. The Operations Manager or Director of Finance will work with the auditor throughout the year to ensure the process runs smoothly. He or she will ensure that the auditor has access to all pertinent information and documents for both pre-audit and audit activities. The audit will cover all required financial reports, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing any significant findings or material weakness in the financial processes of the school. The audit will be presented to and reviewed by the Board and submitted to the authorizer each year in a timely manner. Should the audit report include any negative findings, the Director of Finance and Operations Manager will create and present to the Board a plan for resolving the issues in an expedited manner.

K. Budget and Cash Flow

With the assistance of CSBM, Inc. a sound budget with reasonable cash flow projections was developed (see Attachment 9: Budget and Cash Flow Template). This budget assumes the school will be co-located in DOE space, though a contingency budget is discussed at the end of this section.

Revenues: Mentora International Charter High School is an ambitious model that requires significant start-up capital to realize its vision in the first years of operation before it has an enrollment size sufficient to support itself. Fortunately, during the planning year and first three years of operation the Mentora Educational Foundation has committed to providing \$1,616,591 in grants and \$124,800 in in-kind services. Once the school reaches full enrollment capacity it can operate solely on government aid and entitlements without relying on any external contributions. The table below details the contributions from the Mentora Educational Foundation and BUEI organizations:

Contribution	Planning Year	2016-17	2017-18	2018-19
Grants				
Curriculum & Professional Development	\$100,000	\$50,000	\$25,000	\$25,000
Travel & Field Trips	\$30,000	\$110,000	\$110,000	\$110,000
Junior Exchange	-	-	-	\$100,000
Science Lab	-	\$300,000	\$100,000	-
Planning Grant from Mentora Educational Foundation	\$300,000	\$50,000	-	-
Online Language Classes from Mentora College/BAU	-	\$10,000	\$15,000	\$20,000

Technology Integration Specialist - Grant	\$22,500	\$45,000	\$46,350	\$47,741
Total Grants	\$452,500	\$55,000	\$296,350	\$302,741
In-kind Contributions				
Payroll Services	\$3,000	\$4,750	\$6,375	\$9,375
Board Expenses	-	\$1,000	\$1,000	\$1,000
Website Development & Maintenance	\$71,300	\$27,000	-	-
Total In-Kind	\$74,300	\$32,750	\$7,375	\$10,375
TOTAL	\$526,800	\$597,750	\$303,725	\$313,116

These contributions are directly aligned with the mission, vision and key design elements of the school, including international experiences, technology integration, multilingualism, multicultural curriculum and college and career readiness. Specifically, during the planning year these funds combined with CSP funding will allow the school to:

1. Hire the Principal, Academic Dean, Technology Integration Specialist, Operations Manager and administrative assistant for half of the year.
2. Retain consultants to begin analyzing state, national and international standards and developing curriculum maps as well as researching curriculum and intervention resources and programs.
3. Pay stipends to community advocates to assist with student recruitment and outreach.
4. Engage consultants to begin building the school's financial systems.
5. Send school leaders to Washington, D.C. and Turkey to work with their counterparts on developing the school model and learning from existing schools and programs.
6. Initiate a robust marketing campaign to recruit students and staff.
7. Engage consultants to initiate a development plan, e.g., donor research and grant writing.

All told, the school anticipates revenue of \$751,800 during the planning year with expenses of \$650,263.

The per pupil government allocation is based on \$14,027 per student, which remains constant all five years. Revenue also assumes the school's students are eligible to receive entitlement funds such as Title I and IDEA. The budget includes a total of \$500,000 from the federal Charter School Program (CSP) grant, which is allocated over the planning year and first year of operation. Mentora does not assume in this budget that it will receive additional CSP funds. Finally, the budget assumes \$103,250 in a one-time start-up grant from the NYC-DYDC based on calculations for high school students and annual NYSTL funding for books.

Expenditures: Mentora intends to open with a fairly robust administrative team in place. In the first year of operation it will employ a Principal, Academic Dean, Dean of Students, Operations Manager, Technology Integration Specialist, and two full-time office staff. This administration will account for 41% of salaries that year. Even after adding a Director of Finance and Director of Technology in Year 3, the portion of salary allocated to administration drops to 27% by the end of the charter term as the faculty and support staff increases to meet the needs of a grade 9-12 school.

Mentora has allocated competitive salaries to attract high quality staff and budgeted for an automatic 3% increase in all salary each year. The average starting salary for teachers will be \$70,000, which will allow the school to hire teachers with solid experience. In addition, staff will receive a comprehensive benefits package and a 3% match of salary towards retirement.

Mentora also takes advantage of specialized expertise by contracting for a variety of services, including: accounting and an independent annual audit, payroll, curriculum development, and HR. CSBM will provide full financial services for the first two years, after which those responsibilities will transfer in-house to the Director of Finance hired in Year 3.

Given the demanding academic program, including language and Global Citizenship, Mentora has allocated significant resources for curriculum materials. For example, the budget includes \$200 per new student and \$100 per existing student (replacement cost) for instructional supplies plus another \$300 per new student and \$150 per existing student for textbooks/workbooks. Student testing is set at \$100 per student to afford regular formative and summative assessment tools as well as Teacher and Learning Style Assessments.

Comprehensive technology integration is also reflected in this budget, with about \$1000 per student and staff member allocated for computer, laptop or tablet, with a 4 year replacement cycle and assumed 3% annual increase in cost. The budget also includes classroom equipment, printers, and a media lab. Mentora will be able to leverage deep discounts by utilizing BUEI's bulk purchasing arrangements with the Apple Computer Company. Finally, \$400,000 is allocated over multiple years for state-of-the-art science labs.

High schools generally have more costs for extra-curricular activities, so the budget allocates \$250 per student for clubs, programs, and sports as well as funding for junior and senior year retreats and an exceptional graduation ceremony. Stipends may be paid to faculty and staff to sponsor extra-curriculars and in some cases the school may contract with other organizations to provide activities based on student interest.

The Mentora budget also does include funds for dissolution: \$25,000 is allocated over each of three years to be held in an escrow account.

Contingency Plan: The school has applied for DOE space and therefore the budget submitted along with this application assumes that the school will occupy a DOE facility. Although the school has applied for DOE space, CSD 21 is overcrowded and it may be difficult for DOE to be able to accommodate a 400+ student high school in its existing footprint. With that in mind, the school also created a contingency budget that assumes Mentora will be located in private space and receive rental assistance from the DOE, which is included in revenue projections.

The contingency budget prepared illustrated that the school will be able to sustain the costs associated with private space by ending each year of operations with a cash surplus and ending year 5 with a projected cash balance of approximately \$2.2 million.

Based on current conversations with landlords and realtors, the contingency budget conservatively assumed a lease cost of \$35 per square foot and a requirement of 95 square feet per student with a 2% annual increase in cost. This comes to \$1,475,626 in lease costs in Year 5, which is 19% of revenue. Factor in utilities, security, custodial, maintenance and insurance, and

total facility costs come to 27% of total expenses. Because the facility is assumed to be a larger percentage of expenses in the beginning years, the contingency budget assumes a \$500,000 facilities loan from the Mentora Educational Foundation to be paid back over three years at 1% interest, which is well below market rates. It is likely less will be required as a suitable facility is likely to be secured for less than the \$35/SF assumption.

L. Pre-Opening Plan

P=Principal, AD=Academic Dean, DS=Dean of Students, TIS=Technology Integration Specialist, OM=Operations Manager, DF=Director of Finance, BOT=Board of Trustees, BUEI= Bahcesehir Ugur Educational Institutions

	Start	Complete	Responsibility
CURRICULUM			
Collect and review New York State Common Core and other state, national and international standards	Jul 2015	Feb 2016	P, BUEI
Collect and review Regents, IB, ACT, SAT, AP and other college prep exams	Jul 2015	Feb 2016	P, BUEI
Develop curriculum maps for each 9 th grade course			P, AD
Research commercial curriculum materials	Jul 2015	Apr 2016	P, AD, BUEI
Order sample materials	Jan 2016	Mar 2016	P, AD
Select and order curriculum materials	Jan 2016	Jun 2016	P, AD, OM
Establish unit and lesson plan templates	Mar 2016	Jul 2016	P, AD
Determine language offering	Jan 2016	Mar 2016	P, AD
Create scope and sequences	Mar 2016	Aug 2016	P, AD
Create unit plans	Jun 2016	Aug 2016	P, AD
Create lessons for first unit	Aug 2016	Aug 2016	P, AD
Identify and purchase intervention programs	Mar 2016	Jul 2016	P, AD
FACILITIES			
Secure legal counsel	Jul 2015	Sept 2015	BOT
Negotiate and sign lease	Aug 2015	Nov 2015	BOT
Create leasehold improvement timeline	Nov 2015	Dec 2015	BOT
Bid contracts if necessary	Dec 2015	Feb 2016	BOT
Conduct renovations if necessary	Jan 2016	Apr 2016	P, BOT
Install food service equipment if necessary	Jun 2016	Jul 2016	P, OM
Secure certificate of occupancy	Mar 2016	May 2016	P, OM
Obtain authorizer approval	Jul 2016	Aug 2016	P, OM
Establish security protocols	Jul 2016	Aug 2016	P, OM
Conduct alarm checks	Aug 2016	Aug 2016	P, OM
Install AED equipment	Jul 2016	Aug 2016	OM
Set up classrooms	Aug 2016	Aug 2016	P, AD
ENROLLMENT			
Develop marketing materials	Jan 2016	Feb 2016	P, OM

Develop application	Jan 2016	Jan 2016	P, OM
Translate materials and applications	Jan 2016	Feb 2016	OM
Disseminate materials to ally organizations	Jan 2016	Mar 2016	P, OM
Join common application	Jan 2016	Jan 2016	OM
Canvas neighborhoods	Jan 2016	Mar 2016	P, OM
Meet with local middle school counselors	Jan 2016	Mar 2016	P, DS
Hold open houses	Jan 2016	Mar 2016	P, OM
Set lottery date	Jan 2016	Jan 2016	P
Identify and secure lottery location	Jan 2016	Feb 2016	OM
Hold lottery	Apr 2016	Apr 2016	P, OM
Submit transportation list	Apr 2016	Apr 2016	OM
Create enrollment forms	Mar 2016	Apr 2016	OM
Mail admissions and waitlist letters	Apr 2016	Apr 2016	OM
Hold orientation meetings with admitted families	Apr 2016	Jun 2016	P
Collect enrollment forms	Apr 2016	Jul 2016	OM
Contact families that have not responded or have incomplete forms	May 2016	Aug 2016	OM
Submit rosters via ATS	Aug 2016	Aug 2016	OM
LEADER HIRING			
Finalize job descriptions	Jul 2015	Jul 2015	BOT
Post job openings	Jul 2015	Oct 2015	BOT, BUEI
Screen resumes	Aug 2015	Oct 2015	BOT, BUEI
Conduct phone interviews	Sept 2015	Oct 2015	BOT, BUEI
Conduct in-person interviews	Oct 2015	Nov 2015	BOT
Review writing samples	Oct 2015	Nov 2015	BOT
Conduct reference checks	Oct 2015	Nov 2015	BOT
Conduct interview with three finalists	Nov 2015	Nov 2015	BOT
Make job offers	Nov 2015	Dec 2015	BOT
Secure signed offer letters	Dec 2015	Dec 2015	BOT
STAFF HIRING			
Finalize job descriptions	Jan 2016	Feb 2016	P
Post job openings	Feb 2016	Jun 2016	OM
Screen resumes	Feb 2016	Jun 2016	P, OM
Conduct phone interviews	Feb 2016	Jun 2016	P, AD, OM
Conduct demonstration lessons	Feb 2016	Jun 2016	P, AD
Contact references	Mar 2016	Jun 2016	P, AD, OM
Google candidates	Mar 2016	Jun 2016	OM
Conduct background checks	May 2016	Aug 2016	OM
Make job offers	Feb 2016	Aug 2016	P, OM
Secure signed offer letters	Feb 2016	Aug 2016	OM

Draft and finalize Staff Handbook	Jan 2016	May 2016	P, OM
Secure insurance plans	Feb 2016	Mar 2016	OM
Establish direct deposit system	Mar 2016	Apr 2016	OM
Establish 403(b) plans	Mar 2016	May 2016	OM
TECHNOLOGY			
Create and approve technology plan	Jul 2015	Dec 2015	BOT, BUEI
Install ATS	Jun 2016	Aug 2016	OM
Create RFP for equipment and installation	Jan 2016	Mar 2016	TIS, OM
Solicit bids for technology services	Jan 2016	Mar 2016	TIS, OM
Purchase and/or lease equipment	Apr 2016	Aug 2016	TIS, OM
Develop asset tracking system	Apr 2016	Apr 2016	OM
Develop terms of use policy	May 2016	Jun 2016	TSI
Install infrastructure (e.g., wireless network)	May 2016	Aug 2016	TIS, OM
Map website design	Mar 2016	May 2016	OM
Secure Internet provider	Mar 2016	May 2016	OM
Install software	Jun 2016	Aug 2016	TIS, OM
Establish user accounts	Jun 2016	Jun 2016	TIS, OM
Conduct orientations for staff	Jun 2016	Aug 2016	TIS
FINANCE			
Secure federal ID	Jul 2015	Aug 2015	BOT, BUEI
Secure 501(c)3 status	Jul 2015	Dec 2015	BOT, BUEI
Create chart of accounts	Jul 2015	Aug 2015	BOT, BUEI
Establish bank accounts	Jul 2015	Aug 2015	BOT
Draft and approval Financial Policies and Procedures	Jul 2015	Dec 2015	BOT
Hire payroll company	Jan 2016	Jan 2016	OM
Set up accounting system	Feb 2016	May 2016	OM
Create and adopt development plan	Jul 2015	Nov 2015	BOT, P
Establish 403(b) accounts	Mar 2015	Jun 2016	OM
Develop asset tracking system	Mar 2016	Jun 2016	OM
Develop receipt tracking system	Mar 2016	Jun 2016	OM
Create reporting calendar	Jan 2016	Jan 2016	OM
Research and select audit firm	Jan 2016	May 2016	P, OM, BOT
PROFESSIONAL DEVELOPMENT			
Create annual PD plan	Mar 2016	Jul 2016	P, AD, DS
Conduct trip to Turkey for instructional leaders to meet BUEI staff and visit schools	Feb 2016	Mar 2016	P
Research PD providers	Jan 2016	May 2016	P, AD
Select PD providers	Mar 2016	Jul 2016	P, AD
Identify orientation topics	May 2016	Jul 2016	P, AD

Create summer orientation agenda	Jun 2016	Jul 2016	P, AD
Develop orientation materials	Jun 2016	Jul 2016	P, AD
Create observation and feedback protocols and forms	Jun 2016	Aug 2016	P, AD
Develop protocol for looking at student work	Jun 2016	Aug 2016	P, AD
Create grade team/department meeting protocols	Jun 2016	Aug 2016	P, AD
Conduct staff orientation	Aug 2016	Aug 2016	P, AD
Conduct staff needs assessment	Aug 2016	Aug 2016	P, AD
GOVERNANCE			
Negotiate and sign charter agreement	Jul 2015	Aug 2015	BOT
Adopt by-laws	Jul 2015	Jul 2015	BOT
Elect officers	Jul 2015	Jul 2015	BOT
Appoint committee chairs	Jul 2015	Jul 2015	BOT
Set annual board meeting calendar	Jul 2015	Jul 2015	BOT
Adopt school policies	Nov 2015	Aug 2016	BOT
Create meeting agendas	Jul 2015	ongoing	BOT
Draft and disseminate minutes	Jul 2015	ongoing	BOT
Recruit additional members	Jul 2015	ongoing	BOT
Orient new members	Jul 2015	ongoing	BOT
Create board development plan	Nov 2015	Jan 2016	BOT
Establish annual school goals	Jan 2016	May 2015	BOT, P
Adopt annual budget	Feb 2015	Jun 2015	BOT
Establish leader evaluation process	Feb 2015	Jun 2015	BOT, P
LEARNING ENVIRONMENT			
Create building and classroom norms	Nov 2014	Aug 2015	P, DS
Finalize code of conduct	Mar 2016	Aug 2016	P
Draft and finalize Family Handbook	Mar 2016	Aug 2016	P, AD, DS
Develop referral protocol and forms	Jun 2016	Aug 2016	DS
Plan and conduct parent orientation	Jul 2016	Aug 2016	P, DS, AD
Plan and conduct student orientation	Jul 2016	Aug 2016	P, AD, DS
Create parent communication plan	May 2016	Aug 2016	P
Plan and implement parent organization	Jul 2016	Aug 2016	P, OM
ASSESSMENT AND DATA			
Develop plan for common assessments (diagnostic, formative, benchmark, summative)	Jan 2016	Aug 2016	P, AD
Collect assessment exemplars and items	Jan 2016	Aug 2016	AD
Purchase style assessment instruments	Apr 2016	May 2016	AD, OM
Develop calendar for grading and assessment cycles	Apr 2016	Aug 2016	AD
Develop grading policy	Jun 2016	Aug 2016	P, AD

Develop protocols for data meetings	Jul 2016	Aug 2016	AD
Customize STOYS for school needs	May 2016	Aug 2016	AD, TIS
Train teachers on STOYS	Aug 2016	Aug 2016	AD, TIS
Administer Teaching Styles Assessment	Aug 2016	Aug 2016	AD
AT-RISK STUDENTS			
Develop TSI protocol	May 2016	Aug 2016	P, AD
Develop progress monitoring system	Jun 2016	Aug 2016	AD, DS
Create intervention resource and strategy library for teachers	May 2016	Aug 2016	P, DS
Develop Child Study Team referral process and protocols	Jul 2016	Aug 2016	DS
Obtain IEPs	May 2016	Aug 2016	OM, DS
Meet with CSE to review IEPs and placement options	Jun 2016	Aug 2016	DS
Revise IEPs as necessary	Jun 2016	Aug 2016	DS
Create IEP summaries for teachers	Jul 2016	Aug 2016	DS
Conduct home language surveys	Jun 2016	Aug 2016	OM
Administer NYSITELL	Jul 2016	Aug 2016	DS
Train teachers on intervention resources	Aug 2016	Aug 2016	AD, DS
OPERATIONS			
Purchase or lease office equipment and furniture	Mar 2016	Jun 2016	OM
Install office equipment	Mar 2016	Aug 2016	OM
Create record-keeping systems	Mar 2016	Jul 2016	OM
Establish FERPA protocols	Mar 2016	Jun 2016	OM
Create attendance system	Jun 2016	Aug 2016	OM
Negotiate agreement with Red Rabbit	Jan 2016	Mar 2016	OM
Establish food service procedures	Apr 2016	Aug 2016	OM
Establish relationship with Office of Pupil Transportation and Office of School Food and Nutrition Services	May 2016	Jun 2016	OM
Obtain metro-cards	Jul 2016	Aug 2016	OM
Create reception protocols	Mar 2016	May 2016	OM
Draft and adopt school safety plan	Apr 2016	Jun 2016	P, OM
Establish fire drill procedures	Jun 2016	Aug 2016	P, OM
Establish lock down procedures	Jun 2016	Aug 2016	P, OM

M. Dissolution Plan

In the unlikely event of school closure, the Board will take responsibility for ensuring an orderly process managed by the Principal and Office Manager. The school will establish a Dissolution Committee that will include the Board Chair and Treasurer, Principal, Operations Manager, Director of Finance and legal counsel. This committee will be tasked with developing a

dissolution plan and timeline for approval by the Board and the State Education Department (SED).

The dissolution plan will address notification for families and securing other education options as well as the distribution of assets and related financial matters. The Principal will notify parents in writing of the school closure date and the process for transferring to another school. The school will also notify the district of its closure plan and to the extent possible the transfer plans of its families.

At least two meetings with parents will be scheduled and publicized to explain the process to parents and answer their questions. Mentora staff will work with the DOE to identify transfer options and admissions processes and requirements to share with parents. Staff will schedule individual meetings with each student's family to go over their options and assist with placement.

The Operations Manager will deliver a current student list to the district and the Principal and Operations Manager will schedule a meeting with the district to discuss transfer options in district schools and programs. The school will also work with the district to facilitate the transfer of all appropriate student records.

Mentora has included in its budget \$75,000 over the first three years of operation to be maintained in an escrow account for the sole purpose of dissolution. These funds will be used to pay for legal and audit expenses associated with the dissolution. The Principal, Operations Manager, Director of Finance and Board Treasurer will conduct a meeting with its accountants and auditors to begin a process of identifying assets required for transfer. The Operations Manager will create an up-to-date inventory of the assets of the school and then the Director of Finance will attend to the payment of all of the school's outstanding debts. Once all debts are satisfied, the Board will adopt a plan for distribution of the remaining assets with priority to transfer the assets to another charter school in New York City.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Mentora International Charter School

Proposed School Location (District) CSD 21

Name of Existing Education Corporation (for replication) Not Applicable

I hereby certify that the applicant 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 applicant 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 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.”

The applicant group 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 to determine if the charter school is making satisfactory progress toward achieving

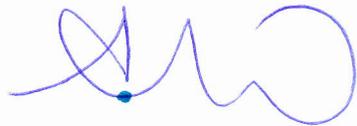
- the objectives described in this application;
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart; and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Ali Ince, hereby certify that the information submitted in this Full Application to establish Mentora International Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



3-10-15

Date:

Attachment 1 - Mentora International Charter School

Mentora Admissions Policy

Eligibility to Enroll: All students who reside in the state of New York are eligible to attend Mentora International Charter School (Mentora). 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 Mentora; 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.

A child will be eligible for admission to the school if the student successfully completes the grade prior to the grade for which he or she is applying by the scheduled date of admission to the succeeding grade and falls within the age ranges for the applicable grade. The school will enroll new students in the 9th grade and 10th grade as space permits.

Recruitment: Mentora will engage in extensive efforts to inform families in CSD 21 and neighboring communities in Brooklyn about the opportunities offered by the school. It will be clearly communicated that the school does not charge tuition and there are no requirements for admission, such as prior test scores, grades or auditions. Staff will reach out to local schools, community-based organizations, businesses and faith-based organizations to raise awareness in the community. The school will disseminate materials and host information sessions; attendance at these sessions is voluntary and is not required for admission to the school. Once operational, open houses will be conducted at the school site. Marketing will highlight services for students with disabilities and English language learners; materials will be translated into Spanish, Russian, Arabic, Urdu, Chinese or other predominant languages in the community.

Applications: To apply to Mentora, it is only necessary that the school receive a completed application for the child. The application seeks only information necessary to admit new students and is not considered a pre-registration form. Applications must be submitted by April 1st by families of students interested in attending the school the subsequent year. Applications may be hand delivered, mailed or e-mailed, and received no later than the admission period deadline. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

Preferences: Mentora 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.
- 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.

Lottery: If the number of applicants is less than the school's number of available seats, then all applicants will be enrolled in the school. If the number of applicants exceeds the school's available seats, 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 lottery process will be open to the public. After checking to make sure that the applicant 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:

Attachment 1 - Mentora International Charter School

- 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 the district of location.

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 the district of location will be drawn.
3. Students who reside outside of the district of location 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 a waiting list in the order in which they are drawn. After all of the names have been chosen, parents/guardians 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 proof of age, immunization and residence, and an appointment time to meet with school administrator to turn over the forms.

Waiting List: For children not selected, the letter will indicate their number on the waiting list, and will describe the steps that will take place if a space becomes available. That waiting list will be maintained for the entire school year. If an enrolled student withdraws, the next applicant on the waiting list in that grade will be called and offered the space. At least three attempts via phone and mail will be made to reach the family before moving to the next student on the waitlist.

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. Withdrawal will not prevent a student from entering a future lottery for admission. 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 waiting list in the order they are submitted. The waiting list will expire annually at the lottery drawing for the next school year.

Subsequent Enrollment: After the first year, students returning to the school will be considered to be enrolled in each successive year through the completion of 12th 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.

MENTORA INTERNATIONAL CHARTER SCHOOL

COMMUNITY OUREACH - WEBSITE: www.mentoracharter.org

Home Page

Home Page

Event Page with Public Meetings

Event Page with Public Meetings

Petition Page: <http://www.mentoracharter.org/petition>

Online Petition in Spanish

Online Petition in Spanish

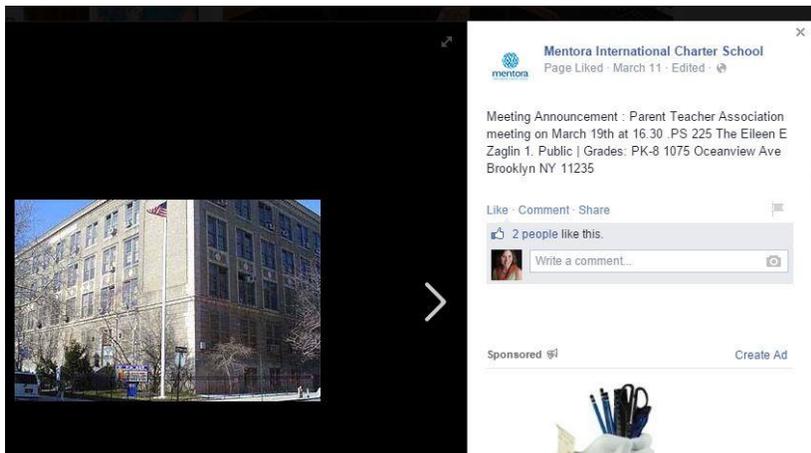
Online Petition in Russian

Online Petition in Russian

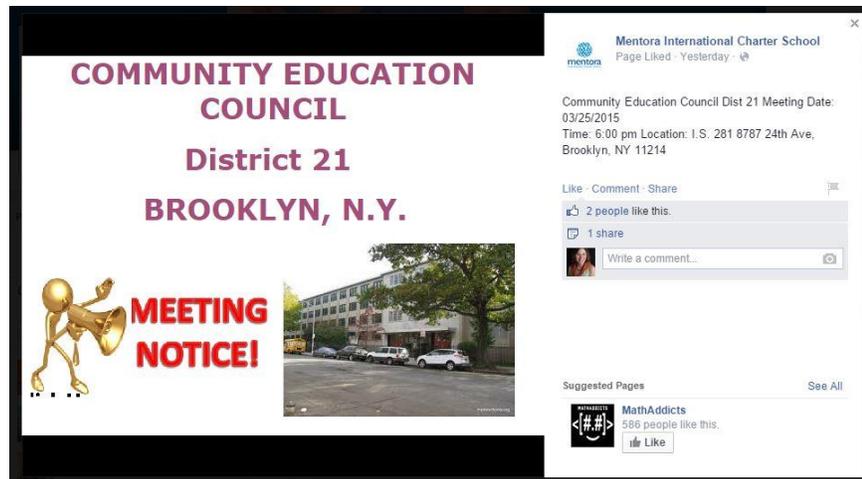
MENTORA INTERNATIONAL CHARTER SCHOOL

COMMUNITY OUREACH - FACEBOOK PAGE:

https://www.facebook.com/mentoracharterschool?ref=br_tf



Online Meeting Announcements



MENTORA INTERNATIONAL CHARTER SCHOOL

BROCHURE – Available Online:

<http://www.mentoracharter.org/wp-content/uploads/2014/12/Mentora-Charter-Schools-Brochure.pdf>



Education Without Borders®

The World is My Campus®



Mentora Educational Foundation

Mentora Educational Foundation's global vision transcends political and cultural boundaries and advocates for human dignity, universal rights and freedoms for all regardless of race, color, sexuality, or religion. We see world-class education as the main vehicle to fulfill this global vision of peace, prosperity, and happiness for humankind. We aspire to produce cutting-edge knowledge for the benefit of our students, the academic community and beyond.

The Mentora Educational Foundation is supporting the launch of Mentora International Charter School and is interested in partnering with other charter schools in New York which share its vision.

BAU University Global Education

BAU is the leader in offering global educational opportunities to students. BAU's international satellite campuses give students the chance to study abroad in some of the world's great cities. BAU university campuses are located in Washington, D.C., Istanbul, Berlin, Hong Kong, Silicon Valley, Rome, Toronto and other economic and cultural centers. Students take university courses in their field of study while discovering different cultures and learning new languages.

BAU University in Washington D.C. will be a partner to Mentora International Charter School providing global travel and educational opportunities, including online courses and college test preparation services through its global education network.



Vision

Mentora International Charter School is a multicultural, learning living community without walls or borders. It is a place where families, communities, and educators will come together to learn and prepare knowledgeable citizens for the world of tomorrow.

Mission Statement

Mentora International Charter School and its quality faculty are committed to providing global education of the highest quality and opportunities for students to develop leadership skills to ensure our scholars have 21st century skills, and are college and career ready. Our multicultural students explore curriculum aligned to the U.S. Common Core through diverse perspectives and by engaging in our broader world community. Through experiential learning, personalized instruction, and intensive language development and support, Mentora students become mature scholars ready for higher education and beyond.



School Model

Mentora International Charter School will be a college preparatory high school with high standards for academics and personal accountability, featuring extended day and extended year programming with lunch programs to serve all students. Mentora plans to serve 300-400 students in grades 9 through 12 ideally opening in September 2016 one 9th grade class.



mentora
International Charter School

For more information, contact Ali Cinar, Educational Consultant to Mentora Educational Foundation.
P: +1 (202) 644-7204 | C: +1 (203) 722-4339 | acinar@mentoracollege.edu

Mentora Educational Foundation www.mentorafoundation.org

Person	Organization Description/Affiliations (especially ties to Brooklyn and CSD 21, connections to education and youth services, immigrant families)	Input (what did they have to say about need for the school, elements they'd like to see, etc.)	Commitments (general support, connections to youth and families, partner opportunities, etc.)
Eric Adams	President of Brooklyn Borough	Had 4 meetings. Full Support.	Received the letter of support
Ibrahim Kurtulus	Community Liason - Brooklyn Borough	Attended some community engagement meetings and encourage to support the school	Liason between Community and School
Steve Zeltser	South Brooklyn Director , Brooklyn Borough	Spoke w the staff of local officials to set up meetings	Liason between Elected officials and School
Pastor Gilford Monroe	Director, Faith-Based & Clergy Initiatives, Brooklyn Borough	Full support.	He introduced some Church Leaders and shared Church list for the space opportunities
Congressman Hakeem Jeffries	Members of Congress	Brooklyn needs more charter. Full support	Received the letter of support
Congresswoman Yvette Clarke	Members of Congress	Full support- Liked the International Concept	Received the letter of support
Theresa Scavo	Chairwoman, Community Board 15	Full Support. Parents in Brooklyn are dying to send their kids to charter	Ready to help at any level
Erhan Yildirim	NYPD Community Affairs	Full Support	He introduced the school officials with Community Leaders who work w NYPD
Kenan Taskent	NYPD Clergy Liason for Brooklyn	Full Support -	Willing to support once school start to operate.
Ibrahim Sen	President , Eyup Sultan Cultural Center	Full Support-Liked the after school programs	Received the letter of support
Mina Azeri	President ,Azerbaijan Cultural Center	Loved the Education without Borders	Received the letter of support
Ali Kocak	President, Turkish American Chamber of Commerce	Full Support	Generated awareness their business members to support the school in Brooklyn
David Frank	DOE-Charter Office	NYC DOE looks forward to collaborating with the Mentora and Mentora's proposed community-based charter school as Mentora work towards submitting the letter of intent and full application	Had a telecon meeting and also communicated through emails. Shared some information resources that would be helpful for the School
Umar Butt	Pakistan American Community Leader in Brooklyn	Full Support. Pakistani Community is big	Generated awareness in his Community.
Andrew Steininger	Vice President, Brooklyn Chamber of Commerce	Establishing a school is good.Economic Growth+ Job Opp. For Brooklyn.	Received the letter of support/Mentora became a member of Brooklyn Chamber of Commerce
Riza Atas	President, Malatya USA Association/Businessman	Business on Coney Island. Big need on this district.Supporting	Reached out to his members asking support.Positive
Michael McMahon	Former Congressman-Brooklyn/Staten Island	Board member Mentora Educational Foundation- Great Initiative	General Support. Introduced some Charter School Leaders to receive in general information
Rita Cosby	CBS Anchorwoman / Media Star	Full support	Committed to visit the school and talk w students
Stacey Gauthier	Renaissance Charter	Discussed potential partnership opportunities	Good Contact/ Generated awareness about Mentora's initiative
Emily Behan	Coney Island Prep. Director of Family and Community Engagement	Discussed potential partnership opportunities /Generated Awareness about Mentora's initiative	Once the school starts to operate, will discuss further. Possible joint school trips or joint events
Harold Miller	NYC Deputy Community Affairs	Helped to set up some meetings w Officials	Ready to help from the network side
Elisa Freeman	Discovery Education	Shared the project w Discovery Channel Team for learning the new tech opps.	Possible Future Educational investment or poject base program w Discovery
Oslene Carrington	Tech International Charter School	Discussed potential partnership opportunities /Generated Awareness about Mentora's initiative	Once the school starts to operate, will discuss further. Possible joint school trips or joint events
Traci Douglas	Dream Charter School	Discussed potential partnership opportunities /Generated Awareness about Mentora's initiative	Once the school starts to operate, will discuss further. Possible joint school trips or joint events
Bob Lesser	Mott Haven Charter School	Discussed potential partnership opportunities /Generated Awareness about Mentora's initiative	Once the school starts to operate, will discuss further. Possible joint school trips or joint events
Rabbi Niederman	Jewish Community Leader	Met at the Community Leaders meeting. Shared the school project	Welcomed the partnership opportunity to partner if any
Nacit Ozer	Crimean American Association - Brooklyn	Full Support.His members has some middle school parents.	Helped to collect petitions -Received letter of support
Faye Premer	Civic Builders	Had a meeting on the space	Advised to contact when school is approved
Daniel Tropp	Teacher Space NY	Had a meeting on the space	Advised to contact when school is approved
Jango Kerasilo	Jango Real Estate	3 meetings for a school space	He found one new location: 360 Neptune Avenue, Brooklyn NY 11235 /We are in discussion
James Clarke:	Fillmore	2 meetings for a school space	He has 2 locations one in District 21 and District 22. One school also will move out from Dist 15/Discussions in progress
Coleen A. Ceriello	Diocese of Brooklyn:	1 meeting for space at any church	No availability.But agreed to be kept in touch
Nevin Bakir	Sultan Magazine	Media is important . Published our school project on media outlet	Will continue to publish news about Mentora
Mark Meiorowitz	Lawyer-Jewish American Community Leader-Academic	Full Support	Happy to come and give advices to students if needed
Huseyin Bayram	President, Turkish American Restaurant Association	There are over 20 restaurants in Brooklyn/ Education is important	Will support and help the school especially catering for events
Hannah Shirey	NYC Charter School Center- Manager	Shared the project and requested some data	Will use their data if needed in the future.Good resources
Hamza Esad	Bosnian American Community Leader	Full Support.Generated awareness	Will partner w school on many events
Hank Levy	President, Jewish Post Newspaper	Excited to see an international charter school.	Our consultant if necessary
Nejat Kiyici	President of Turkish American Association	Full Support.	Generated Awareness to his members.Doctors will attend for Mentora's programs
Dogan Ozgen	MD, Diagnostic Cardiology Associates Brooklyn	Great Idea. He knows many parents in Brooklyn .Generated Awareness	Ready to help
Lydia Borland	President, LB International	Supportive and generated awareness	Happy to be advisor and come to speak w Students

Tolgay Kapusuz	MD, Beth Israel Hospital	Full Support	Happy to come and give advices to students if needed
Kahraman Haliscelik	Executive Vice President, United Nations Correspondent Association	Himself and his many colleagues who live in Brooklyn are supportive	Members will be our guest speakers at the School
Mark Treyder	Councilman	Gave Some updates on Mentora	Requested me to speak w details his Legislative Director
Ethan Lustig-Elgrably	Legislative Director for Councilman Mark Treyder	Had a meeting and shared the project with him.	Will keep them posted with new developments
Brandon Patterson	NY State Senator/ Community Liasion	Had a meeting and shared the project with him.	Senator Diane Savino wrote a support letter.
Meto Koloski	President-United Macedonian Diaspora	Had a meeting. Many members in Brooklyn	Received a letter of support
Farhod Sultan	Vatandaosh Uzbek-American Federation	Great support.	Received a letter of support
Aimek Hakiov	Founder of Kyrgyz Club	Great support. Generated Awareness in his community	Willing to partner on joint events or programs
Leonid Bard	Co-Chairman Assembly of World Diasporas	Contacted w many members to generate awareness	Received a letter of support
Meryem Elghazi	Secretary General Moroccan American Council to Empower Wome	Generated Awareness to her members	Received a letter of support
Omer Ekinci	President Fenerbahce USA Sports Club	Generated Awareness and collected petitions	Ready to partner on youth summer soccer programs
Emrah Ogut	President Besiktas USA Sports Club	Generated Awareness to his members.Supportive	Ready to partner on basketball programs
Ari Kagan	President,Russian News	Contacted w Ari Kagan for generating awareness in Russian Community	Will coordinate w him once school operates
Afaq Khyali	Editor, Pakistan Post	Emailed him Mentora's information to be published	Will keep the newspaper posted w new developments and events of Mentora
Umar Butt	Realter & Pakistan American Community Leader	Generated awareness to his members. Supportive	Willing to partner on joint events or programs
Patricia Finger	Brighton Neighborhood Association, Inc.	Spoke w her. Informed Mentora's initiative	She is excited to hear developments as well agreement with also Board 13.
Carol Verdi (Sharon)	HeartShare @ Surfside	Gave information about Mentora's project	Open any partnership and serving for disabled kids up to 21 yrs old
Michael Vaz (Luke)	Ridgewood Bushwick Youth Center	Gave information about Mentora's project	Open any partnership.
Veronica Volpert	Shorefront YM-YWHA of Brighton-Manhattan Beach, Inc	Shared some information about Mentora's project	They work w Hebrew Charter School in Dist 22. Open to any programs.They also have swimming and aquactic programs
Greg Almar	YWCA Coney Islad	Introduced Mentora's project and learned YWCA partnership programs	They have Teen Center, Teen Take the City, Leadership Club and YMVP programs.+ YMCA Global Teen program that is a leadership development and service learning program that engages teens in a year-long empowering international experience culminating with a summer service abroad experience.
Karina Tarnawsky	Polish American Community Leader	Gave information about Mentora's project and she shared w her community	Will work on joint events when needed.
Anthony Anrig	President, A&A Global	Received a positive feedback	Agreed to give discount on premium items for school
Yusuf Basci	Owner,Liman Restaurant	Received a positive feedback	Happy to give catering discount when events occur
Mike Lennard	Alliance for Coney Island	Great interest and support	He will add us on their list.If they have a teenager program, they will let us know
Frank Sullivan	Brooklyn Nets, Executive Director	Happy to hear that Mentora will be in Brooklyn.	Discount Ticket Programs for students or engagement w basketball players
Danny Hulkower	Luna Park	Welcoming to new school in Dist 21	Offering Historical tours of Coney Island and educational programs
Becky Aleman	Brooklyn Museum	Shared Mentora's vision and mission. Asked potential partnership opp.	Museum has Teen Programs that would beneficial for Mentora students
Detective Watson and Detective Bedore	NYPD Youth Program	They are welcoming the new schools and happy to help	Detectives can come Mentora and make presentation on many issues such as youth violence,prevent drug use, improve relationship w police and young people.Also Mentora students can join NYPD has Summer Youth Police Academy Law Enforcement Explorers Sessions, Police Athletic League.
Josh Mevorach	Brooklyn Cyclones,Community Affairs Director	Great experience w new schools.	Mentora can be involved with their Diamond Dream Tours, Education Through Baseball programs,Fundraising Projects,Batter
Anton Marchand	Brooklyn Youth Sports Club,Director of Programming	Great Interest and support	They offer Better Athlete Coalition,Collee Assiet,Essay Intensive, Summer programs for teenagers : Boys Summer Academy and Girls Summer Camp
Mirabelle Nektalova	Kings Bay Y	Their programs are mostly free and welcoming new students	Mentora students are welcome to join their free events such as teen lounge
Joie Golomb	Brooklyn Arts and Exchange,Education Manager	Happy to hear that Mentora will be in Brooklyn /Information shared	Mentora students can join their residency programs in dance,theater,dance/theater& performances
Anita Bulan	Brooklyn Public Library	Library has excellent partnership w Schools and good feedback on Mentora	Offering Teenager Programs. Teen events such as Game On, Wii for Tweens& Teens as well as Teen Tech Time.
Mary Frost	Brooklyn Eagle Newspaper	Informed the newspaper regarding Mentora's initiative	Continue to keep them in the loop w upcoming news or developments



Bill Egbert	Brooklyn Daily	Informed the newspaper regarding Mentora's initiative	Continue to keep them in the loop w upcoming news or developments
Nathan Tempey	Brooklyn Paper	Informed the newspaper regarding Mentora's initiative	Continue to keep them in the loop w upcoming news or developments
Darek Barcikowski	White Eagle Paper	Telecon and explained Mentora vision/mision & Happy to share the news	Continue to keep them in the loop w upcoming news or developments
Lauren Rogers Smith	Asistant Prof of Psychology -CUNY	Excited for the opportunity.Positive letter of support	Agreed to be advisor at the school prepare to offer workshops,seminars .
Prof Francisco Rivera Batiz	Proffesor of Education- Teacher College ,Columbia University	Mentora will bring successfull model to the functioning of its charter school in NYS.	Ensuring that curriculum,teaching and management of charter school becomes a beacon of excellense in US and NYS Education
Karla Sarsekeyeva	Kazakh American Alliance	Generated Awareness of the Mentora Initiative and informed their members	Letter of Support received.Happy to organize joint events or projects
Narjan Muzapberova	Komp Turkmenim Association	Generated Awareness of the Mentora Initiative and informed their members	Letter of Support received.Happy to organize joint events or projects
Jimmy Gurkan	Team of America	Generated Awareness of the Mentora Initiative	Free Consulting Offer
Levent Yildiz	Owner of Ali Baba Organic	Received a positive feedback	Happy to give catering discount when events occur
Derya Taskin	Derya Staffing & Consulting	Education is very important and happy to support	Career Path Talks or Seminars (free)
Nick Danforth	Academician,Phd	Working w BAU International and Mentora Charter will be a good model	Adviser at the School if needed
Ercan Karabeyoglu	Gulluoglu USA	Received a positive feedback	Happy to give catering discount when events occur
Frank Caiati.	Bay Academy Middle School	Generated Awaress of Mentora	Requested to be partner on many projects
Engin Ikiz	Ela Travel	Received a positive feedback	Happy to give transportation discount when events occur
Theadora Vonatsos	Teacher , (Advisory Board- MICS)	Excited for the opportunity.Positive feedback	Advisor to the Students
Joanne Trani	Assistant Principal -Ps 225 The Eileen E Zaglin	Gave an update regards to Montora Charter School	Parent-Teacher Association event on March 19, at 4:30pm
Diane Maben	Assistant Principal ,PS 288	Generated Awareness of the Mentora Initiative	General Support and possible partnership opportunities
Mrs. C Vigliotto	Assistant Principal, PS 95	Generated Awareness of the Mentora Initiative	General Support and possible partnership opportunities
Ms. Beckhusen	Admin Office , H.S Guidance, PS 95	Generated Awareness of the Mentora Initiative	General Support and possible partnership opportunities
J Wagner	Parent Coordinator, PS 225	Generated Awareness of the Mentora Initiative	General Support and possible partnership opportunities
Renee Johnson	PS IS 216	Generated Awareness of the Mentora Initiative	General Support and possible partnership opportunities
Cheryl Kwong	Brooklyn Community Christian Church	Shared the Mentora Int Charter School information w their members	Potential partnership in the future. Great response.
Jeanene Mitchell	Academician,Columbia University-USW	Generated Awareness of the Mentora Initiative	Happy to be advisor and come to speak w Students
Roni Palti	American Friends of Turkish Jewry	Generated Awareness of the Mentora Initiative	Happy to come speak w students at the school

[Empty Box]

HAKEEM S. JEFFRIES
8TH DISTRICT, NEW YORK

COMMITTEE ON THE JUDICIARY
COMMITTEE ON THE BUDGET



Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
1339 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5936

DISTRICT OFFICES:

CENTRAL BROOKLYN OFFICE:
55 HANSON PLACE, SUITE 603
BROOKLYN, NY 11217
(718) 237-2211

SOUTH BROOKLYN OFFICE:
445 NEPTUNE AVENUE, FIRST FLOOR
BROOKLYN, NY 11224
(718) 373-0033

JEFFRIES.HOUSE.GOV

March 17, 2015

Bill Clarke
Director, Charter School Office
New York State Board of Regents
University of the State of New York
89 Washington Ave, Room 471
Albany, NY 12234

Dear Mr. Clarke:

I write to express my support for the establishment of Mentora International Charter School in Community School District (CSD) 21. If approved, the proposed school would help address the culturally rich and highly diverse needs of many of the communities I represent in the 8th Congressional District by providing a fully inclusive public school option to area residents.

Mentora International Charter School has an impressive vision, which focuses on high academic standards for all of its students and has demonstrated a strong partnership with youth, parents and community leaders here in Brooklyn. Mentora's founding leadership team has a successful track record in global primary education and has strong relationships with local secondary and higher education that can be leveraged to help local high school students become career and college ready.

I am pleased to support their request and urge the New York State Board of Regents to give full and fair consideration to Mentora's application to open a school that would provide high quality educational options for parents and students in the community.

Thank you in advance for your attention to this important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Hakeem Jeffries".

HAKEEM JEFFRIES
Member of Congress

CHAIR
LABOR

THE SENATE
STATE OF NEW YORK



DIANE J. SAVINO
SENATOR, 23 RD DISTRICT

ALBANY OFFICE
ROOM 312
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
PHONE: (518) 455-2437
FAX: (518) 426-6943

DISTRICT OFFICES
36 RICHMOND TERRACE
STATEN ISLAND, New York 10301
PHONE: (718) 727-9406
FAX: (718) 727-9426

2872 W. 15th Street
Brooklyn, NY 12224
(718) 333-0311
(347) 492-3263

COMMITTEE MEMBER
FINANCE
CIVIL SERVICE AND PENSIONS
CHILDREN AND FAMILIES
CONSUMER PROTECTION
JUDICIARY
HEALTH
HIGHER EDUCATION

E-MAIL ADDRESS
SAVINO@SENATE.STATE.NY.US

March 16th, 2015

Mr. John B. King Jr.
Commissioner
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

Dear Commissioner King:

As the New York State Senator who represents the 23rd district, encompassing Staten Island and Brooklyn, I send this letter in strong support for the establishment of Mentora International Charter School in Community School District (CSD) 21.

My office would welcome the opportunity to support Mentora International Charter School by sponsoring school fairs, meeting with the NYC Department of Education, and offering high school internship opportunities in the future.

Mentora International Charter School is committed to providing the highest quality global education and leadership development opportunities to ensure our scholars have 21st century skills and are college and career ready. I believe that they are well equipped for the task and will ultimately be extremely successful at it if given the opportunity.

Thank you for your time and attention.

Sincerely,

A handwritten signature in black ink that reads "Diane Savino". The signature is written in a cursive style with a large initial "D".

Diane J. Savino

New York State Senator, 23rd District



OFFICE OF THE BROOKLYN BOROUGH PRESIDENT

ERIC L. ADAMS
President

March 16, 2015

Mr. John B. King, Jr.
Commissioner
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

Re: Mentora International Charter School

Dear Commissioner King:

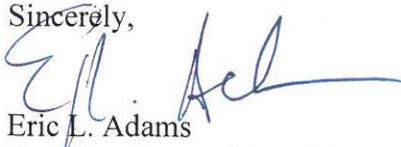
I am pleased to extend my support for the establishment of the Mentora International Charter School.

The mission of Mentora International Charter School ("Mentora") is to provide global education of the highest quality, present opportunities for students to develop leadership skills, and to ensure they are college and career ready. Mentora's multicultural students explore curriculum aligned with the U.S. Common Core through diverse perspectives and by engaging in the broader world community. Through experiential learning, personalized instruction, and intensive language development and support, Mentora students will become mature scholars ready for higher education and beyond.

As the Brooklyn Borough President, I am familiar with the statistics concerning the competencies of New York City students and the need for immediate corrective action that will result in better student outcomes. I believe that Mentora International Charter School will remedy many of the deficiencies that have been associated with schools by implementing a rigorous yet encouraging environment where children will not only learn but also thrive. Specifically, Mentora will offer extended day and extended year programming, opportunities for global interaction and/or travel, and technology integration for teaching and learning.

I wholeheartedly support and commend Mentora for their commitment to promote an educational system that closes the achievement gap between learners, fosters academic success, and places the next generation in an advantageous position for the future.

Sincerely,


Eric L. Adams

Brooklyn Borough President

ELA/tcc

March 10, 2015

Mr. Bill Clarke
Director of Charter Schools Office
New York State Education Department

Dear Mr. Clarke,

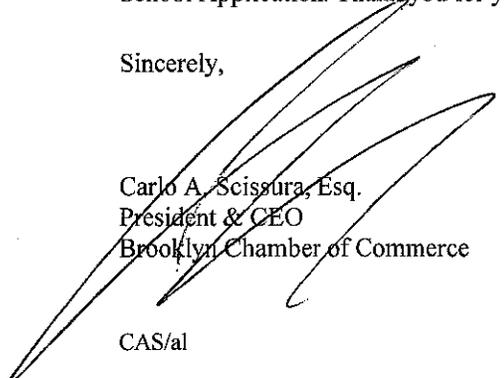
I am writing in support of Mentora International Charter School. Mentora plans to operate a public high school that will focus on the neighborhoods of Coney Island, Brighten Beach and Bensonhurst. Mentora plans to serve 400 students, which will help to create local job opportunities and economic development while providing a high-quality education to the residents of these communities.

The borough of Brooklyn is currently vibrant and flourishing, and it is important that we provide our kids with the education and skills they will need to succeed in tomorrow's economy. Mentora is a multicultural, learning living community without walls and borders - a place where families, communities and educators come together to learn and prepare knowledgeable citizens for the world of tomorrow. Therefore, I am confident that Mentora International Charter School will be a valuable community partner.

The Brooklyn Chamber of Commerce is a membership-based organization whose mission is to promote a healthy and robust business environment in Brooklyn. With over 2,000 members and growing, the Brooklyn Chamber is a fundamental resource to its members and is the business community's voice and advocate.

Mentora is committed to the Brooklyn community and keeping Brooklyn thriving. As the Brooklyn Chamber of Commerce, and a voice for thousands of Brooklyn's small businesses, we urge you to approve Mentora's Charter School Application. Thank you for your attention and consideration in this matter.

Sincerely,



Carlo A. Scissura, Esq.
President & CEO
Brooklyn Chamber of Commerce

CAS/al



January 3, 2015

To the New York State Education Department,

As the President of Bahcesehir University (BAU), I am writing to support the application for Mentora International Charter School and describe our commitment to helping this school launch and succeed. BAU is an international institution of higher education, with campuses and programs in Turkey, Washington, D.C., Berlin, Toronto, Silicon Valley, Hong Kong, Rome, and Cologne. BAU supports 18 departments, international centers and programs and has a renowned Educational Studies department, offering undergraduate and graduate degrees in Computer Education and Instructional Technologies, Educational Sciences, Foreign Language Teaching, Primary Education, and Gifted and Talented Education.

It is our intention to partner with Mentora International Charter School to provide opportunities for both of our students and faculties. We will extend the expertise of our Education faculty to assist the school with developing an international curriculum and implementing best instructional practices for multicultural students. Our faculty members also have deep expertise in education technology, special education and primary and second language instruction. The BAU Graduate Education Program will place graduate students from the education technology program at Mentora to serve as Technology Integration Specialists to support professional development on-site. For Mentora's students we can offer higher education experiences, including access to online courses and visits to our campuses. We will make vacant dormitories available to Mentora students when our students are on holiday. In return, the Mentora School will offer our faculty an opportunity to implement and showcase innovative programs, and conduct evaluations and research in tandem with school personnel.

We, at BAU, are truly excited to build bridges between secondary and higher education and to promote international collaboration in the spirit of student and adult learning. If you have any questions about our level of commitment and support, please do not hesitate to contact me.

Sincerely,

Prof. Dr. Şenay Yalçın

President, Bahcesehir University



AMERICAN ASSOCIATION OF CRIMEAN TURKS, INC.

4509 New Utrecht Avenue, Brooklyn, NY 11219

Tel: 718-435-1237 Email: info@kirimny.org

February 27, 2015

Dear Sir or Madam:

As the President of American Association of Crimean Turks, a non-profit organization that has been serving the Tatar-American, Turkish-American, Turkic-American and people of other communities in Brooklyn since 1961, I fully support the establishment of Mentora International Charter School in Brooklyn.

We are a non-profit organization that understands the importance of all cultural values and have many relations with other communities and non-profit organizations in Brooklyn. Brooklyn is a diverse and dynamic Borough that continues to grow and thrive in New York. Mentora International Charter School would bring much needed additional opportunities for kids who seek further financial and educational assistance to have a positive outlook on their future.

I, along with my board of directors will work with Mentora International Charter School to help facilitate anything they may need and would welcome them in our community and our Borough.

Sincerely,

Naci Tozer
President

American Association of Crimean Turks



ASSEMBLY OF THE WORLD DIASPORAS

March 10th, 2015

Dear Sir or Madam:

On behalf of Assembly of World Diasporas, We are welcoming potential Mentora International Charter School students who can explore multicultural curriculum aligned to US Common Core and International Standards through diverse perspectives and by engaging in our broader global community.

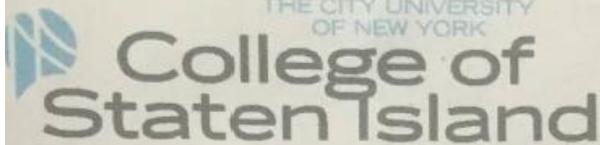
We, Assembly of the World Diasporas, based in Brooklyn-New York, the international non-governmental public organization that united leaders of the ethnic groups – Diasporas from many countries and we are supporting Mentora International Charter School.

As a Global Organization, we will have our Ethnic Community Leaders to engage with the school and we look forward to working with Mentora International Charter School

Sincerely,

Leonid Bard
Co-Chairman,
AWD

Assembly of World Diasporas
436 Avenue Y, 2nd Floor, Brooklyn, NY 11223
Web: www.diasporasworld.org / Phone: + 1 (646) 837-0600 / Fax: + 1 (347) 240-9959



2800 Victory Boulevard
Staten Island, NY 10314
T 718.982.4157 • F 718.982.4158
www.csi.cuny.edu

Department of Psychology

To: Mr. Ali Cinar
Public Contact
Mentora International Charter School
600 Third Avenue, 2nd Floor
New York, NY 10016

Dear Mr. Cinar,

February 27, 2015

I have agreed to work with students, faculty and guidance staff at Mentora High School in the capacity of advisor and mentor on topics related to multicultural sensitivity and cultural competence. I am prepared to offer workshops and seminars at the school, and to offer private consultation. Multicultural competence is an area of expertise, both in my work as an educator and as a researcher. I have conducted multiple presentations on multicultural ethical sensitivity to school teachers and administrators in the past, and also mentor students in the Clinical Master of Mental Health Counseling program at the College of Staten Island on issues related to cultural competence.

I am happy to answer any questions regarding my upcoming role at Mentora High School.

Sincerely,

A handwritten signature in red ink, appearing to read "Lauren Rogers-Sirin".

Lauren Rogers-Sirin, PhD.
Assistant Professor of Psychology
The College of Staten Island, CUNY
Staten Island, NY
Lauren.rogerssirin@csi.cuny.edu
718-982-4177

TEACHERS COLLEGE

COLUMBIA UNIVERSITY
INTERNATIONAL & TRANSCULTURAL STUDIES

March 13, 2015

Ali Cinar

Chief, Government Relations Officer

Mentora College

Washington, D.C. 20005

I am writing to strongly support the petition by the Mentora Educational Foundation for provisional charter to the Regents of the University of the State of New York. The Mentora Educational Foundation has an excellent network of national and international educators which will make the charter school a model of excellence and success.

As a faculty member of Teachers College, Columbia University, I am familiar with successful schools in the United States and in the rest of the world. The Mentora Educational Foundation will bring those successful models to the functioning of its charter school in the state of New York, based on extensive practice and experience in managing high-performing schools.

In my role as a Trustee, I plan to bring my own experience but also that of other Teachers College faculty in ensuring that the curriculum, teaching and management of the charter school sponsored by the Mentora Educational Foundation becomes a beacon of excellence in U.S. and New York state education.

I endorse the petition by the Mentora Educational Foundation at the highest level.

Sincerely,



Francisco Rivera-Batiz

Professor of Economics and Educaion

Teachers College, Columbia University

Mentora International Charter School: Sample 9th Grade Student Schedule

Period/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
0 8:00-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1 08:30-09:15	LOTE	LOTE	LOTE	LOTE	LOTE
2 09:25-10:10	Mathematics	Mathematics	Mathematics	Social Studies	Mathematics
3 10:20-11:05	ELA	Social Studies	ELA	ELA	ELA
4 11:15-12:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
5 12:30-13:15	Science	ELA	Science	Mathematics	Science
6 13:25-14:10	Science	ELA	Science	Mathematics	Science
7 14:20-15:05	Art	PE	Art	PE	Art
8 15:15-16:00	Technology	Targeted Supplemental Instruction (TSI)	Technology	Targeted Supplemental Instruction (TSI)	Technology

Units Per Week: 40

ELA: 6
Art: 3

Mathematics: 6
Technology: 3

Science: 6
LOTE: 5

Social Studies: 6
PE: 2

Mentora International Charter School: Sample 9th Grade ELA Teacher Schedule

Period/ Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 08:30-09:15	ELA: 9C	Planning/ Professional Duties	ELA: 9C	ELA: 9C	ELA: 9C
2 09:25-10:10	ELA: 9B	ELA: 9B	ELA: 9B	Planning/ Professional Duties	ELA: 9B
3 10:20-11:05	ELA: 9A	Planning/ Professional Duties	ELA: 9A	ELA: 9A	ELA: 9A
4 11:15-12:00	Planning/ Professional Duties	ELA: 9D	ELA: 9D	ELA: 9D	ELA: 9D
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
5 12:30-13:15	ELA: 9C	ELA: 9A	ELA: 9D	ELA: 9B	Planning/ Professional Duties
6 13:25-14:10	ELA: 9C	ELA: 9A	ELA: 9D	ELA: 9B	Planning/ Professional Duties
7 14:20-15:05	Planning/ Professional Duties	Planning/ Professional Duties	Planning/ Professional Duties	Planning/ Professional Duties	Planning/ Professional Duties
8 15:15-16:00	Planning/ Professional Duties	Targeted Supplemental Instruction (TSI)	ELA: 9C	Targeted Supplemental Instruction (TSI)	ELA: 9D
16:00-18:00	Faculty Meeting				

Attachment 3b: First Year Calendar

Proposed 2016-2017 School Calendar (188 Days of Instruction*)

Events and Holidays	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	July 2016							January 2017						
August: 1-26 Staff Pre-Service						1	2	1	2	3	4	5	6	7
	3	4	5	6	7	8	9	8	9	10	11	12	13	14
September: 5 Labor Day 6 School Year Begins	10	11	12	13	14	15	16	15	16	17	18	19	20	21
	17	18	19	20	21	22	23	22	23	24	25	26	27	28
	24	25	26	27	28	29	30	29	30	31				
	31													
October: 10 Columbus Day	August							February						
		1	2	3	4	5	6				1	2	3	4
	7	8	9	10	11	12	13	5	6	7	8	9	10	11
November: 10 End 1 st Marking Period 11 Veteran's Day 24-25 Thanksgiving	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
	28	29	30	31				26	27	28				
December: 26-30 Winter Holiday	September							March						
					1	2	3				1	2	3	4
	4	5	6	7	8	9	10	5	6	7	8	9	10	11
January: 2 Winter Holiday 16 MLK Day 27 End 2 nd Marking Period	11	12	13	14	15	16	17	12	13	14	15	16	17	18
	18	19	20	21	22	23	24	19	20	21	22	23	24	25
	25	26	27	28	29	30		26	27	28	29	30	31	
February: 20 President's Day 27-28 Winter Recess	October							April						
							1							1
	2	3	4	5	6	7	8	2	3	4	5	6	7	8
	9	10	11	12	13	14	15	9	10	11	12	13	14	15
	16	17	18	19	20	21	22	16	17	18	19	20	21	22
March: 1-3 Winter Recess	23	24	25	26	27	28	29	23	24	25	26	27	28	29
	30	31						30						
April: 13 End 3 rd Marking Period 14-21 Spring Break	November							May						
			1	2	3	4	5		1	2	3	4	5	6
	6	7	8	9	10	11	12	7	8	9	10	11	12	13
	13	14	15	16	17	18	19	14	15	16	17	18	19	20
	20	21	22	23	24	25	26	21	22	23	24	25	26	27
May: 29 Memorial Day	27	28	29	30				28	29	30	31			
June: 28 End School Year - Students 30 End School Year - Staff	December							June						
					1	2	3					1	2	3
	4	5	6	7	8	9	10	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	11	12	13	14	15	16	17
	18	19	20	21	22	23	24	18	19	20	21	22	23	24
	25	26	27	28	29	30	31	25	26	27	28	29	30	

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

Attachment 4 – Mentora Discipline Policy

Mentora Discipline Policy

Core Principles: Mentora International Charter School is a community focused on learning and student growth. Therefore, teachers, administrators and students all adhere to a set of high expectations for behavior and conduct in order to create an environment conducive to learning. All stakeholders should embody the following principles:

1. Respect for oneself and others by being present, punctual, and prepared.
2. Behaviors positively support learning and the learning of others.
3. Actions make oneself and others feel safe, supported and unthreatened.
4. Actions ensure the security of one's work and property and the work and property of others.
5. Behaviors protect the reputation of the school and the individual.

Mentora is a place where students learn about the rights and responsibilities of global citizenship and are expected to exercise them. Discipline is designed to support these rights. The Mentora discipline policy then defines what is acceptable and unacceptable behavior and lists the consequences for the violations of school norms. The Mentora system of consequences is designed to cultivate a purposeful academic atmosphere and to help students practice and accept responsibility for their behavior and actions.

Discipline: While we expect that students will maintain high standards for their behavior, we also understand that students may make mistakes. At the end of this policy is a list of expected behaviors and the consequences for not behaving appropriately. In addition to administering consequences, we ask students to consider the effects of their behaviors and their actions on their lives and the lives of others in their community. This reflection includes identifying the school principles that they did not honor in their actions.

Teachers will administer consequences within their classes for behavior that is unproductive or counterproductive, such as not being prepared for class, minor disruptions to class learning, and dress code violations. More serious consequences will be administered for behaviors including but not limited to those in the following section. The timeline for dealing with these infractions will depend on their severity. All illegal and dangerous infractions will be dealt with immediately.

Due Process: Serious issues may ultimately require the removal of the student from participation in the school. Parents will always be notified and have opportunities to discuss and appeal such 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. In all cases, students have a right to due process, which is described below.

Due Process for Short Term Suspensions

A short-term suspension is defined as an in-school or out-of-school suspension of five (5) days or less. The Principal or a designee may impose short-term suspension for serious cause to prevent immediate harm to the student and to the school atmosphere. If necessary, the student will be immediately removed from the class or the school. The school staff involved

Attachment 4 – Mentora Discipline Policy

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, to present his/her own evidence and question the complaining witness(es). 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. The written notice and informal conference shall be in the parent/guardian's dominant language or a translation will be made.

Due Process for Long Term Suspensions and/or Expulsions

Suspension: When a suspension longer than five (5) consecutive days is the appropriate response to the student's behavior, the student and his/her parent/guardian have certain rights. These rights are:

- To be given written notice as to the charges pending against the student
- To be represented by counsel
- To be afforded a hearing by the Principal or a hearing officer designated by the Principal
- To present witnesses and other evidence in his/her own behalf and to cross-examine witnesses against him/her
- To appeal the decision after the hearing to the Board of Trustees;
- To appeal the decision from the Board of Trustees to the school's authorizer; and
- To appeal the decision from the school's authorizer to the Commissioner of Education of the State of New York

When the Principal decides that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended short-term and is being considered for a long-term suspension and state the reasons for such actions. The parent/guardian will then 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 the date, time and location of the suspension hearing. The written notice will be provided in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that the student will have the right to be represented by counsel at the formal hearing, present and question witnesses, and present and challenge evidence. The Principal or his or her designee will conduct the hearing; after the hearing the Principal or his or her designee will issue a written decision to be sent to the

Attachment 4 – Mentora Discipline Policy

student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

Expulsion: When an expulsion is the appropriate response to the student's behavior, the student and his/her parent/guardian have certain rights. These rights are:

- To be given written notice as to the charges pending against the student
- To be represented by counsel
- To be afforded a hearing by a committee comprised of members of the school's Board of Trustees
- To present witnesses and other evidence in his/her own behalf and to cross-examine witnesses against him/her
- To appeal the recommendation of the Board committee that conducted to the hearing to the full Board of Trustees;
- To appeal the decision from the Board of Trustees to the New York State Education Department Charter Schools Office; and
- To appeal the decision from the school's authorizer to the Commissioner of Education of the State of New York

When the Principal decides that a student's action warrants a possible expulsion, the Principal shall verbally inform the student that he or she is being suspended short-term and is being considered for an expulsion and state the reasons for such actions. The parent/guardian will then 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 expulsion, and the date, time and location of the expulsion hearing. The written notice will be provided in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that the student will have the right to be represented by counsel at the formal hearing, present and question witnesses, and present and challenge evidence. A committee comprised of at least three board members will conduct the hearing; after the hearing the committee will issue a recommendation to the full board, which will be sent to the parent/guardian with the date and time of the board meeting at which the full Board of Trustees will vote to accept or modify the recommendation. The parent/guardian and student will have an opportunity to verbally respond to the recommendation at the board meeting at which the Board considers the recommendation. The Board will then vote to accept or modify the recommendation after which it will issue a written decision to be sent to the student, the parent/guardian, and the student's permanent record. 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.

Appealing Suspensions and Expulsions

Parents have the right to appeal decisions regarding short- and long-term suspensions and expulsions to the Board of Trustees. An appeal must be made within ten (10) days of the

Attachment 4 – Mentora Discipline Policy

suspension or expulsion determination, and the Board must reply within 48 hours. If the Board of Trustees upholds the suspension or expulsion determination, an appeal may be made to the school's authorizer and then to the Commissioner of Education.

Provision of Services to Student while Suspended or Expelled

- Alternate instruction will be offered during all suspensions by qualified staff; it will be offered within 24 hours of any suspension and at a reasonable location and time of the school's choosing. Alternative 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.
- Students suspended from school must attend alternative instruction as assigned by the school or receive an unexcused absence for each day alternative instruction is not attended.
- Students are allowed to complete assignments while on suspension. In order to receive credit for them, students must submit the assignments to their teachers upon readmission to the school.
- Students suspended from school are not allowed to visit the school or attend any school-related activities during the period of suspension (e.g., sports practice and games, field trips, clubs, special programs, etc.), except to attend alternative instruction.
- 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.
- 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.

Students with Disabilities: 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.

Attachment 4 – Mentora Discipline Policy

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.

Mentora 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:

Attachment 4 – Mentora Discipline Policy

- (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;

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.

Dignity for All Act: Mentora adheres to New York State's Dignity for All Students Act (DASA) and promptly addresses all incidents of harassment and/or discrimination of students that impede a student's ability to learn, including any form of bullying, taunting or intimidation. Mentora reserves the right to discipline students, consistent with this Discipline Policy, who engage in harassment of students off of school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of our students. This includes written and/or verbal harassment that materially and substantially disrupts the work and discipline of the school and/or which school leaders reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

- **Dignity Act Coordinator:** Mentora designates the Dean of Students as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and employees for consultation and advice.
- **Reporting and Investigating:** All Mentora staff members are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment. A staff member who witnesses harassment or who receives a report of harassment shall inform the Principal. The Principal shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the school to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.
- **Retaliation:** Mentora prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the

Attachment 4 – Mentora Discipline Policy

investigation of a complaint in conformity with state law and school policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Attachment 4 – Mentora Discipline Policy

Behaviors and Consequences

Category	Expected Behavior	Improper Behavior	Spectrum of Consequences
Attendance	Attend all scheduled classes and events on time. Remain with class or school unless given permission to do otherwise.	Excessive tardiness; Attending scheduled classes or events late without proper excuse; Missing school without a proper excuse; Missing a class without a proper excuse; Leaving school grounds during the day (unsupervised); Unexcused absence from detention.	After School Detention; In-School Suspension; Out-of-School Suspension.
Learning Environment	Demonstrate respect towards staff, guests, and other students.	Failure to follow an adult's directions; Repeated talking out of turn; Distracting other students; Verbal abuse; Disrupting the learning environment in any way; Unauthorized buying or selling of any kind.	Removal from classroom to Dean of Student's Office; After School Detention; In or Out- of-School Suspension.
Respectful Environment	Act respectfully and use quiet voices as you walk through the hallways so as not to disturb learning taking place in the classrooms/school. Respect all student work that is displayed publicly.	Running; Loud voices and shouting in the hallways; Loitering; Destruction of student work on walls or in school; Insubordination.	After School Detention; In-School or Out-of-School Suspension for serious or repeated infractions, including destroying student work.
Harassment- Free Environment	Maintain a school environment that is free from harassment of any kind.	Bullying; Sexual/crude remarks, gestures; Discriminatory remarks; Inappropriate language and unwanted behavior; Threats; Hazing.	After School Detention; In-School Suspension; Out-of-School Suspension.

Attachment 4 – Mentora Discipline Policy

Category	Expected Behavior	Improper Behavior	Spectrum of Consequences
Drug-Free Environment	Maintain an environment free from tobacco, tobacco products, alcohol, and controlled/illegal substances. Maintain a no-tolerance policy for tobacco, alcohol, or illegal/controlled substance possession or use on school grounds/ school-related events where students are present.	Possession, use, sale or transfer of tobacco, tobacco products, alcohol, illegal and controlled substances in school or school-related events (including buses); Misuse of inhalants, glue, or any other similar substance, on school premises, at school-sponsored or school-related events, including field trips and to and from school.	Out-of-School Suspension; Expulsion.
Conflict Resolution	Resolve and handle disputes and differences in a non- violent and non-threatening manner.	Pushing, shoving, fighting, verbal abuse, threatening or using any other violent act toward students, visitors or staff.	In-School Suspension; Out- of-School Suspension for violent act against a staff member.
Professional Conduct	Maintain appropriate and professional conduct in school.	Inappropriate touching, groping and displays of affection in school or at school related events.	In-School Suspension; Out- of-School Suspension (for serious or repeated infractions).
Professional Integrity and Trust	Hand in work that is your own work. Give credit to the authors of any resources that you use in the production of your work.	Cheating, plagiarizing, copying other student’s work or giving answers to other students during a formal individualized assessment; Lying to adults.	Student will not receive credit for plagiarized or copied work; After School Detention; In-School Suspension; Out-of-School Suspension (for serious or repeated infractions).
Professional Appearance	Wear the appropriate school attire, as listed in the school’s dress code, every day.	Failure to follow the dress code.	Student must change into appropriate attire brought in by parent / guardian on that day or student gets picked up by parent / guardian; After School Detention; In-School Suspension; Out-of-School Suspension (for serious or repeated infractions).

Attachment 4 – Mentora Discipline Policy

Category	Expected Behavior	Improper Behavior	Spectrum of Consequences
Protection of Property	Treat all school materials, equipment, computers, and student work with respect. Keep the school areas free from litter and graffiti. Ask to borrow any private property or school property and then return it after use.	Theft, destruction, or defacing of school or a student's or teacher's private property; Littering, graffiti, or destruction of another student's work; Unauthorized borrowing.	Parent / legal guardian responsibility for costs incurred due to loss or damage to school property; In-School Suspension; Out- of-School Suspension (for serious or repeated infractions).
Safety	Maintain a safe school environment.	Possession of knives, guns or other weapons at school or school related events; threatening to bring or use them at school. Use or possession of contraband items such as matches, lighters, fireworks, stink bombs, perfume/cologne, animal scents, electrical charges, lasers, laser pens or pointers, or any devices which project intensive light. Making bomb threats.	In-School Suspension; Out- of-School Suspension; Expulsion (for serious or repeated infractions).
Computer Privileges	Use the computer appropriately as outlined in the Acceptable Technology Use policy.	Misusing the computer as outlined in the Acceptable Technology Use Policy.	In-School Suspension; Out-of School Suspension (for serious or repeated infractions); Loss of computer privileges.
Electronics	Leave all unnecessary electronics at home or make them non-visible and non-audible at school or school-related events.	Using unnecessary electronics at school or making them visible or audible at school or school-related events.	Confiscation of electronic equipment to be returned only to a parent or guardian; After School Detention; In- School Suspension (for repeated or serious infractions.)

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Rana Abbasova	[REDACTED]	Community Affairs Coordinator of Brooklyn Borough/ Special Adviser to the Borough President	Rana Abbasova has experience in medicine, government and community affairs, and non-profit governance. She currently works at the Office of Brooklyn Borough President Eric L. Adams as a Community Affairs Coordinator for the Borough of Brooklyn and also serves as the Special Adviser to the Borough President. Mrs. Abbasova is a graduate from the State Medical University of Azerbaijan and is a Doctor of Dental Surgery (D.D.S.). She completed a residency specifically in oral and maxillofacial pathology in Turkey at the Hacettepe University Medical School and eventually earned a position as Oral Pathologist in National Center of Oncology in Baku Azerbaijan. Rana Abbasova continued her education in the United States where she completed certificate medical programs at New York University. In addition to her professional responsibilities and educational accomplishments, Rana Abbasova is a proud Azerbaijani American who builds relations with many ethnic, immigrant communities. She remains active in the following associations: Regional Vice-President of American Society of America, Member of Azerbaijan New York Association, Member of Dance with Cancer Association, Member of Turkish American Medical Association, Member of Community Center of Queens (New York)	Board of Trustees	Vice President	5	Y
Selin Elmali Alicanoglu	[REDACTED]	Lead Teacher, Unity Center For Urban Technologies High School	Selin Alicanoglu is Turkish-American woman from Queens who is a master educator. Born in Turkey, she relocated to the United States with her family at the age of five. She is currently a tenured English educator in the New York City Department of Education who teaches Regents, Honors, and Integrated Co-Teaching (ICT) classes at Unity Center for Urban Technologies High School. Selin is the Lead Teacher at her school where she delivers professional development workshops and models best practices to improve teacher instruction and increase student achievement. Selin is recognized as being the teacher that removed Unity from its School in Need of Improvement (SINI) in English label (2009-2010). Selin holds a Bachelors Degree in English Secondary Education 7-12 and a Masters Degree in Special Education 7-12. She is currently a student at CUNY Hunter, working on an Advanced Certificate in Administration and Supervision	Board of Trustees	Member	3	Y
Ali Cinar	[REDACTED]	President, Global Policy Institute, BAU International and Chief of Government Affairs, Mentora College	A graduate of Istanbul University's Economics department, Mr. Cinar came to the United States 16 years ago to continue his education, obtaining a master's degree and earning the "Outstanding International Student" award. He has also successfully completed executive business certificate programs at Harvard Business School, MIT and New York University. Mr. Cinar has over ten years corporate experience in finance working for Fortune 500 companies such as Western Union Financial Services. He has also served as President of the Turkish American Associations and as the Northeast VP of the Assembly of Turkish Americans. He has press credentials from New York City, the United Nations and the US State Department and writes articles in various ethnic newspapers and online news portals.	Advisor	Advisor- Not on Board	N/A	N/A

Ali Ince		Vice President, Santander Bank	Ali Ince is a Turkish American who is a first generation immigrant from Turkey. He is a seasoned banker with expertise in commercial lending, financial analysis, commercial real estate, business development and strategic planning. He has a BS degree in Management and Finance. He has over 17 years sales and relationship management experience and has worked for well established commercial banks, including Santander Bank (current), TD Bank, Valley National Bank, and Bank of America (Fleet Bank) in the US. He is or has been affiliated with Greater New York Chamber of Commerce, Turkish American Chamber of Commerce, and Nassau County Office of Minority Affairs. Finally has active in community service, including Toys for Tots and food and clothing drives.	Board of Trustees	Chair	5	Y
Ahmet Kose		Chief Operating Officer, BAU International University	Mr. Kose has a background in government affair, international diplomacy, business and education administration. He is currently the CEO of U.S. operations for BAU Global and also serves as the CEO for Mentora College and COO for BAU International, which are located in Washington DC. Prior to these posts, Ahmet was the Consular Attache for the Turkish Consulate General of New York and Research Projects Coordinator at the Turkish Ministry of National Affairs. He has a Bachelors degree in Business Administration and an Executive Certificate in Crisis Management.	Board of Trustees	Treasurer	5	Y
Mustafa Turan		Senior Director, Finance - Nickelodeon Digital, Viacom Media Networks	Mr. Turan has significant corporate accounting and finance experience and his skills include budgeting, variance analysis, and financial reporting. He holds a Bachelor's Degree in Business Management and Finance from Brooklyn College, CUNY. He is Certified Yellow Belt Lean Six Sigma. Mustafa also has non-profit governance experience; he is the former Vice President of the Federation of Turkish American Association, a non-profit organization as well as the co-founder of the Turkish American Leadership Council, a non-profit organization.	Board of Trustees	Member	4	Y
Sinem Vatanartiran		President and acting Chief Academic Officer, BAU International University	Sinem Vatanartiran holds a doctorate degree in Educational Leadership and Administration. She has worked as a teacher trainer and offered countless professional development programs throughout Turkey. She served as school principal of Bahçeşehir College's High School and established the first Science and Technology High School in Turkey in 2006. She had a weekly column at a national newspaper in Turkey on educational issues. Sinem Vatanartiran is also on the Board of Directors of Mentora Educational Foundation.	Advisor	Advisor- Not on Board	N/A	N/A
Diana Yusufova		Admissions Counselor, Touro College	Ms. Yusufova has a background in counseling and social work. In addition to her work at Touro College she serves as a Mental Health Counselor at New York Methodist Hospital and is the Director of Programs for the Community Center of Caucasus Jews. She was previously involved in social work at the Metropolitan Jewish Geriatric Center. She has a BS in Psychology, a BS in Human Services, and an MS in Education and Psychology in Mental Health Counseling.	Board of Trustees	Member	3	Y

BYLAWS OF
MENTORA INTERNATIONAL CHARTER SCHOOL

A New York State Education Corporation

**ARTICLE I
NAME**

Section 1.1 Name.

The name of this corporation is Mentora International 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 [location to be determined]. The Board (as defined in Section 5.1 below) may change the location of the Corporation’s principal office.

**ARTICLE IV
BOARD OF TRUSTEES**

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 Trustees of the Corporation (the “Board”). Trustees shall have no power as individual trustees and shall act only as members of the Board.

Section 4.2 Number of Trustees.

The authorized number of trustees shall be not less than five (5) and not more than nine (9).

Section 4.3 Ex-Officio Member.

One member of the board shall be an ex-officio member selected by the Mentora Educational Foundation, so long as that person is not an employee of the Mentora International Charter School.

Section 4.4 Term of Office.

Attachment 5b – Mentora International Charter School Bylaws

Each trustee shall be elected for a term of five years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the founding board one member shall have a three year term, one member a four year term, and the remainder five year terms. If a Board member is elected at a time other than the annual meeting, his or her 5-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.5 Resignation.

A trustee 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 4.6 Removal.

A trustee may be removed from office at any time by a vote of a majority of the trustees then in office on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

Section 4.7 Vacancies.

A vacancy in the Board shall be deemed to exist in the event that the actual number of trustees is less than the authorized number for any reason, including resignation, removal, death or expansion of the size of the Board. The Board may declare vacant the office of any trustee 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 Trustees or, if the number of trustees then in office is less than a quorum, by (1) unanimous written consent of the trustees then in office, (2) a vote of a majority of the trustees then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining trustee. Each trustee elected or appointed to fill a vacancy shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.8 Compensation of Trustees.

Trustees shall not receive any compensation for their services as trustees or for any other goods or services. Trustees 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 trustee of actual reasonable expenses incurred in carrying out his or her duties as a trustee.

Section 4.9 Standing Committees.

The Board may create standing committees made up of at least three Board members elected by the Board to focus on particular aspects of the operation of the Corporation. Standing committees will be chaired by a Board member. The Board shall have the following standing committees:

- (a) Executive Committee: The Executive Committee shall be chaired by the Chair of the Board and include all other standing committee chairs. The Executive Committee will set agendas for Board meetings; monitor composition of the Board and initiate Board member recruitment as needed; orient new Board members; evaluate Board performance and coordinate Board development activities.

Attachment 5b – Mentora International Charter School Bylaws

- (b) Financial Oversight Committee: The Financial Oversight Committee shall be chaired by the Board Treasurer and include the school's Director of Operations and Director of Finance. The Financial Oversight Committee will develop and recommend an annual budget to the board; develop and revise long-term projections and financial plans; develop, review and recommend revisions to the school's financial policies and procedures; ensure the conduct and review of an annual audit; and monitor compliance with all adopted policies, regulations and laws. The Financial Oversight Committee will report monthly to the full Board on the financial health of the school.
- (c) Quality Assurance Committee: The Quality Assurance Committee will monitor the school's progress towards achievement of its mission, performance benchmarks of the Board of Regents Performance Framework, and any other internal goals established by the Board.

The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: the election of Trustees, filling vacancies on the Board or any committee which has the authority of the Board, the amendment or repeal of the By-laws or the adoption of new By-laws, and the appointment of other committees of the Board, or the members of the committees.

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 the location of the charter school governed by the Corporation.

Section 5.3 Special Meetings

Special Meetings of the Board shall be called by the Chair or a Vice Chair of the Board promptly upon receipt of a written or electronic request from a majority of the Board, by the Chair, or in his/her absence by the senior trustee, on written request of three (3) trustees. There shall be two classes of Special Meetings of the Board: (1) Special Meetings to be held in executive session, to consider matters with respect to employees (e.g., to evaluate the performance or to set the salary of the Principal) which shall not be attended by the Principal unless requested by a majority of the full Board. (2) Special Meetings to consider any other matter.

Section 5.3 Quorum and Voting.

A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees 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 trustees 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

Attachment 5b – Mentora International Charter School Bylaws

to a withdrawal of trustees 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.

Trustees 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 both 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 of Mentora International Charter School and the two 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 trustee. 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.

Attachment 5b – Mentora International Charter School Bylaws

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 trustees 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 trustee 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 trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a trustee, 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 8.2 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

Attachment 5b – Mentora International Charter School Bylaws

law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of trustees 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.

Attachment 5b – Mentora International Charter School Bylaws

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 Trustee 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 Trustee, 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 Trustees.
- (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 Trustees' meeting while the financial interest

Attachment 5b – Mentora International Charter School Bylaws

is discussed and voted upon. The remaining Board of Trustees 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 Trustees, 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 Trustees 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 Trustees shall determine by a majority vote of the disinterested Trustees 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 Trustees 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 Trustees 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 Trustees 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 Trustees' 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.

Attachment 5b – Mentora International Charter School Bylaws

Section 11.5 Annual Statements.

Each Trustee, 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 trustee 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 subject to the consent of the school’s authorizer, the SUNY Board of Trustees.

* * * * *

Attachment 5b – Mentora International Charter School Bylaws

CERTIFICATE OF SECRETARY

I, _____, hereby certify:

That I am duly elected and acting Secretary of Mentora International Charter School, and that the foregoing Bylaws constitute Bylaws of Mentora International 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 _____, 2013.

_____, Secretary

Code of Ethics

Policy: The Board of Trustees (Board) and senior staff of Mentora International Charter School (Mentora) conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Mentora; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Mentora Board has adopted the following procedures to govern Mentora decision-making processes. Moreover, Board members, experts, advisors, and Mentora 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.
- 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: Mentora board members and staff shall adhere to the following 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 Mentora is

Attachment 5c – Mentora Code of Ethics

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 Mentora is considering a transaction, and (b) any person who has a significant position in an entity with which Mentora is considering a transaction.

2. Mentora 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 herself 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 Mentora 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 Mentora is considering a transaction, and (b) any person who has a significant position in an entity with which Mentora is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expenses associated with Mentora-related travel, meals, or other professional activity from actual or potential suppliers of Mentora. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for Mentora, except (a) gifts presented to Mentora where the recipient is representing Mentora and thereafter presents the gift to Mentora, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient’s official Mentora duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Mentora, 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, Mentora.
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

Attachment 5c – Mentora Code of Ethics

- 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 or association with the school.

Memo of Understanding
Between
Mentora International Charter School (Mentora)
and
Mentora Educational Foundation (the Foundation)

BACKGROUND

Mentora International Charter School: Mentora is a proposed public charter high school in Brooklyn, New York, intending to open with a 9th grade in fall 2016 and adding a grade each year until ultimately serving students in grades 9 through 12 in 2019. The mission of the school is to provide the highest quality global education and leadership development opportunities to ensure its scholars have 21st century skills and are college and career ready. Mentora students will explore multicultural curriculum aligned to U.S. Common Core and international standards through diverse perspectives and by engaging in our broader world community. Through experiential learning, personalized instruction, education technology and intensive language development and support, Mentora students become mature scholars and global citizens ready for higher education and beyond.

Mentora Educational Foundation: The Foundation is a highly respected institution backed by 46 years of educational experience with qualified and experienced educators in the international arena of education. It is a non-profit 501(c)(3) corporation with a mission "to provide state-of-the-art education to as many children as we can reach, for their benefit as well as the benefit of the greater public. Our raison d'être, therefore, is to educate the young in accordance with rational-scientific principles and as free-thinking individuals who can contribute to the well-being of their societies and the whole of humanity." The values of the foundation are Equal Opportunity, Compassion, Accountability, Fairness, Transparency and High Standards. The Foundation was founded on the premise that education should rest on a solid foundation of intercultural dialogue between students and faculty from around the globe.

The Foundation supports a wide range of initiatives both in the United States and abroad to facilitate the exchange of knowledge across international boundaries through the Mentora Education Model. The Foundation leverages the expertise of Bahcesehir Ugur Educational Institutions (BUEI), one of the largest providers of education globally and education is its only focus. BUEI operates a network of elementary and secondary schools (Bahcesehir K12), colleges and universities (Bahcesehir University (BAU) and Mentora College), and test preparation centers (Ugur Preparatory Center). Key characteristics of Bahcesehir K12 schools include personalized education based on assessed learning styles and skills, flexible classrooms to facilitate instruction for diverse learners, multi-lingual instruction, technology integration for teaching and learning, experiential science, and a focus on global citizenship. BAU is a leader in offering global higher educational opportunities to its students. BAU's international satellite campuses give students the chance to study abroad in some of the world's great cities. BAU university campuses are located in Washington, D.C., Istanbul, Berlin, Hong Kong, Silicon Valley,

Rome, Toronto and other economic and cultural centers. Students take university courses in their field of study while discovering different cultures and learning new languages. Its education faculty is a global leader in preparing teachers in educational technology integration, language instruction and global education.

PARTNERSHIP

Mentora International Charter School and the Foundation share a global vision that transcends political and cultural boundaries and advocates for human dignity, universal rights and freedoms for all regardless of ethnicity, gender, religion, physical ability, family structure, and socioeconomic status. Both see world class education as the main vehicle to fulfill this vision of peace, prosperity, and happiness for humankind. Mentora is partnering with the Foundation to promote an academically focused, challenging and stimulating learning experience and produce cutting-edge knowledge and leadership for the benefit of our students, the academic community and beyond.

EXPECTATIONS

Mentora Educational Foundation will provide the following:

- Coordination between the school and BUEI organizations and personnel.
- Start up grants to the school for the planning year and first three years of operation:

Grant Purpose	Planning Year	2016-17	2017-18	2018-19
Curriculum & Professional Development	\$100,000	\$50,000	\$25,000	\$25,000
Travel & Field Trips	\$30,000	\$110,000	\$110,000	\$110,000
Junior Exchange	-	-	-	\$100,000
Science Lab	-	\$300,000	\$100,000	-
Planning Grant from Mentora Educational Foundation	\$200,000	\$150,000	-	-
Online Language Classes from Mentora College/BAU	-	\$10,000	\$15,000	\$20,000
College Test Prep Services from Mentora/BAU	-	-	-	-
Technology Integration Specialist - Grant	\$22,500	\$45,000	\$46,350	\$47,741

- Connections to like-minded organizations around the world
- Access to potential funders and donors.
- Support in the start-up phase of Mentora, including in-kind contributions and access to resources and expertise.
- Access to and support in customizing STOYS, the student information and learning management system used by Bahcesehir K12 schools.
- Access to Its Learning system, the cloud based learning platform used by BAU campuses.

- Leverage relationships with technology companies, such as Apple and Google, and other vendors to provide access to discounted prices, training and support services.
- The BAU education department will provide professional development to Mentora faculty and place a graduate student at Mentora for the school year to serve as a technology integration specialist.
- Access to curriculum and assessment resources used by Bahcesehir K12 schools, including Vidoku (archive of lesson plans and resources).
- Access to available dormitories at BAU campuses to support international travel by Mentora students and faculty.
- Summer training for Mentora faculty at BAU campuses.
- Access to online supplementary materials for Mentora students.
- Access to Bahcesehir K12 schools to facilitate international communication and collaborations between students and faculties.
- 50% scholarship for tuition to BAU universities for Mentora graduates.

Mentora will provide the following:

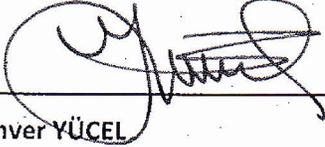
- Support for a J-1 Visas for a graduate students from the BAU education department to serve as technology integration specialists.
- Host student teachers from BAU.
- Access to students and faculty to facilitate international communication and collaborations with Bahcesehir K12 schools.
- Facilitate education research and program evaluation by BAU faculty.

LIMITS OF PARTNERSHIP

- Neither the Mentora Educational Foundation nor BUEI or any of its affiliates shall control and/or operate the Mentora International Charter School, which is an independently operated education corporation in the State of New York.
- The school shall be governed by an independent board of trustees, and no more than two members of the school's board may be affiliated with the Mentora Foundation, BUEI or any of its affiliates.
- While BAU University will place graduate students at Mentora International Charter School as technology integration specialists, the school makes the final decision regarding the hiring of any staff member after they have passed all hiring requirements, including a background check.

Memo of Understanding Between
Mentora International Charter School
and Mentora Educational Foundation

APPROVAL BY:



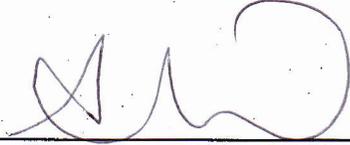
Enver YÜCEL

Chairman

Mentora Educational Foundation

06/01/14

Date



Ali Ince

Chair, Board of Trustees

Mentora International Charter School

3-6-2015

Date

Attachment 8a – Mentora Hiring and Personnel Policies

Mentora Hiring and Personnel Policies and Procedures

Equal Opportunity Employer: Mentora is equal opportunity employer and employs 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. Mentora also complies 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. Mentora recruits, hires and promotes on the basis of an individual's qualifications and competence for the job. The school makes the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job, and protect the disabled individual's right to privacy and confidentiality to the extent possible.

Hiring: The Principal is invested by the Board with authority to hire staff members and 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 and professional references. Where applicable, teachers must supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB). The hiring process will include the following mandatory steps:

- Submission of a written job application, cover letter, resume and references;
- Interview conducted by school staff member (may be done in-person, by phone or video conference);
- For teachers, demonstration lesson or videotape of instruction;
- 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 acceptance of 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 members who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. The Principal or designee may grant time off work without pay for part-time employees. Mentora will verify that all of employees are authorized for employment in the United States. All employees will complete an I-9 form.

Attachment 8a – Mentora Hiring and Personnel Policies

Fingerprinting and Criminal Background Check: All staff 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. No employee may start working until clearance is received.

Drug-Free Workplace: Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace. All Mentora facilities will be smoke-free.

Performance Evaluation: Each year each staff member will receive a written performance evaluation from his or her supervisor. To ensure consistency, the Principal will review all performance evaluations prior to sharing them with the employee. The performance evaluation will consider evidence gathered throughout the school year, including where appropriate achievement of goals; formal and informal observations of practice; parent, student, and peer survey results and feedback; student performance data; and attendance and punctuality. Performance evaluations will be delivered in meetings that include in-depth discussion of strengths and challenges. The written performance evaluation and any written comments become part of the staff member's personal file. Performance evaluations will be used to determine retention, placement, compensation and performance bonuses.

The school may use the following mechanisms to inform 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 staff will receive ongoing staff development through trainings, coaching and mentoring. Staff members who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the staff member will be dismissed.

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. Poor job performance.
2. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
3. Falsifying or altering records.
4. Theft of school property or 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.

Attachment 8a – Mentora Hiring and Personnel Policies

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. Undermining the Vertus values or code of ethics.

Staff Responsibilities and Qualifications: Hiring will focus on candidates who are most likely to fulfill the responsibilities of the job and have the appropriate qualifications. Below are the responsibilities and qualifications for key personnel:

Job Descriptions: Below are responsibilities and qualifications for key positions.

PRINCIPAL

Responsibilities:

- Maintain accountability for the academic, organizational and financial performance of the school
- Approve all hires and supervise directly or indirectly all faculty and staff.
- Establish a professional work culture that promotes continuous improvement
- Report regularly to the board on the condition of the school and progress towards goals and achievement of the school mission
- Implement all school policies and procedures established by the board
- Establish and communicate clear goals and priorities, and develop and monitor action plans to achieve them.
- Work with the board to develop an annual budget
- Ensure the school maintains fiscal health and compliance with all laws, regulations and rules.
- Evaluate all direct reports and approve evaluations of all other staff by secondary leaders
- Implement a development plan in coordination with the board
- Ensure timely responses to complaints by parents and staff
- Serve as the face of the school to the outside community
- Evaluate school programs and recommend policy changes as needed

Qualifications:

- School administrative experience, preferably in high schools and/or charter schools
- Experience with and commitment to the principles of global education
- Experience with international education or schools preferred
- Bilingual preferred
- Demonstrated success in raising student achievement
- Experience working with and reporting to a governing board
- High level of organization and resourcefulness necessary for start-up environment

Attachment 8a – Mentora Hiring and Personnel Policies

- Exemplary written and oral communication skills
- Strong recommendations from prior employers, colleagues and employees
- Experience hiring, supervising and evaluating employees

ACADEMIC DEAN

Responsibilities:

- Support the Principal in all aspects of instructional leadership
- Assist with recruitment and hiring of faculty
- Coordinate development of curriculum and provide guidance and feedback to faculty on scope and sequences, unit plans and lesson plans
- Coordinate the implementation of the school's assessment program
- Coordinate development of global citizenship curriculum and programming
- Conduct regular observations of teaching practice and provide faculty with actionable feedback
- Provide professional development through training, modeling and coaching
- Facilitate collaboration between Mentora and BUEI faculties
- Participate in faculty evaluations

Qualifications:

- Instructional leadership experience, preferably in high schools and/or charter schools
- Experience with and commitment to the principles of global education
- Experience with international education or schools preferred
- Bilingual preferred
- Demonstrated success in raising student achievement
- Experience working collaboratively as part of a dynamic team
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary written and oral communication skills
- Strong recommendations from prior employers, colleagues and employees
- Experience hiring, supervising and evaluating employees

OPERATIONS MANAGER

Responsibilities:

- Support the Principal in all aspects of operational leadership
- Assist with recruitment and hiring of non-academic staff
- Accountable for all operational activities of the school in collaboration with Principal and Academic Dean
- Supervise back office personnel, including receptionist, administrative assistant, and operations assistant
- Manage logistics of student recruitment and lottery
- Establish and manage data systems, including student information systems, and reporting and compliance systems
- Coordinate financial management with Charter School Business Management, Inc.

Attachment 8a – Mentora Hiring and Personnel Policies

- Coordinate human resources, including payroll and benefits, and maintain employment records
- Oversee procurement process and conduct billing
- Manage facility, including maintenance, renovations and upgrades
- Coordinate food services and transportation
- Coordinate staffing and resources for health services
- Manage technology, including needs assessments, purchasing and maintenance
- Prepare annual budget with leadership team and support the annual auditing process
- Provide regular reporting of financial status to school leadership, the finance committee and overall board
- Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations.
- Maintain inventory of all school assets

Qualifications:

- Operations experience, preferably in high schools and/or charter schools
- Business or accounting degree preferred
- Demonstrated success providing superior customer service
- Experience working collaboratively as part of a dynamic team
- Quantitative skills and experience with accounting, budgets, and financial management
- Experience with relevant business and finance software
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary written and oral communication skills
- Strong recommendations from prior employers, colleagues and employees
- Experience hiring, supervising and evaluating employees

DEAN OF STUDENTS

Responsibilities:

- Create and maintain school culture consistent with Mentora mission and vision
- Supervise social workers and guidance counselor to provide comprehensive counseling and support services
- Provide counseling as needed
- Establish and instill school-wide routines, procedures and events that promote the culture and sustain the school's values.
- Serve as school's Dignity Act Coordinator to address all incidents of harassment or discrimination under the Dignity for Students All (DASA) Act
- Train teachers and staff in effective behavior management techniques using positive reinforcement
- Coordinate response to minor discipline incidents and refer to Principal for more serious incidents
- Participate in Child Study Team
- Coordinate wraparound services with partner organizations and refer families to community resources

Attachment 8a – Mentora Hiring and Personnel Policies

Qualifications:

- Commitment to the Mentora mission and vision
- Social Work or Counseling Degree
- Experience working with and counseling diverse urban students and their families
- Excellent communication skills
- Bilingual (Spanish or Russian preferred)
- Skilled in facilitating collaborative projects and work
- Superb organizational and self-management skills and ability to handle multiple responsibilities effectively
- Experience with PBIS or culturally responsive education preferred

TECHNOLOGY INTEGRATION SPECIALIST

Note: this position is filled by graduate student from BAU University

Responsibilities:

- Contribute to the planning and implementation of the technology plan
- 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 and Academic Dean to review student data
- Facilitate communication with technology service/software providers to ensure the quick solution of problems
- Evaluate the implementation of technology plan and propose changes to improve it

Qualifications:

- 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 technology in schools
- Ability to effectively communicate and collaborate professionally with school leadership, parents, staff, and community members.
- Ability to anticipate problems and develop solutions quickly and efficiently

TEACHERS

Responsibilities:

- Develop and plan multicultural curriculum aligned to standards
- Collaborate with other teachers
- Prepare rigorous and engaging lessons that incorporate global citizenship and 21st Century skills
- Regularly assess student learning against measurable benchmarks and provide students with useful feedback
- Plan and deliver targeted supplemental instruction.

Attachment 8a – Mentora Hiring and Personnel Policies

- Contribute to the professional community by identifying needs and developing solutions

Qualifications:

- Commitment to the Mentora mission and vision
- High expectations for learning and behavior
- Demonstrated success raising achievement of diverse students
- Certification in subject area preferred
- Experience with curriculum development, lesson planning, assessment, data-driven instruction
- Familiarity with education technology and experience integrating digital resources into teaching and learning
- Strong classroom management skills
- Reflective and open to feedback with the desire to continuously improve
- Experience in international schools preferred
- Bilingual preferred

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Applicaton Budget(s) & Cash Flow(s) Template

Mentora International Charter School

Contact Name:

Ali Cinar

Contact Email:

[REDACTED]

Contact Phone:

[REDACTED]

District of Location

Community School District 21

Pre-Opening Period

FY15-16

Operational Year ONE

FY16-17

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Rana Abbasova	[REDACTED]	Community Affairs Coordinator of Brooklyn Borough/ Special Adviser to the Borough President	Rana Abbasova has experience in medicine, government and community affairs, and non-profit governance. She currently works at the Office of Brooklyn Borough President Eric L. Adams as a Community Affairs Coordinator for the Borough of Brooklyn and also serves as the Special Adviser to the Borough President. Mrs. Abbasova is a graduate from the State Medical University of Azerbaijan and is a Doctor of Dental Surgery (D.D.S.). She completed a residency specifically in oral and maxillofacial pathology in Turkey at the Hacettepe University Medical School and eventually earned a position as Oral Pathologist in National Center of Oncology in Baku Azerbaijan. Rana Abbasova continued her education in the United States where she completed certificate medical programs at New York University. In addition to her professional responsibilities and educational accomplishments, Rana Abbasova is a proud Azerbaijani American who builds relations with many ethnic, immigrant communities. She remains active in the following associations: Regional Vice-President of American Society of America, Member of Azerbaijan New York Association, Member of Dance with Cancer Association, Member of Turkish American Medical Association, Member of Community Center of Queens (Queens Tower)	Board of Trustees	Vice President	5	Y
Selin Elmali Alicanoglu	[REDACTED]	Lead Teacher, Unity Center For Urban Technologies High School	Selin Alicanoglu is Turkish-American woman from Queens who is a master educator. Born in Turkey, she relocated to the United States with her family at the age of five. She is currently a tenured English educator in the New York City Department of Education who teaches Regents, Honors, and Integrated Co-Teaching (ICT) classes at Unity Center for Urban Technologies High School. Selin is the Lead Teacher at her school where she delivers professional development workshops and models best practices to improve teacher instruction and increase student achievement. Selin is recognized as being the teacher that removed Unity from its School in Need of Improvement (SINI) in English label (2009-2010). Selin holds a Bachelors Degree in English Secondary Education 7-12 and a Masters Degree in Special Education 7-12. She is currently a student at CUNY Hunter, working on an Advanced Certificate in Administration and Supervision	Board of Trustees	Member	3	Y
Ali Cinar	[REDACTED]	President, Global Policy Institute, BAU International and Chief of Government Affairs, Mentora College	A graduate of Istanbul University's Economics department, Mr. Cinar came to the United States 16 years ago to continue his education, obtaining a master's degree and earning the "Outstanding International Student" award. He has also successfully completed executive business certificate programs at Harvard Business School, MIT and New York University. Mr. Cinar has over ten years corporate experience in finance working for Fortune 500 companies such as Western Union Financial Services. He has also served as President of the Turkish American Associations and as the Northeast VP of the Assembly of Turkish Americans. He has press credentials from New York City, the United Nations and the US State Department and writes articles in various ethnic newspapers and online news portals.	Advisor	Advisor- Not on Board	N/A	N/A

Ali Ince		Vice President, Santander Bank	Ali Ince is a Turkish American who is a first generation immigrant from Turkey. He is a seasoned banker with expertise in commercial lending, financial analysis, commercial real estate, business development and strategic planning. He has a BS degree in Management and Finance. He has over 17 years sales and relationship management experience and has worked for well established commercial banks, including Santander Bank (current), TD Bank, Valley National Bank, and Bank of America (Fleet Bank) in the US. He is or has been affiliated with Greater New York Chamber of Commerce, Turkish American Chamber of Commerce, and Nassau County Office of Minority Affairs. Finally has is active in community service, including Toys for Tots and and food and clothing drives.	Board of Trustees	Chair	5	Y
Ahmet Kose		Chief Operating Officer, BAU International University	Mr. Kose has a background in government affair, international diplomacy, business and education administration. He is currently the CEO of U.S. operations for BAU Global and also serves as the CEO for Mentora College and COO for BAU International, which are located in Washington DC. Prior to these posts, Ahmet was the Consular Attache for the Turkish Consulate General of New York and Research Projects Coordinator at the Turkish Ministry of National Affairs. He has a Bachelors degree in Business Administration and an Executive Certificate in Crisis Management	Board of Trustees	Treasurer	5	Y
Mustafa Turan		Senior Director, Finance - Nickelodeon Digital, Viacom Media Networks	Mr. Turan has significant corporate accounting and finance experience and his skills include budgeting, variance analysis, and financial reporting. He holds a Bachelor's Degree in Business Management and Finance from Brooklyn College, CUNY. He is Certified Yellow Belt Lean Six Sigma. Mustafa also has non-profit governance experience; he is the former Vice President of the Federation of Turkish American Association, a non-profit organization as well as the co-founder of the Turkish American Leadership Council, a non-profit organization.	Board of Trustees	Member	4	Y
Sinem Vatanartiran		President and acting Chief Academic Officer, BAU International University	Sinem Vatanartiran holds a doctorate degree in Educational Leadership and Administration. She has worked as a teacher trainer and offered countless professional development programs throughout Turkey. She served as school principal of Bahçeşehir College's High School and established the first Science and Technology High School in Turkey in 2006. She had a weekly column at a national newspaper in Turkey on educational issues. Sinem Vatanartiran is also on the Board of Directors of Mentora Educational Foundation.	Advisor	Advisor- Not on Board	N/A	N/A
Diana Yusufova		Admissions Counselor, Touro College	Ms. Yusufova has a background in counseling and social work. In addition to her work at Touro College she serves as a Mental Health Counselor at New York Methodist Hospital and is the Director of Programs for the Community Center of Caucasus Jews. She was previously involved in social work at the Metropolitan Jewish Geriatric Center. She has a BS in Psychology, a BS in Human Services, and an MS in Education and Psychology in Mental Health Counseling.	Board of Trustees	Member	3	Y