

APPLICATION SUMMARY

Charter School Name	The Harlem STEAM Academy (A Big Picture Learning School)
Applicant Name(s)	Carlos Moreno and Sarah Bacon
Applicant(s) Email Address	[REDACTED] [REDACTED]
Applicant(s) Contact Telephone Number	[REDACTED] [REDACTED]
Media Contact Name	Rodney Davis
Media Contact Email Address	Rdavis@bigpicturelearning.org
Media Contact Telephone Number	(401) 752-3442
District of Location	CSD 5
Opening Date	September, 2014
Proposed Charter Term	5 Years
Proposed Management Company or Partners	Big Picture Learning
Projected Enrollment and Grade Span During Charter Term	Year 1: 125; Year 2: 304; Year 3: 465; Year 4: 626
Projected Maximum Enrollment and Grade Span	626 Students, 9-12th Grade

Mission Statement	<p>The Harlem STEAM Academy (A Big Picture Learning School) will prepare its students to be 21st century learners, engaged and prepared for successful careers and fulfilling lives in an economic landscape where STEM industries comprise the greatest growth opportunities. STEAM (Science, Technology, Arts, Engineering and Mathematics) education is the pathway to cultivate innovation and respond to challenges of the 21st century. The Harlem STEAM Academy (“The Academy”) will be a premier high school for exploring science, technology, engineering, and mathematics through the lens of arts and design. The Academy will be innovative and exemplary—“world-class”—in its program and curriculum design. Such a design will make a substantial contribution to New York City and serve as a national model for alternative STEM/STEAM schools.</p>
--------------------------	--

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name The Havlem STEAM Academy
 Proposed School Location (District) CD 5

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief, and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."⁶

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application.⁷
- 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,⁸ 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.⁹

Signature of Applicants:	<i>[Handwritten Signatures]</i>
Date:	<i>March 3, 2013</i>
Print/Type Name:	<i>Sarah A. Ralston Carlos Moreno</i>

⁶ N.Y. Education Law § 2854(2)(a)
⁷ ESEA § 5203(b)(3)(I)
⁸ ESEA § 5203(b)(3)(K)
⁹ ESEA § 5203(b)(3)(N)

THE HARLEM STEAM ACADEMY



BIG
PICTURE
LEARNING



MARCH 15, 2013
CHARTER SCHOOL
APPLICATION TO NYSED



TABLE OF CONTENTS

I. Mission, Key Design Elements, Enrollment and Community.....	1
A. Mission Statement and Objectives.....	1
B. Key Design Elements.....	2
C. Enrollment, Recruitment, and Retention	5
D. Community to be Served.....	9
E. Public Outreach.....	11
F. Programmatic and Fiscal Impact.....	11
II. Education Plan.....	13
A. Achievement Goals.....	13
B. School Schedule and Calendar Narrative.....	14
C. Curriculum and Instruction.....	16
D. Assessment System	30
E. Performance, Promotion, and Graduation Standards.....	32
F. School Culture and Climate.....	35
G. Special Student Populations and Related Services	35
III. Organizational and Fiscal Plan	39
A. Applicant(s)/Founding Group Capacity	39
B. Board of Trustees and Governance	41
C. Management and Staffing	42
C1. Charter Management Organization (if applicable).....	47
C2. Partner Organization (if applicable).....	47
D. Evaluation	47
E. Professional Development.....	50
F. Facilities.....	51
G. Insurance	52
H. Food, Health, and Transportation	52
I. Family and Community Involvement.....	54
J. Financial Management	55
K. Budget and Cash Flow.....	56
L. Pre-Opening Plan.....	58
M. Dissolution Plan	59
IV. Required Attachments.....	1
Attachment 1. Admissions Policies and Procedures.....	1
Attachment 2. Evidence of Community Outreach.....	5
Attachment 3a. Sample Daily and Weekly Schedule.....	24
Attachment 3b. First Calendar Year.....	28

Attachment 4. Student Discipline Policy.....	30
Attachment 5a. Charter School Trustee Background Information.....	38
Attachment 5b. By-Laws.....	81
Attachment 5c. Code of Ethics.....	91
Attachment 6a. CMO Information.....	96
Attachment 6b. CMO Management Contract	96
Attachment 7. Partnership Information	97
Attachment 8a. Hiring and Personnel Policies and Procedures	99
Attachment 8b. Resume for Proposed School Leader.....	111
Attachment 9. Budget and Cash Flow Template	111
Attachment 10. Replication Strategic / Business Growth Plan	111

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

A. MISSION

The Harlem STEAM Academy (A Big Picture Learning School) will prepare its students to be 21st century learners, engaged and prepared for successful careers and fulfilling lives in an economic landscape where STEM industries comprise the greatest growth opportunities. STEAM (Science, Technology, Arts, Engineering and Mathematics) education is the pathway to cultivate innovation and respond to challenges of the 21st century. The Harlem STEAM Academy (the “Academy”) will be a premier high school for exploring science, technology, engineering, and mathematics through the lens of arts and design. The Academy will be innovative and exemplary—“world-class”—in its program and curriculum design. Such a design will make a substantial contribution to New York City and serve as a national model for alternative STEM/STEAM schools.

Objectives

1. Graduate students with a Regents diploma and a state-recognized¹ STEM specific diploma indicating readiness for success in postsecondary learning, particularly in pursuing science, technology, engineering, arts (and design), and math-related careers.
2. Graduate each student with a plan for pursuing college and/or postsecondary learning as well as a longer-term career plan, with a basis in 21st century learning.²
3. Graduate each student with an acceptance from at least one higher education program.
4. Provide opportunities for students to obtain certifications and credentials in their career interests through industry-certified programs, and technical certificates that may require postsecondary learning, such as an Associate or technical school degree or certificate.
5. Create and maintain a personalized learning program for each student, which addresses career, postsecondary, work, and job readiness holistically to ensure a focus on development as a learner, worker and citizen.
6. Include within a rigorous education program a high priority on proficiency with respect to general work readiness skills, including creativity and innovation.
7. Include within a rigorous educational program a focus on applied learning in real-world contexts in order to motivate students to remain in school and persevere in their learning.
8. Create a flexible learning schedule that permits students struggling with other life challenges and responsibilities to stay in school and achieve a Regents diploma.
9. Create a school culture that fosters a sustainable community and models a comprehensive approach to becoming an informed citizen who positively contributes towards a sustainable planet.

These objectives support the New York Charter Schools Law in the following areas:

- (a) Improve student learning and achievement (Objectives 1, 3, 4);
- (b) Increase learning opportunities for all students, with emphasis on expanded learning experiences for students who are at-risk of academic failure (Objectives 4, 5, 6, 7, 8);

¹ On November 14, 2012 Senator Schumer announced an initiative to create a special STEM diploma in NY that could be approved by the Board of Regents for as early as September 2013.

² Critical thinking, problem-solving, creative and collaborative skills.

- (c) Encourage the use of different and innovative teaching methods (Objectives 5, 7, 8);
- (d) Create new professional opportunities for teachers, school administrators and other school personnel (Objectives 5, 7, 8, 9);
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system (Objectives 1, 4, 5, 7, 8, 9);
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems (Objectives 1, 3, 4 and 7).

B. KEY DESIGN ELEMENTS

The Academy's design components are based on Big Picture Learning's ("BPL") three foundational design principles: relevance, relationships, and rigor. Learning is based on the interests and goals of each student; curriculum must have real-world application; and abilities are authentically measured by the quality of work. BPL configures these components in a highly innovative school structure and culture focused on a personalized program of study that addresses each student's academic and career interests.

Evidence of Big Picture's Success in Closing the Achievement Gap: An independent evaluation conducted for the Gates Foundation by the American Institutes for Research in 2006³ identified the BPL design as one of three highly successful school designs based on student performance and on its ability and capacity to scale. All but three⁴ of the 60 schools started by BPL are still operating and are part of the BPL School Network. The William and Flora Hewlett Foundation selected BPL because of its deeper learning pedagogy, which has been credited for exemplary achievement in comparison to local district averages. For example, BPL attendance averages nationwide are well above 90% and graduate rates nationwide are higher than 92%. Specific examples of success include the MET East in Camden, NJ and the MET in Providence, RI, both of which perform 50% higher than the respective districts in math proficiency and have a reading proficiency above 84% and 89% respectively. Moreover, both schools have above a 98% college acceptance rate.

Among the most compelling demonstrations of BPL's long-term success is the percentage of students who graduate high school, achieve college acceptance, attend postsecondary, and move successfully toward college graduation. In a recent survey of BPL's MET school in Providence, since 2000, 95% of graduates have been accepted into college programs (98% as of 2010) and of those students, 75% attend college and 78% either graduate or are still attending college. Most students are the first in their family to attend college, demonstrating that BPL performs well above the national average of college graduation rates for first-time college goers of 54.1%.⁵

³ American Institutes for Research (2006, August). *Evaluation of the Bill & Melinda Gates Foundation's high school grants initiative: 2001-2005 final report*. Retrieved from <http://www.gatesfoundation.org/learning/Documents/Year4EvaluationAIRSRI.pdf>

⁴ None of the three schools were closed because of poor academic performance.

⁵ National Student Clearinghouse Research Center.

An evaluation of BPL's 7 California schools⁶ indicates that BPL dropout rates were substantially lower, graduation rates were higher, and academic performance was better than comparable high schools in the respective districts. A recent study (December 2012) conducted by MPR Associates on the graduates of three BPL schools in California found that the college attendance, college persistence (from freshman to sophomore year), and college graduation rates exceeded those of the general population of similar students (i.e. those with a minority population exceeding 50%) and in some cases rates exceeded the national average for all populations, a major accomplishment given the additional challenges faced by low-income and IEP students. For example, the persistence rate at the three BPL schools surveyed averaged 6 points higher than the national average among all populations.⁷

All BPL schools share key design components that will serve as the core of The Academy. The Academy will use the BPL design adaptations employed by the San Diego Met because of its exceptional performance meeting California's state standards both in absolute terms and in comparison to similar demographic populations of students. The San Diego Met has won numerous commendations, is a Blue Ribbon school and is one of California's best high schools. The San Diego Met's first graduating class (2008) had a 100% pass rate on the CAHSEE, 98% completion of the state's A-G requirements and 98% of its first graduates attending a two or four year college or university. The school also matched or surpassed its API/AYP targets every year since 2004 and in 2008 received the California Distinguished School Award. While emulating the Big Picture San Diego MET, The Academy will also include the STEAM focus, elements of which can be found at other NYC BPL schools like the Bronx Guild High School. BPL has become a nationally recognized pioneer of STEAM-focused learning.

Key Design Components for Learning: A consensus is emerging among leading researchers and practitioners on the essential elements necessary to close the achievement gap. These elements—BPL's core design features—are most frequently cited for materially contributing to enhanced achievement and long-term success:

1. **Personalized Curriculum Design** will customize a learning program for each student that fulfills the Common Core State Standards (CCSS), meets the NYS Regents academic and graduation requirements and the requirements for a STEM-distinguished diploma. Such customized learning housed in a small school environment amounts to a "career academy" for each student. (Dweck, 2006; Erikson, 1968; Gustavson, 2007; Levine, 2002; Pink, 2009; Sarason, 2006).
2. **Advisory Structure** will be employed by The Academy ensuring every student is part of small advisory groups of approximately 18 students that progress as a cohort with the same advisor for four years, during which time peer critique and support are constantly modeled and expected. Through small advisories, students will get to know one adult well who will guide the personal learning plans for each student and four-year development (Van Ryzin, 2009).

⁶ Day, N. (2010, July). *Big Picture Schools in California: An analysis of outcomes* using California Department of Education "Data Quest" information retrieval service. University of Melbourne.

⁷ MPR Associates (December 2012). *Big Picture Learning: High School Alumni Report*. Berkeley, CA.

3. **Applied Learning** will challenge students to apply their academic skills and understandings to real-world problems through individual and small group projects (Berryman, 1993; Brown & Vaughan, 2009; Coyle, 2009; Gustavson, 2007; Sennett, 2008).
4. **Project-based Learning** will be focused on each student's interests providing a context and structure for integrating academic, technical, and career skills into holistic learning opportunities (R. Berger, 2003; Boss & Krauss, 2007; Levine, 2002; Trilling & Fadel, 2009).
5. **Learning Through Internships (LTIs)** will provide students opportunities to learn outside of the school, in settings where they can observe and work with adults addressing real-world problems and challenges. (Bailey, Hughes, & Moore, 2004; Blustein, 2006; Christensen, Horn, & Johnson, 2008; Halpern, 2009; Pink, 2009; Resnick & Wirt, 1996).
6. **Integrated (Embedded) Academics** will ensure academic achievement with deep emphasis on literacy and numeracy skills. Students will work in classes, small groups, and in one-on-one tutoring sessions including online learning. (Jacobs, 2010; Lesgold, 2009).
7. **Performance Based Assessments**, in addition to traditional assessments, will be employed to measure progress and ensure data-driven instruction. Such assessments include exhibits of work and learning on individual and group projects, service learning, college classes, and internships (American Educational Research Association [AERA], 2000; Baker, 2007; R. Berger, 2003; Lesgold, 2009; Linn, 1994; Silva, 2008).
8. **Parental Involvement** in a student's education is required through quarterly meetings to ensure parental engagement in their child's personal learning plan and parental review of student exhibitions of learning and work (R. Berger, 2003; Epstein, 2009; Gustavson, 2007).
9. **College-and-Career Readiness, Transition Support and Longitudinal Tracking** are an integral part of the entire K-12 experience (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Bloom, 2007; Conley, 2003; Kahlenberg, 2004; Sedlacek, 2004).
10. **Business Engagement** is an essential ingredient for success. The Academy will change the nature of business and school partnerships from a pure funding model to a partnership that includes collaborative programs, curriculum design, mentoring and instructional support, and program assessment (Blustein, Juntunen, & Worthington, 2000).

How Big Picture's Core Components Help Advance Achievement: BPL's 17 years of operating history have demonstrated that the best form of "no excuses" learning comes from deep and frequent one-to-one interactions and accountability. At BPL schools, each student has at least numerous levels of accountability in their learning journey. First, the advisor/teacher works with a small class to find what interests and motivates each student. Second, a mentor guides each student's internship. Thirdly, the family is actively enrolled as a resource to the school and vice versa. Finally, students support each other's career interests. The result is a community of learners where no one is left out, and all are motivated by each other. Moreover, the students are rigorously and frequently assessed including assessments of knowledge and skills mastery, and of social-emotional growth.

The STEAM Academy Strategy for Implementing BPL Design Components: The BPL school design will form the foundation for The Academy. However, The Academy is adding a new and exciting core design feature for BPL, which is the STEAM curriculum focus. To ensure successful implementation of the core BPL design features for our STEAM Academy within a Harlem and NYC context The Academy will:

- Focus attention to four school-wide themes: sustainability, design and the arts, new and emerging technologies, and entrepreneurial ventures.
- Engage learners through hands-on, real world projects that incorporate “making”, “tinkering”, art and design.
- Employ digital tools and online resources to engage and motivate students.
- Develop agreements with community partners and postsecondary education partners that allow for synergistic collaborations.
- Employ an extended day schedule and a night school program allowing for customizing learning opportunities for those students needing more time to achieve basic proficiency on core learning standards and/or flexible schedules to accommodate other life challenges.
- Seek advisors and mentors from the community that represent the diverse cultural voices of the community wherever possible.
- Employ a post-graduation follow-up program to measure and ensure student success in postsecondary learning and work.

Why STEAM? Our society’s economic landscape is shifting rapidly. STEM-focused jobs grew 3x as fast as non-STEM jobs in the past decade and are expected to grow 2x as fast during the next decade. STEM employees also experience lower unemployment rates, and make 26% more than non-STEM peers on average.⁸ The Academy sees the global growth in STEM jobs as a key opportunity to position our students to be resilient and successful in the 21st Century economy. STEM education has been lacking in the US historically partially because disciplines are often taught in a manner that is disconnected from application. BPL’s project-based learning and internship is designed to address this schism. The inclusion of arts education in the STEM framework, drawing from student passions, makes STEM more engaging for youth and reinforces how innovation is essential to STEM disciplines. Arts education is key to creative thinking, an essential component of innovation. The Academy’s students will be primed to use their creative capital to originate, rather than repeat or replicate by rote. STEAM, by design, fosters original thinkers.

The Academy is committed to closing the achievement gap, creating curriculum and a learning program that will promote equity in standardized assessments and, more importantly, in long-term career success. The National Science Foundation (2011) reports that women, persons with disabilities, blacks, Hispanics, and American Indians, are underrepresented in STEM fields making up a very small percentage of degree recipients and employed scientists and engineers. According to a report by the American Association of University Women (AAUW), both male and female students from historically disadvantaged groups “are less likely to have access to advanced courses in math and science in high school, which negatively affects their ability to enter and successfully complete STEM majors in college” (Hill, Corbett, & St. Rose, 2010, p. 5). The Academy’s STEAM program helps address the achievement gap.

C. ENROLLMENT, RECRUITMENT, AND RETENTION

BPL finds that intimate learning environments combined with a non-traditional pedagogical approach and non-traditional schedule are the most conducive learning environments for many students. During the planning team’s focus groups at the Allah School in Mecca Youth Center,

⁸ January 17th, 2012, *Education Week*.

the desire among the participants for a night school option was resounding. With this community feedback in mind and in light the staggering statistic that 60.9% of Central Harlem residents above the age of 25 do not have a high school diploma, The Academy will go above and beyond to reverse the trend for students who are otherwise at-risk of dropping out (including overage students) by offering alternative classroom hours.

Last year, 12,920 applications were submitted to attend charter schools in Harlem for which there are only 2,238 seats. Moreover, most of those seats are in elementary and middle schools with a combined charter high school enrollment of less than 500 students. Compare this demand with the fact that Central Harlem's graduation rate is only 42% --with just 34% of minority men graduating—there is a strong case to be made for a charter high school not only located in CSD 5 but which offers a learning program and support system to ensure high levels of success for the 58% of Harlem's underperforming youth population who require alternate pathways. Among the hundreds of students who drop out every year in CSD 5 there is a potential class of STEAM Academy students who could still succeed with The Academy's innovative learning approach. The Academy will aim to serve:

- Students with academic skills below grade level or at-risk of dropping out of high school.
- Students whose academic needs necessitate a small-school environment with personalized attention.
- Students whose academic needs are not being met in a traditional school environment.
- Students who are disenfranchised within the traditional program of education.

The key reasons many students ultimately drop out of school include: a need to find employment, to avoid bullying, a family emergency, poor grades, depression and other mental illness, unexpected pregnancy, and boredom from poor quality of teaching. These reasons have been echoed by the focus groups and other outreach undertaken by the planning team. Since The Academy seeks to specifically target students at-risk of dropping out of high school and with academic skills below grade level and will address those needs in the following ways:

1. The Academy intends to be a community learning school that would include several other family and social services that can address issues such as pregnancy, needs for daycare, mental health issues, and bullying.
2. The Academy's learning-through-internship model will assist many students in finding part-time employment while in school.⁹
3. The Academy's personalized, passion-focused learning model has been proven to be highly effective in handling students who shut down because of boredom, sense of lack of relevance to desired professions, or perceived lack of freedom.¹⁰
4. The Academy will build a school culture similar to that of other BPL schools to ensure a positive environment where students feel cared for and respected by all teachers.¹¹

⁹ The Academy intends to model the success of another project-based and internship-based STEM school in Cleveland, Ohio called MC2 STEM where 95% of upperclassmen have paid summer internships.

¹⁰ A recent 2011 survey at the BPL MET School noted that nearly 90% of students feel their teachers inspire them to do their best work and 97% of students felt the Met was preparing them for a successful career or college.

¹¹ A recent 2011 survey at the BPL MET School in Providence concluded that 97.7% of parents surveyed felt that all or most of the teachers cared about their child (81.7% said all teachers); 92% of parents agreed or strongly agreed that their children were learning as much as they could at the school; 85% of students felt that their teachers cared for them personally, and 97% felt that their teachers treated them with respect.

- The Academy’s night program will allow students forced to drop out due to economic or family reasons to have a more convenient education option.

Enrollment Projections: The Academy intends to start in 2014 with approximately 125 students in grade 9, phasing in additional grades in the following three years so that The Academy is in full operation by year four. The completed high school will serve approximately 626 students. In year 3 (2016), it will launch a night school in order to accommodate currently enrolled students who might otherwise dropout due to economic circumstances and to encourage students who have dropped out of other programs to re-enter the school system. The night school will consist of two classes of 18 students each with the exception of freshman year, which shall have one class, as there may be lower demand for night school among freshman. The Academy will replace students if they withdraw but also—to assist in the mitigation of attrition—The Academy will reserve the right to accept up to 10% over the designated class size each year so that students who leave may not need to be replaced.

Grade	2014	2015	2016	2017	2018
9	125	125	125	125	125
Night School		18	18	18	18
10		125	125	125	125
Night School		36	36	36	36
11			125	125	125
Night School			36	36	36
12				125	125
Night School				36	36
Total	125	304	465	626	626

Typically, BPL schools appeal to youth (and their families) who have not done well in traditional schools. The Academy’s recruitment program will aggressively seek out such students.

Recruitment: The Academy will be marketed to middle school faculty, students, and parents as an academic design providing very different learning opportunities that appeals to students who want to learn in STEAM-related career areas. While open to all students, The Academy will endeavor to recruit underserved, low-income students by working with CBOs that target similar. The planning team has already begun to establish a communications channel with the CSD 5 middle grades (6-8 grades) and principals to foster communication and collaboration.

The planning team has already engaged with Columbia Teacher’s College, which has written a letter of support for The Academy, and intends to join their network of STEM schools as part of the Harlem Schools Partnership. Through that relationship, The Academy will connect with partner STEM schools such as P.S. 180 Hugo Newman Middle School to reach students and parents already familiar with STEM-focused curriculum. However, The Academy’s model and commitment to low-income and challenged students do not preclude the admission of any type of student. There are no specific academic or other interests required of applicants.

The Academy has begun to implement a strategic outreach plan to generate interest in the school from parents and guardians in the community (CSD 5) with prepared flyers, fact sheets and brochures in the appropriate languages (Spanish and French) for distribution to organizations such as catchment area middle schools, community-based organizations,

supplemental academic programs, afterschool programs, libraries, parent advocacy groups, local welfare service providers, churches, the faith-based and community institutions.

Recruitment, ESL and Special Education Students: The Academy will meet with and give marketing materials to personnel on the Committee for Special Education and CBOs serving Special Ed or ELL students in the neighborhood and vicinity, as well as local organizations serving French-speaking African Diaspora, Spanish speakers and immigrants. To reach families who are traditionally less informed about educational choice options, the planning team will contact local child welfare services, organizations that provide services for new immigrants, English language schools, homeless shelters, foster care centers, and organizations that provide basic educational services for adults. As part of the outreach plan, the planning team will issue Public Service Announcements (PSAs) on local radio stations and Spanish language channels; organize free, public information sessions, and approach local newspapers, in both English and Spanish, to arrange interviews about the school. The school has built a website and created a Facebook page which, as of this draft date, has over 100 followers.

The planning team will meet with the Superintendent of Community Education Council 5 (CEC 5), Gayle Reeves, to discuss plans for the school and determine how best to add value to the Harlem Community's education portfolio. Finally, the planning team has and will continue to meet with elected officials, several of whom have offered to support the school in community marketing efforts, attended numerous—and will continue to attend—Community Board meetings to present and discuss the vision of The Academy.

Enrollment Period and Admissions Lottery: The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.¹² The Academy's core application process will run from January – April and then accept on a rolling basis. Before January, The Academy will advertise open registration. All applications must be received by April 1 to be included in the lottery. If the number of applications received exceeds the number of available seats, an individual unaffiliated with the school will conduct a random lottery selection process. Applicants, who are not selected through the lottery, will have their name placed on a waitlist. Homeless youth, or youth who may be unaccompanied, may submit an enrollment application. Within two weeks of the admission lottery, admitted students will receive an enrollment packet. The Academy will encourage parents, caregivers and students who need or want assistance to meet with faculty to review and complete the required enrollment papers.

Targeting “At-risk” Student Population and Lottery Process: The Academy will conduct additional outreach to ensure that sufficient numbers of special needs students are aware of the lottery and participate. The Academy defines “at-risk” students as those who are or have ever been enrolled in the child welfare system, are homeless, or are graduating from a middle

¹² As a public charter school, The Academy shall be open to any child eligible under the laws of New York State for admission to a public school, and it shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law. New students will be admitted without regard to prior measures of achievement or aptitude, athletic ability, disability, handicap, ethnicity, race, creed, gender, national origin, religion, or ancestry.

school where over 50% of students perform below grade level on the state ELA exam.¹³ If a lottery is necessary, admission preference will be granted to applicants in the following order:

- First preference will be given to returning students, who will automatically be assigned a space within The Academy.
- Second preference will be given to siblings of students already enrolled in The Academy. For definition purposes, “siblings” are two or more children that are related either by birth, the same father or mother, by legal adoption or guardianship.
- Third preference will be given to students who fall within the school’s definition for risk of academic failure, regardless of residential school district.
- Fourth preference will be given to students who reside in CSD 5.
- Remaining slots will be available to non at-risk applicants residing outside of CSD 5.

Retention: BPL schools are successful in getting students to school, engaging them in deep and productive learning, and preparing them for postsecondary learning, in part, because one of its core beliefs that intrinsic motivation is essential to student retention. BPL’s Personal Learning Plans provide highly customized programming for each student. The program and curriculum structures allow the faculty to customize the pace of learning and accommodate different learning styles, providing extra support and thus preventing failure. Moreover, many students struggling with traditional academics often have extraordinary talent and skill with respect to STEAM-related technical skills. The faculty will build on those talents and strengths to achieve academic success for all students. The advisor for each student will serve as the principal “retention specialist” by collaboratively designing and implementing the Personal Learning Plan with and for said student, tapping subject matter and learning specialists as required. Finally, The Academy’s one-on-one advisory and mentorship framework helps students mitigate the challenges of non-school factors that often force students to drop out, and allows for greater accountability for everything from attendance to productive and deep learning.

D. COMMUNITY TO BE SERVED

Proposed Population for The Academy to Serve: The Academy will primarily serve students in CSD 5 located in Harlem. CSD 5 will span the Community Board 10 District (Central Harlem), touching on Community Boards 9 (West Harlem) and 11 (East Harlem). In CSD 5, most students fall into high need subgroups: 69.0% qualify for free/reduced lunch, 5.9% are ELLs, 13.8% have disabilities and 7.0% are over-age.¹⁴ 8th grade math and ELA scores indicate that most students entering The Academy will be performing below grade level. (Currently CSD 5 8th graders graduate with only 27% ELA Level 3 proficiency, 43% mathematics Level 3 proficiency, and 36% science Level 3 proficiency.)

The Academy will be a key part of the solution to challenges many Harlem residents face by offering increased choice of pedagogy, a STEAM curriculum with multiple pathways, opportunities for returning and overage students who may enroll in the night program, and school facilities that can be shared with continuing education and adult education program collaborators. Our educational program is based on the instructional needs of our target

¹³ Based on the most recent “school report cards,” as published by the NYCDOE.

¹⁴ DOE 2011-2012 Progress Report Results for High Schools, weighted averages based on CSD 5 high schools.

student population, which is not limited to any particular demographic or challenge but includes:

- Students in need of increased offerings.
- Students in need of credit recovery.
- Scheduling conflicts - Students today participate more in activities such as work to keep their families out of poverty, or taking care of family.
- Special instructional setting - Students who are not well suited to a traditional classroom setting, or others who have special scheduling needs, will benefit greatly from progressing at their own pace.
- Accelerated learners (learners desiring accelerated or enrichment offerings) - Accelerated learners will be given the option to progress in a particular subject at a faster pace than the rest of a class. Students who are accelerated may also take college courses and can graduate, be accepted to a college, and/or enter the work force early.

Ability to Serve the CSD 5 Community: For 17 years BPL has remained a leading pioneer of real-world learning, personalized learning, and project-based learning, all of which are proved to support to the needs of under-achieving, at-risk youth. Our legacy includes 60 schools in 16 states serving 7,000 students, and another 35 schools and 5,000 students internationally, for a total of 26,000 graduates to date. BPL has demonstrated that success for our core population, in particular in careers and lives, is attainable. BPL's educational values center on the belief that hands-on projects, internships, and experiential learning allows students to advance knowledge and skill development in a manner best suited to individual learning styles. As a BPL-affiliated school, The Academy will benefit from BPL's national network of support and professional development capacity to ensure that The Academy succeeds in delivering a better solution for learning to CSD 5 families. In particular, the night school program will serve the high percentage of CSD 5 community who currently drop out, many of whom do so because of non-school factors that require additional flexibility in school scheduling.

Expanding Educational Options within the District: The educational statistics for CSD 5 point to a clear need for a high school that helps students develop a passion for learning and focuses on post-graduation success. In our conversations with students, parents, and community leaders, the recognized need and support for a high school option in our model of 4-year advisors, individualized learning and real-work work experience was tremendous. There are no other public schools in the district that offer all of the following distinguishing features (1) an Advisor who works with the same student for the full duration of their high-school experience; (2) comprehensive real-world learning options, either through internships or project-based learning; (3) individualized learning plans; (4) a pedagogical approach that allows students to track their own learning; (5) a night school option for students who may otherwise drop out, and (6) certifications in fields of career interest and/or a specialized STEM diploma.

High schools in CSD 5: There are currently nine district high schools located in CSD 5, though Bread & Roses Integrated Arts High School will be phased out starting in 2013. Of the schools that do not give admissions preference,¹⁵ two of three have an F rating from the DOE's most

¹⁵ Mott Hall High School gives priority to students attending Mott Hall, Mott Hall II, & Mott Hall III, second to students who attend an information session, then NYC residents. Columbia Secondary School has selective admissions for the 25⁹th-grade

recent progress report; the third has a C. There are only two other charter schools serving high school students in CSD 5: Democracy Prep Charter School and Harlem Children's Zone Promise Academy Charter School, serving grades 6-12 and K-12, respectively. Both are college prep, yet offer no alternative pathways to career readiness. There is one parochial high school in the Harlem area, Cristo Rey New York High School, with approximately 100 students in the freshman class. The school offers a popular one-day a week student internship program and has no admissions preference for CSD 5 students.

Family and Community Support within CSD 5: The school options outlined above point to a clear need for more high schools that help students attain post-graduation success for college or vocational programs. Formal evidence of community's support for The Academy came first from the Nation of Gods and Earth who endorsed The Academy's efforts with a formal announcement to over 400 members during a monthly Parliament meeting. In addition, letters of support are included in Attachment 2 from key elected officials including Borough President Scott Stringer, and Councilman Robert Jackson, the chair of the City Council's Education Committee.

E. PUBLIC OUTREACH

To date, team members have engaged with over twenty organizations and met several times with key organizations. The planning team has reached out to elected officials, the local community board, and every middle school in the school district. Based on these stakeholder meetings, the proposal has generated enthusiastic support. A subgroup of the planning team has held two formal community meetings, organized focus groups with the youth, parents and community stakeholders of the target community in CSD 5 facilitated by the Allah School in Mecca Youth Center (see Attachment 2 for summaries of the feedback of both focus groups), and conducted outreach to determine what additional services could be incorporated into the school to meet the larger needs of the school community. Finally, the planning team developed an online survey that was distributed to over 600 teachers by the UFT including teachers in CSD 5 in order to ensure teacher input throughout the planning of The Academy. *See graph on page 12 for annotated outreach to date.

F. PROGRAMMATIC AND FISCAL IMPACT

Programmatic: The Academy will positively impact the local community as part of a larger mixed-use community revitalization initiative and by offering a combination of wrap-around services, space for incubator businesses to co-locate and foster real-world learning opportunities for students, co-location opportunities for daycare, and space for a higher education partners to offer continuing education and certification classes on evenings and weekends, among other potential opportunities to serve the community's larger needs. These unique aspects of building a true community school will have a significant impact on job creation and skill development beyond just the students. Academy enrollment will constitute

slots. The Choir Academy of Harlem requires audition, interview and essay, and priority is given to District 5 students. Frederick Douglass Academy gives preference to students from District 5 who score levels 3 or 4 on standardized tests. At Thurgood Marshall Academy, high schools applicants should have an 80 average and score at least Level 2 on standardized tests. However, the school is committed to offering struggling students a second chance. At High School for Mathematics, Science and Engineering, students are admitted based on entrance exam scores also given for Stuyvesant, Bronx Science, Brooklyn Tech and other specialized high schools.

less than 3% of the district enrollment. (The total capacity for high schools CSD 5 is 3,562.) If all students were recruited out of existing high school seats, the total impact of The Academy would be potentially 17% of the students. However, we expect students will come from across the city since few schools offer a similar STEAM focus, real world learning, internships, and project-based assessments. No schools currently offer night school, nor cater to returning students or ESL/immigrant youth. Finally, with the overwhelming number of families on charter school waitlists in Harlem, underscores the desire of local parents and youth to have more pedagogical options available.

Fiscal: The Academy will have minimal fiscal impact on NYCDOE public schools. For purposes of this analysis, we expect that the NYCDOE will have to transfer \$13,527 annually for each child enrolled during the 2014-2018 school years. This figure—along with the “District Budget” figures in the chart below—is based on assumptions provided in guidance from the NYCDOE NYSED. Based on this guidance, The Academy expects a flat annual increase in both the NYSED per-pupil allocations memorandums and a 3% increase in the district budget. The number of such students in the first year (2014-2015) will be 125; thus the projected financial impact on the NYCDOE (based on FY2013 projections) will be \$1,690,875 or 1.4% of the total CSD 5 budget and 0.02% of the NYCDOE budget. Upon full enrollment, The Academy’s annual budget will be \$8,467,902, 7.2% of the CSD 5 budget and 0.10% of the NYCDOE budget.

*Meetings and Events to Date	Community Leaders and Stakeholder Outreach	Outreach to Local Organizations, Schools and Institutions
<ul style="list-style-type: none"> • Allah School in Mecca Youth Center (50 members to date) • Nation of Gods and Earth Parliament Meeting (400 members) • City College of New York • United Federation of Teachers • St. Hope Leadership Academy • Council of Urban Professionals • Columbia Teachers College • City University of New York • Benefit Concert to introduce The Academy to the community (200 attendees) 	<ul style="list-style-type: none"> • State Senator Bill Perkins (30th District) • Councilwoman Inez Dickens • Honorable Henrietta Lyle – Chair, Community Board 10 • Londel Davis, Jr. (Entrepreneur) • Manhattan Borough President Scott Stringer • Councilman Robert Jackson (Chair of Education Committee) • George Konan (President of the African Community Leadership) • Wallace Ford (Writer and Consultant) 	<ul style="list-style-type: none"> • Harlem Dowling Center • Northfield Child Development Center • Harlem Chamber of Commerce • The Urban Assembly School • Democracy Prep Academy • Hugo Newman Middle School • The Brotherhood Sister Sol • Columbia University Teacher’s College • Schomburg Center for Research in Black Culture • Maysles Institute Organization • Children’s Aid Society • Child Welfare Organizing Project • Abyssinian Baptist Church/ Abyssinian Development Corporation • Harlem Week • Malcolm Shabazz Harlem Market “African Market” • Harlem YMCA and Boys and Girls Club

A. ACHIEVEMENT GOALS

Learning Goals: The Academy will address the six learning goals that are integral to the BPL pedagogical design encompassing areas of academic, career, and personal development, and providing a framework for these three sets of learning standards/competencies. The Academy's goal is not merely to graduate every student, but to deliver graduates who are uncommonly ready for success in their workplaces, families, and communities.

Goal Area #1: Quantitative Reasoning. Students will apply quantitative reasoning to forge real-world solutions and apply abstract mathematical constructions. Students will think, learn, and perform as mathematicians do: understanding numbers, analyzing uncertainty and probability, comprehending the properties of shapes, and studying how things change over time. This goal area is aligned with the Common Core State Standards for Mathematics.

Goal Area #2: Communication. Students will be confident and effective communicators: they will understand their audience; write, read, speak, and listen well; use technology tools and artistic expression to convey thought and feeling; they will learn a non-native language and culture. This goal area is aligned with Common Core State Standards for English Language Arts and with standards in areas such as arts and design.

Goal Area #3: Empirical and Logical Reasoning. Students will employ empirical and logical reasoning. They will think, learn, and perform as scientists: able to use empirical evidence and scientific method to formulate logical processes and evaluate hypotheses. Empirical and Logical Reasoning is aligned with the New York Standards for Science.

Goal Area #4: Social Reasoning. Students will engage the real world, skillfully employing social reasoning to think, learn, and perform as social scientists: to observe and appreciate diverse perspectives, to understand social issues, to develop ethics and morals, and to analyze sources of conflict. This goal area is aligned with the New York Standards for Social Studies.

Goal Area #5: Personal Qualities. Students will exhibit exemplary personal qualities in their roles as family members, citizens, and workers. They will demonstrate respect, empathy, ethics, responsibility, organization, and leadership. They will manage their lives effectively, and live healthy lives through improved nutrition, exercise, and other positive life practices.

Goal Area #6: Postsecondary Learning and Career Readiness. Academy students will demonstrate their readiness to enter postsecondary learning and persist through to successful attainment of appropriate degrees and certifications.

Evaluation of Goals: These goal areas constitute the framework for the curriculum, the assessment of student performance, and the evaluation of The Academy's overall effectiveness. Where applicable, Regents exams and other required New York State tests will be used to provide information regarding the realization of these goals. In most cases, however, these traditional measures are insufficient for providing information on achievement, particularly relating to essential career and life competencies. Therefore, The Academy will employ a variety of measures to supplement traditional testing as described in section IIE.

Organizational Goals: The Academy will measure its own achievement as an institution based on how well we as a community meet the following goals in terms of aggregate student performance each year:

- 75% of students in The Academy Accountability Cohort will score at least 65 on the New York State Regents English, Mathematics, Science, US History, and Global History exams by the completion of their fourth year.
- The percentage of students in the high school Accountability Cohort passing the five Regents exams with a score of 65 or above after the fourth year will exceed that of the students in the high school Accountability Cohort from Community School District 5.
- 85% of the students in a graduation cohort will graduate after their fourth year and 92% will graduate after their fifth year.
- At least 50% of students receive a STEM diploma or STEM-related certification.
- The average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- The average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- 95% of graduating seniors will be accepted into at least one higher education program.
- 75% of students will participate in provided PSAT support.
- Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.
- The Academy will meet or exceed 85% average daily attendance.
- The Academy will achieve a 90% return rate in each cohort every year. All students not returning will be on track for postsecondary learning.
- Each year, 75% of students in high school Graduation Cohorts will pass their core academic subjects by the end of June and be promoted to the next grade.
- Each year, the percent of high school Graduation Cohort students graduating after the completion of their fourth year will exceed that of the high school accountability cohort from Community School District 5.
- Over 70% of students who enroll in college will not need remediation in Math or ELA.

B. SCHOOL SCHEDULE AND CALENDAR NARRATIVE

Student Schedule (See Attachment IIA): Three separate typical schedules are presented in Attachment 3A: One for 9th/10th, one for 11th/12th and one for the night school program. The typical day schedule starts at 8 am and ends regular instruction at 4 pm, with an extended day program from 4 pm to 6 pm. The extended day component will be required for all 9th and 10th grade students. Every schedule ensures the requirement of 180 minutes for each of the four core subjects through advisory groups, skills workshops, and group project modules (each described below). The 9th/10th schedule includes directly supervised time while the 11th/12th grade schedule includes time for student internships. Students are grouped in the schedule by advisories (see section below). All students and staff will participate in community time “Pick Me Ups” to begin the week (described below).

Advisory Group Time: Student cohorts are grouped in advisories that, with their Advisor (a credentialed teacher) remain as a group throughout their day and four-year high school

experience. Individual students may, based on needs and learning plans, have core class and other assignments that are not in the advisory's daily track. Student and advisor time during the day is distributed in advisory/group time, core subject classes, workshop and project time, and finally internship time for 10th, 11th and 12th graders.

Unlike traditional advisories, one of the main functions of the advisor is to rigorously integrate teaching across the learning modalities designed to achieve the goals outlined in IIA, and to meet the Common Core Standards. An advisor will work not only with his/her advisory on subject matter during group times, but will be qualified/credentialed in one or more of the core subjects and, finally, assigned to core class time.

Skills Workshops: Throughout the weekly schedule students will participate in skills workshops, existing to ensure that students are advancing their skills development in pace with Common Core Standards. These periods are also critical opportunities for Advisors to do interventions with students who are falling behind (based on interim or formal assessments) through one-on-one tutoring, and technology for blended learned and in small groups.

Group Projects: In The Academy's Project-Based Learning methodology, group project time is the part of the day when math, science, social studies and English are taught as multidisciplinary modules designed to meet Common Core Standards. (See table on page 22.)

"Pick Me Ups" (PMU): Each week, the school will begin with a "Pick Me Up," an all-school community-building gathering where students showcase their work and guests from the community give performances and presentations. "Whole community" events for staff, students, families, and mentors will be scheduled throughout the year.

Additional Notes on Student Schedules: Afternoon advisory consists of PLP management. Group projects are in FAB lab or arts and design lab (See Section IIB). Advanced 10th grade students can substitute in individual projects and fieldwork for the skills workshop. Through online learning, Learning Through Interests (LTI) or language-based internships, The Academy will ensure adequate foreign language conversational immersion. All students will attend a bi-monthly technology class to engender full competency in a range of online learning tools, a key component to The Academy's instructional strategy. Lastly, some students will have only one LTI day if they need additional time for skills development.

Typical Teacher Daily/Weekly Schedule (See Attachment IIA): The primary school faculty will be highly qualified, credentialed teachers, called "Advisors" in the Big Picture Model. Advisors stay with the "Advisory" from 9th to 12th grade, hence the distribution of their responsibilities changes somewhat as students' schedules change. Advisors are responsible for implementing our "one student at a time" model, and are crucial to integrating the student experience across the school day. When the Advisory is in 11th/12th grade, the advisor will have less time in a classroom, instead working directly with students and internship mentors.

Teachers dedicate 150 minutes weekly to prep time at the beginning of the day and one faculty meeting per week. (Sixty minutes are allocated to student-focused planning and the rest for professional development.) Additional professional development is scheduled before the

beginning of the school year and during the year when students are not in session. (See Attachment 3a for sample teacher schedule)

First Academic Year Summary (See Attachment IIIB): The first academic year calendar includes the following: 185 instructional days for all students; 12 professional development days for teachers including five prior to the start of school; 24 half days (half-days are designed to allow professional development for teachers on every second and fourth Wednesday throughout the school year); and 7 assessment days.

C. CURRICULUM AND INSTRUCTION

Education Plan Overview: The Academy’s education plan includes a delineation of learning goals and standards, and learning opportunities and environments allowing all students to meet those goals and standards. To achieve the learning goals, The Academy will address three sets of standards (competencies)—academic, career, and personal—through a personalized and holistic program of study, and will ensure that students meet NY State high school academic and graduation requirements.

Academic Competencies: The Academy curriculum will address Common Core State Standards and the content standards adopted by the New York Board of Regents in English/language arts, mathematics, science, global history and geography, United States history and government, foreign language, and arts and design. To prepare for a Regents Exam, Advisors and students will create projects that embed high-leveraged Regents skills and content in addition to applying the Exam-aligned curriculum of core classes. Advisors will use the performance expectations to track and assess students’ readiness to take the exams.

Career Competencies (including STEAM industry-specific standards where applicable): The Academy curriculum will include the “21st Century skills” related to STEAM discipline and cross-discipline skills; and include for example, problem solving, creativity and innovation, and collaboration.

Personal Competencies: The curriculum will include personal competencies such as health, wellness, and fitness; social and self-awareness; self-management and responsibility, relationship skills, and responsible decision-making. The Academy will offer a comprehensive health, nutrition, and fitness program customized for all students as part of all learning plans. Advisors will use projects, modules, workshops, and core classes to address required competencies.

Curriculum Plan: The Academy will adhere to Education Law, Section 2854 (1) (d) and will provide project-based learning instruction aligned with the NYS CCSS and the required Regents courses. The following Academy course list is adapted from other Big Picture charter schools in NYS and reflects adherence both to the Regents requirements and anticipated requirements for a STEM diploma (anticipated to be approved as early as 2014). Course descriptions and rubrics have been developed by Big Picture Learning and will be adapted by The Academy.

STEAM Academy Core Curriculum Course List
--

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English and Language Arts	English and Language Arts I*	English and Language Arts II*	English and Language Arts III* American Literature	English and Language Arts IV Contemporary Voices
Social Studies	World History and Geography I	World History and Geography II	U.S. History	American Government and Economics
Science	Biology and Environment*	Earth Science*	Chemistry*	Physics*
Math	Integrated Algebra I*	Geometry*	Algebra II, Trigonometry*	Trigonometry*, Pre-Calculus, Calculus
Required Electives	Exploratory Work Experience	Internships	Internships	Internships
Other Required Courses	Foreign Language*	Foreign Language*	Foreign Language	Foreign Language
	Health and Physical Education*	Health and Physical Education*	Health and Physical Education*	Health and Physical Education
Recommended Electives	Fine and Performing Arts	Fine and Performing Arts	Fine and Performing Arts	Fine and Performing Arts
Examples of Additional Electives or Alternate Core Courses for STEM Diploma or STEM Certification				
	AP or College-level Biology**	Environmental Science	AP or College-level Chemistry**	AP or College-level Physics**
			Game Design and Programming I***	Game Design and Programming II***
		AP or College-level Computer Science***	Game Studies***	Computer Graphics***
	Woodworking**	AutoCAD I**	Theater Design and Technical Production**	Architectural Model Building **

*A Common Core Requirement for NYS Regents

**Anticipated STEM diploma requirement

***Potential STEM certification

1. Instructional Strategies and Practices

a. Overall Instructional Design: The Academy will employ a wide range of instructional strategies and practices that maximize the effectiveness of learning opportunities and learning environments, and contribute to deep and sustained productive learning. The Academy will organize students in a variety of groups to provide them with flexible and timely access to specialists and generalists who will help them to address multiple sets of learning standards and competencies through holistic “blended” learning. To guide this highly individualized pedagogy, The Academy will use personal learning plans and a learning standards tracking system.

b. Instructional Strategies: The Academy will employ several instructional strategies as well as respective strategies specific to grades 9-10 and grades 11-12 in order to ensure all Learning Goals, NYS and CCSS requirements are met.

c. Personal Learning Plan (PLP): Advisors will work with each student to develop a personal learning plan that maps academic, career, and competencies to advance personal goals and interests; individual PLPs will outline specific plans to accomplish these goals, and guide student assessments. Each student’s plan integrates content standards, graduation requirements, school expectations, and data on academic performance.

d. Project-based Learning (PBL): Students will learn through projects in core courses, modules, workshops, and internships. Projects allow The Academy to support students in authentic learning that is nested within real-world settings and contexts. All projects will require a detailed plan, including the identification of the learning standards addressed within, as well as the multiple assessments used to demonstrate competence with respect to said standards. The Academy will use the project design and implementation system, Understanding By Design developed by the Authentic Education, to guide PBL and ensure that projects completed by each student over time address essential CCSS and NY SED learning standards while meeting assessments (i.e., progress monitoring and competency). PBL is employed by hundreds of schools throughout the country, and a proven, effective framework for addressing CCSS standards.¹⁶

e. Standards Tracking System: The Academy will adapt a learning design and management system developed by BPL California schools called Project Foundry to track progress in meeting the University of California A-G course standards and requirements. The table below provides a BPL sample template used to guide the design of learning opportunities to identify learning standards addressed in the project, course, workshop, or module. A typical project might address several standards with respect to one or more BPL learning goals and the CCSS.

Standards Alignment Form		
Standard	Discipline/Topic	Learning Activities
Basic Numbers: <i>CA (1.0) Students identify and</i>	Number Lines	Number Lines <ul style="list-style-type: none">▪ Piece movement on a board game▪ Weather/temperature charting▪ Time in different time zones around

¹⁶ Source: www.edutopia.org/blog/PBL-aligned-to-common-core-eric-isslehardt

<p><i>use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</i></p> <p>CA (2.0) <i>Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.</i></p> <p>CA (3.0) <i>Students solve equations and inequalities involving absolute values.</i></p> <p>CA (4.0) <i>Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</i></p>	<p>Order of Operations</p> <p>Basic Statistics</p> <p>Equations and Functions</p> <p>Rational Numbers</p>	<p>the world</p> <ul style="list-style-type: none"> ▪ Checking account project (Independent Living) Students chart balance of checking account on a number line. <p>Order of Operations</p> <ul style="list-style-type: none"> ▪ Investments – buying/tracking stock values ▪ Perimeter problems ($P= 2s + 2(s+3)$) ▪ Figuring the volume of pyramids in Egypt, Peru, Mexico ▪ Elevator Project – elevator goes up and down, track absolute value of movement. ▪ \$1,000,000 spreadsheet project where students are required to use Excel to spend \$1,000,000, accounting for all costs for a year. <p>Basic Statistics</p> <ul style="list-style-type: none"> ▪ MPG study of new cars ▪ Weights of students in class ▪ Number rounding problems ▪ Mutant Candy Project – what is better, 1 candy and doubling it every hour, or 100 candies per hour ▪ -graphs ▪ -exponential growth vs. linear growth <p>Equations and Functions</p> <ul style="list-style-type: none"> ▪ Study the Distributive Property ▪ Study the Commutative Property ▪ Study the Associative Property <p>Rational Numbers</p> <ul style="list-style-type: none"> ▪ Students research and design word problems dealing with adding and subtracting rational numbers ▪ Students research and design word problems dealing with multiplying and dividing rational numbers ▪ Culminating problem, written by students, involving all four routines with rational numbers
---	---	--

Each course chart, to be developed during the planning year by adapting the Big Picture Learning materials, specifies the performance expected of the student and the ways in which the Advisors will assess those performances. These charts will be prepared for each major discipline area as well as for the arts and design (to complete the STEAM focus), and integrated intra STEAM disciplines. Advisors will use the charts in guiding individual student learning plans. The Academy, with BPL support, will provide in-depth professional development through

Project Foundry by developing and using these charts for design, monitoring of implementation, and assessment.

f. Learning Through Interests (LTI): A primary purpose of LTIs is to help students integrate school-based learning with real-world learning—in the workplace and community—where students learn through one-on-one mentoring and project work. At school, Advisors reinforce the skills and knowledge needed to complete student projects, fulfill individual learning plans and academic goals. In the ninth grade, Advisors will employ a variety of methods for helping students identify their interests and begin an exploration outside of school. In the tenth grade, students will attend their LTIs one or two days per week. The Academy will employ LTIs as a both a principal means of extending learning time and building on students’ interests as a motivation for the pursuit of learning beyond school walls.

g. Skills Development: Skills development will be accomplished through direct instruction, both individual and in small groups, as well as through the integration of projects and learning modules. The Academy will provide flexible time allocations for direct instruction in workshops and modules. All Advisors will be trained and supported in using selected “Response to Intervention”¹⁷ instructional strategies. The schedule affords multiple opportunities to dedicate time to data driven individual instruction, flexible grouping, and targeted interventions to enhance or advance student learning. Teachers will use assessment data from formative and interim assessments to place students in small groups and capitalize on their strengths, thus building confidence and academic competence.

Many students will need targeted instruction on reading and communication, math, and empirical reasoning. Advisors will require such students to participate in specific workshops and learning modules led by Advisor specialists to strengthen those skills.

h. Integrated Academic Disciplines: The Academy will employ a multidisciplinary, integrated application of the academic disciplines to all learning opportunities, as appropriate. While focused skill development will be required in literacy and numeracy in particular, a team of Advisors, certified in the primary academic areas (science, math, language arts, and social science), will work to thread their disciplines into both project work and internships. This integration extends to other disciplines beyond the four core areas, to design and the arts, practical and performing. Innovative thinking, making and tinkering, and the arts are employed in many STEAM industries and careers. For example, students can blend design, media arts, fabrication, and technology to generate new products and services. The Academy has allocated space in its design plan for a FAB lab, a creative space devoted to STEAM disciplines that would facilitate makers and innovators.

i. Integrated Attention to Personal Competencies: BPL schools integrate attention to personal competencies into all learning opportunities. Many BPL schools will use the social-emotional competencies identified by CASEL and “non-cognitive variables” identified by Sedlacek¹⁸ as essential for success in postsecondary learning. The Academy will initially focus

¹⁷ <http://www.rtinetwork.org/>

¹⁸ Sedlacek, W. E. (2004). *Beyond the big test: Noncognitive assessment in higher education*. San Francisco: Jossey-Bass.

on the five life competency sets developed by CASEL: self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.

j. Fieldwork: Faculty will design and implement fieldwork programs that maximize student real-world engagement and learning. The Academy will adapt the NYC DOE Accreditation Committee Course Proposal/Review Form and Unit of Study Evaluation Form to document the alignment of internships and service-learning courses to learning standards and policies.

k. Entrepreneurial Ventures: All students will have numerous opportunities to learn, develop, and use skills in their career interests, and develop entrepreneurial ventures. These ventures will take the form of community service projects and initiatives undertaken to address community needs. Many group projects in grades 9-10 will incorporate social entrepreneurship applied to STEAM topics through community-based service.

l. Competency-based Teaching and Learning: The Academy will employ a competency-based approach to teaching, learning, and assessment. Modules, workshops, and internships will be focused demonstrations of knowledge, skills, and dispositions.

Framework for Teaching and Learning: Because The Academy is focused on deep and sustained productive learning; all learning opportunities start with students' interests. To address the goal areas and sets of competencies, The Academy will employ four principal types of learning opportunities, each of which Advisors may modify to accommodate students' interests and needs. Students, in consultation with their Advisors, will make choices among the types of learning opportunities to match their specific needs. In essence, The Academy will wrap a customized program of study around each student's career interests. Over the four years of high school, the Advisor—with support from parents, mentors, and other resources—cultivate students' passion into a strong career. All four types of learning opportunities will comply with the three sets of learning standards in a blended fashion, as well as CCSS and NYS standards.

1. Courses (including college courses). The Academy will offer courses in each of the four core disciplines and, in the 11th and 12th grades, these disciplines will be taught in a multi-disciplinary STEAM format. In 11th and 12th grade course, faculty will integrate all disciplines, including arts and design, as appropriate. Additionally, students will have opportunities to take courses offered at local postsecondary institutions, community colleges, or through appropriate online learning systems. The Academy has begun discussions with CUNY to participate in the College Now program, which will allow qualified students to enroll in CUNY classes. This partnership will be particularly important in broadening STEAM-focused offerings. CUNY courses and those from other potential partners will be an integrated component of the student personal learning plans, and will furnish students with a taste for the college curriculum and the desire to go beyond secondary education.

2. Modules: Modules are Advisor-designed and directed, built around sets of performance expectations linked to academic, career, and personal competencies, and aligned to the CCSS and NYS standards. Modules are competency-based, with varying time allocations. The organizing framework is typically a project addressing a particular set of problems or challenges that requires a specific outcome(s). Each module will contain materials for students that describe the learning standards addressed, the specific learning objectives to be accomplished,

and an overview of the assessments that will be administered to determine proficiency in attaining learning objectives. In many cases, based on assessment data, the Advisor will require that a student compete one or more modules in order to demonstrate competence. The student and his or her Advisor will modify modules as needed and appropriate. By using a modular structure, Advisors can create customized configurations and sequences that constitute a specific career interest or pathway.

Like all BPL schools, The Academy will establish detailed performance expectations for each curriculum area. The table below provides a sample project-based learning approach to each of the four common core subject areas, English, Social Studies, Science and Mathematics, to demonstrate how The Academy will meet the Regents standards in each core course area while also building student character and values. (See table below.)

EXAMPLES OF INTEGRATED AND CROSS-CONTENT LEARNING THAT MEET CORE STANDARDS	
Course	Contemporary Voices (English and Language Arts)
NYS Learning Standards	Reading and Writing, Speaking and Listening for Information and Understanding, Critical Analysis and Social Interaction
Essential Questions	<ol style="list-style-type: none"> 1. What personal skills, aptitudes and abilities define personal attributes? 2. What writing, speaking and listening skills are employed during interviews? 3. What personal attributes define your class members as individuals and the group as a whole? 4. What characteristics identify highly successful individuals and groups? 5. How do you define challenge? 6. Who is someone in the Harlem community who has faced adversity and overcome challenges to become a successful citizen? 7. How does information about highly successful individuals impact the school's code of conduct?
Input & Activities	<ol style="list-style-type: none"> 1. Complete a survey on student attributes and review results. Staff and students are paired and interview each other to determine essential personal characteristics then create montages illustrating strengths, talents and interests of all members of the school community. 2. Read prepared text titled "Harlem Community Success Stories" and chart out personal/professional characteristics and skills represented in selected stories and challenges these persons overcame. 3. Learn interview techniques and skills. 4. Practice development of cross-content literacy strategies.
Performance Indicators & Outcomes	<ol style="list-style-type: none"> 1. Create a personal profile based on survey results for use in science class. 2. Design a profile chart of characteristics reflective of highly successful persons you read about, identifying challenges faced and overcome (group task). 3. Prepare a list of questions for interviewing a person in the community. 4. Draft a personality profile outlining characteristics of a successful person from the community.
Assessments & Evaluation Tools	<ol style="list-style-type: none"> 1. Complete personal profile template identifying personal strengths/skills. 2. Craft montage personality profiles of individuals and display it. 3. Write 8-12 appropriate interview questions. 4. Incorporate interview notes into the personality profile essay to serve as a baseline writing sample. 5. SRI Reading Assessment
Course	History of the United States and New York (Social Studies)
NYS Learning Standards	<p><u>Standard 1: History of the United States and New York</u></p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p><u>Standard 5: Civics, Citizenship and Government: Students will use a variety of intellectual skills to</u></p>

	demonstrate their understanding of the necessity for understanding establishing governments' the governmental system of the United States and other nation; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.
Essential Questions	<ol style="list-style-type: none"> 1. How have US citizens responded and reacted to public education as a right? 2. Over time, have US citizens acted responsibly in developing their full potential to become contributing members of society? 3. What types of educational opportunities do students from around the world look forward to in their lifetimes? 4. What factors attribute to highly functioning systems? 5. Who am I and what do I bring to my school community? 6. Who makes up my school community? 7. What similarities and differences are evident amongst the members of my community? 8. What skills do I possess and what tasks would best utilize and further develop those skills? 9. What type of culture emerges as a result of attributes of the members of this community?
Input & Activities	<ol style="list-style-type: none"> 1. Students investigate a broad perspective by means of examining primary and secondary documents to discover the contributing factors leading to public education as a right for all citizens in the US. 2. Students uncover the national and international trends in regards to the high school and college graduation rates spanning the past thirty years. 3. Students examine perspectives to determine how educational trends affect opportunities in the workforce and college options. 4. Students survey websites to develop an understanding of how teenagers from other parts of the world access education. 5. Students refer to the personal profile chart and the group profile chart to identify predominant characteristics and commonalities among members and diversity reflected.
Performance Indicators & Outcomes	<ol style="list-style-type: none"> 1. Design a timeline of the critical moments in US history leading to present-day public education systems. 2. Create an educational summary graphing national high school and college graduation rates and unemployment rates. 3. Begin vocabulary portfolio and define rights, responsibilities, opportunity, privilege, citizenship and participation. 4. Define culture. 5. Prepare notes and plan visuals for group presentation. 6. Characterize emerging school culture based on the members of the community, its commonalities and differences.
Assessments & Evaluation Tools	<ol style="list-style-type: none"> 1. Student groups will present findings defending two central ideas: Do US students have significant educational privileges compared to other teenage students around the world? Do US students take advantage of the rights offered to them under the US constitution and adequately prepare themselves for adulthood? 2. Based on the findings presented by the student groups, all students contribute to create a rubric detailing the attributes of a productive community within a successful educational system and the roles, rights, responsibilities of its members, including the expectations of school participation and involvement. This document becomes the climate code of conduct for the Academy. 3. Adhering to the criteria of the conduct, a contract is signed by the students, parents and teachers. 4. A class "town hall" is established and, in its opening, each member of the community is introduced by another member using the montage as a reference point.
Course	Sustainable Environments of Success (Science)
NYS Learning Standards	<p><u>Standard 1:</u> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p> <p><u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining</p>

	<p>to the physical setting and living environment and recognize the historical development of ideas in science. Students will demonstrate critical thinking skills in an essay on a situation they have faced. Students will elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent ones thinking.</p> <p><u>Major Understandings 1.1a</u>: Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p>
Essential Questions	<ol style="list-style-type: none"> 1. What are the characteristics of inquiry? 2. What are the characteristics of a successful environment conducive to growth and productivity? 3. How is ingenuity developed through the use of conventional techniques and procedures.
Input & Activities	<ol style="list-style-type: none"> 1. Students practice Socratic method; explain and define characteristics and procedures of inquiry. 2. Students develop literacy and inquiry skills to reconcile competing explanations; clarify points of agreement / disagreement; and to formulate their own conclusions based on the evidence present. 3. Identify elements of successful environments in the natural world.
Performance Indicators & Outcomes	<ol style="list-style-type: none"> 1. Identify an individual in the Harlem community that you would define as successful at work. 2. Interview that individual. 3. Identify the position that this person holds and provide a description of the roles and responsibilities that are important to the position. 4. Observe the personal qualities of that individual that indicate competency. Ask critical questions to determine from the interview what qualities, skills and personal attributes, are essential to success in that position. 5. Elaborate on your personal explanation of a natural phenomena, (workforce competency) and develop an extended visual model to represent your thinking. Highlight the specific knowledge that you provide your community about successful workforce elements. 6. Students will share data from the interviews to develop a chart of the most desirable personal qualities and most essential 21st century skills in the workforce represented in the interviews. Students will explain the phenomenon associated with preparing for a successful future 21st century sustainable global society.
Assessments & Evaluation Tools	Analyze information from the English and Language Arts unit of study concerning elements of success (above) and integrate an understanding of these components in personalized goal setting, interview essay, and climate code of conduct.
Course	The Mathematics of Time Management and Productivity (Mathematics)
NYS Learning Standards	<p><u>Standard 1: Analysis, Inquiry, and Design</u> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p> <p><u>Standard 2: Information Systems</u> Students will access, generate, process and transfer information using appropriate technologies.</p> <p><u>Standard 3: Mathematics</u> Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, and probability.</p> <p><u>Standard 7: Interdisciplinary Problem Solving</u> Students will apply the knowledge and thinking of mathematics, science, and technology to address real-life problems and make informed decisions.</p>
Essential Questions	<ol style="list-style-type: none"> 1. How many minutes are spent in the activities one chooses to participate in over the course of a ten-day period? 2. What probably conclusions can be drawn about use of time if ten days represents one year? 3. What individual conclusions can be made based on the study of time allotment data? 4. What is the significance of two million minutes? 5. How can two million minutes be charted for success?
Input &	<ol style="list-style-type: none"> 1. Students will gain insights into the value of time and time management by outlining how the

Activities	<p>minutes of each day are spent over a ten-day period of time.</p> <ol style="list-style-type: none"> 2. Students will apply probability to data from the ten-day period to determine how personal use of time is allocated over the course of one year. 3. Students will view “Two Million Minutes” video presentation, students will explore global perspectives regarding work ethics, and world views on education. 4. Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
Performance Indicators & Outcomes	<ol style="list-style-type: none"> 1. Students will generate a summary based on the conclusive evidence of the ten-day study indicating successes and challenges. Based on observations and concepts from the video and as a result of new understanding of time as a element of success in high school, students will set work ethic goals for academic success in the first 10 weeks of school. 2. Students will chart out mathematically what two million minutes signifies in relation to their high school education. 3. Identify essential changes required to succeed in a 21st century global workforce.
Assessments & Evaluation Tools	<ol style="list-style-type: none"> 1. Graph individual use of time, label criteria, and summarize amount of minutes spent in each activity using percentages. 2. Create a visual that presents the individual now and the adult individual determining in mathematical language the difference education will make in pursuing one’s future goals. 3. Construct and present understandings of 21st century workforce skills in reference and in relation to observations, interviews, and information presented in the English and Language Arts unit of study (above) to substantiate individual learning goals.

During the planning year, faculty at The Academy will develop similar courses that meet all goal areas and Regents requirements. All courses, projects, modules, workshops, and internships (LTIs) will address these expectations as well.

3. Workshops: Workshops may employ learning modules to organize the curriculum into manageable sections and allow for the integration of discipline-based content and skills, along with college/work readiness and technical skills. Students can bring their projects to workshops when seeking specific assistance in skills development. Workshops typically run for a semester and are open to students in all grade levels. The Academy will offer several workshops in design and the arts, helping students to integrate competencies in these areas into their STEAM projects and modules, while the faculty will include a specialist in the arts and design who will work collaborate with subject area specialists in designing and conducting workshops. The Academy will also offer workshops in which students can learn a foreign language.

4. Extended Day After School Programs: The Academy’s pedagogical approach will be carried through the Extended Day STEAM Teams. To increase instructional time, The Academy will employ an extended day schedule from 4 PM – 6 PM, Monday – Thursday. These extended day STEAM TEAMS will be mandatory for all 9th and 10th grade students. STEAM Teams will be interdisciplinary classes students can select and rotate through per semester. These STEAM Team will be facilitated by a variety of school faculty, community members, and partner organizations in close collaboration with Columbia Teacher’s College through their Harlem Schools Partnership STEM Initiative. STEAM Teams will include but are not limited to:

- **Boat Building** (with Rocking the Boat; www.rockingtheboat.org) – Students will design and build boats in teams and sail them in the East River.
- **Video Game Design** (with NYU Game Center; www.gamecenter.nyu.edu) – Students will

design video games to help bring awareness to a particular social issue.

- **Audio System Design** (with Dale Pro Audio; www.daleproaudio.com) Students will create an innovative, new audio system for an upcoming performance of Amateur Night at the world famous Apollo Theatre.
- **Robotics** – (with CCNY Robotics; www.robotics.ccnycuny.edu) –In partnership with the Community College of New York Robotics Lab, student teams will design and produce a robot for the NYC FIRST robotics competition.
- **Green Fabrication (FAB) Lab** (with www.think.org) - The fabrication laboratory for students will consist of off-the-shelf, industrial-grade fabrication tools and material, and open source software. Students learn by designing, prototyping and fabricating objects of personal interest or import.

The following table illustrates how The Academy will implement instructional strategies both through project-based learning and within the STEAM Team context.

STEAM is a Framework for Teaching Across the Disciplines			
STEAM = Science and Technology interpreted through Engineering and the Arts all based in Mathematical elements.			
Discipline Specific	Skills & Content Specific	Examples of Project-Based Learning	Extended-Day “STEAM Teams”
Science	Biology	Students will use common lab equipment to research, design, explain, and demonstrate the cellular activity associated with the dialysis process in a short descriptive video/presentation for their grandma.	Boat Building, Green FAB lab, Ethnobotony, Hospital Apparel Design, 21 st Century Prosthetics
	Chemistry		Community Nutrition Program
	Physics		Boat Building, Video Game Design, Robotics, Audio System Design, 21 st Century Prosthetics
	Geosciences		Ethnobotony
	Environmental Science		Boat Building, Robotics, Green FAB lab, Audio System Design, 21 st Century Prosthetics
	History of Nature		Ethnobotony
	Biochemistry		Ethnobotony
Technology	Information Technology	Are we and our technologies a product of our ancestors? How did ancient technologies shape and change	Video Game Design, Robotics, Green FAB Lab, Audio System Design
	Technology and Society		Video Game Design, Robotics, Green FAB Lab, Audio System Design, Ethnobotony,

		cultures? Working from a machine or invention in present-day use, each student chooses and researches one integral part that existed before 1400 C.E. Students produce original presentation documenting their findings.	21 st Century Prosthetics
	World Abilities		Boat Building, Ethnobotony
	Designed World		Video Game Design, Green FAB Lab, Audio System Design, Hospital Apparel Design, 21 st Century Prosthetics
	Biotechnology		Robotics, Green FAB Lab, Ethnobotony
	Construction		Boat Building, 21 st Century Prosthetics
	Manufacturing		Boat Building Green FAB Lab
	Transportation		Boat Building
	Power and Energy		Green FAB Lab
	Communication Technology		Video Game Design, Audio System Design
Engineering	Aerospace	How can an idea be transformed into a product that could make us millions? In teams of 2-3, students design and construct an electrical product that can turn on and off, and develop an engineering plan, financial plan, and marketing plan for their business.	
	Industrial/Systems		Boat Building, Video Game Design, Robotics, Green FAB Lab, Ethnobotony
	Mechanical		Robotics, Green FAB Lab, 21 st Century Prosthetics
	Materials		Boat Building, Robotics, Green FAB Lab, Audio System Design, Ethnobotony, Hospital Apparel Design, 21 st Century Prosthetics
	Acoustical		Recording Arts
	Agricultural		Green FAB Lab, Ethnobotony
	Architectural/Civil		Boat Building
	Naval/Ocean		Boat Building, Ethnobotony
	Computer		Video Game Design, Robotics, Green FAB Lab, Audio System Design
Arts	Design	<i>*Integrated in other courses and in Extra-Curricular Activities and Clubs.</i>	Boat Building, Video Game Design, Robotics, Green FAB Lab, Audio System Design, Hospital Apparel Design, 21 st Century Prosthetics
	Fine Arts		Green FAB Lab

	Language		Robotics,
	Performance		Audio System Design
	Sociology		Video Game Design, Green FAB Lab, Audio System Design, Ethnobotony, Hospital Apparel Design, 21 st Century Prosthetics
	Psychology		21 st Century Prosthetics
	History		Boat Building, Video Game Design, Green FAB Lab, Audio System Design, Ethnobotony, Hospital Apparel Design
	Philosophy		Ethnobotony
Mathematics	Algebra	<p><i>*Will be taught in a more traditional manner and integrated in Extended Day STEAM Teams.</i></p> <p>How do math and science influence artistic expression? In small groups, students build a scale model of a tree design for a citywide Urban Art project. In addition to the model, the team creates detailed instructions for how they built the tree and how it will remain stable in the outdoors in order to demonstrate their application of math and physics concepts.</p>	Boat Building, Video Game Design, Robotics, Green FAB Lab, Audio System Design, Ethnobotony, 21 st Century Prosthetics
	Geometry		Boat Building, Robotics, Green FAB Lab, Hospital Apparel Design, 21 st Century Prosthetics
	Measurement		Boat Building, Green FAB Lab, Hospital Apparel Design, 21 st Century Prosthetics
	Data Analysis		Video Game Design, Robotics, Green FAB Lab, Audio System Design, Ethnobotony, Hospital Apparel Design, 21 st Century Prosthetics
	Problem-Solving		Boat Building, Robotics, Green FAB Lab, Audio System Design, 21 st Century Prosthetics
	Reason and Proof		Boat Building, Robotics, Green FAB Lab, Audio System Design, Ethnobotony
	Trigonometry		Video Game Design, Robotics, 21 st Century Prosthetics

**All costs of the STEAM Teams have been included in the budget (beginning year 2) though many of the costs are mitigated by aligned CBOs and institutions with programmatic funding for Harlem school collaborations. (See Attachment 2: Evidence of Community Outreach)*

5. Internships: All students are required to procure, help design, and successfully complete an internship(s) as part of their learning plans. Internships, most of which will begin in grade 10

and continue on through to graduation, typically start out as interest-driven and gradually evolve into STEAM career pathways. All internships involve close work with one or more experts in the career competencies the student wishes to develop and offer academic and graduation credit, while building academic and personal competencies.

Internships, which entail the completion of one or more projects, and will be implemented through an agreement between the student, the Advisor, one or more additional discipline-based Advisors, the parent, and sometimes the mentor and/or the principal. Most internships will have an extensive research component to engender autonomy and depth of knowledge. The Academy will build a database of potential internships, mirroring the substantial internship database at the Bronx (NYC) Guild, a BPL school, and ensure internships adhere to the NYC DOE guidelines.

6. College Transition and Alumni Engagement Program: The Academy will offer BPL's signature holistic college and career readiness program with three essential components: 1) launch students on a comprehensive college and career pathway, 2) equip families with the tools to support their children, and 3) provide much needed services to youth and non-legal residents. The program includes comprehensive financial literacy training for students and families, and in-depth workshops for students and families on the following topics:

- Living within your means;
- Delayed gratification, e.g. forgoing income while in college;
- Teaching banking basics and responsible commercial and student loan borrowing practices;
- Preparing for unforeseen circumstances;
- Reliance on students as household wage-earners;
- Understanding career pay scales vis a vis standard of living;
- Creating an eight-year college and post-college budget plan.

Additionally, the college and career readiness program provides students with summer transition support to help them stay on the path to college matriculation, and connects non-English speaking parents and guardians with English Language Learners (ELL) and English as a Second Language (ESL) by offering evening and weekend courses both at The Academy and facilitating similar resources at CUNY sites.

7. Night School Program: Year 2, The Academy will initiate an evening education program to serve students who cannot attend school during the regular school day. Some students will be dropouts who wish to return to school to complete requirements for a diploma. The program for night high school will mostly mimic the day program. Students participating in the "come back" program (dropout recovery) will have a stronger emphasis on paid internships and employment, as well as national and regional certifications, when available. (All costs for night school have been incorporated into the budget projections.)

8. Fitness, Health, and Nutrition: Like all BPL schools, The Academy will encourage wellness for individual students and the community with a customized fitness, health, and nutrition program for each student. All students will be required to develop a wellness plan and as part of their

PLPs, which will be supported physical education, special needs teachers, and other support personnel.

9. Sustainability: The green aspect of The Academy’s mission is rooted in our vision of meaningful 21st century education. It is essential for our students to grasp—and be able to succeed in—an interconnected, global community, and grapple with urgent scientific, social, and economic issues. To accomplish this, our STEAM framework is designed to empower our students to understand the human impact on earth, and how to protect our planet’s resource for future generations. The Academy’s emphasis on problem solving, confronting complexity, mastery of science and math, and compassion embody at 21st Century education in sustainability on leaving future generations as many resources as current generations have had. In conjunction with our partners(see appendices), our students will graduate with the values and vision to be sustainability leaders in their communities and stewards of the planet.

10. Summer Readiness Program: The Academy recognizes that many entering ninth grade students will be absorbing an entirely new way of learning and working. Hence, the ninth grade program features a one-week summer readiness program to lay the foundation for The Academy’s culture by building relationships between the students and Advisors. During this summer primer, students take baseline tests for reading, writing, and math, and use that input to start their learning plans with Advisors. Students forge community with their advisory by participating in team building experiences and making a presentation about themselves to peers.

11. Technology: As a STEAM school, technology will be highly integrated into our program at every level. Students will be expected to develop technological proficiency in all of their work, including exhibitions. The Academy will deploy a 1:1 computer model using Chromebooks; staff will use Hapara teacher dashboards to monitor and manage student progress in Google apps, and The Academy will purchase Camtasia for classrooms. Core content instruction will utilize video, animation, tablets and otherwise in and outside of the classroom; students will be encouraged to use this technology and social media to document real world examples. Finally, Schoology, a student and course management system, will provide the platform for managing and sharing the curriculum.

Advisors will likewise be expected to maximize new technologies; Project Foundry will give staff the ability to load CTE, core, state, and BPL standards into the project database, benchmarking along the way. The Academy’s preferred online credit recovery program is AVENTA with which BPL schools have reported a high success rate—roughly two thirds of 2011-2012 credit recovery seniors who used AVENTA were able to graduate on time. BPL anticipates that AVENTA will be particularly useful for night school students. Other online tools for tracking skills acquisition will be assessed during the planning year but may include Scholastics Read 180, Acuity reading and math assessments, Achieve 3000 and iLearn NYC.

D. ASSESSMENT SYSTEM

Summative Assessments: The Academy’s assessment system will include the tests required by NY SED and other complimentary metrics to provide the clearest portrait of each Academy

student. The table below identifies the summative measures that will be used to assess the achievement goals delineated in section IIA.

Assessments of Achievement Goals (See Section IIA)	
Achievement Goals	Measures
English, Math, Science, Social Studies	Regents Exams
Postsecondary Readiness	Rubrics, PSAT, SAT, ACT, College plans
Creativity & Design	Torrance Test (or similar)
Career Competencies	Rubrics
Personal Competencies	Rubrics

Overview of Formal Assessments

Summer Orientation & June, 9 th Grade	Diagnostic Reading & Math assessments (MAP)	Diagnostic
June 9 th Grade	Integrated Algebra or Geometry Regents	Summative
October, 10 th Grade	PSAT	Diagnostic
June, 10 th Grade	Global Studies Regents English Language Arts Regents	Summative
Fall, 11 th Grade	PSAT	Diagnostic & Summative
June, 11 th Grade	United States History Regents	Summative
June, 11 th Grade	Physical Setting/Chemistry Regents	Summative
Fall, 12 th Grade	ACT	Summative

Throughout high school, students will be required to pass one of the science subject Regents exams and perhaps additional Regents to qualify for an Advanced Regents diploma.

Quarterly Project Exhibitions (Formative & Summative): Quarterly exhibitions by each student will help to benchmark PLP progress, when students will present and defend what they have learned at the end of each quarter through exhibitions of their work and accomplishments across all five types of learning opportunities. This is perhaps the most comprehensive assessment tool in The Academy. Exhibitions typically provide insights on student performance in reading, writing, listening, speaking, learning habits and responsibilities (planning and execution of projects of personal interest, internalization of standards of performance).

The Academy's progress monitoring systems will make heavy use of rubrics, particularly where traditional testing is inadequate or unavailable. BPL will provide The Academy with an expansive portfolio of rubrics and, most importantly, train and support faculty members in developing their own rubrics; faculty will also be supported by BPL in data collection protocols. Quarterly narratives per student will be authored by Advisors to synthesize all progress monitoring information for review with parents and to guide modifications of the learning plan.

Through rubrics, the PLP, and other self-reflective activities The Academy will require all students to develop self-evaluation skills, regularly assessing their own work, content mastery, learning process, skill development, and accomplishments.

Culminating Assessments (Formative & Summative): Several culminating deliverables will be required of all students. These include research papers, reports, multimedia shows, artifacts, presentations, debates, poems, essays, narratives, and public exhibitions. Each culminating product will reflect a rigorous process—proposals, outlines, blueprints, drafts, critiques, models, journal entries, records, interviews, progress reports, documentation. These deliverables will comprise individual student portfolios. Ultimately, Academy graduates will have their PLPs and portfolios to present to postsecondary institutions and potential employers as substantive, compelling evidence of marketable, real-world core competencies.

Data Analytics: Faculty will use a suite of software to manage both student performance data and the special education program and create reports with a range of utilities. Student data will be readily available for educators and administrators to, for example, generate reports on student attendance and discipline, or run accountability, certification, demographic reports. The school principal and Advisors will work through monthly conferences and team meetings to interpret the performance data.

Advisors will continually review each student's performance data to determine adjustments in instructional strategies, learning opportunities and PLPs. Wednesday afternoon professional development sessions will be dedicated to this work. The principal will convey school-wide progress reports on a regular basis to all stakeholders via parent newsletters, board updates, staff meetings, the school website, and internal electronic communications.

E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Students will earn academic and graduation credits for competencies achieved in all five types of learning opportunities—projects, workshops, modules, courses, and workshops—and for the alignment of learning opportunities with learning goals and academic, career, and personal learning standards.

Performance Expectations: In order to achieve credit for a subject area, student work must meet the following criteria:

- Demonstrate progress in at least three of the skills listed for that subject.
- Incorporate at least three of the content areas, or big ideas (either those listed, or mutually agreed upon by the student and Advisor).
- Demonstrate competence in high-level Regents skills and topics for that subject.

- Have logged the equivalent of at least 54 hours of work.

Promotion: The Academy will use BPL’s Gateway process for ensuring that every student has completed all grade requirements and is ready to move forward successfully. The Gateway Exhibition supplements test information by requiring students to prepare an exhibition of their work, including projects completed, products developed, and performances/demonstrations. By successfully completing the Gateway Exhibition and meeting Advisor-articulated standards in each of the learning goal areas, students are ready to move into the Senior Institute in the 11th grade, begin preparing for and transitioning to postsecondary learning.

Graduation Requirements: To graduate, students must complete these requirements:

- Pass Regents exams with a minimum score of 65.
- Accumulate sufficient credit hours.
- Complete all documentation related to the achievement of competencies delineated in the Personal Learning Plan.
- Complete, with the Advisor, a college transcript for a college application.
- Apply to at least three postsecondary institutions.
- Prepare a plan for a transition to postsecondary learning and/or employment.

Students are required to pass (with a score of 65 or above):

1. The English Language Arts Exam (usually given Jr. year)
2. The Global History and Geography Exam (usually given Soph. year)
3. The US History and Government Exam (usually given Jr. year)

Students are required to pass one of the following math exams (with a minimum score of 65):

- Integrated Algebra Exam (usually administered grade 9)
- Geometry Exam (usually administered grade 10)
- Algebra 2/Trigonometry Exam (usually given grades 11 or 12)

Academy students will be required to pass one of the following science exams (with a score of 65 or above). They can choose from:

- Earth Science Exam (usually given 8th or 9th grades)
- Living Environment Exam (usually given 9th or 10th grades)
- Chemistry Exam (usually given 10th or 11th grades)
- Physics Exam (usually given 11th or 12th grades)

Credit Requirements for Graduation: The Academy will use credit acquisition as a way of proving student attainment of standards subsets such as CCSS or NY State Performance Standards. The Academy will award credits based on demonstrated competence. Table N provides details on these requirements.

Course Requirements for Graduation		
Subject Area		Credit Requirements
English		8
Social Studies	US History	2
	Global History	4
	Economics	1
	Government	1
Science		6
Mathematics		6
Second Language		2
Arts		2
Health and Physical Education	Health	1
	Physical Ed.	4
Other Credits		7
Total		44

Requirements for a STEM Diploma¹⁹: Each year the STEM Diploma will be given to students who master a rigorous course of study, and demonstrate and apply 21st Century skills based on the common core: Problem Solving and Reasoning and higher order of Critical Thinking skills, Communication, Creativity, and Collaboration in the curricular and co-curricular areas.

<u>Science Requirements</u>	<u>Other Requirements</u>
Four years of science, including completion of AP Biology and/or AP Chemistry and/or AP Physics.	Completion of a Summer Internship or Job Shadow(s) with a scientist, engineer, dentist, physician, or similar professional in the area of science, mathematics, or technology.
<u>Technology Requirements</u>	Completion of Internship / Job Shadow(s) log and reflection essay.
Two semesters of technology courses.	Submission of STEM Diploma Application and supporting paperwork (due 1 month after beginning of second
Engineering Requirements: Two semesters of electives including: CAD I, AP or college-level Computer Science, Theater Design and Technical	

¹⁹ Based on the current proposal by NYS Senator Charles Schumer, we anticipate that a STEM diploma may be recognized in NYS as early as 2014. We will adapt the requirements listed above to meet the final NYS standards when approved. If a STEM diploma is not approved, we will use the criteria from other states as a guide.

<p>Production, Architectural Model Building, Woodworking I, or Woodworking II.</p> <p><u>Math Requirements</u></p> <p>Four years courses, including completion of pre-calculus, advanced pre-calculus, and AP or college level Calculus I.</p>	<p>semester, 12th grade.)</p> <p><u>Co-Curricular Recommendations (STEAM Teams)</u></p> <p>Participation in Science Club, Robotics Team, Math Stars, and/or Knowledge Bowl for two years.</p>
---	--

F. SCHOOL CULTURE AND CLIMATE

The Academy will foster a culture and climate that is conducive to creating learning opportunities and environments that engage students in deep and productive learning. By providing such a tailored student experience, The Academy will create not merely a safe and orderly environment, but a thriving community of learners. The Academy’s discipline policies will reflect the BPL philosophy: minimal external discipline is required when an appropriate culture and climate are cultivated, and when students are nurtured and shepherded as individuals. Self-awareness, self-control, responsibility, accountability, and collaboration are competencies best developed in a community that fundamentally embraces such practices,

Discipline Policies (See Attachment 4): The Academy’s discipline policy is straightforward, predicated upon a simple principle: Show respect for oneself, for others, and for the community. This guiding philosophy shapes behavioral expectations for high school students (e.g. fighting is disrespectful of others; use of illegal substances violates respect for oneself) and also establishes a positive school culture. The Academy’s approach--substituting caring for control, and placing special emphasis on student responsibility and accountability—will, like all BPL schools, foster a safe, respectful learning environment.

Violation of The Academy’s respectful culture will be addressed quickly through Restorative Justice practices. Such practices emphasize the restoration of students to the community through mediation between the offender and the victim, reflection, and reparation of the misdeed. Working with the Advisor, the principal, parents, peers, and others, depending upon the circumstances, the student will identify the root problem reflected by the misbehavior and bear the onus of addressing it.

G. Special Student Populations and Related Services

The Academy is committed to recruiting, enrolling and retaining SWD, ELLs, and FRPL students (comparable to populations in CSD 5), and will tailor learning to each and every one of our students. Research shows that project-based instruction can be particularly beneficial to ELLs and other students who may not lag in the technical language of science and mathematics.

Process and Procedures for Specialized Instruction of Student with Disabilities

Participation in General Education Classroom: Research overwhelmingly demonstrates the benefits for all students of inclusive education. The Academy will provide special education students with a FAPE by educating them in the least restrictive environment appropriate for their needs. Special classes, separate schooling, or other removal of SWD from the standard academic environment, as appropriate, will occur only if the nature or severity of the disability

is such that regular classes, with the use of supplementary aids and services, do not achieve PLP outcomes.

Qualified Staffing for Specialized Instruction Program. The Academy will hire appropriately certified special education staff and, under supervision of the Principal, may contract with certified or licensed individuals and/or organizations to provide services. The Academy will employ at least one full-time special education teacher during the first 2 years (who will also perform the duties of SPED Coordinator), and will hire a SPED Coordinator in year 3.

The Academy will provide the following services potentially required by a student's IEP: Resource Room, Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT), or Self-Contained instruction (replacement courses). In addition, The Academy will use *Universal Design for Learning (UDL)*, provide additional math tutoring, and utilize *Response to Intervention (RTI)*. RTI is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all students, and to identify students at risk of academic peril. Students who are struggling to achieve learning standards in ELA or mathematics will be eligible to receive Academic Intervention Services (AIS). AIS may be provided indirectly (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location). Finally, the 9th Grade Writing Seminar will offer support and enrichment for all incoming students, especially those who read and write below grade level.

The Academy will provide the following services to students and staff in order to responsibly serve the SWD:

- Create a respectful relationship with the CSE through regular, organized, and timely communication directly with the CSE chairperson and his/her designees.
- Identify service needs as soon as students are enrolled through the CAP/SEIS systems, provide early notification of needs through the CSE, such as occupational therapy or physical therapy, and work with the CSE to meet these needs.
- Obtain all IEPs and attendant documentation as soon as possible after a student has registered for The Academy in a timely manner.
- Provide professional development to advance all teachers as integral parts of the collaboration for SWD.
- Coordinate teachers, related service providers, and interested staff to collect information for IEPs.
- Orchestrate implementation by uploading the IEP into the Educational Documentation System (EDS), facilitating teacher use of IEPs.

IEP Record Keeping: The Academy will abide by applicable provisions of IDEA and the Family Educational Rights Privacy Act in order to ensure that data regarding SWD is retained and kept confidential with procedures for maintaining files in a secure and locked location and with limited access (if electronic copies are kept, the files will be password-protected). The Academy will provide all teachers who teach SWD with access to student IEPs, providing teachers with sufficient time to review IEPs while ensuring privacy controls are strictly enforced.

In accordance with 34 CFR §300.750, The Academy will submit an annual report to NYSED detailing the number of SWD it serves, the nature of each student disability, each student's educational placement and setting. Regarding reports that are the responsibility of the district of residence, the school will make any necessary data available to the district in a timely fashion. The Academy will comply with 8 NYCRR §119.3 as amended, which details requirements for the "Charter School Report Card" and includes information relating to SWD. In compliance with 34 CFR §300.750, the school will submit annual reports as outlined by NYSED.

Identification of Students in Need of Specialized Instructional Programs: Early intervention is the process by which a struggling learner is differentiated from a student with a disability, and will take place prior to a student's referral. In order to deliver the best possible service, The Academy will institute the following RTI based on a three-tier model, which identifies and supports struggling students and SWD:

- *Tier 1:* If, through performance on assessments and standards-referenced learning goals, a child is identified as possibly at-risk, teachers will develop a "Tier 1 Student Profile." This will contain a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student observation checklist, and any other relevant data. A multidisciplinary Student Support Team (SST) will review this profile. The SST will give classroom teachers a range of instructional supports, strategies and programs to be implemented in the classroom.
- *Tier 2:* If Tier 1 interventions are unsuccessful, the student will receive AIS whereby students may receive extra tutoring in math from a STEM Block teacher or additional literacy instruction from the ELL Specialist or Literacy Specialist. AIS might also include counseling or support from the Social Worker through a behavior plan or other intervention.
- *Tier 3:* If it is determined that a student requires special education services to participate fully in the general education curriculum, then staff will work with the parent(s) to review procedural safeguards and respective legal rights to ensure a free and appropriate public education. Staff will, in turn, inform the CSE of the school district of residence of the student.

Obligations and Assurances for Referrals: The Academy assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125 by providing appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation. The Academy assures that it will not convene its own CSE, evaluate children suspected of being disabled, create IEPs, reevaluate, revise existing IEPs or conduct due process hearings. The Academy understands that these responsibilities are left solely to the CSE of the student's district of residence.

Supplemental and Related Services: The Academy will employ a full-time Social Worker to provide counseling services to students who have been mandated counseling as part of their IEPs. In addition to counseling services, the SPED Coordinator will contract with qualified consultants to provide additional supplemental services including, but not limited to, speech therapists and other specialized services.

Process and Procedures for English Language Learners: The Academy shall serve all ELLs by providing supportive instruction so students achieve proficiency in English and thrive educationally. The Academy shall comply with all applicable laws, rules and regulations including Title VI of the federal Civil Rights Act of 1964 (as 29 amended) and the Federal Equal Educational Opportunities Act of 1974.

Identification, Assessment and Support of ELLs: If the native language is other than English or the student's household language is other than English, then appropriate Academy staff will interview the student and the parent/guardian in English or, if necessary, in their native tongue. If the student speaks a language other than English, or speaks little or no English, then The Academy will administer the Language Assessment Battery-Revised (LAB-R). Students who score below the designated proficiency level are eligible for ELL services.

Instructional Support: To help ELL students achieve the same high school-wide standards, The Academy will use a modified English-immersion program with supplemental support when needed. While all ELL students will participate in regular classes, some may require extra support. The Academy's ELL Specialist may participate in English Language Arts, 9th Grade Writing Seminar, College Bound or other classes, or may, on occasion, pull students out for Sheltered English Immersion strategies.

Qualifications of those Providing the Services: The Academy will hire a full-time, certified ELL Specialist in year 1, and will hire an additional ELL Specialist in year 3. ELLs training will be included in the annual PD plan.

Plan for Students Who Are High Academic Achievers: BPL's project-based approach to learning allows for increased autonomy for students who have been assessed as gifted and talented. Further, project-based and personalized learning is particularly well suited to students who may be gifted in some areas but exhibit weakness in others. Students may be deemed advanced or gifted based on their performance on State Exams or by consistently mastering standards at an accelerated rate in class. Supports for gifted students include the following:

- Pullout or small-group accelerated instruction in mathematics with a STEM Block teacher.
- College-level classes at CUNY through the College Now program.
- AP courses.
- Concurrent enrollment at postsecondary institutions or through approved online coursework.
- Internships.
- Co-curricular opportunities.
- Students who score at advanced levels on the ninth grade diagnostic tests will be moved into individual projects and customized learning modules.

By hiring dually certified regular and special educators and Advisors who have experience working with a gifted and talented student population, The Academy will provide qualified staff for gifted students.

Evaluation of Programs for All Special Populations: The Academy’s Achievement Goals specifically include the success of at-risk populations (*I.A.*). The Academy will engage in a consistent evaluation process of its programs and services for all students, including programs and services for its special populations. The Academy’s SRG system allows the school to pinpoint student performance toward each learning goal, disaggregate the data for specific subgroups, make adjustments and revisit goals accordingly. For SWD and ELLs, The Academy will use this information to determine student progress against not only IEP goals and level of English language acquisition, but against The Academy’s overall accountability goals.

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANTS AND FOUNDING GROUP CAPACITY

Elliot Washor, the co-founder of Big Picture Learning, and Andrea Pizziconi, first conceived this application. Carlos Moreno was immediately designated to lead the project for BPL and Sarah Bacon was recruited because of her expertise in sustainability, specifically in NYC public schools. As the idea developed for the school, team members brought together others with diverse skills, a passion for education reform and the desire to see more educational options for underserved youth in Harlem. The group has interacted daily in person, by phone and online to develop this application to create a high-quality, community-based school in CSD 5. The planning team divided the application into functional sections; subcommittees developed individual sections based on their expertise. The sections were then reviewed and integrated into the final proposal. The multidisciplinary team is highly capable of bringing the Academy to fruition. Each member of this founding team deeply believes in the school’s pedagogy, mission and design elements. As outlined below, the team is well prepared to create a rigorous high school that ensures student success in their chosen postsecondary pathway.

Name	Current Employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Nada Ahmed	New Classrooms, Instructional Coach	12 years of instruction and leadership experience in high-need urban schools both in the U.S. and internationally Ph.D. in Education Research and Policy and experience as a leadership coach, instruction specialist and consultant. Expertise: Professional Development, Math Curriculum, Blended Learning.	Board Member
Sarah Bacon	Freelance Sustainability Consultant	10 years experience with issue campaign design, advocacy and cause marketing for environmental, humanitarian, and cultural groups. Expertise: Public Relations, Fundraising, Board Governance, Sustainability	Board Member
Rafael Fernandez	Christie Company, Project Engineer	30 years international experience in construction management and engineering, Professor at Baruch College and frequent instructor of green certification programs. Expertise: LEED certifications, Engineering Curriculum, Harlem Community Engagement, Spanish, French, Creole	STEM Curriculum Advisor and Community Liaison
Frederic Gonzalez	Entrepreneur	Entrepreneur, current college student, and alumnus of Big Picture Learning. Has won several awards and frequent	Community, Youth and

		speaker at conferences and workshops to promote entrepreneurship throughout the US and Abroad. Expertise: Community Engagement Student Engagement, Student Entrepreneurism, Spanish	Parent Liaison
Andrea Hauge	Credit Suisse, Associate, Commodities	5 years experience as a finance professional in investment banking, foreign exchange and commodities. Served on the board of Columbia University's Alumni Association. Expertise: Financial Management, Governance and Spanish	Board Member
Haviva Kohl	Strong Women, Strong Girls, President	Experienced education activist and social entrepreneur. Founder of multiple schools in emerging markets and former middle school teacher in the South Bronx. Formerly the Director of the Leadership Pipeline for the NYCDOE. Expertise: Education Reform, Fundraising	TBD
Darline Lalanne - Millsap	New Classrooms Program Manager	Over 10 years experience in the Education sector with schools in the U.S. and Haiti. Expertise: Strategic Planning, Operational Management, Program Development, Growth Strategy, Capacity Building	Board Member
Frank Locker		30 years international experience in design and planning of education facilities. Education planner and architect. Expertise: 21 st Century Learning Environments, Education Planning, Stakeholder Engagement	Education Planner
Tom McGuire	Superintendent	35 years experience in education reform and administration. Executive Director of the Principal Residency Network in NYC, professor of education and Superintendent of Schools in Monroe School District, NH Expertise: Professional Development, K-12 Administration	Professional Development Advisor
Claudia Merson	Yale University, Director of Public School Partnerships	20 years experience as educator, librarian, community liaison, and program and curriculum developer. Established a broad array of sustainable programs and partnerships between Yale and New Haven Public Schools. Expertise: Assessment, Community Engagement	Board Member
Joshua Morales	Bedford Stuyvesant New Beginnings, Executive Director	10 years experience in the education sector. Former NYCDOE officer. Education consultant with background in school development, education policy, operations, organizational management, capacity expansion, strategy and finance. Board member to two other Harlem-based charter schools. Expertise: NYC Charter School Governance, Board Governance, K-5 School Administration	Board Member
Carlos Moreno	Big Picture Learning, National Director of School and Network Support	13 years experience as a teacher, principal, Director of Schools and School Development. Manages the Big Picture Learning network with over 60 schools nationwide. Expertise: Secondary School Administration, Project-Based Learning, Personalized Learning, Small School Movement	Board Member
Andrea Pizziconi	The Christie Company, CEO	12 years international experience in international education development, mixed-use urban development, and financing of mixed-use education projects. Expertise: Education Facilities, Real Estate Development, Community Relations, CFA, Finance, Fundraising, Performing Arts	Facilities and Development Advisor
Al Sylvia	NYCDOE,	15 years experience in progressive education as a teacher	Education

	iZone 360, Deputy Executive Director	and school leader. More than a decade of experience with Big Picture Learning. Expertise: NYC Secondary School Administration, Project-based Learning, Learning through Internships	Advisor
Elliot Washor	Big Picture Learning, Co-Director and Founder	35 years experience with school reform as a teacher, principal, administrator, consultant, producer and writer. Co-founder of Big Picture Learning. Expertise: Secondary School Reform, Project-Based & Real-World Learning, 21 st Century Learning, School Design	Senior Advisor
Jaime White		20 years experience in education reform. Former Senior Director of Curriculum and Instruction Design for Democracy Prep Public Schools in Harlem. Expertise: K-12 Curriculum and Instruction Design, Harlem-based community knowledge	Education Advisor

B. BOARD OF TRUSTEES AND GOVERNANCE

Our Founding Board possesses a range of experience and skills proven relevant to the start-up of a successful charter school.

Proposed Founding Board of Trustees			
Trustee Name	Voting (y/n)	Position on Board	Length of Term*
Nada Ahmed	Y	Member	2 Years
Sarah Bacon	Y	Member	3 Years
Andrea Hauge	Y	Member	3 Years
Darline Lalanne	Y	Member	3 Years
Claudia Merson	Y	Member	2 Years
Joshua Morales	Y	Member	1 Years
Carlos Moreno	Y	Member	2 Years

* Initial Terms can be renewed but are initially staggered to ensure too much turnover doesn't occur in any given year.

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

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

The qualifications to serve on The Academy's board of trustees will include:

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

The Board of Directors shall consist of 7-15 members and will meet monthly. All meetings will be compliant with the Open Meetings law. The Board Chair will head the Board of Directors meetings. The Officers of the Board shall include a Chair, Secretary, and Treasurer, each of whom will be duly elected by the voting members of the Board. Board members will serve staggered three-year terms with some initial terms under three years to spread turnover.

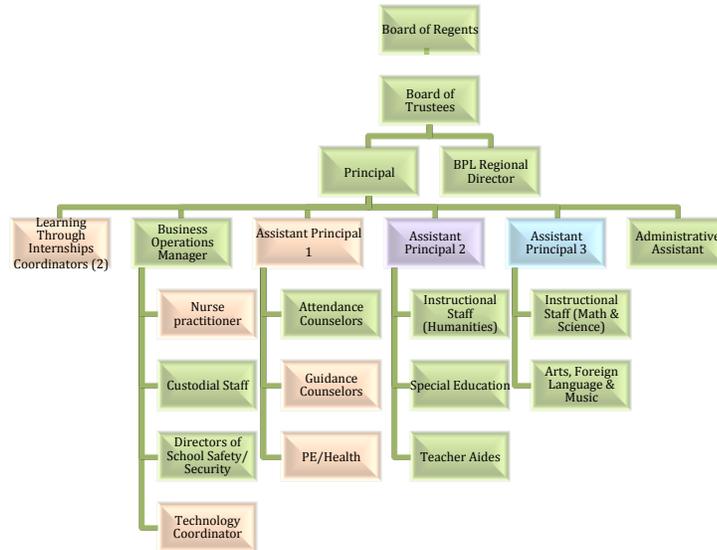
The Board will operate as a whole and in working committees including Personnel, Finance, Facilities, Development, and Academic Review. Other committees may be constituted as needed. Committees will have a job description that describes any delegation of authority by the Board as well as Committee Chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings. Copies will be posted on the school website and archived.

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

Recruitment, Orientation and Training: The founding team is currently in place with the exception of a legal expert (recruiting currently) and a labor relations representative anticipated to be filled by the UFT. The Academy will continue to recruit board members as the charter is approved. All new members will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards (if applicable), and polices. The Board will undertake ongoing governance training to ensure all members have a common vision of the Board's roles, responsibilities, and best practices.

C. MANAGEMENT AND STAFFING

Effective management and strong leadership are necessary to ensure successful implementation of The Academy's educational program. The organizational chart below illustrates school staffing and structure at full enrollment.



Note: Green indicates full-time roles beginning in year 1; orange indicates full-time roles beginning in year 2; purple indicates full-time roles beginning in year 3, and blue indicates full-time roles beginning in year 4.

Summary of Key Positions:

The **Board of Trustees** is the governing body that ensures The Academy fulfills the mission and meets the goals set forth in this charter through organizational planning, resource allocation, and program monitoring. The Board delegates day-to-day decision-making to the Principal and would hold him/her responsible for successful implementation.

The **Principal** is the instructional leader of the school. The Principal supervises and evaluates instructional staff and ensures the educational program is meeting goals of the charter. An Assistant Principal will be added in year 2, followed by a second in year 3, and a third in year 4.

The **Business Operations Manager (BOM)** reports directly to the Principal and is responsible for ensuring the effective management all of the non-instructional functions of the school including, but not limited to, financial responsibilities such as supervision of the school budget, tax filing, etc. The BOM manages admissions (with the exception of the first year in which the Principal manages the lottery), titlement services, student records, food services, and other operational and compliance tasks. The BOM is responsible for managing the business operations of the school, including purchasing, payroll, and reporting.

The **Regional Director (RD)**, an employee of Big Picture Learning, works in concert with the school leaders to develop and deliver professional development programs including the summer professional development program as well as training in the effective use of data to drive instruction and assessment. The RD will spend ~70 days in the school.

Learning Through Internships Coordinator (LTIC) – The LTICs will develop and track internship resources for the 10-12th grade students and are responsible for data collection concerning LTIs.

The first LTIC will join the second half of year 1; A second LTIC will join in year 3.

The Instructional Staff - including core content and specialty teachers – work directly with students to develop their academic skills and character. The instructional staff is responsible for ongoing assessment of students’ needs and developing student-centered, standards-based lessons to meet needs through classroom instruction and advisory programs. Instructional staff serves as the primary contact with student’s families, track students’ academic progress through their Personal Learning Plans, and support their advisees’ projects.

Hiring Policies for Administrators and Other Staff: The Academy believes that school leaders must be dedicated to serving the needs of teachers to ensure they are highly effective. Successful school leaders will be coaches and thought partners for teachers as well as adept administrators. They will be highly capable of leveraging resources inside the school, within the community and within the professional arena. All other non-teaching staff will demonstrate similar qualities to ensure efficient operations.

Upon chartering, the Board of Trustees will hire the Principal. The Principal is the senior administrator of the school who reports directly to the board on the academic and fiscal health of the organization. The Personnel Committee of the Board of Trustees will be responsible for recruiting, screening and presenting Principal candidates to the full Board for their approval. The Principal will be responsible for recruiting screening and hiring all members of the leadership team and administrative staff including the Assistant Principals, LTIC and Instructional staff. The Principal will hire the BOM with approval from the Board.

When selecting The Academy's Principal, the Personnel Committee will recommend final round nominees to the full Board. The hiring process will take approximately 10 weeks. The following timeline outlines the process.

May	June	July
<ul style="list-style-type: none"> • Personnel Committee and process timeline are approved by Board • The Board Chair and a community member are members of the Personnel Committee • At the first committee meeting, members review the timeline, process, and develop norms for their work. Confidentiality is a strict norm • Job Description is finalized and aligned to the school mission • Job description is posted on the school’s website, published through social 	<ul style="list-style-type: none"> • Resume criteria and interview questions are finalized • Committee reviews incoming resumes to identify candidates who meet the minimum requirements (applicants not selected are notified in writing) • Those who meet the requirements are asked to submit a writing prompt on their educational philosophy regarding instruction and school culture • Personnel Committee reviews writing prompts following established rubric and invites strongest candidates in for in-person interviews. Interview will consist of 3 components: <ul style="list-style-type: none"> • Interview questions with committee • Video observation of a teacher delivering a lesson and provide targeted feedback • Conduct analysis of data from a NYC 	<ul style="list-style-type: none"> • Within the first week of July, the full Board interviews the committee’s final round candidates and approves an appointment or notifies the committee of any questions or disqualifications / concerns • If a candidate is approved, the Board Chair writes an official notice to be posted on school website and throughout social

<p>media, and shared with Leadership Development organizations such as New Leaders for New Schools, Teach for America, Harvard Graduate School of Education (posted for 30 days).</p>	<p>school. Provide interpretation of data and recommendations to the teachers/school</p> <ul style="list-style-type: none"> • Each round of interviews is immediately followed by a debrief. Two to three finalists are identified by the end of June with a possible “walk through” their current existing schools to examine the school culture they have established 	<p>media outlets</p>
---	--	----------------------

Evaluation of School Leadership: Principal—The Principal will be evaluated by the Board based on school-wide student achievement and growth scores, implementation of the BPL design, and the input of all school staff, parents and students.

Assistant Principals – The Assistant Principals will be evaluated by the Principal based on school-wide student achievement and growth scores, implementation of the BPL design, and by all specific school staff that fall under the AP’s purview.

Hiring Policies and Procedures for Teachers: The Academy will hire teachers who are content specialists, state certified, and have a demonstrated record of success teaching high-school aged students as evidenced by Regents passing rates, student recommendations, authentic student work products, promotion rates and qualitative data collected. Additional consideration will go to educators demonstrating expertise in integrating content-specific work experiences into the curricula to support the state standards. Teachers will also demonstrate a passion for working with a high-needs community and the ability to engage students, the community and outside experts in rigorous, real-world, project-based work, which shall be assessed during the interview process and through discussions with the candidate’s references.

Recruitment and Interviews: The Academy’s programmatic partner, Big Picture Learning, will support The Academy in recruiting and hiring teachers to meet the mission of the school by allocating resources throughout the hiring process (i.e. school analysis for hiring needs, hiring timelines, interviewing questions and protocols to ensure candidates alignment with school model and culture). BPL will also represent The Academy at recruitment fairs and coordinate with the DOE and other teacher placement organizations (TFA, NYC Teaching Fellows) and help generate potential candidates by advertising open positions, hosting teacher recruitment fairs, creating marketing documents and networking with BPL partners to fill positions.

The Academy will conduct a comprehensive interviewing process before hiring teachers. The screening process will include the following: resume and cover letter screening; analysis of previous year’s student achievement scores; a phone interview; a demo lesson with lesson plan demonstrating inquiry-based learning model; an in-person interview with school leadership; and candidate referencing. All employment at The Academy will be conditionally based on background checks performed in accordance with the requirements of Ed. Law §28554(3)(a-2).

Teacher Retention: To ensure high levels of teacher retention The Academy will provide teachers with comprehensive professional development opportunities and support at the school, local, regional and national level through our partnership with the BPL Schools Network,

including bi-annual principals’ retreats, which convene BPL’s 60 school leaders and key staff to share challenges and best practices. Teacher leadership is a core value at The Academy. Teachers will be encouraged to take on leadership opportunities at the school. The Academy will establish “advisor meetings” in which teachers volunteer to work together to address a school need. Academy teachers will have more support, professional growth opportunities and opportunities for input in decision-making than is traditionally afforded teachers in some local school districts. The founding team believes that this will make teachers more invested in the school and encourage retention.

Staff Budget Assumptions:

Harlem STEAM Academy Staffing Plan						
Salary Expenses (excluding benefits)	Salary (k)	Year 1 FTEs	Year 2 FTEs	Year 3 FTEs	Year 4 FTEs	Year 5 FTEs
Principal	110	1.0	1.0	1.0	1.0	1.0
Business Office Manager	80	1.0	1.0	1.0	1.0	1.0
Assistant Principal	60	0.0	1.0	2.0	3.0	3.0
Internship Coordinator	80	0.5	1.0	2.0	2.0	2.0
Administrator	60	1.0	1.0	2.0	2.0	2.0
Technology Coordinator	70	0.5	0.5	1.0	1.0	1.0
Nurse Practitioner	80	0.5	1.0	1.0	1.0	1.0
Attendance /Parent Liaison	50	0.0	1.0	1.0	2.0	2.0
Social Workers (LICSW, MSW)	80	1.0	2.0	3.0	4.0	4.0
Guidance Counselors	60	0.5	1.0	2.0	3.0	3.0
Therapist/Psychologist	70	0.15	0.15	0.15	0.15	0.15
Security Guards/ School Safety	45	1.0	2.5	2.5	2.5	2.5
Custodian	35	1.0	1.5	2.0	2.0	2.0
Teachers (ADVISORS):						
Math Teachers	56	2.0	4.0	6.0	9.0	9.0
Science Teachers	56	1.0	3.0	5.0	8.0	8.0
History Teachers	56	1.0	4.0	6.0	8.0	8.0
English Teachers	56	2.0	4.0	7.0	8.0	8.0
World Language Teacher	56	1.0	2.0	2.0	2.0	2.0
Other Teachers						

- English Language Learning (ELL) Teachers	56	0.5	1	1.0	2.0	2.0
- Special Education Teachers	60	2.0	7.0	13.0	18.0	18.0
- PE Teachers	45	0.5	1.0	1.0	2.0	2.0
- Arts Teachers	56	0.5	1.0	1.0	2.0	2.0
- Teachers Aides	28	2.0	4.0	6.0	8.0	8.0
Total		20.65	45.65	68.65	91.65	91.65

In keeping with the instructional model and master schedule, each class/advisory will have one certified teacher, integrating other content areas utilizing a project-based approach. The Advisor to student ratio is 1:18. The SPED teacher to SWD ratio is 1:10.

C. CHARTER MANAGEMENT ORGANIZATION

C.1.The Academy will open without an affiliation to a Charter Management Organization. The Academy may join a CMO in the future if a Big Picture Learning CMO is created.

C.2. The Academy will utilize many partnerships and is currently in the process of establishing formal relationships with the UTF, CUNY and Columbia Teachers College. In addition, the main partner of The Academy is the Big Picture Learning as this school will be a Big Picture School (see Appendix for CMU).

D. EVALUATION

The Academy will submit to NYSED an Annual Report by August 1 each year, in accordance with Education Law 2857(2), which will include the state-mandated School Report Card. The Annual Report will include a Progress Report, which evaluates the school’s progress in meeting its approved accountability goals. The Report will also include information required by the Commissioner of Education in regulations adopted for this purpose, such as graduation rates, dropout rates, standardized test performance, total spending per pupil and administrative spending per pupil. A copy of the school's financial audit will also be included in the Annual Report. The Annual Report will provide information on progress in achieving the goals delineated in Section II.A. The Academy faculty, led by the principal, will conduct a self-assessment of their progress. BPL will assist The Academy in conducting the self-assessment and gathering information for inclusion in the Annual Report. In addition, The Academy expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title Funds and CSP grant funds. Furthermore, annual internal audits of the efficacy of instructional strategies will be led by the Principal and submitted to the Board of Trustees for review.

Evaluation of the Academic Program: The following data will be collected daily: attendance, student assessment, student discipline, and student enrollment. The Academy will collect

feedback on the curriculum through structured conversations with faculty members. The Academy will also gauge the level of school-wide rigor through feedback from external stakeholders, such as the CSD 5 Superintendent and educators from successful district and charter schools. We will also assess progress by analyzing student credit accumulation and Regents passing rates. The Board's Education Committee will regularly monitor the academic progress and advise change as necessary. The Academy's Board and staff will analyze summative data on the academic program and how The Academy performed against its Organizational Goals (see section III.A) by the end of each year, driving key adjustments to curriculum and instruction.

Evaluation of Teachers (Advisors): The instructional leadership team will be responsible for evaluating teachers and aides on an ongoing basis. Evaluations are based on 4 components:

1. Student achievement - ensuring that all students achieve 1 or more years of growth each year as demonstrated by student growth on standardized state tests, performance assessments, projects, and individual portfolios. These demonstrations of student mastery will be added to a teacher's portfolio and used to assess a teacher's score in the evaluation system.
2. Instructional performance—Teachers will be evaluated and coached based on their performance and effectiveness in the classroom using research-based instructional techniques. Each teacher will be trained and coached on the Big Picture Teacher/Advisor Competencies & Skills Rubric. Each teacher will also be evaluated using that rubric multiple times throughout the year by several evaluators.
3. Parent engagement—Teachers will also be evaluated on parent surveys and establishment of meaningful ways for parents to participate in their student's educational experience.
4. Teacher values and beliefs—Teacher attitudes and beliefs impact student progress, learning and achievement. Teachers must foster a culture that makes the classroom a safe, welcoming place for students to take learning risks. This will be measured through Principal observations and student surveys.

As in all BPL schools, in addition to formal evaluation of teachers, the Academy will have a multi-faceted system of teacher assessment *for* learning, which includes incorporating faculty learning targets into the annual work plan, personal learning plans for every teacher, teacher portfolios, and the annual Big Picture Learning Peer Review.

Through the Academy's instructional coaching model (see III.E.), teachers receive non-evaluative feedback from weekly informal observations from the Principal, Assistant Principals, and/or the BPL coaches. The Principal will use this formative data each school year, at the conclusion of each semester.

Individual student-level and class-level assessment data from internal and external sources will be utilized to evaluate teacher performance. In addition to monitoring student data through Global Scholar on an ongoing basis, summative data from interim benchmark assessments and mock Regents exams will provide additional data points for teacher evaluation. The Academy will also comply with reporting procedures of the NYSED's Teacher-Student Data Linkage

initiative, which will use student Regents exam scores to link student growth data to individual teachers. The Principal will use the data to celebrate student performance, encourage the sharing of best practices for effective teachers and take swift action to mobilize instructional coaching support for teachers where data indicates lack of sufficient student growth.

School Leader and Other Administrator Evaluation: The Board will carry out an annual evaluation of the Principal using key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The Principal will create a personal learning plan, a targeted set of measurable and attainable goals, with the Board Chair, to be regularly reviewed. Should the goals of the Principal's learning plan not be realized, the Board Chair will establish an action plan with the Principal to include mentoring, increased monitoring, leadership consultants, and a timeline for improvement.

Operational and Fiscal Health: The Board is committed to ensuring that it holds itself and the administration accountable for the operational and fiscal health and viability of the organization, including sound budgeting practices. The Board's work to develop a budget will begin each January. The Principal and the BOM will prepare the annual operating and capital budgets, cash flow projections, and profit and loss statements after working together to identify and prioritize needs. Needs will be prioritized based on how they support student achievement as well as fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Board's Finance Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May.

The Principal and BOM will oversee the adopted budget totals. The BOM will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual vs. budget, and projected year-end vs. budgeted year-end. The Principal and BOM will review these presentations with the Board Treasurer prior to each Board meeting. All material deviations will be documented and explained by the BOM and Principal. Any unexpected deviations in a budget category of more than \$5,000 and +/-5% of the budget amount will be considered material. The Finance Committee will hold a discussion regarding any particular budget categories or material items. If necessary, the Finance Committee will bring the deviation to the Board's attention to discuss any impact it may have on the school's financial position.

Board Evaluation: The Academy's success is directly correlated to the capacity and effectiveness of its Board of Trustees, which will be evaluated annually at minimum. The process involves each Board member completing three self-evaluation forms: one to evaluate the performance of the Board as a whole; the second to evaluate his or her own personal performance; and the third to evaluate a fellow board member. These evaluations will relate to the functioning of the board, the functioning of the school, clarity of roles and responsibilities, shared mission, contributions, engagement, processes, etc. This information will be analyzed annually by the Board Development Committee (see *III.B.*) to inform Board development and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

Family and Student Satisfaction: The Academy will formally gauge parent, teacher, and student satisfaction through the use of the DOE’s Learning Environment Survey. All parents will receive the survey during spring. The results of the survey will be tabulated and made public in The Academy School Report Card, which will be available on the school website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the DOE parent survey does not disaggregate results by individual classroom teachers, The Academy will conduct its own surveys of parents annually. Satisfaction data will be reviewed in a public Board meeting. The data will be used to inform any changes to the school’s operations, if necessary. The Academy will also gauge family satisfaction through parent teacher conferences, parent breakfasts with the Principal, STEAM Nights (see *II.F.*), and family events (see *III.I.*).

E. PROFESSIONAL DEVELOPMENT

The Academy’s professional development and teacher effectiveness model fosters a culture of collaboration and shared accountability for student outcomes.

Weekly Collaboration: During weekly faculty meetings, teachers will have the opportunity to meet in horizontal and vertical teams to plan and share resources. This will help create a culture where data is regularly used to effectively plan intervention and instructional strategies.

Teacher Performance Rubric: Our professional development program will use a model of individualized coaching, contextual coaching and professional learning communities based on teacher and school needs. The school will use the Danielson Framework for Effective Teaching. This coaching will be lead by the Principal and RD.

Training: The Board, instructional leadership team and Big Picture instructional and leadership coaches will be responsible for developing, leading and evaluating professional development (PD) in the summer and throughout the year so that teachers have the expertise to respond to students’ individualized needs. BPL Instructional coaches will provide professional development during intensive, three-week summer institutes in August. Year one training topics will encompass how to embed the school mission into the school culture, the common core, backward design lesson plans, virtual learning platforms, inquiry based data cycles, student work, assessment based protocols, the role of advisor, positive behavior intervention systems, vertical team discussions, English language immersion, IEP development, and the Response to Intervention program (RTI). Further topics will be based on staff and school needs. Advisors’ individualized professional learning plans will address their needs.

Systems-Based Instructional Approach to Coaching: BPL instructional coaches will model effective professional development strategies to build teacher capacity and leadership during designated advisory time and during Wednesday professional development sessions. Teachers will have out-of school PD through school learning walks at high-quality Big Picture Schools. The leadership team will train teachers on the use of ongoing school and classroom assessments in planning, instruction, and evaluation. Teachers will be trained to understand what data reveals about the whole school, teacher effectiveness, student performance, and student instructional needs. Teachers will be trained to observe and record student actions during hands-on, inquiry-based projects designed using the Common Core Standards.

Teacher Evaluation: Teacher evaluations will clearly outline areas of growth. Professional Development Plans will be linked to teacher observations and evaluations to ensure that highly effective instructional practices are at the forefront. Twenty percent of a teacher’s evaluation will be based on evidence of growth in student achievement using a value added assessment model. The evaluation system will include indicators such as student surveys, formal observations, family surveys and teacher self-assessments. During mid-year and end-of year discussion teachers will be asked to bring a body of evidence to be uses to discuss their professional growth plan. Teachers will be expected to develop a self-assessment based on their professional growth plan and demonstrate success indicators. End-of year indicators will determine the teacher improvement plan.

F. FACILITIES REQUIREMENTS

The Academy’s facility is being designed to incorporate a fundamental mission of the school: to be a community school where students learn both in the classroom and in the surrounding community. Achieving this goal requires a design and layout that is attractive to community members and potential mentors, and a location that will give students easy access to nearby community amenities like athletics and fitness facilities and performing arts space, and broad transportation access to internship sites. The Academy’s program and curriculum designs will require these spaces:

- Flexible spaces, (including acoustic quality movable walls, demountable partitions, partitioned HVAC, plumbing and electrical outlets) to accommodate future program changes.
- Spaces with natural light, ventilation and alternative “green” design features.
- Spaces throughout the facility for exhibiting student work.
- Outdoor spaces for outside project-based work.
- Small and large group social gathering spaces for students and/or faculty.
- Spaces where industry/community partners can establish adult training centers.
- Fabrication lab open to the community as well as students.
- Arts and design lab open to the community as well as students.
- Health, nutrition, and fitness center open to the community as well as students.
- Integrated classroom and “shop” spaces for each industry area.
- ADA compliant facilities.

The facility will provide three large spaces—a Fabrication Lab, an Arts and Design Lab (with exhibition space), and a fitness center—that will be open to industry and postsecondary partners as well as the community. Community, industry, and postsecondary partners will be interested in collaboratively managing the space and ensuring that the equipment remains up to date and in good repair. Finally, the school will have a basic communications infrastructure that includes ubiquitous Internet access, access to basic workplace technology tools, and other appropriate technology.

Together with other uses found in the immediate surrounding community, it is anticipated that The Academy can achieve a utilization of space between 60-80 square feet per pupil within its leasable area by sharing other core facilities with adjacent community partners. This utilization

significantly increases space affordability.

G. INSURANCE

The Academy has engaged one of the leading charter school insurance providers and has obtained a letter of interest from Arthur Gallagher Risk Management Services that confirms the school will be eligible for insurance with the following coverage at a cost that is aligned with the current budget projections. The following table summarizes the coverage included in the letter.

Coverage	Limit
General Liability (include corporal punishment and Athletic Liability)	\$1,000,000 occurrence expressly covers field trips and athletics / \$3,000,000 aggregate
Workers Compensation with Employers Liability	As specified by New York Laws; \$1,000,000 employers liability limits
Employee Benefits Liability	\$1,000,000 per occurrence dedicated limit
Automobile/Bus Liability including non-owned and hired including underinsured	\$1,000,000 per occurrence dedicated limit
Umbrella / Excess Liability above primary program (Gl, Auto, Abuse, D&O, EPLI, ELL, EBL)	\$10,000,000 follows from over primary coverage
Employment Practices Liability	\$1,000,000 per occurrence dedicated limit
Educators Legal Liability E & O	\$1,000,000 per occurrence dedicated limit
Directors & Officers (includes broad named insured language)	\$1,000,000 per occurrence dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 separate limits from the GL \$2,000,000 aggregate
Crime / Honesty Bond / Employee Dishonesty / Fidelity Coverage	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits on an all risk of direct physical loss basis including EQ and Flood options if available/needed
Student Accident Coverage (Athletics)	Primary \$25,000 option and CAT option at \$5,000,000

H. FOOD, HEALTH AND TRANSPORTATION SERVICES

Food: The Academy will participate in the Federal Free and Reduced Priced breakfast, lunch, and snack programs. The school will adhere to all applicable program requirements including,

but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students.

As an institution dedicated to sustainability, The Academy will provide healthy meals and teach food values. The intended school site supports these values - the lot is located across from a popular community farmer's market and the mixed-use building housing the school will include an incubator for fresh food merchants. The Academy hopes to collaborate with CUNY's Culinary Arts Continuing Education Program and Harlem Park-to-Park, among others, to maximize opportunities for local merchants to become certified vendors of healthy food alternatives. During the first three years of operation, The Academy's Board aims to fundraise to supplement the DOE food program with healthy snacks alternatives for the after school programs; a supplemental \$2/meal/student has been included in the annual budget starting in year 3 to allow The Academy to procure a healthier alternative food service provider such as Red Rabbit. Nutritional services at The Academy will encompass:

- a) The provision of breakfast, lunch and extended-day snacks as well as dinner when school is in session to maximize student nutrition and classroom engagement.²⁰
- b) Creation of a Wellness Policy on Physical Activity and Nutrition that will promote healthy eating and regular physical activity.
- c) Breakfast served in a number of alternative contexts—brought to the classroom, on a mobile cart, and in the common circulation areas to increase the convenience to students.²¹
- d) Organic and/or local produce served by a local school vendor service to reduce student exposure to chemical fertilizers and reduce the impact of fertilizers on agricultural land.²²
- e) A school garden funded, in part, by GrowNYC's mini garden grants and utilized to support STEM curricula as a member of Edible Schoolyard.
- f) Replication of a BPL-designed program called Get Green and Go, allowing students to work with local farms, like Corbin Hill Farm, which distributes in Harlem, to sell fresh produce, expanding the community's produce access.

Transportation: The Academy's transportation policy is low carbon.²³ Ideally, students will walk to school or use public transportation. In the event that students are ineligible for

²⁰A recent report, "No Student Hungry", released by the nonprofit Share Our Strength found that students who ate school breakfast attended an average of 1.5 more days of school than their meal-skipping peers, while their math scores averaged 17.5% higher. Additionally, the students with increased attendance and scores were 20% more likely to continue on and graduate high school.

²¹These strategies increase the likelihood of breakfast consumption according to a study by the Food Research and Action Center and Florida Impact focused on low-income students

²²Locally sourced produce will also reduce transportation costs and emissions.

²³According to the Environmental Defense Fund (EDF), independent research teams found that regular exposure to school bus pollution during pick-up and drop-off periods, "can add considerably to [students'] daily and annual exposures to air pollutants such as [diesel particulate matter] and PM2.5." Thus, The Academy will offset emissions of air pollutants from buses by deploying the EPA's Idle Free School program.

transportation services through the NYC DOE, The Academy will facilitate carpooling. The Academy will work to ensure that all students are issued NYC Group Passes for field trips, and will provide Metrocards starting the second year for the internship program. Discussions will be initiated with NYC DOE prior to April 1 of each school year regarding the delay in submission of new student transportation forms. Transportation for SPED students will be provided as detailed in a student's IEP or 504 plan, and in compliance with Education Law, Section 3635.

Health: The Academy will provide its student with health services in compliance with state law by employing required medical personnel to create a Health and Safety Plan as well as a Medications Administration Plan. The Academy will provide its students' access to a medical director (nurse practitioner) in compliance with Education Law, Article 19, Section 902. Under Education Law, Article 19, Section 904 The Academy's medical director has the ability to perform physical exams at the parent/guardian's request if the student is unable to obtain a physical with their private medical provider. The Academy's medical director will collect and maintain student health records in a secured location, including immunization records of all students. If student immunization records are not submitting to the school's medical director a letter will be sent to the family notifying them that their child will be excluded from school 14 days after notification as per Public Health Law 2164.

A group of Academy teachers and administrators will be trained and certified as First Responders in the event of a medical emergency that may require the use of AEDs or perform CPR. The use of an AED device will be reported to the regional EMS office. AED devices will be maintained and checked on a regular basis to ensure function.

I. FAMILY AND COMMUNITY INVOLVEMENT

Students perform at their best when mentors, family, and their community surround them. To ensure maximum engagement of these stakeholders, The Academy will develop an advisory board that consists of staff members, parents, and students who meet quarterly to identify community partnerships that will allow our students to be further engaged in community development. The Advisory board shall:

- Identify community needs that school resources and student projects can meet.
- Help LTI coordinators develop a mentor database with local businesses and organizations.
- Create a school environment and hold events that inspire community involvement.
- Expose students to community members and organizations through creating partnerships, attending shadow days, and participating in internships.
- Host regular community events to strengthen community partnerships.
- Identify community leaders, invite guest speakers, and hold workshops that will empower our students to be productive community members.

Parent and Family involvement: Students who are supported at home will be motivated to succeed. On average, BPL schools engaged directly with parents at least 11 times a year in the following ways:

- Parents attend their child's learning plan meetings to set goals for the semester.

- Parents attend their child’s quarterly exhibitions to understand the work their child is engaging in and how they can play a role in their education.
- Parents receive weekly updates on their child’s experiences and goals met.
- Internal, external and after-school programs and activities are open to parents and family members (including English classes, financial courses, and adult education, if located onsite) to allow parents to become learners themselves.

Barring success with the above, advisors are strongly encouraged to make home visits and to seek parental presence at future events. Additionally, The Academy will create a parent committee immediately after the lottery to ensure parental voice in the final planning and development of the school pre-opening.

Community Involvement: The Academy’s students will be extensively integrated in the community through the internship program. Students will learn from community-based mentors, working side by side with entrepreneurs, artists, engineers and others. Students will also apprentice under professionals in skilled trades in STEAM fields. This will allow students to develop hard and soft skills that will help them become college and workforce ready.

J. FINANCIAL MANAGEMENT

The BOM will be responsible for the financial management of the school with oversight from the Board’s Finance Committee. The Administrators, who will together handle salary, titlement services, payroll taxes, benefits, etc. will support the BOM. The BOM, with oversight from the Principal, will prepare the annual financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Due to lower numbers of staff and students in year one, there will be one Administrator in years one and two, with two Administrators thereafter.

Independent Audit: The Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements in accordance with the Generally Accepted Auditing Standards (GAAS). The Board’s Finance Committee will have the ultimate responsibility to oversee the audit process.

The Finance Committee will meet with the independent auditor to discuss the report and any findings. An action plan will be developed and implemented by the Finance Committee to correct any audit findings. A copy of the audit report and the auditor’s Management Letter will be provided to the full Board and NYSED in compliance with any deadlines.

Accounting Procedures and Fiscal Controls: The Academy is committed to utilizing policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) regulations. The Internal Control System will include Segregation of Duties, Restricted Access, Document Controls, Processing Controls, Reconciliation Controls, Fraud Prevention and Cash Handling Controls.

Student Records: The Academy will have trained personnel on staff who are responsible for managing the student information. The Administrators, with support and oversight from the BOM and Principal, will be responsible for tracking enrollment, maintaining school lunch

program records, including student eligibility and other data to ensure accurate billing and reimbursements. The Attendance Counselors / Parent Liaisons will be responsible for tracking attendance. In year 1, due to the lower number of students, the Principal and Administrator will carry out this function.

The BOM will work with the Administrators to ensure accuracy in program reporting and reimbursement for all data relevant to Title I, II and III services. The Academy will have a robust student information system through PowerSchool to store, analyze and produce needed reports on all relevant student data. The Principal, BOM and Administrators will be responsible for the protection of student records. With regard to the special education program, the BOM will be responsible for maintaining and securing all records, as well as submitting all required reporting to appropriate agencies including necessary reporting for special education reimbursement through the DOE invoicing portal. The Academy understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law).

K. BUDGET AND CASH FLOW

The Academy's start-up budget and cash flow, first-year budget and cash flow plan, and five-year budget and cash flow plan all use the most conservative revenue and expense assumptions based on other BPL charter schools in NY State and elsewhere, as well as an existing charter school in Brooklyn (see Attachment 9). Key assumptions to highlight include:

- 20% of per pupil district revenues set aside as an estimate for rent or debt service to ensure The Academy can lease in an appropriate location.
- Pre-operating expense of \$40,000 for facilities development. The Academy does not seek DOE space.
- \$70,000 annually in years 1-4 and \$35,000 in year 5 for BPL instructional support in creating the PBL modules to meet CCSS and NYS standards and intensive professional development to coach teachers on how to implement BPL's key designs and instructional strategies as they are essential to The Academy's pedagogical model.
- \$25,000 for STEAM Team and \$3,000 for additional professional development in year 1 increasing to over \$125,000 and \$20,000 respectively in year 4 to account for the additional resources required to set up and operate the Night School Program and STEAM curriculum. The later will be further supported by a partnership with Columbia Teachers College, which will cover much of the cost of professional development for STEAM curriculum.
- An increasing operating reserve that stabilizes at \$400,000 by the end of year 4 in the event it is required as a guarantee for construction debt or a rental reserve, as well as in the event that there is ever an incidental enrollment shortfall.
- Starting in year 3, a \$2/student/meal expense to enhance the food quality offered. An additional \$2/night student in year 2 will cover the higher costs of dinner provided.
- \$400 for computers, \$100 for other technology, and \$53 for calculators. Annually for the school, it assumes \$1,000 and \$30,000 for library/tech supplies and e-library / online learning respectively aligned with the STEAM focus of the school and the blended learning strategies outlined in the application.

The Academy will be able to comfortably cover all operating expenses throughout the chartering period while still remaining solvent at all times, even in the event of delays in disbursement of federal funds. At all times, the year 1 cash flow has sufficient funds to cover the next month's payroll in the event of revenue disbursement delays.

Finally, The Academy intends to aggressively seek private funding from foundations and individuals, and has already successfully conducted its first fundraiser, which raised over \$50,000. For revenue purposes, The Academy has assumed \$50,000 (already raised or pledged) and \$125,000 in fundraising during its pre-opening phase and Year 1 of operations, respectively. At no point does the fundraising projection exceed 5.0% of total revenue. Given BPL's track record of fundraising millions of dollars for its national work and the UFT's (a collaborative partner) track record of fundraising over \$1.7MM for its NYC charter school to date, it is believed these are reasonable assumptions.

Budgets Reflect the Following Conservative Revenue Assumptions:

- Assumes ~75% of night school students spend >60% of the school day in SPED services at a rate of \$19,049 per student. Assumes remaining SPED students (based on enrollment calculator) spend 20-60% of the school day in SPED services at a rate of \$9,523 per student, with the exception of year 1 (pre-night school) where 75% of SPED students spend 20-60% of the school day in SPED services at a rate of \$9,523 per student.
- For Title III funding, assumes a funding rate of \$143 per ELL based on publicly available funding data for other charter schools in the district starting in year 3 when The Academy will have 50 qualifying students.
- While The Academy will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first three years of operations. However, The Academy expects to meet bonus categories by providing preference for SPED, ELL and other at risk categories and via the night school which is designed to help meet the needs of over age under-credited students.

In each of the five operational years beyond the start-up period, The Academy's budget reflects conservative assumptions. All revenue projections increase only with enrollment and fundraising. The budget is aligned with The Academy's programs and services outlined in other aspects of this charter application. We have incorporated all possible costs contemplated by our educational, fiscal and operational program, for example:

- Advisors / teachers with an MA and a couple of years of experience (5B, C2 + PD, per teacher salary schedule), as this demographic is best equipped to meet the school's pedagogical model;
- LTI coordinators to facilitate the Learning Through Internships program, along with transport expense for the program (for both teachers and students);
- Additional security for Night School;
- A high ratio of SPED teachers to SWD (1 SPED teacher per 10 SWD students) to meet needs of The Academy's target population; and

- Significant STEAM Team, BPL consulting and additional professional development funding to support teachers and the pedagogical model.

In the Year 1 budget, all revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories.

L. PRE-OPENING PLAN

The following plan outlines the high-level milestones for The Academy’s implementation plan during the planning year. It assumes the charter is received by June 2013. Any delays in receiving the charter would be reflected in a commensurate delay in the deadlines listed.

DOMAIN	ACTION	Start Date	End Date	Duty
Governance	Ratify Bylaws and Code of Ethics	Jul, 2013	Jul, 2013	BOT
Governance	Appoint board officers	Jul, 2013	Jul, 2013	BOT
Academic	Negotiate and Sign MOU with Big Picture Learning	Jul, 2013	July, 2013	BOT
Facilities	Appoint Facilities Partner and Education Planner	Jul, 2013	Aug, 2013	BOT
Governance	Recruit School Leader	Jul, 2013	Sept, 2013	BOT
Facilities	Conduct facilities negotiations and execute lease for temporary space	Aug, 2013	Dec, 2013	FP
Facilities	Commence pre-development process for permanent space; approve facilities design plan	Aug, 2013	Oct, 2013	BOT, FP, SL
Operations	Obtain 501-C3 status	Aug, 2013	Jan, 2014	BOT
Finance	Approval fiscal policies and procedures	Sept, 2013	Oct, 2014	BOT
	Negotiation and sign MOUs with key CBOs for programmatic and afterschool partnerships	Oct, 2013	Apr, 2014	BOT
Finance	Contract with UFT to establish payroll and other financial systems (or other bidder)	Jan, 2014	Jun, 2014	BOT, SL
Staffing	Recruit Director of Operations	Jan, 2014	Feb 2014	SL
Recruitment	Recruit Students: develop and disseminate materials, host open-houses, conduct door-to-door marketing	Jan 1, 2014	Apr1, 2014	SL
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb, 2014	Jun, 2014	SL, BOM, RD
Facilities	Commence construction on permanent facility	Mar, 2014	Mar, 2014	FP
Staffing	Hire staff: salary negotiations and offer letters	Mar, 2014	Jun, 2014	SL, BOM
Operations	Negotiate and sign MOU with UFT for collective bargaining agreement	May, 2014	June, 2014	BOT, SL, BOM
Academic	Research and secure online content providers	Mar, 2014	Jun, 2014	SL, RD
Academic	Research and secure curriculum resources	Mar, 2014	Jun, 2014	SL, RD
Academic	Draft multidisciplinary learning modules for CCSS and NYS requirements	Mar, 2014	Aug, 2014	SL, RD
Academic	Research and secure standardized assessments	Mar, 2014	Jun, 2014	SL, RD

Technology	RFP for technology infrastructure	Mar, 2014	Jun, 2014	BOM
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents	Apr 8,2014	Apr 8, 2014	SL, BOM
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	Apr, 2014	Jul, 2014	BOM, SL
Finance	Approve budget for FY14-15	Apr, 2014	Apr, 2014	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendors	Apr, 2014	May, 2014	BOM
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	Apr, 2014	Jul, 2014	BOM
HR	Finalize staff handbook and personnel policies	Apr, 2014	Jun, 2014	BOT, BOM
Operations	Develop and distribute student handbook	May, 2014	Jun, 2014	SL, BOM
Technology	Install technology infrastructure	May, 2014	Jul, 2014	BOM
HR	Complete fingerprinting and background checks	May, 2014	Jul, 2014	BOM
Academic	Prepare school calendar and distribute to families	May, 2014	May, 2014	SL, BOM
Technology	Install Hybrid Learning Management System	Jun, 2014	Jul, 2014	BOM
Facilities	Obtain Certificate of Occupancy	Jun, 2014	Jun, 2014	FP
Recruitment	Conduct open houses for admitted students	Jun, 2014	Jun, 2014	SL, BOM
Academic	Contract with Related Service Providers	Jun, 2014	Aug, 2014	SL
Academic	Conduct home visits	Jun, 2014	Aug, 2014	SL, BOM
Operations	Secure insurance policies	Jun, 2014	Jun, 2014	BOM
PD	Prepare Summer Readiness Program	Jun, 2014	Aug, 2014	SL, RD, IS
Finance	Complete Initial Statement of Financial Controls	Jul, 2014	Jul, 2014	BOM
HR	Complete staff fingerprints and background checks	Jul, 2014	Jul, 2014	BOM
Operations	Secure IEPs and student records	Jul, 2014	Aug, 2014	BOM
Operations	Purchase AEDs and train staff	Jul, 2014	Aug, 2014	BOM, SL, RD
Academic	Begin community outreach to establish internship opportunities for year 1.	Jul, 2014	Sept, 2014	LTI
PD	Conduct Summer Readiness Institute	Aug, 2014	Aug, 2014	SL, RD, IS
PD	Develop staff growth plans	Aug, 2014	Aug, 2014	SL, IS

BOT=Board of Trustees; SL=School Leader (Principal) RD=Regional Director; FP=Facilities Partner, BOM=Business Operations Manager, LTI: Learning Through Internship Coordinator, IS=Instructional Staff

M. Dissolution Plan

In the event of dissolution of the Academy, the Board of Trustees will delegate to the Principal, in accordance with Education Law § 2851(2)(t), the responsibility to manage the dissolution process. If the dissolution process extends beyond the time in which The Academy employs the Principal, then the Secretary of the Board of Trustees will be responsible for completing the dissolution process. The Secretary will also be responsible for retaining necessary financial and operational records. The Academy will follow all procedures as directed by the Institute in conformance with the Charter and all applicable provisions of the Education Law.

Notification: As soon as practicable, The Academy will notify families of enrolled students in writing of the decision to dissolve the school and of the process for enrolling their child in another public school. Additionally, and as soon as practicable, The Academy will hold a

meeting with families of enrolled students to inform them of this decision and the enrollment process and options. This meeting would be conducted in conjunction with representatives from the NYC DOE.

Student Records: No later than the time table established by the Charter, or July 1, whichever is earlier, the school would transfer all student records to the NYC DOE or the student's district of residence, if the student resides outside of New York City. Additionally, a list of students attending The Academy will be sent to the local school districts where each student resides at the time of dissolution.

Remaining Assets: After the satisfaction of outstanding debts, all of the school's remaining assets shall be transferred to another charter school within New York City or transferred directly to the NYC DOE.

Escrow Account: The Academy will establish an escrow account (built up over 3 years) of at least \$75,000 to pay for legal and audit expenses associated with a dissolution should it occur.

Attachment 1. Admissions Policy and Procedure

The Harlem STEAM Academy shall not discriminate in its admissions against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. 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, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Student Recruitment Activities

The Academy will undertake a variety of activities to recruit student applicants. The activities may include but are not limited to the following:

- Posted flyers at local supermarkets, community centers, and apartment complexes
- Notices in local newspapers
- Notices to public middle schools (both charter- and district-operated), after-school programs and youth centers,
- Notices and presentations to local community-based organizations

Application

Families interested in enrolling their child in the Academy must complete the school's enrollment application. The application is available at the school or upon request. The application is a simple, double-sided document that requests biographical and contact information. Translation assistance will be provided to those parents who do not speak English and a Spanish-language version of the application is available.

Applications for enrollment for the upcoming school year are due by April 1st.

Lottery

If the number of applicants exceeds enrollment capacity, a public random selection process (i.e. lottery), conducted by the school will be held after April 1st, on a date publicized to all applicants.

In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

1. First preference will be given to returning students of the Harlem STEAM Academy.
2. Second preference will be given to siblings of enrolled students. “Sibling” is defined as children who are related either by birth by means of the same father or mother or by legal adoption.
3. Third preference will be given to students who reside in the New York City Community School District in which the Academy is located.
4. Fourth preference will be given to students who reside inside and outside of New York City.

Waitlist

In the event that enrollment is determined via lottery, names will be drawn after all available spaces are filled in order to form a waiting list. This waiting list, sequenced in the order determined by the lottery, will be the only official document identifying the names of grade eligible students with applications to the Academy pending acceptance when vacancies arise. The waiting list shall expire annually at the time of the admissions lottery for the subsequent school year.

Enrollment

All students accepted into the Academy must complete the school’s enrollment process before the first day of school. The school will create numerous opportunities for parents/guardians to complete this process prior to the opening of school. The enrollment process includes the completion and returning of required paperwork as well as submission of evidence of adequate immunizations. Translation assistance will be provided to those parents who do not speak English.

Voluntary Withdrawal

As the Academy is a public school of choice, families may withdraw their child from the school at any time. Withdrawal must be made in writing. The school will ensure the timely transfer of any necessary school records to the student’s new school. Parents can voluntarily withdraw after winning a seat in the lottery thereby indicating that they do not wish to enroll their child.

The following is a sample admission application, which shall be given to prospective students and their families. The planning team has also translated the application into Spanish and French.

Attachment 2. Evidence of Community Outreach

Summary of Comments for the Harlem STEAM Academy Community Meetings

Six members of the Academy's planning team facilitated two community meetings in Harlem as part of the team's community outreach initiatives. The meetings consisted of mostly youth and some parents or adults in the community, of which roughly half had graduated from high school and half had dropped out. The meetings were held at the Allah in Mecca Youth Center at the Street Academy on 126th and Adam Clayton Powell Blvd. The meetings were held on January 16th and February 12th from 6:00pm to 9:00pm and were advertised to the entire Allah in Mecca community of youths and their parents. The notes capture student reflections around an array of topics that extend from school location to the role of technology. Students and families provide honest insight to help add their voice into our application so we ensure that we are building a school that represents the authentic needs of the community. Having student and family voices as advocates for their learning is essential to the Harlem STEAM Academy. The following is a summary of the feedback provided by the attendees.

Summary of Comments from First Community Meeting (1/16/13)

School Location

When talking with students about school location and their experience with schools in the neighborhood there was a strong sentiment that students would be concerned attending school adjacent to a public housing project and its "negative activity", even if it is where they live themselves. Many students sought a school that would bring them out of their neighborhoods to be exposed to more vibrant parts of the city. This led into a discussion around the value of leaving the community and getting to learn about other communities and the impact this would have on preparing them to be successful beyond high school. Many participants would like to come back and serve their communities to help them develop but they felt they needed to see a larger world to prepare for those challenges.

Response from the Planning Team: While the main point of the discussion was safety around the school, the broader feedback was the participants' desire to explore beyond their neighborhoods. The Academy's internship program will send students throughout the city two days a week, creating a clear opportunity for such exploration.

Technology

As a group we began to talk about the value of technology and the role it would play in shaping students futures. It was an interesting dialogue as one student expressed interest in the library less for books as for the quiet space. This led us to talk about the importance of the physical environment to learning, how it should be wired and well connected throughout and how we would incorporate this into the school design. Along these lines, laptops were seen as positive though there was some concern over losing data / files on a laptop if something went rough and we discussed new technology features that would prevent this process. Finally, it was apparent that students wanted to go a school that recognized the value of digital technology

and want to get exposure to as many of the latest technologies as they understand its role in the job market and in continuing to shape future generations.

Response from the Planning Team: The Academy will have technology internships, the STEAM Team after school program, and bi-monthly technology classes to continuously improve the student's comfort using technology as a core instructional tool.

Career vs. College Readiness

Students expressed the need for choice in postsecondary pathways and that they want a school that helps link the connection between college and career. Additionally, students want to understand what types of careers are in the job market and what skills they require. They want to be part of a school that helps them understand their strengths and be prepared with the life skills to be successful. On a scale of 1-10 (10 being most concerned) most participants rated their fear of not finding a job after high school at or above an 8. Many participants felt technology skills would help increase the odds because they are sought after in today's jobs.

Response from the Planning Team: Students expressed how school has often left them feeling disempowered because they don't have a clear understanding of how their learning will transfer to getting a job so they can support themselves and their families. Students want to see the clear connections and real world applications of skills they learn in school transferring in the job market. The Big Picture model of learning through internships and mentors should strongly mitigate this issue and will also ensure that students are indeed placed into STEM related internships wherever possible.

Relationships Between Teachers and Students

This discussion shed several insights into negative experiences students and their families have had with teachers and schools. Students have a hard time forming trust as they have experienced many negative consequences for sharing insightful details. They often feel that teachers don't believe in their strengths and just stigmatize them and this leads to a feeling of being alienated. The discussion delved into a common perception that in a school a teacher's perspective / opinion always overrules that of the student. Participants expressed how the system felt unfair and how they hoped to be part of a school where their voice was recognized as equal. They want to be recognized for who they are and want teachers who value them rather than believe that they will fail.

Response from the Planning Team: Students want teachers and mentors who help cultivate their strengths, help identify how to use their passions and interests to learn new and challenging material. They want teachers who are advocates for their learning and who they can trust. It was apparent that this group of students and families want a school with a transparent culture where every member is equally valued. This will become a priority for the Academy to recreate and the advisor/mentor model should be a strong means to do so.

School Security and Discipline

Through the course of the discussion participants shared many negative experiences where they felt that the school was not their advocate and they were not aware of their rights.

- The group expressed how security guards should not be over-involved in students' affairs, should not be "down with the kids".
- Students need a school and classroom culture to feel safe and inviting for learning.
- Conflict resolution was seen as an important life skill that all members in the school community should work on together.
- Legal support for all students in the school was seen as a major asset. The group discussion shed insight that students were unaware of their rights and wanted to understand the legal system so they could be advocates and not feel trapped by a system.
- The Big Picture process for mediation – where the advisor, mentor and other adults that know the student well are brought to the resolution table – was an attractive process to the group. So were excited about the prospect of being part of a school that offered this type of school structure and school culture.

Response from the Planning Team: Big Picture has a highly successful mediation model that the Academy would adopt in order to address this feedback. The Academy would also take into consideration the need for legal counsel on retainer for student issues that may progress into situations that require legal representation. Students and families want to be part of a school where there is a fair system in place and where conflict is resolved in a meaningful way that teaches conflict resolution and doesn't turn school into a jail.

Student outreach

Participants gave tips of how to best reach young people for recruitment and suggested the Academy create a Facebook page to get the word out to young people assuming the information is interesting and written in youth-friendly language.

Response from the Planning Team: The planning team set up a Facebook page for the Academy upon receiving this feedback and have already secured many followers.

Services in the school building

The following includes some specific services the group stressed they hope to see:

- Parent support such as ESL classes or adult education/certification classes;
- Day care for young parents with support group to discuss parenting issues;
- Fitness and wellness facilities;
- Healthy meals and a fun place to eat with a variety of food options;
- Hip hop center, a dance studio and a recording arts studio;
- Common space that is fun to hang out in even after school and potentially weekends;
- Convenient technology throughout the space;
- A health center with psychology and social services.

Response from the Planning Team: Many of the uses above are already under consideration to be recruited for the remainder of the building. In particular, the inclusion of daycare for students has become a priority for the planning team to explore.

Uniforms

Participants enjoyed this conversation and had strong feelings that any uniform should still be flexible enough to allow individual expression while also conveying a professional and unified school image. Participants felt that the students of the Academy should be allowed to design and vote on their uniform, perhaps with a handful of variations.

Summary of Comments from Second Community Meeting (2/12/13)

Role of Families

Participants spoke strongly about the important role of parents and families as a motivator for them to succeed and stay on the right track in their path. Participants wanted to see the Academy make all efforts to hold parents accountable equally to students to ensure they were more involved in their child's education. Participants emphasized how important it will be for the Academy to have many family programs and events for parents and siblings, especially those with opportunities for them to improve their own skills such as financial management classes, ESL classes, or other certification program. Participants also believed the Academy should ensure strong support for students who have lost one or both of their parents, as that seemed to be more frequent of an occurrence among participants than expected.

Response of the Planning Team: The Academy will ensure engagement with parents on average 11 times a year including home visits for parents who do not attend school events. Also, the Academy hopes to partner with CUNY to host adult education classes on site for parents and weekly "Pick me Up" sessions will be open to parents providing ample opportunity for parents to "stop by" and stay involved in their child's progress on a frequent, informal basis.

Role of Teachers and Relationship to Students

There was a general sentiment among participants that, based on their experiences to date, teachers did not care sufficiently about their students and did not serve as a mentor or role model for their students in any way. Participants felt most teachers did not attempt to understand the challenges students face at home and often taught curriculum targeted to pass a test rather than make the lessons relevant or fun. Participants wanted to see teachers who shared real life experiences (especially hardships or stories of resilience), not just knowledge, so students could see them more as role models. Many students felt they failed because a teacher never took notice of their struggles and tried to help them. Students also expressed frustration that tests were often the same so most students cheat and copy work and it is a practice known by teachers that isn't prevented, which further confirms to students that teachers don't care about their achievement and actually helping them learn the material. Some participants also expressed distress that they were often punished for challenging teachers, even intellectually (in one case with frequent suspensions for insubordination).

Response from the Planning Team: The BPL advisory model, which will be core to the Academy's instructional strategy, will address many of the issues conveyed about regarding students feeling their teachers care for them in a personal way. Each student will have the same advisor for four years allowing a deep relationship of care and concern to develop.

Special Education

Many of the participants had been tracked into Special Education (SPED) in school though many did not even know why. Furthermore, they feel that SPED students sometimes they are labeled SPED not because of their own needs but because they perceive the school seeks the additional funding from the government for that designation. Participants also felt that teachers don't treat SPED students fairly and often think they are stupid, instead of thinking that the system put them on the SPED classes. Many participants were placed on a SPED track very early because of difficulties reading but then despite any advancement they were never re-assessed for re-integration. Some participants were labeled SPED because of behavioral issues they feel could have been addressed through counseling and other means.

Response from the Planning Team: The Big Picture Learning model to be implemented by the Academy focuses on a personalized learning program for each student so Special Education students need not be isolated from the rest of the school and where they are able to progress they will advance accordingly based on a frequent, individual assessment of their own skills development. Furthermore, the deeper learning approach with strong relevant to real world learning examples will allow students with special needs to demonstrate achievement by broader means.

School Schedule, Curriculum and Logistics

Regarding the core subjects, participants believed that their experience with math and science courses revealed curriculum tailored to pass Regents exam but not anything practical for life. Participants also felt that the Academy should educate students on sex education early on before they start becoming sexually active and making mistakes that could be life altering. They also felt that gym class should not be programmed first thing in the morning as they don't like to feel sweaty during the rest of the day. Most importantly, participants felt they should have a say in the development of the curriculum to ensure it is interesting and relevant. Also, there was broad consensus that the school schedule should accommodate a night program for overage students or students who have family responsibilities keeping them from attending school.

Response from the Planning Team: The Academy will to address the challenge of making math and science fun for students by creating the afterschool STEAM Team program that will bring more focus on the STEM curriculum through group projects involving "making and tinkering". Furthermore, the planning team took very seriously the request to have a night school program and has decided to include this option starting in year 2 of the Academy.

Perceptions of Future and Aspirations

Many of the participants struggled to express their future goals and dreams because they felt they had already made such grave mistakes to aspire for dreams. Some students felt that the presence of a mentor could have helped shape their path differently so that they had more future options. Many participants hope to attend a community college but some felt that work would interfere with that goal. Several participants had to drop out of school because of a need to work as early as at age 16. Some youth discussed specific dreams to become actors or recording artists but said they lacked the guidance to take it forward. Other youth centered on a desire to learn skills that would directly lead to jobs. Many participants felt college had not even been a consideration and expressed that part of this feeling may have been because there was never an active guidance counselor to steer them in the right direction.

Response from the Planning Team: The Academy's Learning-through-Internships and mentor program will address many of the participants' desire to have a mentor involved in shaping their career path and future. The Academy will also have an extremely active guidance and career counseling team, which will require every student to apply for and be admitted into at least one post-secondary program so that all students have some future path to pursue upon graduation.

School Culture, Ethos, and Sentiments

Participants clearly expressed they felt very little trust in anyone that worked at their past or existing schools. Many times students feel betrayed by guidance counselors who listen to their family issues and then report them to ACS without their knowledge causing even more complicated issues for them in some cases. Most participants also didn't feel safe at school. They also felt school wasn't relevant to their interests or taught them critical soft skills. Many participants were bored in school and learned more in the real world. In many cases they felt like a criminal in their own school because of constant persecution from teachers. Regarding suggestions, many participants felt that the Academy should try to hold more social events such as movies and parties so that students would want to stay at school well into the evenings and potentially weekends as it is better than hanging out on the streets.

Response from the Planning Team: The presence of advisors and mentors for each student at the Academy will certainly address the feedback that students want role models to teach them soft skills. That is a core goal of the Learning-through-Internship program. Also, the real world approach to instruction should address the feeling of boredom. Finally, the planning team listened well to the feedback on making the school a social environment on evenings and weekends and feel this is possible to implement because of the mixed-use nature of the site under consideration for development and the other tenants/users expected to share the site.

School Facilities, Design and Shared Space Uses

The participants preferred a convenient computer laboratory over having laptops for all students, as the latter can be stolen, lost, or damaged. They also emphasized that classrooms should have air-conditioning or movable windows to increase fresh air and lower the heat. Many participants deliberately chose not to go to school on hot days because of the discomfort of their school facilities. Participants discussed the need for the school to be located in a

building that offered daycare and overall that created a strong sense of security. Finally, there was a long discussion around bathroom hygiene and safety from issues like bullying. Most participants dreaded going to the bathroom and believed it was an overall humiliating experience because of the poor conditions that were pervasive throughout public schools.

Response from the Planning Team: The planning team is particularly sensitive to issues of design and facilities maintenance given the intention to create a community school that is strongly focused on building and sustaining an optimal learning environment. Comfortable temperatures, airflow and clean bathrooms will be basic conditions upheld by the Academy. Regarding the computer lab, there will be a computer lab onsite but the Academy will still aspire to have one laptop per child so that technology and other learning skills can be developed anywhere in the school or at home and not just in the designations computer lab.



HARLEM S.T.E.A.M. ACADEMY

(SCIENCE-TECHNOLOGY-ENGINEERING-ARTS-MATHEMATICS)



The Harlem STEAM Academy is an exciting new school that incorporates the nationally acclaimed Big Picture Learning (BPL) design of a small highly personalized and high performance school environment with a rigorous and relevant cross-disciplinary approach that integrates academic and experiential learning focusing on complex problem solving/critical thinking skills applied to the challenges of sustainability and the environment.

Big Picture Learning (www.bigpicturelearning.org) was founded in 1995 with the goal of catalyzing change in public education. There are 68 schools in the BPL network. Located in a dozen states and in most major cities, many have been operating for over ten years. The BPL learning design focuses on the needs of individual students, through a personalized curriculum tied to real-world learning opportunities.

The Harlem STEAM Academy will provide students with opportunities to use leading edge digital technologies and green-building design to produce practicable solutions to community problems. In partnership with the community, industry, and postsecondary sectors, the school will foster project and inquiry-based learning activities using the fundamentals of the arts, technology and engineering concepts and prepare students for career pathways in emerging STEAM fields through mentoring and apprenticeships. Engendering a culture of innovation and leadership, students will demonstrate how their inventiveness and products can achieve environmentally innovative means to a community's ends. Using digital fabrication machines and the technologies of the workplace and colleges, students will transform these abstract innovations into tangible and sustainable solutions.

Contact:
**National Director of School
and Network Support**
Big Picture Learning

CARLOS R. MORENO
401-378-8102

email:
Carlos@bigpicturelearning.org



FREQUENTLY ASKED QUESTIONS

What is The Harlem STEAM Academy?

The Harlem STEAM Academy will focus on creating an environment where students are passionate about issues of sustainability and capable of leading in the 21st century. The term STEAM stands for Science, Technology, Engineering, Arts, and Mathematics that are integrated as a focus of a school where students develop their interests and passions to prepare them for success in college, work, and improving the quality of life in their community.

What is The Harlem STEAM Academy Community?

New York is a unique city with many opportunities in the STEM (science, technology, engineering, and mathematics) fields. The Harlem STEAM Academy as a high school, will be a member of a unique public-private partnership between the STEAM Academy, colleges and universities, corporations & industry partners, and a host of Harlem's premiere cultural, public, and philanthropic institutions working to create innovative teaching and learning opportunities for all their students, and impact the workforce's retooled and emerging industries.

How small is The Harlem STEAM Academy?

By design, The Harlem STEAM Academy will be small. There will be spaces for 100 students in each grade. In the fall of 2013, the School will accept 100 incoming freshman and, if spaces are available in the sophomore class, a small number of students may be placed in that grade. The school will continue to expand during the 2014 and 2015 school years, adding 100 freshmen per year.

Why a “small” school?

Big Picture believes that a small student body provides more personalized educational experiences for each student, so that every student is challenged appropriately. We want to really know the students, so that we can truly assist them in becoming the best that they can be as they seek opportunities in STEAM-related fields of study and work.

What is “interest-based and “project-based”?”

The Harlem STEAM Academy believes that students need to be exposed to the kinds of design and implementation practices that scientists, artists, and engineers use on a regular basis. Students will work with their instructors, other students, and field experts in a variety of settings. To ensure that the Harlem STEAM Academy is meeting all student needs through high-performance and high quality, all students, in addition to taking State required exams, will be required to exhibit their learning through multiple formats and in multiple settings including portfolios, exhibitions, experimentation, and performances. Such learning requires cumulative documentation of learning by teachers—not just tests or exams.

Will the Harlem STEAM Academy be intellectually rigorous?

Research indicates that students who are exposed to teaching that demands complex intellectual work are likely to do as well as or better than students exposed to basic-skills-only instruction. Through course work, community involvement, advisory, and internships, STEAM Academy students will develop the critical thinking necessary to effect change. They will grapple with compelling problems, formulate ideas, gather evidence, defend perspectives, and reflect as evolving learners. All students will learn challenging and academically focused. It is our aim that all graduates will be prepared to enter college or a career in the STEAM-related field of their choice.

How is student progress measured in a project-based environment?

Student progress will be assessed in a competency system. Competency means that the students will have to demonstrate in multiple ways that they are confident and qualified to move on to the next level of work. Students will be given consistent feedback about their growth and are assigned grades according to their performance against the benchmarks and standards appropriate for a college-bound student.

Do you have letter grades?

Yes, student work is translated to grades for the purpose of communicating them to the home and potential colleges.

What is advisory?

Advisory is the glue that binds the Harlem STEAM Academy learning experience. While advisory time and curriculum will vary from grade to grade, most advisories meet daily. Advisory is each student's home in school. In advisory, students work on portfolios, exhibitions, and other demonstrations of their progress in personal growth over time. Time is devoted to whole group and small group activities such as Socratic seminars and team building initiatives. Students also develop and implement long-term community involvement projects in advisory. Advisors work with advisees on developing leadership skills as well as well as monitoring student academic progress and socio-emotional growth.

Who keeps in touch with the family?

The adult advisor connects the student, school, family, and mentor. Each student, her/his advisor, and at least one parent or guardian will meet as a team several times during the course of the year. These meetings will help follow, guide, and support the student's academic, social, and emotional development. Communication between home and school will be regular, two-way, and meaningful.

What do you mean by a "safe" school?

At Harlem STEAM Academy, the issue of safety goes well beyond physical safety. Students, staff, and administrators will be responsible for maintaining an atmosphere of physical, emotional, and intellectual safety. At STEAM Academy, students and staff will be responsible for respecting people, ideas, and styles of life.

What are classes like?

We believe that high expectations and high standards yield high performance. Harlem STEAM Academy is a college preparatory school with high expectations; therefore, students should expect a rigorous and challenging curriculum. While teachers have certain expectations for everyone, teachers will challenge and support each student to do his or her best—day in and day out starting with each student's interests and needs.

Are there extra curricular activities?

Yes. We believe in student participation in governance, so we will organically grow the extra-curricular activities based upon student interest.

What is the dress code?

The dress code for Harlem STEAM Academy will reflect appropriate dress for professionals in the STEAM community and the district's uniform policy.

When does the school day start and end?

9:00 AM to 4:30 PM

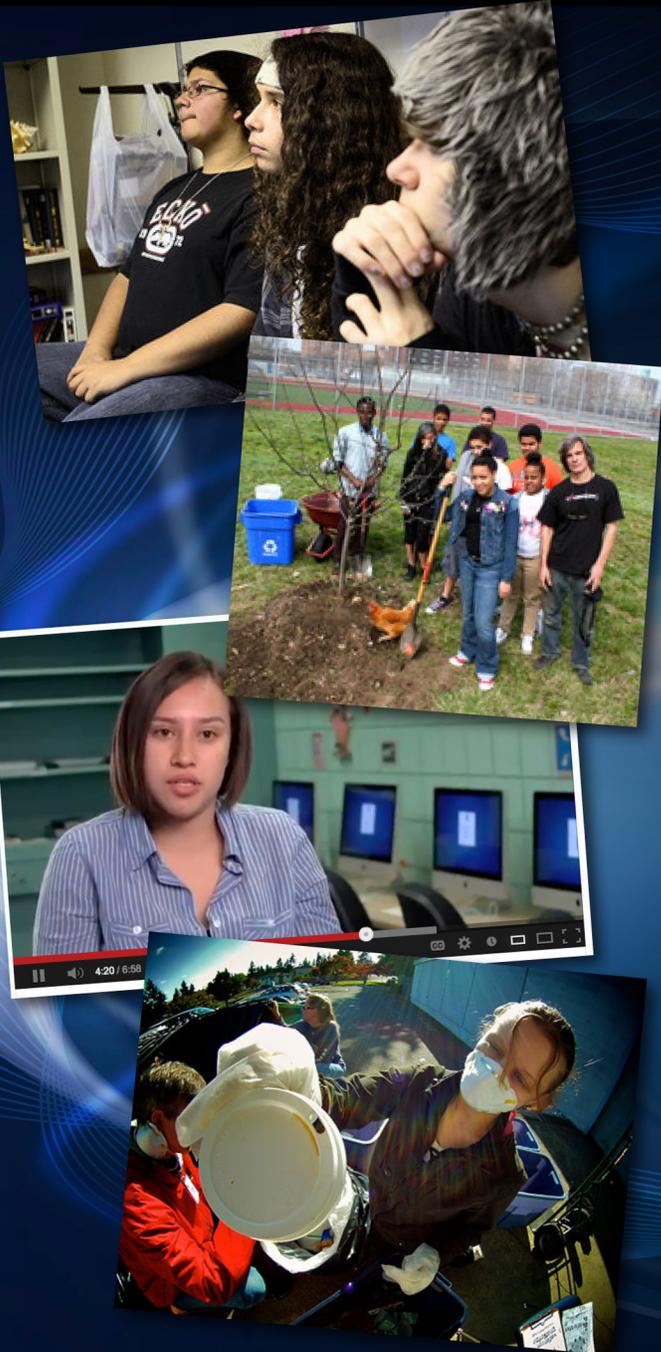
When is the first day of school?

While the first day of school for the school year has not been determined, it is expected to be during the first – two (2) weeks of September. Prior to the start of the school year, all new students will need to attend Harlem STEAM Academy's "Summer infusion" – a one-week orientation that introduces students to the Big Picture Learning and STEAM Academy design.



HARLEM S.T.E.A.M. ACADEMY

(SCIENCE-TECHNOLOGY-ENGINEERING-ARTS-MATHEMATICS)



La Academia "S.T.E.A.M." (Science-Technology- Engineering-Arts-Mathematics) de Harlem, es una nueva escuela que incorporó el sistema de aprendizaje 'Big Picture Learning' (BPL), que significa Aprendizaje a través de Grandes Imágenes, reconocido a nivel nacional.

El BPL, tiene un diseño que selecciona un sector escolar reducido, para así lograr un alto rendimiento personalizado. En este sistema, se realiza un enfoque riguroso interdisciplinario, en el cual se integra el aprendizaje académico y la experiencia de resolver problemas complejos, mejorando habilidades de pensamiento crítico, todo esto teniendo en cuenta los desafíos del medio que rodea a los estudiantes. Big Picture Learning (www.bigpicturelearning.org) fue fundado en 1995 con el objetivo de impulsar un cambio en la educación pública. Hoy en día, existen 68 escuelas de la red, situadas en docenas de estados, la mayoría en las grandes ciudades, muchas de ellas han estado funcionando durante más de diez años.

El diseño de BPL se centra en las necesidades individuales de los estudiantes, a través de un plan de estudios personalizado, vinculando y mejorando las oportunidades de aprendizaje que ellos poseen para la incorporación de los mismos en el mundo laboral del mañana.

La Academia S.T.E.A.M. le proporcionará a los estudiantes oportunidades para producir y desarrollar soluciones viables para los problemas de la comunidad. Trabajando en colaboración con la misma, sumando empresas y universidades, la escuela promoverá y fomentará un proyecto basado en la investigación y desarrollo de actividades de aprendizaje, utilizando como medio: los fundamentos de las artes, la tecnología y los conceptos de la ingeniería, para preparar a los estudiantes para sus futuras carreras universitarias.

Contact:
**National Director of School
and Network Support**
Big Picture Learning
CARLOS R. MORENO
401-378-1808

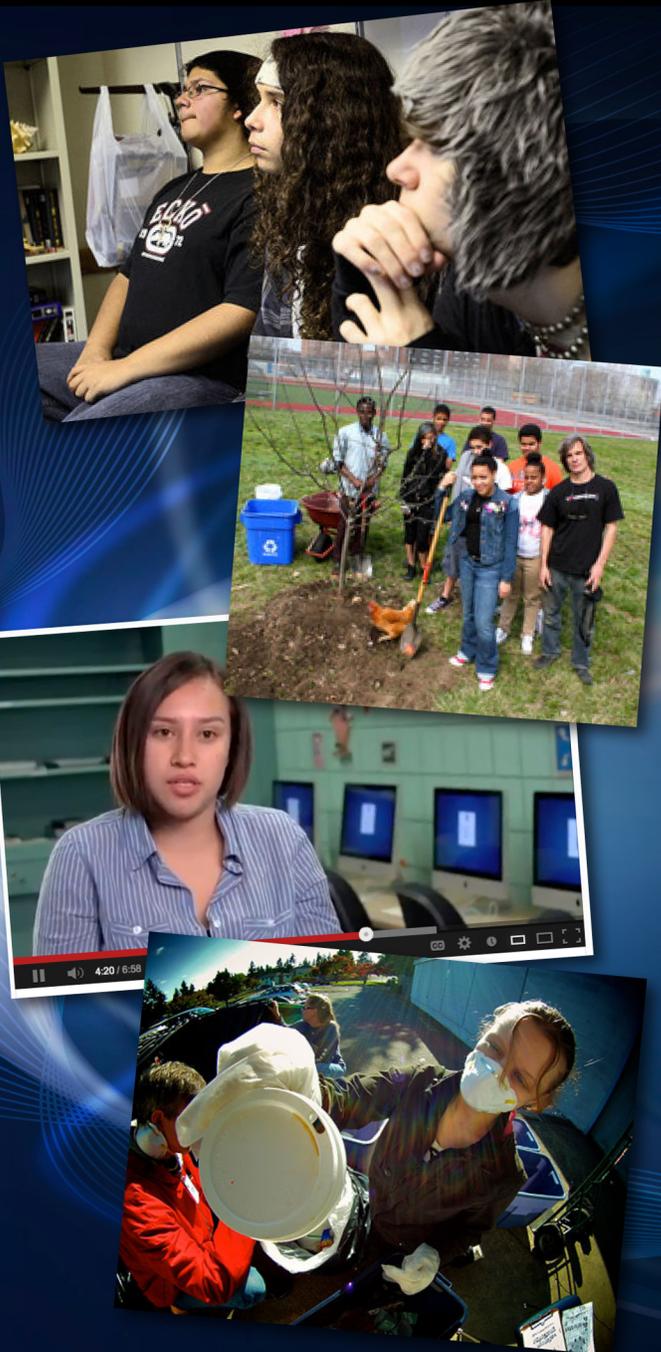
email:
Carlos@bigpicturelearning.org





HARLEM S.T.E.A.M. ACADEMY

(SCIENCE-TECHNOLOGY-ENGINEERING-ARTS-MATHEMATICS)



L'Académie S.T.E.A.M Harlem est une école innovatrice qui intègre l'apprentissage de renommée nationale Big Picture (BPL) la conception d'un environnement de petite performances hautement personnalisé et de haute école avec une rigoureuse et pertinente approche transversale qui intègre l'apprentissage scolaire et l'expérience en se concentrant sur résolution de problèmes complexes / compétences de pensée critique appliquée aux défis de la durabilité et de l'environnement.

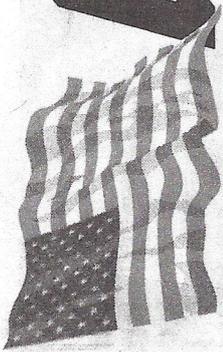
Big Picture Learning (www.bigpicturelearning.org) a été fondée en 1995 dans le but de catalyser le changement dans l'éducation publique. Il ya 68 écoles du réseau CPL. Situé dans une douzaine d'Etats et dans la plupart des grandes villes, beaucoup ont été exploités pendant plus de dix ans. La conception apprentissage BPL met l'accent sur les besoins individuels des élèves, grâce à un programme personnalisé lié aux possibilités d'apprentissage du monde réel.

L'Académie STEAM Harlem fournira aux étudiants des occasions d'utiliser les technologies numériques de pointe à la conception et construction écologique pour produire des solutions pratiques aux problèmes communautaires. En partenariat avec la communauté, l'industrie et les secteurs d'enseignement postsecondaire, l'école favorisera les activités d'apprentissage du projet et basé sur la recherche en utilisant les principes de base des arts, des technologies et des concepts d'ingénierie et de préparer les étudiants aux parcours professionnels dans des domaines émergents VAPEUR grâce au mentorat et l'apprentissage. Créer une culture de l'innovation et de leadership, les élèves montreront comment leur inventivité et de produits respectueux de l'environnement peuvent atteindre des moyens novateurs pour extrémités d'une communauté. L'utilisation de machines de fabrication numérique et les technologies du monde du travail et les collègues, les élèves vont transformer ces innovations abstraites dans des solutions tangibles et durables.

Contact:
**National Director of School
and Network Support**
Big Picture Learning
CARLOS R. MORENO
401-378-1808

email:
Carlos@bigpicturelearning.org





It's about 'time'!

Would-be charters plan longer days, year

By YOAV GONEN
Education Reporter

Some schools might not be out for the summer.

A group of charter school applicants are seeking to stretch their academic clocks by keeping students in school longer — including by scrapping the blissful two-month summer break.

The innovative uses of class time were proposed by several aspiring city charters that are among 44 that submitted letters of intent to New York's two authorizing bodies last month.

The schedule-altering schools proposed for 2014 include:

- The E3 Charter School, which is proposed for upper Manhattan. It would keep kids in classes until the end of July. The trimester schedule would extend the school year to 221 days — roughly 30 more days than traditional public schools.

Class-ified adds

Proposed charter schools planning innovative schedules:

- E3 Charter School in Manhattan would keep kids in school through the end of July, adding 30 days to the school year.
- Harlem Steam Academy in Manhattan would offer small, "night school" classes that begin at 6 p.m. or later.
- Rosalyn Yalow Academy Charter School in The Bronx would keep students in school from 8 a.m. to 6 p.m.

Source: Letters of intent filed with the state Education Department

The Harlem Steam Academy, which, on top of its regular day-time schedule, will offer "night school" classes of just 18 students that begin at 6 p.m. or later. Seats would go to teens who have family or work obligations during the day.

- The Rosalyn Yalow Academy Charter School, which proposes to keep all its Bronx elementary-aged

way to meet students' needs in different ways than were done before."

Other novel ideas for charters include the Arturo Toscanini Charter School, named after the famed Italian conductor who lived in The Bronx at the time of his death.

The aspiring Bronx charter would offer instruction in Italian language, culture and history starting in kindergarten, according to its Web site.

In Queens, students at the Ari Preparatory Charter School would be among the youngest anywhere to choose majors — in the fourth grade.

While they would also get the typical courses, students would choose a focus of study through the eighth grade of computer technology, culinary arts or visual and performing arts.

yoav.gonen@nypost.com

SKIFFLE (n) A social occasion popular in Harlem in the 1920's, also known as a rent party or boogie, where people asked musicians to play informal gigs and then passed the hat for donations to cover their rent or other needs.

BIG PICTURE LEARNING CO-DIRECTORS
Dennis Littky, Ph.D. & Elliot Washor, Ed.D.

BIG PICTURE LEARNING BOARD OF DIRECTORS
Ronald A. Wolk, Chair, Lorne Adrain, Bill Daugherty,
Dale Dougherty, Marc Ecko, Isaac Ewell,
Gwen Fountain, Stanley Goldstein,
Francie Heller, Saul Kaplan, Peter Karoff,
Rabbi Irwin Kula, Michael McMahon, Carole Nulman,
Daniel Pink, Richard A. Rosenbaum, Peter Schoenfeld,
Bruce Webb, Zac Zeitlin



WE'RE HAVIN' A...

SKIFFLE

Photo credit:
Tomas Reyes



Big Picture Learning warmly invites you to our first annual Skiffle with
Andrea Pizziconi and Grammy award-winner **Oriente Lopez**
and his Jazz Ensemble - Julio Botti, Itaguara Brandão, and Mauricio Zottarelli

To benefit the creation of the Harlem STEAM Academy, Harlem, New York

Wednesday, January 23, 2013

Doors open at 6pm, Show at 7pm

Joe's Pub at the Public Theater • 425 Lafayette Street, NY, NY

Tickets: \$250.00 per person • Table for Four: \$1000.00

EVENT HOST COMMITTEE

**Sarah Bacon, Arthi Belani, Joe Bonner, Andrea Hauge, Francie Heller, Haviva Kohl,
Milena Kozhin, Marcus Logan, Michael McMahon, Myra Lucretia Taylor, Dirk Tillotson**



THE CITY OF NEW YORK
OFFICE OF THE PRESIDENT
BOROUGH OF MANHATTAN

SCOTT M. STRINGER
BOROUGH PRESIDENT

January 15, 2013

The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Regents of the University of the State of New York,

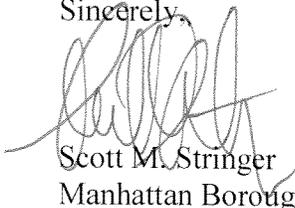
I am writing in support of Big Picture Learning's application to create Harlem S.T.E.A.M. Academy Charter School. I welcome its founders' efforts to develop a new, high-quality educational option for high school students.

Big Picture's previous work developing small schools clearly indicates (a) a strong focus on individualized attention to students (b) founders' interest in supporting students of diverse backgrounds and needs and (c) a commitment to creating safe and academically rich learning environments. The proposed school's college preparatory model and strong focus on S.T.E.M. subjects (Science, Technology, Engineering, and Mathematics) offers students potential to embark on career paths that I and others believe should be developed in our local schools.

Finally, Big Picture plans to identify and site S.T.E.A.M. Academy Charter School in independent space rather than seek a co-location in a district school building. I believe this is an important and notable decision, given the tensions that have arisen within communities over the past decade as a result of district and charter school co-locations.

If I can be of any assistance regarding this school's application, please do not hesitate to contact me.

Sincerely,



Scott M. Stringer
Manhattan Borough President

THE COUNCIL OF THE CITY OF NEW YORK

DISTRICT OFFICES

751 W 183RD STREET
NEW YORK, NY 10033
212.928.1322 (PHONE)
212.928.4177 (FAX)

425 W 144TH STREET
NEW YORK, NEW YORK 10031
212.234.0551 (PHONE)
212.234.0552 (FAX)

CITY HALL OFFICE

250 BROADWAY, ROOM 1747
NEW YORK, NY 10007
212.788.7007 (PHONE)
212.788.9190 (FAX)



ROBERT JACKSON
COUNCILMEMBER, 7TH DISTRICT

CHAIR
EDUCATION

CO-CHAIR
BLACK, LATINO & ASIAN CAUCUS

COMMITTEES:

CONTRACTS
FINANCE
HOUSING & BUILDINGS
LAND USE – ZONING & FRANCHISES
RULES, PRIVILEGES & ELECTIONS
SANITATION & SOLID WASTE
MANAGEMENT
STANDARDS & ETHICS

The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

January 17th, 2013

Dear Regents of the University of the State of New York,

I am happy to express my support for Big Picture Learning's application to create Harlem S.T.E.A.M. Academy Charter School. As a long-time public representative of this community, I welcome the founding team's efforts to offer Harlem's students a new and promising option for their secondary educations.

In particular, I strongly support the proposal to bring a new college-preparatory option with a focus on science, technology, engineering, and math to our community. With the growing emphasis on these fields in the local and national job market, I believe this model is well-suited to provide our young people with the economic opportunities they need and deserve. In addition, the school's inclusion of arts programming and its emphasis on a small, safe, and supportive environment will ensure that our students receive the personal attention they need in order to succeed in pursuing their chosen paths to college and careers.

Big Picture's history of success in creating similar small schools which serve some of our most high-need students inspires confidence that they have the capacity to ensure that this proposed school succeeds as well. I look forward to hearing of its approval; please feel free to contact me with any questions.

In Unity,

Council Member Robert Jackson
7th Council District-Manhattan



United Federation of Teachers
A Union of Professionals

March 13, 2013

The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Regents of The University of the State of New York,

As president of the United Federation of Teachers, I am happy to express my support for the Harlem S.T.E.A.M. Academy Charter School. Both Big Picture Learning's history of working collaboratively with their teachers and their intention to open a school here in New York where educators have a strong voice indicate that this new school will serve as a valuable addition to our city's educational system.

I am particularly pleased to see that the school founders plan to locate the school in private space and to work closely with the community in determining how to integrate the school within the existing district. In addition, their model's emphasis on creating individualized learning strategies, including for young people with academic or other challenges, represents a thoughtful response to the duty of public schools to successfully serve the full range of students who rely on our local school system. Finally, I welcome the proposal to combine college preparation with coursework in Science, Technology, Engineering, and Mathematics, a curricular focus which I am confident will continue to offer local young people multiple paths to both college and careers.

I believe that Harlem S.T.E.A.M. Academy has all the elements necessary to provide our city's students with an excellent education. Please do not hesitate to contact me with updates on the approval process and any other questions which may arise.

Sincerely,

Michael Mulgrew
President, United Federation of Teachers

TEACHERS COLLEGE

COLUMBIA UNIVERSITY
PROGRAM IN SCIENCE EDUCATION

March 12, 2013

The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Regents of the University of the State of New York,

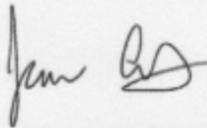
I am writing to express our strong support of and interest in collaborating with the proposed Harlem STEAM Academy. We are excited about the possibilities of this new STEAM-focused high school in Harlem that will provide students with a rich education in Science, Technology, Engineering, Arts, and Mathematics. The in-school and after school programming and supports for students will deepen student learning and enrich student education experiences.

As Project Director of the Harlem Schools Partnership (HSP) for Science, Technology, Engineering, and Mathematics (STEM) Education and Adjunct Assistant Professor of Science Education at Teachers College (TC), Columbia University I have led, designed, and implemented large-scale STEM professional development for teachers in our Partner Schools. The mission of the HSP is to provide professional development in STEM for Harlem teachers and provide educational supports for Harlem students through collaborative efforts that include the voice of school administrators, teachers and students. We focus on increasing teacher STEM content knowledge, improving pedagogical practice, and enhancing general practice. We also provide leadership development for principals and after school STEM programming supports for students. To meet these goals, we usher a team of TC faculty, graduate students, and partners such as the School of Engineering and Applied Science at Columbia University. These are the types of support that we may offer to this collaboration with the Harlem STEAM Academy.

Additionally, in my faculty role in the Department of Mathematics, Science and Technology at Teachers College, I teach pre-service teachers science education methods, utilizing a multi-cultural and equity lens. I supervise pre-service teachers in their science teacher intern placements, design, manage and implement professional development to in-service teachers, consult school administrators on implementation of the Common Core State Standards, and plan programs to increase student participation in science and parent/student participation in science such as after school science programs and family science nights. Collectively, we at Teachers College, and our team of faculty have numerous years of experiences as teacher educators, STEM specialists, and collaborating with local schools. We are committed to improving educational experiences for students

and professional development for teachers. The resources that we may bring to a collaboration with the Harlem STEAM Academy will add value to the in-classroom learning experience for students, extended day STEAM Team programming, professional development for teachers, and leadership development for school administrators.

We look forward to the possibilities of working with the Harlem STEAM Academy and working together to provide its students with a strong education in Science, Technology, Engineering, Arts, and Mathematics.



Janell N. Catlin, Ph.D.
Project Director, Harlem Schools Partnership for STEM Education
Adjunct Assistant Professor of Science Education
Teachers College, Columbia University in the City of New York
(email) jcatlin@tc.edu
(phone) 212.678.3875

The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 12, 2013

Dear Regents of the University of the State of New York:

My name is OchiengKatlego also known as Universal Ochieng Allah. I was born January 13th 1993. I have lived with my mother, one brother and two sisters in the same apartment all my life. Growing up my mother was a stay at home mom and my father worked nights for New York City transit. Life at home was very corrupt but sufficient. My father was an alcoholic and struggled with liver disease; he sought comfort in alcohol and died at 57, one month before his birthday. My mother and father fought a lot and into the night, often making it hard for the children to sleep.

I had adversity both at home and in the classroom, especially with reading. At age five I attended kindergarten and, in a class of nineteen I was the only one who could not read. My first year of school was chaos because the teacher did not have any interest in teaching me, only chastising me. When I was seven I was put into special ed. like many children, I was Special Ed because teachers did not want to be held accountable for the children they failed. I was identified as having a learning disability rather than my teachers having a teaching disability. My first couple of years of Special Ed were epic because I met very interesting and unique individuals

But Special Ed was generally a very hostile place. We were segregated from the other children in school, which both created terrible insecurities in us all and put us at a developmental disadvantage due to the weak pedagogy. As a result, my self-esteem was low, my spelling was awful, I had a speech impediment--I was in great turmoil. I attended the 6th grade with a 3rd grade reading level and could barely spell simple words like "what". In spite of the system's dysfunction, there were some wonderful Special Ed teachers, however, who had the tenacity to really challenge minds and enhance the self esteem of students.

After being in segregated classes for almost a decade, in high school Special Ed students are were suddenly blended with the other students, changing classes every period. Somehow they thought we would be autonomous over night! Having to leave my closest friends to go off into another class with strangers made it hard for me and others, not to mention competing with students who were actually being taught at grade level. A lot if Special Ed students lost interest in school during this transitional time, because of how far behind many of us were but luckily I had other interests to keep me going, like my love for the outdoors and sports.

Many people who have disabilities run from the challenges and focus on their strengths. But as a victim of a negligent school system, I took matters into my own hands. I taught myself by spending long hours reading novels and dictionaries instead of watching television, which ruins the mind. I learned that the mind--and every living thing--has a frequency, a measurable rate of electrical energy that is constant between any two points. The average human body has a frequency that ranges between 62 to 68 MHz. Positive thoughts have been found to raise the measured frequency of test subjects by 10MHz. Focused prayer and/or meditation has been found to increase the measured frequency levels by 15MHz. While negative thoughts have been found to lower a person's frequency by 12 MHz. Television only transmits a limited amount of MHz, so it limits your thinking and destroys lives.

We must conquer our fear to grow, and my love of learning helped me overcome my weaknesses. I support Big Picture's initiative to create the Harlem STEAM Academy one hundred percent because it focuses on the intellectual development of youth. On January sixteenth I attended a focus group, where I met three very ambitious representatives of the planning team. There was a lot of enthusiasm, conversation, idea sharing, and engagement in the room, and it opened my mind to different educational approaches. Big Picture gives students support and autonomy so they can work at their own pace. I'm certain that if a school like the STEAM Academy had been around when I was in school, things could have been different for me. Right now I hope to get a certification in green housing in the fall. At the STEAM Academy, maybe I could have gotten that certification before I even graduated from high school. I think at the STEAM Academy they will have higher attendance rates because students would feel better about themselves. I genuinely feel my voice is now being heard by The STEAM Academy team, the true voice of our youth and of our future.

Sincerely,

A handwritten signature in black ink that reads "Ochieng Katlego". The signature is written in a cursive, flowing style with some loops and flourishes.

OchiengKatlego

Attachment 3A. Sample Daily and Weekly Schedule

Typical Student Daily/Weekly Schedule – Grade 9-10

Time	M	T	W	T	F
8:00	PMU/Advisory	PMU/Advisory	PMU/Advisory	PMU/Advisory	PMU/Advisory
9:00	Math	Social Studies	Projects	Math	Social Studies
10:30	Science	English / LA	Projects	Science	English / LA
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:30	Skills Workshop	Skills Workshop	Projects	Skills Workshop	Skills Workshop
1:30	Group Projects	Group Projects LTI/Courses/Service (10 th graders)	Dismissal Faculty	Group Projects LTI/Courses/Service (10 th graders)	Group Projects
3:00	Advisory	Advisory	Faculty	Advisory	Advisory
4:00	Dismissal	Dismissal	Faculty	Dismissal	Dismissal
4:00 – 6:00	After School Programs: STEAM TEAMS				

Notes

- PMU = Pick Me Up (See Section II.C)
- Students devote 180 minutes to each of the four core subjects each week.
- Afternoon advisory addresses: PLP management
- Group projects in Fab Lab or Arts and Design Lab
- Advanced 10th grade students substitute in individual projects and fieldwork for the skills workshop. Students may also wish to study a foreign language, which the Academy will provide through online learning.
- Students devote at least 180 minutes to each of the core subject areas each week. In addition to the core courses, all student projects, individual and group, address CCSS and NYS learning standards and career and personal competencies, thereby increasing the instructional time allocated to them.
- Advisory blocks provide flexible time for attention to personal learning plan management, health and wellness, foreign language, group and individual projects in the fabrication and arts and design labs
- Fabrication and design labs will be open to the community on Saturdays. Students can use the labs.

Typical Student Daily/Weekly Schedule – Grade 11-12

Time	M	T	W	T	F
8:00	PMU/Advisory	LTI / Courses / Projects	PMU/Advisory	LTI / Courses / Service Projects	PMU/Advisory
9:00	Math / Science	LTI / Courses / Projects/ Service	Math / Science	LTI / Courses / Projects / Service	Projects / Courses
12:00	Lunch	LTI / Courses / Projects /Service	Lunch	LTI / Courses / Projects /Service	Lunch
12:30	Projects / Courses	LTI / Courses / Projects	Projects / Courses	LTI / Courses / Projects	Projects / Courses
1:30	English / LA Social Studies	LTI / Courses / Projects	Dismissal Faculty	LTI / Courses / Projects	English / LA Social Studies
3:15	Advisory	LTI / Courses / Projects	Faculty	LTI / Courses / Projects	Advisory
4:00	Dismissal	Dismissal	Faculty	Dismissal	Dismissal
4:00 – 6:00	After School Programs: STEAM TEAMS				

Notes

- Some grade 11 students have only one LTI day if they need additional time for skills development.
- In grades 10-12, the required 180 minutes for each core subject is accomplished primarily through integration into student projects, individual and group, and LTIs, lab work, and advisor-directed learning modules.

Typical Student Daily/Weekly Schedule – Night School Program

Time	M	T	W	T	F
4:00 – 6:00 pm	Before School Programs (Overlapping with Day students)*				
6:00 – 6:30 pm	PMU/Advisory	PMU/Advisory	PMU/Advisory	PMU/Advisory	PMU/Advisory
6:30 – 8:00 pm	Math	Social Studies	Projects	Math	Social Studies
8:00 – 8:30 pm	Dinner Break	Dinner Break	Dinner Break	Dinner Break	Dinner Break
8:30 – 10:00 pm	Science	English / LA	Projects	Science	English / LA

*Students will be encouraged to join for the After School STEAM TEAM Program. An option of weekend hours for group work will be given for students who are unable to attend school prior to 6pm due to conflicting responsibilities.

Night School Fall Semester: August 27, 2012 – January 23, 2013

Term	Registration Deadline	Start Date	End Date	Instructional Days
1	8/16/2012	8/27/2012	9/26/2012	18
2	9/13/2012	9/27/2012	10/30/2012	18
3	10/18/2012	10/31/2012	12/6/2012	18
4	11/29/2012	12/10/2012	1/23/2012	18
Total Instructional Days				72

Night School Spring Semester: January 24, 2013 – June 5, 2013

Term	Registration Deadline	Start Date	End Date	Instructional Days
5	1/10/2013	1/24/2013	2/26/2013	18
6	2/14/2013	2/27/2013	4/4/2013	18
*7	3/28/2013	4/8/2013	5/6/2013	18
*8	4/25/2013	5/7/2013	6/5/2013	18
Total Instructional Days				72
Instructional Days 2012-2013				144

*Term 7- 4/19/2013 (Friday Class)

*Term 8- 4/10/2012 (Friday Class)

Sample Teacher Daily/Weekly Schedule

Time	M	T	W	T	F
7:45	Prep	Prep	Prep	Prep	Prep

8:00	PMU/Advisory	LTI / Courses / Service	PMU/Advisory	LTI / Courses / Service	PMU/Advisory
9:00	Workshops / Modules	LTI / Courses / Service	Workshops / Modules	LTI / Courses / Service	Workshops / Modules
12:00	Lunch	LTI / Courses / Service	Lunch	LTI / Courses / Service	Lunch
12:30	Projects / Courses	LTI / Courses / Service	Projects / Courses	LTI / Courses / Service	Projects / Courses
1:30	Projects / Courses	LTI / Courses / Service	Dismissal Faculty	LTI / Courses / Service	Projects / Courses
3:15	Advisory	LTI / Courses / Service	Faculty	LTI / Courses / Service	Advisory
4:00	Dismissal	Dismissal	Faculty	Dismissal	Dismissal
4:00 – 6:00	After School Programs				

Notes

- Faculty members will have a 45-minute preparation period at the beginning of each day.
- Faculty members will be assigned five administrative periods each week.
- Faculty meeting once per week for 150 minutes: sixty minutes for student-focused planning; ninety minutes for professional development.
- One day each month is set aside for a full-day faculty professional development day. During that week, there will be no Wednesday afternoon faculty meeting. The full-day professional development day will rotate.
- After school programs will include work in the labs as part of the STEAM TEAMS.
- Labs will be open into the evenings and potentially during a weekend period after year 2. Faculty will also work with students who need extra help during this time.

Attachment 3b: First Year Calendar

Academic Year Summary (August 11, 2014 – June 30, 2015)

Proposed 2014-15 Calendar

Total days school in session for students	180
Total days for faculty	197
Professional development for faculty	17
• August 11-15	5
• One day / month (September through May)	9
• After students leave in June	3

Notes

New ninth grade students attend a one-week orientation session in August with the full faculty. This is not included in the total days for students. It is included in the total days for faculty and is not counted and professional development

August 2014	(Total days for instruction = 0)
11-15	Faculty professional development
18-22	Ninth grade orientation
29	Faculty report
September 2014	(Total days for instruction = 20)
2	Students report
29	Faculty professional development (no students)
October 2014	(Total days for instruction = 22)
28	Faculty professional development (no students)
November 2014	(Total days for instruction = 19)
26	Faculty professional development (no students)
December 2014	(Total days for instruction = 17)
18	Faculty professional development (no students)
January 2015	(Total days for instruction = 19)

23	Faculty professional development (no students)
February 2015	(Total days for instruction = 19)
23	Faculty professional development (no students)
March 2015	(Total days for instruction = 21)
24	Faculty professional development (no students)
April 2015	(Total days for instruction = 20)
29	Faculty professional development (no students)
May 2015	(Total days for instruction = 20)
28	Faculty professional development (no students)
June 2015	(Total days for instruction = 20)
20-27	Regents Exams
27-30	Faculty professional development (no students)

Last day of school year for students: June 19, 2015

Last day of school year for faculty: June 30, 2015

Holidays and School vacation Days (for students and staff)

- Labor Day: September 1, 2014
- Columbus Day: October 13, 2014
- Veterans Day: November 11, 2014
- Thanksgiving Break: November 27-28, 2014
- Winter Break: December 24 – January 4, 2015
- Martin Luther King Jr. Day: January 20, 2015
- Mid-winter break: February 17-21, 2015
- Spring break: March 30 – April 3, 2015
- Memorial Day: May 26, 2015

ATTACHMENT 4: STUDENT DISCIPLINE POLICY

Student disciplinary offenses are those actions or inactions that violate the school's Disciplinary Policy. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity.

School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

The following list of actionable offenses is not exhaustive but provides examples of violations of the Academy Disciplinary Policy. The list may be modified from time to time by the Principal or Board of Trustees. School staff will be educated about and trained to implement the policy during the Summer Institute. Newly admitted students will receive a copy of the Disciplinary Policy in their enrollment packet (see *II.F.*).

LIST OF CERTAIN ACTIONABLE OFFENSES:

1. DISRUPTING THE SCHOOL ENVIRONMENT (IN GENERAL, SECTION 1 OFFENSES WILL BE PUNISHED WITH IN-SCHOOL DISCIPLINARY MEASURES (SEE BELOW); SERIOUS OR REPEAT CASES, HOWEVER, MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION).

- Arriving Late to School or Class
- Cutting School, Class, Detention, or Mandatory School Events
- Violating the Dress Code (see below)
- Gum, Food, and Beverages
- Disrupting Class and Preventing Teaching
- Cheating, Plagiarism, and Copying Other's Work
- Forgery of signatures
- Lying to a Staff Member
- Being Disrespectful toward a Staff Member
- Being Disrespectful toward a Student
- Possession of Inappropriate Property, including but not limited to Electronics
- Gambling
- Misbehaving inside or outside of Class
- Other behavior detrimental to the school
- Failure to Comply with School-Imposed Consequences

2. ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

- Causing Bodily Harm
- Committing Assault or Assault and Battery
- Fighting or Unwanted Physical Contact
- Play fighting and Threatening
- Setting off a False Alarm or Making a Threat
- Engaging in Sexual Activity or Inappropriate Touching

3. POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

- Possession or Use of a Firearm
- Possession or Use of a Mock Firearm
- Using or Possessing a Weapon or Dangerous Object
- Arson

4. POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

- Using or Possessing Drugs or Alcohol
- Selling or Transferring Drugs or Alcohol
- Using or Possessing Tobacco Products
- Selling or Transferring Tobacco Products

5. HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

- Violating the Civil Rights of Others
- Harassment
- Bullying
- Abusive or Profane Language or Treatment

6. THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

- Theft, Loss, or Destruction of Personal or School Property
- Mistreatment or Inappropriate Use of Technology or School Property

7. GANG AFFILIATION OR ACTIVITY: Students may not be a member of or participate in any criminal gang or criminal gang-related activity. Students may also not wear or otherwise display criminal gang clothing, signs or symbols.

8. REPEATED VIOLATIONS OF THE CODE OF CONDUCT: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. Repeated violations of the code of conduct, even for offenses not generally punishable by suspension or expulsion if committed on their own, may be punishable by suspension or expulsion when taken together with other offenses previously committed.

Dress Code: The Academy faculty will wear “professional attire” at all times, with the exception of “Casual Fridays,” during which jeans will be permitted, and designated “dress down days.” A student dress code will be determined by faculty and students during the summer prior to school opening and all students will be expected to adhere to the dress code adopted by the school community

School Discretionary Clause: Notwithstanding the above language, the Principal and Executive Director may, at their discretion, deem a student out of dress code if he or she is wearing clothing the Principal deem “unprofessional.” In this case, the consequences in the disciplinary code would apply.

STUDENT DISCIPLINARY ACTIONS

Discipline at the Academy will be administered by school personnel using consequences described elsewhere in this Policy. However, in addition to disciplinary actions provided for elsewhere in this Policy, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities. Where appropriate, the Academy officials also will contact law enforcement agencies.

Definitions: For purposes of this Code:

- *"Short-term suspension"* shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- *"Long-term suspension"* shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days; and
- *"Expulsion"* shall refer to the permanent removal of a student from school for disciplinary reasons.

In-School Disciplinary Measures: For each in-school disciplinary matter, the Principal will follow the steps listed below.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student’s version of events) and writes up the infraction to the Assistant Principal overseeing school culture and discipline.
- If necessary, the student is removed from class.

- The Principal notifies the parents of the offense and describes the consequence to be administered.
- If appropriate, the school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- The Principal may assign one or more of the following In-School Disciplinary measures as a consequence for violating the Code of Conduct: 1) Behavioral Contract; 2) Detention (After school); 3) Detention (Lunch); 4) Loss of school privileges;

Due Process: The Academy shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S.565 (1975).

Short-Term Suspensions: Short-term Suspension may be imposed by the Principal or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by the Academy in writing. Written notice shall be provided by e-mail, personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone.
- The Academy will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Long-Term Suspension and Expulsion: The Principal or Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining 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 and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.

- The parent/guardian is notified in writing by the Academy. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s).
- The school will set a hearing date. The student and/or his/her parent/guardian will be notified in writing of the 1) charges and a statement of the evidence; 2) date, time and place of a hearing; 3) notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense); and 4) present evidence and question witnesses.
- After the Principal, the Board, or a hearing officer designated by either of them hears the case, the Principal or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.
- If a parent or student wishes to appeal a decision, they may do so by notifying the Chair of the Board of Trustees in writing within 5 school days of the issuance of the written decision. The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Firearm Violations: Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm," as used in this law means a "firearm," as defined by 18 USC §921, and includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Provision of Services During Removal: The Academy will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law. The school will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing.

Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter

another public school, the Academy does not have to, but may, provide alternative instruction for expelled students.

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The Academy shall comply with sections 300.530-300.536 of the Code of Federal Regulations (“CFR”) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement. The CSE will be notified in the event of:

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

Also, the Academy will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to: 1) Convene a CSE meeting within 10 school days to make a manifestation determination; 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan; 3) Provide the student’s

parent with a copy of their procedural due process rights. 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal: Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Due Process: If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

Attachment 5a. Charter School Trustee Background Information

School Trustee Background Information
--

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

Name: Claudia Regina Merson

Charter School Name: The Harlem STEAM Academy

Charter School Address: CSD 5 (specific address to be determined)

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

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

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

Background

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

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

I have been an admirer of Big Picture Schools for more than a decade. When the national cry was No Child Left Behind – they added no child left unknown. I am particularly excited by the UFT involvement in this project. I think the Big Picture philosophy not only empowers students but understands and re-thinks the critical role of the teacher. It is in many ways a perfect match- I want to be part of the wedding.

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

I have been a board leader for the New Haven Ecology Project; A New Haven not for profit that received a charter for a high school called Common Ground just over 10 years ago. I have been a committed and passionate contributor to this small, charter school with a curricular focus on environmental learning and leadership. Our founders are tremendously talented progressive educators like those of Big Picture School. As chair of the school committee, I led a team of teachers, staff and parents through the process of school reorganization that received unanimous approval.

At Yale, it is my job to create bridges between New Haven public school students and the considerable resources of an Ivy League university. The strong and enduring partnerships I have created have hinged on my abilities as a talented and visionary administrator – to manage budgets, fundraise, persuade influential Yale leaders, address governance issues and innovate

I consider my greatest strength to be my ability to build consensus. I am a community builder who is comfortable sharing decision-making. I am equally at ease in the boardroom as I am in a staffroom, cafeteria and classroom. I have a deep love of young people, a good sense of humor and a lifelong interest in quality education for all.

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

X This does not apply to me. Yes.

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or

rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

X This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

X No. Yes.

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

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

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

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

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

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

X / we have no such interest. Yes.

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

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

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

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

Yes.

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

X None Yes

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

These are the kind of situations that put a charter school or a not for profit at great risk. Those with conflict of interest or potential conflict of interest should be encouraged to find another way to support a school and not continue to serve on the board.

Educational Philosophy

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

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

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

Other

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

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

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

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

STATEMENT OF ASSURANCE

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

Claudia Merson

March 7, 2013

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Claudia R. Merson

Profile:

- A passionate concern for young people and their education expressed through innovative programming, skillful coalition-building, a strategic vision for long-term sustainability, and an on-point administrative style that ensures logistics never impede true creative progress.
- Sixteen years of international experience as a teacher, librarian, and curriculum developer, including three years at the American School in Dhaka, Bangladesh and thirteen years at the International School of Geneva, Switzerland.
- Eighteen years of administrative experience in the U.S. as the Director of Public School Partnerships at Yale University, New Haven, Connecticut.
- Strong computer skills, proficient in French and a great sense of humor.

Professional Experience

Director of Public School Partnerships, Yale University, New Haven, CT to Present

1995

Serve as Yale University's representative to the New Haven public school community; work with superintendent, teachers, parents, and local politicians. Interpret the New Haven public school community to University administration faculty and students.

Design and implement programs and professional development for Yale students, faculty and New Haven teachers. Curricular areas include science and technology, the arts, language exposure and instruction, reading and mathematics. Create pathways for public high school students to broaden their opportunities and ultimately pursue careers in science, arts, and humanities through curriculum design, internships, independent study and articulation agreements.

Serve as education advisor to Dwight Hall at Yale, a student-led social justice and service organization. Develop intern training and oversee placement of university students in public schools and youth-service public service organizations. Provide direct supervision, advisement and evaluation.

Key Accomplishments:

- Established a broad array of sustainable programs and partnerships between Yale University and the New Haven Public Schools.

- Created, and now manage, comprehensive partnerships with two magnet high schools. Oversee the network of over two hundred university faculty, staff and students involved in these programs. This network assists teachers with curriculum development and provides resources and learning opportunities for students.
- Convened and chaired a K-12 science advisory committee; reached consensus and established a rich coordinated university-wide science outreach program. Managed the design and development of a new Yale Science Outreach website (www.yale.edu/scienceoutreach). Negotiated data-sharing agreement with public school systems and oversaw the development of a longitudinal database that runs from pre-college participation in Yale Science Outreach through graduation from college.

**Librarian/Instructional Coordinator/teacher, International School of Geneva, Switzerland
1982-1995**

Created model primary school library that became the educational and social hub for staff, students, and parents. Developed library collections in multiple formats to meet the needs of the student body, which included 85 nationalities and 52 separate languages. In 1994, returned to the classroom to serve as a middle school teacher for the pilot of a dual-language program. Served on several school-wide committees, including accreditation steering committee.

Key Accomplishments:

- Convened key staff and principals to plan and implement a foundation-wide library program and policy. Supervised the creation of a central catalogue and full library automation.
- Created large and successful parent volunteer program.
- Worked collaboratively with teachers to design and implement new curricular programs including a course for gifted students and a school-wide dual-language program.

Education

- Diploma, Global Education, University of York, England, 1987
- Ed.M., Psycholinguistics, Harvard University, Cambridge, MA, 1976
- B.A., Education, Georgia State University, Atlanta, GA, 1974
- Educational Theater Studies, New York University, New York, NY, 1970-1973

Board Memberships

- Board Chair, New Haven Free Public Library, 2004-Present
- Vice-Chair, Ulysses S. Grant Foundation, 1999-Present
- Chair, School Committee, Common Ground Charter School, 2000-2008
- New Haven School Readiness Council, 2002-2004
- Mayor's Task Force on Reading, 2002-2003
- Gateway Community College Foundation, 1998-2002

Awards

- Connecticut Business Times 20 Notable Women, 2006
- Public Education Fund-Superintendent's Award, 2003-2004
- New haven Association of Volunteer Administrators Award, 2002

School Trustee Background Information

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

Name: _____ Joshua Morales _____

Charter School Name: _____ Harlem STEAM Academy _____

Charter School Address: _____ To Be Determined _____

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

_____ accountability/evaluation _____

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

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

Background

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

I was informed of the project by Andrea Pizziconi, and after some consideration I agreed to be founding member.

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

- a. **I believe we need more innovative high school models that prepare kids for the 21st century**
- b. **I believe my capacity and knowledge in education will be an asset to the school**
- c. **I want to ensure that the school adheres to its mission**

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

I serve on 2 charter school boards in NYC: Democracy Prep Charter School (k-12) in

Harlem and St. Hope Leadership Academy in Harlem (5-8).

I have over 10 year in finance, product development and analytics working for Wall Street firms. Added to that my experience in education, and specifically charter schools for the last 7 years, as an authorizer the director of operations for NYCDOE office of portfolio development, has given me the knowledge, capacity and experience to govern a charter school.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

Yes.

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

None Yes

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

I would ask that they recuse themselves from the issue, or resign from the board. If that did not remedy the situation I would request the matter be brought before the entire board for discussion and action, in accordance with the bi-laws, code of ethics and all legal requirements.

Educational Philosophy

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

To educate all high school students regardless of aptitude and learning styles through a combination of traditional and innovative methods

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

Combining 21st century resources and successful instructional techniques to ensure that students are on a path toward higher education or career. Students utilize group and individualized learning platforms to engage students and help students learn at their own pace and within their particular style. They also participate in internships and advisory to enhance the school experience.

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

High academic standards, sound operational values, mission aligned, clear goals, high capacity leadership, sound academic framework, effective pedagogy, resource rich, reflection and evaluation, stakeholders holding each other accountable.

Board needs to build its own capacity to govern, ensure transparency, secure effective leadership, develop an informative data dashboard, offer expertise as needed, be reflective.

Other

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

To ensure that the board is governing the school as well as ensure that the school is adhering to its mission, goals, stakeholder promises and to support its academic and operational success.

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

I affirm

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

N/A

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

STATEMENT OF ASSURANCE

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

Joshua Morales

3.1.13

Signature Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

JOSHUA MORALES

SUMMARY OF QUALIFICATIONS

- Extensive experience in corporate, non-profit and education sectors, including organizational development, sustainability and policy.
- Well developed capacity in all areas of business, including; start-up, branding, operations, relationship management, product development, project management, business/organizational analysis, communications, compliance and strategic planning
- Ability to forge, develop & implement various strategies & effective working relationships on all levels
- Ability to uphold high-level competitive, market & sector knowledge, maintaining strong analytical, organizational & client service skills.
- Skilled at contract negotiations and due diligence; articulate & persuasive in written/verbal communication.
- Quantitative literacy pertaining to business models, metrics, statistics and financial statements.
- Demonstrated ability to display initiative, resourcefulness and practical efficiency.

PROFESSIONAL EXPERIENCE

Antares Venture Solutions LLC

Brooklyn, NY

Chief Executive Officer

March 2009 – Present

- Founder of service based company designed to provide support in all areas of organizational development and sustainability.
- Provide support in the areas of management, school design, strategic planning, organizational analysis, accountability and policy development.
- Provide expertise in areas of change management, risk management and model assessment.
- Work with planning teams on charter application and planning team development, governance, start-up and implementation and on-going operations.
- Support organizational financial analysis, operational streamlining, and human capital performance development.
- Consult with NYC Department of Education, NYC Charter Center, NYS Charter Association, State University of NY and other entities on all areas of charter school sector sustainability and policy development.

Believe High School Network Inc.

Brooklyn, NY

Executive Vice President / Chief Operating Officer

March 2009 – October 2009

- Design and implement long term strategy, sustainability and accountability; co-direct and co-manage strategic initiatives, including developing and executing a strategic plan to foster collaborative knowledge building, resource management, functionality and scalability within and across schools and network.
- Design and ensure organizational capacity and mission alignment.
- Execute on annual goals initiatives, delivering high performing educational culture, platforms, processes & outcomes.
- Maximize quality and performance to development of framework and metric system to ensure stakeholder accountability.
- Promote a results-oriented culture which is characterized by mutual respect and collaboration among all members of the BHSN and school communities.
- Manage core academic and business operations; coordinate the contributions of and integration of the network within the different departments and schools to support and strengthen capacity.
- Manage and develop shared services team; work with Senior Leaders in the areas of Accountability, Academics, Operations, Knowledge Management and Data, Development and External Relations to ensure alignment and strategic implementation; couple programmatic needs to resources and opportunities on a platform that is conducive to success, cost effectiveness, and a value added to student success and the goals of the organization.
- Oversee and monitor finances and resources, ensuring that expenditures support the mission and those revenues and expenditures are within budget.
- Oversee the development and implementation of school policies and plans; review and recommend any necessary changes, ensuring compliance with applicable laws and regulations.
- Develop and nurture partnerships with partner, support and other organizations that fit the strategic plan and advance its purposes.

New York City Department of Education

New York, NY

Director – Office of Portfolio Development

November 2007 – March 2009

- **Expanded** cross-functional responsibilities within the Office of Portfolio Development and Charter School Office.
- Act as Chancellor designee for Charter Schools, designing and implementing fiscal, operational and educational policy,
- Managing over 300mn in funds for a cohort of 80 institutions.
- Engaged in the development and sustainability of overall NYC school landscape and portfolio options, via the new school development process, start-up and ongoing support of institutions.
- Conduct ongoing sustainability evaluation and metric integration, academic accountability, organizational viability and assessment, external affairs, legislative policy negotiation, as well as interdepartmental and intra-city agency coordination and integration.

Associate Director – Office of New Schools

April 2006 – November 2007

- Manage Finance & Funding for citywide charter schools in the amount of \$350mn in assets; collect and audit school invoices, analyze enrollment data, establish spending plans & coordinate with financial operations to process payments for 100 charter schools; conduct annual reconciliation of enrollment data and payments; Administer New Start-Up Grants for Charter Schools; provide training of finance rules, regulations, and processes; analyze, review and evaluate school audited budgets & financial projections.
- Coordination of State and City assessment process and test materials as well as training of test administration rules and regulations
- Manage youth development support services acting as lead on problem solving, as well as administration of best practice & implementation of policy in the areas of: Placement, Discipline, Discharge/Expulsion, Safety, Health, Parent Engagement, etc.
- Manage and liaise direct city-wide services/operations acting as lead on coordination & negotiation of services between DOE & Charter Schools including: Transportation, School Food, Sanitation Services, Technology (ATS/FAMIS/CAP/ETC), Contracts & Procurement, Division of Financial Operations, Division of Budget & Revenue, Attendance, OSEPO, Chancellors Office, DAA, etc.
- Active contributor in New School Development process; assist in review, interview and approval of pipeline candidates; perform financial and feasibility analysis of candidates; manage operational roll-out, facilities siting and training.
- Active team member of charter School Authorizing team; key role in implementing best practice, policy and ensuring compliance to all Chancellor Authorized schools in the areas of financial, operation, development, special needs, compliance, policy and governance.
- Conduct and lead on economic, subject and sector specific analysis for purposes of improving and recalibrating policy as part of mid & long term outlook.
- Work in collaboration with external partners and support organizations, driving value added support and advocacy from a non-profit perspective.

Regional Network Specialist / Business Analyst – Regional Operations Center

September 2005 – April 2006

- Primarily responsible for identifying financial and operational needs for two school networks (40 schools), ensuring basic & mandated needs are appropriated correctly and consistently, in relation to existing priorities.
- Work with senior management, Superintendents and departmental staff on all phases of business and operation analysis.
- Interface with ROC-based and central school-support staff (Technology, Facilities, Transportation, Food Service, Financial Operations), to ensure the timely and complete resolution of issues/needs as communicated by the principal(s) and school liaison(s).
- Facilitates fiscal and operational processes to ensure timely compliance in relation to guidelines and deadlines.
- Leverage internal DOE data systems to complete analysis and tasks on daily basis; FAMIS (accounting), GALAXY (budget), ATS (school registers), COGNOS (payables), Intranet.
- Review & approve system transactions related to budget, procurement and personnel services, making recommendations as necessary.
- Develop and implement training on all levels to school administration to promote functional autonomy.
- Leverage macro analytical skill set to assist in long term planning.
- Conduct quantitative research, cost analysis and surveys aimed at improving efficiencies & meeting long-range financial goals.
- Makes school visits, as necessary, scheduled or requested.

Regional Business Manager/ Analyst – Regional 10 Superintendent ILC

November 2003 – September 2005

- Preparation, analysis and ongoing management of regional budget amounting to \$60 million + in mandates, programs and grants, adhering to regulatory requirements and allocation parameters.
- Conduct quantitative research, cost analysis and surveys aimed at improving efficiencies & meeting long-range financial goals.
- Serve as middle office manager/project manager liaising between executive, instructional and operational staff. Work especially close with Regional Superintendent, Local Instructional Supervisors, Regional Instructional Specialists, Operations Director, Budget Officer, Senior Grants Officer & Contracts Officer, leading the process for implementing improvement initiatives.
- Work collaboratively with senior staff to support the policy and decision-making of management through qualitative and quantitative analysis, ensuring effective application of best practice, while developing key relationships ensuring smooth information and work flow.
- Monitor, communicate expenditure information & employed standard operating procedures relating to purchasing policies.
- Supervise offsite staff, including office services, timekeeping and payroll.

Alliance Capital Management L.P. / Sanford C. Bernstein

New York, NY

Product Development & Branding Manager / Finance Analyst

December 2000 – June 2002

- Developed, structured and positioned firms' products & campaigns implementing global initiatives from pre-launch to post drip campaigns, outlining and executing business strategies along a spectrum of distribution channels aimed at institutional and retail clients.
- Developed product concepts based on feasibility analysis, market viability and regulatory requirements, while analyzing industry & market landscapes, in conjunction with competitive reviews to determine demand, trends and drivers.
- Provided style analysis, asset allocation models, risk assessment, performance and attribution analysis for funds & portfolios.
- Managed integrity of content & creative production of presentations, sales ideas, brochures, fact sheets, & other marketing materials.
- Operated as project manager spearheading & liaising between global sales heads, legal, relationship management, operations, marketing, communications and various investment groups on various initiatives.
- Functioned as the product spokesperson during due diligence and quarterly third party product performance reviews
- Conducted product line assessment reviews, implementing ongoing rating systems for purposes of client retention, asset growth (\$450bn) & sales growth (\$6bn per annum).

Amerindo Investment Advisors, Inc
Marketing Analyst / Marketing Associate

New York, NY
June 1999 - November 2000

- Assisted in implementation of investment strategies, including hedge, offshore and separately managed account products.
- Managed institutional, retail and third party consultant relationships for marketing team.
- Responsible for creative implementation of presentations, fact sheets, and press materials, as well as other marketing materials.
- Supervised a team of marketing associates including RFP, RFI and due diligence response process.
- Provided performance and risk measure analysis for internal/external assessment on emerging-growth technology products.
- Collaborated and liaised launch of \$640 million dollar global alternative investment product.

EDUCATION

Nyack College, Organizational Management

2001 - Nyack, NY

DOE RELATED TRAINING

ROC Academy, Leadership Development Institute, Train-the-Trainer, Service Excellence, Project Management Fundamentals, Project Management Advanced, Budget/Fiscal/Procurement Training Seminars

COMPUTER & FINANCIAL APPLICATIONS

Microsoft Office Suite, MS Project 2003, Fact Set Research Software & Portfolio Analyzer, S&P AIM Software, S&P Micropal Database, Lipper Database, Bridge, Bloomberg, Zephyr, FAMIS, GALAXY, ATS, HSAPPS, COGNOS, HEAT, NYSTART

School Trustee Background Information

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

Name: Darline Lalanne - Millsap

Charter School Name: Harlem STEAM Academy

Charter School Address: TBD

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

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

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

Background

15. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
16. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
17. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
18. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Through a referral.
19. Please explain why you wish to serve on the board. I am a strong believer of education, and the importance it has not only for a child’s development but also the impact it has on the growth of the world.

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

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

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

Yes.

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

None Yes

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

I would bring it to the attention of the Board Chair and Board and take the necessary next steps to engage in a conversation regarding the situation.

Educational Philosophy

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

The Mission of the Harlem STEAM Academy is to address all academic, career and life competencies for its students while preparing them for college and career. This Charter school allow students to get have a great balance of not just building their academic skills, but also life skills, which is learned from the internships and the mentoring.

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

The academy's program and curriculum designs are based on the design developed by Big Picture Learning. The design includes several features and components, including Personalized Learning Plans for each student, project-based learning focused on students career interests, internships and other out-of-school learning opportunities, blended learning, performance assessments, and strong parent and community engagement.

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

Characteristics of a successful charter school include, strong leadership (administration and school board), passionate teachers an understanding of the needs of the community it's serving. The charter school would provide ongoing professional development to its staff, focus on building a positive school culture that is highly involved in the community, high student retention, achievement and matriculation. The role of the school board would be focused in ensuring the vision and mission of the schools is held to the highest standards.

Other

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

To ensure that the school is appropriately serving it's student, engaging in the community, and is compliance with state and city laws.

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

Affirm

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

N/A

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

STATEMENT OF ASSURANCE

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

Darline Lalanne – Millsap

3/12/13



Signature

Date

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

Business Telephone:

Business Address:

E-Mail Address: [REDACTED]

Home Telephone [REDACTED]

Home Address: [REDACTED]

DARLINE LALANNE - MILLSAP

SUMMARY OF QUALIFICATIONS

Strategic thinker and leader with an accomplished 10 years of experience in Sales Management and Non-Profit sector. Experienced in managing multi-million dollar budgets; generating 7 figure sales and providing innovative leadership; analyzing complex business issues; cultivating effective relationships and implementing practical solutions to achieve outcomes commensurate with stakeholder interests.

AREAS OF EXPERTISE

- Brand Marketing
- Fundraising
- Operations Management
- Orientation & On-Boarding
- Strategic Business Planning
- Staff Management
- Organizational Development
- Budgeting & Accounting
- Training and Recruitment
- Consultative sales strategies
- Performance Management

PROFESSIONAL EXPERIENCE

NEW CLASSROOMS, New York, NY 2012 -
PRESENT

PROGRAM MANAGER

- Manage the daily execution of our program Teach to One (TTO)/ School of One;
- Partnership with Director of Field Operations, recruit, hire, train and manage school based staff;
- Develop fluent relationships with school personnel and leadership, and helped create a plan to coordinate staff training and development;
- Analyze and develop systems and procedures to improve and standardize field operations;
- Successfully implement the expansion of the new program sites in the city of Chicago;
- Partner with New Classrooms education department on professional development, implementation of new academic features and address content issues.

1 ON 1 ACADEMIC TUTORS, New York, NY 2011 - 2012

DIRECTOR OF 1 ON 1 ACADEMIC TUTORS

- Cultivated and developed partnerships with Supplemental Education Services (SES) decision-makers, school personnel and non-profit organizations to coordinate and implement the organization's operations in over 150 schools in New York City;
- Supervised 15 reporting managers and over 200 employees to accomplish marketing initiatives, which led to the enrolment of over 3,000 students, generating over \$6m in profits within the first year;
- Increased staff performance and retention by providing learning and development opportunities, creating a transparent and collaborative organizational culture, and increasing accountability;
- Collaborated and implement with the HR Director evaluation metrics to implement strategies to professionally developed staff and measure recruitment achievements;
- Managed the development of media marketing campaigns to attract talent, and ensured all new hires completed all required documents and onboarding procedures by their start date.

1+1+1 = ONE, Brooklyn, NY 2008 -
2010

EXECUTIVE DIRECTOR, BOARD OF DIRECTORS

- Provided clear, innovative and strategic leadership to the Board, project staff, and organizational consultants and participants motivating them to ensure they achieve the mission of the organization;

- Created and implemented an operational and fund development plan that incorporated goals and objectives for achieving strategic direction, as well as increasing efficiencies;
- Cultivated and maintained relationships with representatives of institutional funding sources including foundations, corporations, and local and national government offices securing sustainable funding for the success and mission of the organization;
- Managed a \$500,000 budget and secured funding of over \$200,000;
- Collaborated with the Director of Programming to manage the planning, implementation, execution, and evaluation of the organization's programs and services.

SCORE! EDUCATIONAL CENTERS (KAPLAN, INC.), New York, NY

SENIOR DIRECTOR

2004 –

2008

- Planned and implemented marketing strategies generating over \$2 million in sales increasing the client base from 220 students to 430 in the Harlem Center and from 120 students to 250 client base in the Englewood, NJ Center within 6 months;
- Managed operations of 4 educational centers, including analysis of financial and performance trends to determine sales priorities and strategies; directed all aspects of technology and facility management; and achieved a 93% client retention rate for four years surpassing the company's nationwide average of 80%;
- Partnered with NYC Board of Education to provide SES programs for qualifying Harlem students under the **NCLB**, ultimately increasing the center's membership by 300% within its first year of operation;
- Created and grew a new market by implementing the company's writing program in an inner city center and exceeding the company's membership benchmark by 60%;
- Coordinated start-up training, weekly professional development meetings, regional training seminars and performance reviews to further the professional development of Directors;
- Recruited, selected, supervised, evaluated, and developed staff of 30 directors and 22 part-time employees; mentored 10 employees who were ultimately promoted to position of center director.

CENTER DIRECTOR

2003 –

2004

- Oversaw the productivity of 3 full-time directors and 10 part-time Academic Coaches while maintaining overall customer satisfaction for 430+ members;
- Monitored payroll, operational expenses and revenue collection to meet monthly and annual company profitability and contribution.

ADVANTAGE PROGRAM DIRECTOR

2001 –

2003

- Hired, trained and provided ongoing professional development to part-time staff to foster a motivating, challenging and productive work environment;
- Provided outstanding member service and managed quality of instructions.

ASSISTANT DIRECTOR

2000 – 2001

- Orchestrated marketing plans, while maximizing center growth and attendance database management for the program's active and inactive student population;
- Led training and development sessions providing coaches with the effective techniques necessary to delivery exceptional academic tutoring and motivation to students.

EDUCATION

PACE UNIVERSITY, New York, NY
Bachelor of Arts: Psychology, 2000
Advertising

Minor: Marketing and

- Trustees Award for excellence in academics and leadership skills

SPECIAL SKILLS

Language Skills: French – conversational; Creole - fluent

Computer Skills: SalesForce, Strategic Workforce Solutions, Microsoft Office Suite, PC/Mac operating systems

Volunteer: Board Member - Rural Haiti Project, E-Book Buddy - Trinity Wall Street Organization

School Trustee Background Information
--

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

Name: Carlos R. Moreno

Charter School Name: Harlem STEAM Academy

Charter School Address: TBD

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

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

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

Background

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

5. Please explain why you wish to serve on the board. As a native New Yorker, I believe in bringing quality educational options to the young people of Harlem and NYC.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes. I am the current National Director of Big Picture Learning.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes. I am the current National Director of Big Picture Learning.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes. Big Picture Learning will be providing professional development services to the leadership and faculty of the Harlem STEAM Academy
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you

have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes. I am the National Director for Big Picture Learning

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring it to the attention of the board chair and take the necessary next steps to engage in a conversation regarding the situation.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The Mission of the Harlem STEAM Academy is to address all academic, career and life competencies for it's students while preparing them for college and career.
19. Please explain your understanding of the educational program of the charter school. The academy's program and curriculum designs are based on the successful design developed by Big Picture Learning. The design includes several distinguishing features and components, including Personalized Learning Plans for each student, project-based learning focused on students career interests, internships and other out-of-school learning opportunities, blended learning, performance assessments, and strong parent and community engagement.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Characteristics of a successful charter school include, sound leadership (administration and school board), quality teachers and professional development, engaging and positive school community, high student retention, credit accumulation, achievement and matriculation. The role of the school board is to help ensure (through accountability) that all of these are evident through qualitative and quantitative data and to be a support to the school staff through partnerships, additional funding streams and contacts.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. To ensure that the school is appropriately serving it's students. Measured through achievement and engagement data, graduation rates, and college matriculation as well as to ensure that the school is operating in fiscally responsible manner.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the charter school application and board's by-laws and policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

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

STATEMENT OF ASSURANCE

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

Carlos R. Moreno

2/28/13

Signature

Date

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

Business Telephone: [REDACTED]

Business Address [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone [REDACTED]

Home Address: [REDACTED]

CARLOS R. MORENO

Teaching & Learning / Educational Leadership / School Innovation & Redesign



PROFESSIONAL EXPERIENCE

Big Picture Learning www.bigpicturelearning.org 2012 - present
National Director, School Network Support & Innovation

- Manage day-to-day programmatic elements of the Big Picture Learning National Network.
- Design and implement plan for principal leadership and development for Principals in the Big Picture Learning network
- Develop professional development opportunities for network principals including regional convening's, Principals' Conference and Big Bang Summer Conference and other network wide events.
- Provide on site and virtual coaching to principals on an individual basis
- Coordinate and organize annual Peer Reviews for Network Schools
- Provide guidance to stakeholders in new and existing schools for successful school operation

Big Picture Learning, Newark, NJ www.bigpicturelearning.org 2010 - 2012
Director of School Innovation & Change – New York & New Jersey

- Manage and oversee the Big Picture Learning work in New Jersey including 6 current schools in Newark, Camden, Paterson & Bloomfield. new districts and new work in already existing districts. Develop new state-level connections; manage existing state-level connections.
- Communicate consistently with all local partner organizations and foundations to keep them in the loop on current events.
- Liaison between New Jersey Schools, school districts, New Jersey Department of Education and Big Picture Learning to direct the implementation of BPL schools by working directly with stakeholders to provide guidance and support for successful school operation.
- Coordinate support of BPL schools including coaching of principals and staff in the Big Picture Learning design, philosophy and implementation; assistance with the recruitment and selection of staff; and assistance with implementation of district and state requirements within the BPL schools.
- Develop professional development opportunities for principals and staff including regional convening's, retreats, and other opportunities as they arise.

The Met High School & School District, Providence, RI www.themetschool.org 2009-2010
Interim Co-Director/Superintendent

- Supervised seven district Directors whose programs provide indirect student services for all seven Met School Campuses in Providence.
- Lead community outreach and exploration of new and existing opportunities for students including partnerships with the various state universities and private colleges.
- Worked with the Director of Community Engagement/After School Program to improve the district's extended day program and develop national travel opportunities for Met students
- Met with co-founder and co-director Dennis Littky weekly to review the district calendar and address district issues.
- Collaborated with the Director of Curriculum and the Director of Organizational Development and Special Services regularly to plan, discuss, and evaluate staff development days, and overall health of district culture

The Met High School, & School District, Providence, RI www.themetschool.org 2006 – 2010
Principal & Director of Principal Development & Training/Asst. Superintendent

- Supported and coached school Principals and Building Leaders as they adjust to the many responsibilities and pressures of supervising a campus
- Planned and lead monthly principal meetings to review whole school goals and priorities

- Held weekly individual meetings with new principals to help personalize the supports needed for each individual school, principal, and set of staff and students
- Supported the school's Co-Director with district mission, vision, and administrative decisions.
- Met regularly with the Co-Directors, Director of Curriculum and Innovation, and the Director of Special Services to plan, discuss, and evaluate staff development days, and overall health of district culture .
- Developed and maintain partnerships with community organizations including local businesses and non-profit organizations.

The Met High School - Unity, Providence, RI www.themetschool.org **2002 – 2006**
Teacher/Advisor 9th – 12th grade

- Lead advisory class of 16 diverse urban students throughout their high school career.
- Worked with students, parents, mentors and staff to develop individualized learning plan for each student.
- Coordinated, supervised internship projects to reflect student's unique interests, background, learning style.
- Developed close, long-term relationships with students and families
- Provided counseling, crisis and conflict management, referrals for social work.

Childreach/ PLAN International, Warwick, RI www.childreach.org **1997 – 2002**
Donor Relations Executive

- Provided expert information to sponsors/donors on program countries
- Strengthened and developed relationships with PLAN through proactive contact with Country Directors and PLAN Management
- Utilize in-house information and interface with field offices, International Headquarters, and other National Offices to respond to inquiries through written and verbal communications
- Promoted a high level of communicative skills by speaking with major donors and accompanied sponsors to visit foster children and projects in Central and South America

EDUCATION & SPECIAL TRAINING

University of Phoenix, Phoenix, AZ **2004 - 2007**

- M.Ed, Educational Administration and Leadership & *Administrative Credential*
- *Action Research* – Improving the retention of Black & Latino males in Providence Schools

Brown University, Providence, RI **2002 - 2003**

- Teacher Certification – Secondary Education Coursework

Johnson & Wales University, Providence, RI **1992 - 1996**

- Bachelors of Science – Marketing Major
- Associates in Science – Business Administration

Grace Dodge Academy, Bronx, NY **1988 – 1992**

ADDITIONAL EXPERIENCE

Team Providence - Board of Directors, Providence, RI www.teamprovidence.org **2004 – present**

- Secretary of nonprofit organization that provides academic support, career exploration, college readiness and athletic opportunities for youth of middle to high school age in the greater Providence area and surrounding cities of Rhode Island.

Providence Basketball Club, Providence, RI **2004 – 2010**

- Co-founded and coordinated an enrichment program for urban youth to learn the sport of basketball, and mentor them s that they recognized and fulfilled their academic and personal potential.

Alpha Phi Alpha – Providence Alumni, Providence, RI www.alphaphialpha.net **2004 - 2010**

- President of the organization which is dedicated to scholarship, community service, and brotherhood

Intercultural Exchange, Colombia, South America **1999 - 2000**

- Engaged in international travel experience in Bogota, Cartagena, Buenaventura and Cali to learn language, culture, educational and political systems, ecology, and other aspects of day-to-day life.

Skills: Fluent in written and spoken Spanish, computer-proficient, engaging public speaker and presenter.
Previous certifications: Basic First Aid, CPR, Lifeguard, Licensed operator of school transit vehicles (RI).

Interests: International travel, fishing, reading, boating, natural history, basketball, community service, attending church services

Awards and Honors:

- **2009 Providence Business News '40 Under 40' Award Recipient** - recognizes young members of the state's business and nonprofit communities for career success, community involvement and a commitment to making a difference.
- **2009 Arthur D. Wright Award of Excellence** – Awarded for work with young people within the Rhode Island community by Alpha Phi Alpha, Fraternity Incorporated
- **1992 & 1994 Most Valuable Player** – Johnson & Wales University Men's Basketball Team
- **2006 National Pan-Hellenic Council Leadership Award** – Awarded for ongoing mentorship of college students of color in Rhode Island.

School Trustee Background Information
--

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

Name: Andrea Hauge

Charter School Name: Harlem STEAM Academy

Charter School Address: TBD

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

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

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

Background

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

Through fellow planning team member, Andrea Pizziconi.

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

Education is one of the most essential public goods. Though not an educator, I am eager to offer my services to such a valuable societal good.

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

I previously served on the Alumni Association Board of my alma mater, Columbia University.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I have met other prospective board members by working on the planning team. I know Andrea Pizziconi as a friend since 2005.

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

charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members.
 Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

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

I would move to have them removed from the board and reiterate the fiduciary duty the board has to fellow board members.

Educational Philosophy

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

The Harlem STEAM Academy's unique educational philosophy fills a community need not currently being met. It provides students with exposure to possible careers, making students understand the need for their studies, giving them valuable work experience and a plan post-graduation. The program also works to empower students in their educational life, key for students who may feel alienated from their current school.

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

The program focuses on individualized learning and work experience. Student interests are cultivated and applied to work and learning settings, engaging students more and giving them a fuller understanding of the demands of careers in their areas of interest.

The school will focus on STEAM disciplines, which are essential in today's workforce.

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

A successful charter school has excellent teachers who are empowered by supportive and effective management.

The board must ensure a high standard of teaching and also ensure management runs to serve teacher and student needs through proper financial management, effective operations, community involvement and hearing from teachers and our key constituents, the students.

A board that meets as a whole but also subdivides oversight work into areas of specialty will work most effectively. The board members must have a high level of contact with management and also provide frequent opportunities for teachers and students to express their needs and concerns.

A willingness to replace ineffective board members and constantly engage with potential strong new additions to the board will also prevent stagnation.

Other

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

Engage with teachers and students through meetings and school activities. Meet with management regularly. Ensure high standards of oversight and drive a culture of hard-work, accountability and positivity.

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

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

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

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

STATEMENT OF ASSURANCE

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

Andrea Hauge

2/26/13

Signature Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

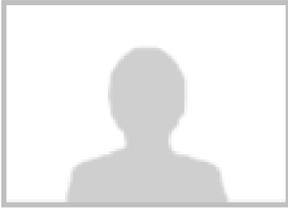
Home Telephone: [REDACTED]

Home Address: [REDACTED]

Signature Certificate



Document Reference: [REDACTED]



Andrea Hauge

[REDACTED]
[REDACTED]

VERIFIED EMAIL [REDACTED]

Electronic Signature:



Multi-Factor
Digital Fingerprint Checksum

b4860a62da94cb105b72b0cfe6ba1a8381ccbd32



Timestamp

2013-03-15 08:24:00 -0700
2013-03-15 08:24:00 -0700

Audit

All parties have signed document. Signed copies sent to: Andrea Hauge.
Document signed by Andrea Hauge [REDACTED]
[REDACTED]
Document viewed by Andrea Hauge [REDACTED]
Document created by Andrea Hauge ([REDACTED])



This signature page provides a record of the online activity executing this contract.

Andrea K. Hauge

Education

Columbia University, Graduate School of Business, New York, NY

MBA, Finance, May 2008

Credit Suisse Fellow, full scholarship

University Senator, Student Affairs Committee Chair

London School of Economics, Faculty of Economics, London, U.K.

MSc, Development Management, September 2004, Graduated with Merit (Honors)

Columbia University, Columbia College, New York, NY

BA, May 2002 Major: Sociology GPA: 3.69 GPA in Major: 3.82

Awards: King's Crown Award, for student leadership

The John W. Kluge Scholar Award, for intellectual and leadership ability

Experience

Sales Associate, Credit Suisse, Corporate Foreign Exchange

May 2012 – December 2012

- Provided advisory and execution services to meet the FX hedging needs of corporate clients
- Worked with the Investment Banking division to expand client base
- Coordinated with Credit Team, client onboarding, LCD, and Dodd-Frank team to ensure compliance with internal and external protocols
- Worked with Client Analytics, economists, strategists and traders to provide coverage to clients

Investment Banking Associate, Credit Suisse, Global Power & Renewables

June 2008 – April 2012

- Domestic and international power and renewables transaction experience across product types
- Extensive experience preparing marketing materials, financial modeling, valuation, due diligence and research
- Selected transaction experience includes:
 - \$1.7 billion Dynegy debt restructuring
 - Pepco Holdings Inc.'s sale of Conectiv Energy to Calpine Corp. for \$1.7 billion
 - \$123 million initial public offering of STR Holdings
 - \$400 million equity and convertible debt offering for SunPower Corp.
 - Global Infrastructure Partners' acquisition of a 40% convertible preferred interest in Terra-Gen Power

Independent Investment Consultant, Houston, TX

October 2004 – July 2006

- Established a client base and secured a retainer contract with Buckhead Capital

Client: Buckhead Capital Corp., Miami, FL

- Established a vehicle for opening Letters of Credit to suppliers for PEMEX contracts. Secured private market insurance to reduce debtor and country risk
- Structured the sale of one of the client's companies through an Employee Stock Ownership Plan

Client: Polaris Development Corp., Houston, TX

- Assisted in launching a co-generation company: contract preparation, project financing analysis, and buyer and supplier credit evaluation
- Independently researched Toronto Stock Exchange listing process in order to establish an alternate finance vehicle for the firm's domestic and international clients

European Rim Policy & Investment Council; Larnaca, Cyprus

November 2002 – April 2003

- Oversaw all work subcontracted from the Cyprus Council of the IEM including report writing, conference planning, and press events

Additional Information

- *Languages:* Spanish (fluent)
- *Citizenship:* USA, Norway
- *Other:* Board Member, Columbia Alumni Association
- *Interests:* Art, deep sea fishing, contemporary fiction

School Trustee Background Information

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

Name: Sarah H. Bacon

Charter School Name: The Harlem STEAM Academy

Charter School Address: CD 5

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

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

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

Background

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

5. Please explain why you wish to serve on the board. Every child deserves a good education; the Big Picture Learning model has proven success in building pathways for children to a productive, brighter future.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

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

No. Yes.

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

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

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

I / we do not know any such persons.

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

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

I / we have no such interest.

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

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

I / we do not anticipate conducting any such business.

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that

would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring it to the attention of the board chair and take the necessary next steps to engage in a conversation regarding the situation.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The Mission of the Harlem STEAM Academy is to address all academic, career and life competencies for it's students while preparing them for college and career.
19. Please explain your understanding of the educational program of the charter school. The academy's program and curriculum designs are based on the successful design developed by Big Picture Learning. The design includes several distinguishing features and components, including Personalized Learning Plans for each student, project-based learning focused on students career interests, internships and other out-of-school learning opportunities, blended learning, performance assessments, and strong parent and community engagement.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Characteristics of a successful charter school include, sound leadership (administration and school board), quality teachers and professional development, engaging and positive school community, high student retention, credit accumulation, achievement and matriculation. The role of the school board is to help ensure (through accountability) that all of these are evident through qualitative and quantitative data and to be a support to the school staff through partnerships, additional funding streams and contacts.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. To ensure that the school is appropriately serving it's students. Measured through achievement and engagement data, graduation rates, and college matriculation as well as to ensure that the

school is operating in fiscally responsible manner.

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

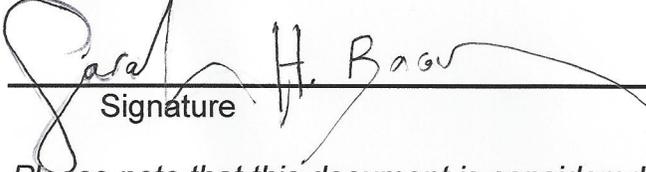
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

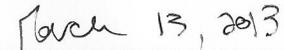
STATEMENT OF ASSURANCE

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

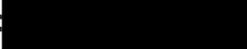
Sarah H. Bacon

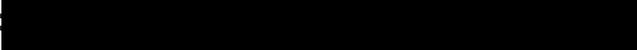
3/15/13

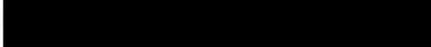

Signature


Date

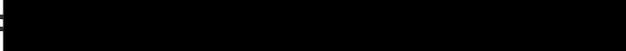
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

SARAH HOGATE BACON

PROFESSIONAL GOAL

Advance sustainability, behavior change, and sustainability policy models through education, innovation, advocacy, and public/private partnerships.

SUMMARY OF QUALIFICATIONS

- Masters in Sustainability Management from Columbia University's Earth Institute;
- Eleven-year professional experience in developing and directing issue advocacy and communications campaigns for environmental, humanitarian and cultural groups in the private and public sectors;
- Experienced client account and budget manager, architect and liaison for strategic institutional partnerships;
- Conversant in broad scope of environmental issues including sustainability metrics, environmental policy, renewable energy, sustainable buildings & energy efficiency, transportation, ewaste, biodigestion, corporate social responsibility, economics of sustainability;
- Certified "Climate Leader" (August 2012) by Al Gore's Climate Reality Project;
- LEED Green Associate;
- Exceptional public speaking, interpersonal and written skills.

EMPLOYMENT

TaxiShair, *Co-Founder*, July 2012-Present | TaxiShair is a mobile application in development that will connect air travelers going to common destinations.

Now or Never Radio, noworneverradio.org, *Co-Founder, Producer, Host* January 2010 – June 2012 | Co-founded, produce, script and interview for online consumer-focused environmental radio show. Developed "Ask the Expert" content streaming application. Extensive talks with broadcast distributors, including WNYC.

New York City Department of City Planning, *Flood Resilience Intern, Urban*

Design June – August 2011 | Drafted comprehensive glossary of flood management policies and regulations at Federal, State and City levels for HUD Sustainable Communities Planning grant. Developed guide and presentation of international large and small-scale flood protection precedents. Initiated expert briefings at Urban Design on range of urban flood-related topics.

Fenton Communications, *Account Director, Media Strategy*, May 2008 – December 2009 | Directed media strategy for New York accounts; concentration in environmental, humanitarian and arts practice; managed client relations, account teams and budgets; \$300,000 of new business development. **Select Clients:** Global Green, Jonathan Rose Companies, Ted Kheel, Rodale Institute, Foundation for Environmental Sustainability and Security, Microsoft, The Global Fund, Women for Women International, Refugees Intentional. *Senior Account Executive*

April 2006 – April 2008 | Client relations, media strategy, pitching, new business development.

Creative Time, *Director of Communications* May 2001 – July 2004 | Directed media strategy, cultivation and outreach for 10-12 social public artists' programs and events annually; directed design and production of all publicity materials including paid advertising; developed and implemented 3-year marketing strategic plan. *Operations Manager & Producer*

June 1999 – April 2001 | Managed *Music In the Anchorage* events, intern program and accounts payable & receivable; conducted market surveys; produced 8 film shoots.

PROJECTS IN DEVELOPMENT

Green reality TV show concept, “**The Greenest House**,” where single-family American households compete to save money by reducing carbon footprints.

CONSULTING, SELECTION

Big Picture Learning, *Sustainability Consultant*, January 2013 – Present | Sustainability consultant for the future Harlem STEAM Academy charter school New York City.

The Water Cube, *International Media Relations Director*, January 2013 – Present | Launching permanent artist light installation on iconic Olympic Green facility (former National Aquatics Center).

SweetArt New York *Founder, Co-Chair & Producer* September 2005 – March 2006 | Co-founded The SweetArt Katrina Fund, a grant-making fund administered by the Contemporary Arts Center, New Orleans for basic living needs of Gulf coast artists; produced benefit with silent & live auction and netted \$300,000. Extant grant program was subsequently expanded by Creative Capital

and the Andy Warhol Foundation.

Debut China Pavilion, Venice Biennale, *International Press Director* February – July 2005 | Directed media outreach and events for the debut national pavilion on behalf of The China Ministry of Culture.

P.S.1 Contemporary Art Center, *Director of Communications* February – May 2005 | Directed press office and media cultivation for launch of signature exhibition, *Greater New York 2005*.

Bunker Museum of Contemporary Art, Taiwan, *Director of Communications* July – September 2004 | Directed media strategy, outreach, press junket and events for inaugural exhibition on cold war military base. 800,000 visitors received at debut exhibition after Mainland China initiated direct ferry service in response to exhibition.

EDUCATION

M.S. Columbia University, New York, NY, Sustainability Management, Earth Institute, December 2011

B.A. Amherst College, Amherst, MA, Double Major: Art History & French, Spring 1998

PUBLICATIONS

Bacon, Sarah H. *Sustainability Assessment: East Side Community High School, New York, NY* M.S. Sustainability Management, Independent Capstone Thesis, Columbia University, 2011.

AFFILIATIONS/ACTIVITIES

Trained *Climate Leader* by Al Gore's Climate Reality Project, San Francisco, CA August, 2012.

LEED Green Associate.

Training: The Cloud Institute, studio workshop on curriculum development in Education for Sustainability, Summer 2011.

Director, Refugees International, Washington D.C.

Trustee, Frontier Nursing Service, Hyden, KY

Ambassador, Creative Time, New York, NY

AWARDS

SweetArt Award, Contemporary Arts Center, New Orleans for contribution to New Orleans art community, 2007.

References available upon request.

School Trustee Background Information
--

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

Name: Nada Ahmed

Charter School Name: Big Picture Learning Harlem STEAM Academy

Charter School Address: CSD 5

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

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

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

Background

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

- I am deeply committed to education equity and ensuring students have opportunities for excellent education. Serving on this board will allow me to contribute to collectively ensuring we are providing high quality education.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. **Yes. (Include description here): I am not currently a board member. However, through a leadership fellow I got exposed to board training and its important roll in a school. I have also supported recruit boards for school turn around efforts.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. **This does not apply to me as I have not be convicted of a felony.**

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. **This does not apply to me as I have no criminal charges pending against me.**

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

Conflict of Interest

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

I do not know any such persons and this does not apply to me

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

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

No I / we do not know any such persons and this does not apply to me

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

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

No

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

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

I / we do not know any such persons.

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

] I / we have no such interest.

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

I / we do not anticipate conducting any such business.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

This does not apply to me, my spouse or other family members.

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

None

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
- Harlem STEAM Academy will meet the need of diverse students by providing them the tools to explore STEAM careers and be college ready. It will provide students who are facing challenging circumstances an school learning environment where they can succeed. It will also provide a night school option to help students who have families and who traditionally drop out of high school.
19. Please explain your understanding of the educational program of the charter school.
- The program will create individualized learning plans for each student. It will foster higher order critical thinking skills and support students to explore careers through internships. Additionally, students will have the same advisor throughout and this lends itself to cultivating relationships and ensuring each child is on a path to career/college success.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the

board of the charter school will need to take to ensure that this charter school is and remains successful.

- A successful charter school creates a positive culture of high expectations. Teachers are provided relevant professional develop to ensure effectiveness in practice. Students are provided with rigorous curriculum and real world application of skills to prepare them for career and college readiness. A system is created to progress monitor students through the use of formative, summative and performance assessments. Students and families have access to student data. Additionally, students have multiple ways to demonstrate success and learning outcomes. As a board we need to ensure that the school reflects the vision mission and that we are constantly looking at evidence. The board needs to ensure the school is on course academically and strategically and this can guide them to make the necessary improvements. Another role of the board is to create a strategic plan and lead through the use of this plan. Boards also need to create systems to avoid conflicts and clear policies for how to resolve them.

Other

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

The role of the public charter school board members is to:

- Work collectively to lead using the vision and mission of the school
- Create a strategic plan and use this to lead and guide the work of the school
- Have an understanding of the legal requirements
- Look at school and student level data and use this to make strategic decisions.

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

I affirm that I understand the charter school application, the charter school board's by-laws and all proposed policies

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

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

STATEMENT OF ASSURANCE

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

Nada Ahmed

3/10/2013

Signature

Date

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

Business Telephone:

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Nada Ahmed, Ph.D.

EDUCATION

- 09/06 – 12/11 **KINGS COLLEGE, UNIVERSITY OF LONDON** London, United Kingdom
Ph.D. in Education Research, Policy, and Professional Studies
Dissertation: *Professionalizing Teacher Education Practice in Urban Multicultural Learning Communities*
Supervisor: Professor Christopher Winch, Head of Department and Professor of Education Philosophy and Policy
Advisor: Dr. Jane Jones, Senior Lecturer in Modern Foreign Languages
- 09/01 – 12/03 **BANK STREET COLLEGE** New York, NY
M.Sc. in Elementary Education (Awarded a Full Scholarship)
Thesis: *Creating Authentic Inquiry-Based Environmental and Social Action Projects for the Urban Classroom*
- 09/96 – 05/00 **PENNSYLVANIA STATE UNIVERSITY** State College, PA
B.A. in Psychology (Major) and Neuroscience (Concentration)
Study Abroad Program at New College, Oxford University, UK (12 credits)
Thesis: *Understanding the Role of Education for Crime Prevention*
Research Projects: Learning Disabilities in Young Children and Adults; Developmental Delays in Early Childhood Care and; Education and Psychological Disorders in Adults

Additional Coursework and Certificates

- ST. JOHNS UNIVERSITY** Queens, NY
27 Doctoral credits in Instructional Leadership
- GET SMART FELLOWSHIP / TEACH FOR AMERICA** Denver, CO
-Entrepreneur and School Leadership Training Program
- NEW SCHOOL UNIVERSITY** New York, NY
12 Credits in Creative Arts Therapy (Art, Drama, Movement, and Music)
- NEW YORK UNIVERSITY** New York, NY
Facilitative Leadership Certificate in Adult Learning Theory and Capacity Building awarded by the National School Reform Faculty

PROFESSIONAL EXPERIENCE

09/12 – Present **New Classrooms Innovation Partners for Learning** New York and Washington DC
Instructional Coach

Coaching

- Co-Create, plan and help implement a framework for instructional coaching
- Manage a blended learning model in high need urban middle schools in New York and Washington DC through weekly onsite coaching support
- Plan training and support for New Classroom products by working collectively with central engineering, technology and academic teams
- Build strong relationships with school leaders and teachers that foster a positive math lab culture
- Support school teams in collecting, interpreting, and making instructional changes based upon daily summative, formative and performance based assessments
- Help school leaders and math directors to make organizational decisions that build the capacity of teaching staff to effectively implement the New Classrooms blended learning model

Project Management

- Support team of coaches to create academic documents that can be used across all schools, that include ‘how-to’, student work, videos and professional development curriculum.

09/10 – 08/12 **DENVER PUBLIC SCHOOLS** Denver, CO
Teacher Effectiveness Coach

Coaching

- Offered leadership support to two urban elementary schools focused on capacity building, new teacher development and teacher leadership
- Served as a think partner for instructional leadership teams and administration using a systems thinking approach
- Supported principals to create strategic school-wide structures that increased student achievement on the CSAP by 70 percent after two consecutive years of coaching
- Build teacher leader capacity to design year long professional development syllabi, lead lesson study groups and created a peer observation learning model
- Facilitated and designed whole-school contextually relevant professional development based on district guidelines of new initiatives
- Lead data teams to engage in the inquiry cycle around academic language, pedagogical content knowledge and guided reading
- Supported school teams to deep dive into common core standards
- Supported with the implementation of Senate Bill 10- 191
- Received ELA- E weekly training

11/07 – 10/09 **CENTER FOR COLLABORATIVE EDUCATION** Boston, MA
School Development Equity Coach GK-12 and Special Education Coordinator

Coaching

- Offered developmental coaching support to urban elementary, middle and high schools within the Boston Public School system
- Evaluated efficacy of high-school and college partnership programs focused on academic and vocational education skill development
- Provided support and strategy on implementing and sustaining urban pilot reform model to school leaders
- Consulted on launching new pilot schools at state and national level and designed context-specific support structures

- Worked with Pacific Resources for Education and Learning on a research grant in the Pacific Islands to develop a coaching model for building professional collaborative cultures
- Teaching and Coaching Methods: Data-based inquiry using race and achievement data, Enid Lee's anti-racist education framework and coaching model, adult learning theory, critical friends protocols to foster critical discourse and promote professional collaborative cultures, received and provided habits of mind training, self-directed learning, teaching techniques of making thinking visible, anti-bias curriculum using small school reform and transparent facilitation

Coordinating and Facilitating

- Led special education trainings, intra-school visits, and support networks focused on sharing instructional practices and building capacity on inclusive education aims
- Planned and hosted week-long pilot residencies on urban reform model and autonomies (240+ educational staff in various positions) as a communication strategy to impact local policy
- Developed, organized, marketed and hosted two teacher-sharing conferences around innovative instructional practices within BPS (220+ attendants, 25 workshops).

Project Management

- Managed Bill and Melinda Gates Foundation Grant and Center for Collaborative Education Special Education Budget by establishing support initiatives across 20 Boston pilot schools
- Supported the development of three technology lab classrooms to disseminate practices district-wide.
- Established partnership with North Eastern University Teaching Institute and MGH Institute of Health Professions to launch graduate and certification special education programs, documented success of programs as fundraising strategy

Fundraising

- Supported expansion of special education initiatives such as deployment of assistive technology in Boston Public Schools
- Raised funds to cover tuition stipend encouraging teachers to enroll in special education programs

06/07 – 08/07

BOSTON PUBLIC SCHOOLS

Boston, MA

Educational Pioneers Fellow

- Participated in a leadership program focused on equity in education in urban areas and education reform models
- Interned for Boston Public Schools in the Office of Professional Development and Leadership
- Designed and implemented Boston Public Schools' New Principal Institute Training Program
- Assisted with planning, design and facilitation of principal graduate year-long training program
- Focused on capacity building and development, building school wide cultural proficiency and equity in practice
- Supported in the development of a curriculum and course for principals in training titled *Schooling in Boston: Past, Present and Future*

- Coaching and Teaching Methods: development of trust and rapport among groups, small group teaching method, emotional coaching using Daniel Goleman’s framework, role of personal intelligence in leadership

02/04 – 08/06

BIRCH FAMILY SERVICES

New York, NY

Coordinator of Curriculum and Instruction for Early Childhood

Coaching

- Provided 450+ consultations to Principals, teachers, assistant teachers, and related service staff in urban GK-12 schools. Supervised and supported educators in implementing various program policy, practices, structures and teaching guidelines to assess wide range student outcomes both academic and affective
- Established partnership with Bank Street College to award graduate credits to teachers attending Birch’s professional development seminars
- Designed and facilitated leadership and curriculum initiative training's for educational supervisors to help them think about education equity and how to foster education sustainability
- Provided on-site monthly continuing professional development to teachers, supervisors and related service staff on context specific training needs

Curriculum Development

- Designed research, outcome based and context-specific educational programs.
- Designed interdisciplinary physical education, wellness and health curriculum with school staff to meet student's goals (such as language, fine and gross motor, concept development, and visual supports)
- Co-authored Head Start training's to support teachers in conducting parent and advocacy workshops for families and community members, and designed training sessions for parents on traffic safety

Fundraising

- Co-founded Birch Philanthropic Society targeted to involve young professionals in fundraising for agency programs. Activities included social events, book readings, and art exhibitions.
- Collaborated with Director of Development to create strategy around fundraising for early childhood, special education and community outreach programs.
- Appointed Prize Chair and Committee Member for the 30th Anniversary Voices of Hope Fundraiser.
- Established literacy grant for corporate sponsorship and received funding from Citigroup to create home-school lending libraries in eight educational programs.
- Coaching and Teaching Methods: Cognitive and emotional development in learning, understanding experiences and poverty in urban education, structured conversations for planning, reflecting and problem-solving for educators, role of ‘play’ in fostering positive classroom environments in early childhood, TEACH methodology, culture of autism, life skills and their role in formal and informal education settings, visual supports as a teaching tool, and readers and writers workshops for elementary and secondary schools.

TEACHING APPOINTMENTS

10/10 – 08/11

TEACH FOR AMERICA / UNIVERSITY OF DENVER

Denver, CO

Adjunct Professor for Teach for America’s State Certification New Teacher Program

- Taught courses for first year teachers in grades 3-6 with a focus on classroom management and literacy

- Course style: classroom and online
- Teaching Methods: Professional learning community, video lab

01/06 – 08/06 **NEW TEACHER RESIDENCY PROGRAM, MERCY COLLEGE** New York, NY

Adjunct Professor for New York City Teaching Fellows Masters Courses

- Taught courses on student relationship to their communities’ philosophies of education for secondary and high school teachers (1 course)
 - Taught courses on creating responsive learning environments in urban context using theories from education philosophers and psychologist for primary and secondary teachers (3 courses)
- Course style: classroom lecture, hybrid, and online (Blackboard platform).

- Taught 35 graduate students per course
- Received 98% for effectiveness in teaching and overall course both semesters
- Teaching Methods: Capstone support, learning styles, constructivist approach (Dewey, Freire and Vygotskian theories in practice)

09/02 – 04/06 **NORTHSIDE CHILD DEVELOPMENT CENTER** New York, NY

**Lead Movement Teacher, Saturday Morning Science Workshop Teacher
Informal Education Training Post: Community Partnerships**

- Utilized movement therapy with disadvantaged families to promote health, fitness, social, emotional and community building and citizenship development
- Designed curriculum and supervised and advised undergraduate students
- Teaching Methods: Music and movement (Laban school of movement), diversity of pathways of learning, and multicultural education

09/02 – 01/04 **FUTURE LEADERS INSTITUTE** New York, NY

K - Grade Three Science Teacher

- Adopted and created experiential and service learning program for an urban elementary school
- Received Golden Apple Award from NYC Sanitation Department for fostering school-wide environmental awareness and developing child-centered environmental curricula
- Teaching Methods: facilitation, action research, service learning, guided reading, workshop model, small and whole group instructional strategies, creating a democratic classroom community, music and movement, school community relationships as a tool to make learning relevant to urban youth, collaborative teaching, interdisciplinary and experience-based hands-on learning techniques

06/00 – 06/03 **TEACH FOR AMERICA** New York, NY

- Taught in urban middle school and elementary classroom.
- Teaching Methods: Interdisciplinary and life-long learning approach, talent and interest based approach, whole-child approach (intellectual, emotional, creative and physical aspects), teaching for deep understanding, readers and writers workshop, building strong parent relationships

HONORS

2013 **Planning Partner and Proposed Board Member for Big Picture Harlem STEAM Academy High School**

- Assist with curriculum development
- Engage in community outreach efforts
- Conduct focus group interviews

- 2012 **Summer School Language Arts Teacher, Denver School of Science and Technology**
- Collectively worked with language arts department to design summer school curriculum
 - Ran advisory sessions for new students
 - Taught language arts to six grade students using an interdisciplinary approach
- 2011 **Get Smart School Fellowship, School Reform and Innovation, Denver Public Schools, Colorado**
- Planning Partner for Creativity, Challenge, Community a new innovative elementary school in South East Denver
 - Created an innovative process for hiring new teachers
 - Assisted with community outreach efforts and co-hosted family and community events
 - Designed marketing materials
 - Presented at board meetings
 - Strategized and supported efforts in recruiting families
- 2010 - **Akansha Foundation, India**
- Support the creation and development of a teacher-leader one-year training program in Pune, India
- 2010 **Teach for America Southwest Summit, New Mexico**
- Invited as a Guest Speaker to present on multicultural education
- 2010 **Institute for Economic Studies, International Academy for Young Leaders**
- Selected to attend a workshop on ideas of liberty and freedom at the New Economic School in Tbilissi, Bakuriani, Georgia
- 2010 **Research Grant, Monash University, Australia**
- Research Study: Critical Insight into Indigenous Education Research and Training Program
- 2010 **Research Grant, School of Social Science and Public Policy, Kings College, United Kingdom**
- Worked with a small group of Cypriot teachers to think about curriculum and pedagogy related to collaborative problem- solving
- 2009 **Phi Delta Kappa Emerging Leader Award**
- Recognized as a global young education professional for service, research, and leadership in education community
- 2006 **Institute for Humane Studies, Stanford University**
- Selected to attend an interdisciplinary workshop on social change and international politics

SERVICE

University Service

- *Student Organizer*, Doctoral Research Seminars, Department of Social Science and Public Policy, Kings College, London
- *Leader*, Habitat for Humanity, Pennsylvania State University, Pennsylvania

- *Research Assistant*, Visual Cognitive Lab, Pennsylvania State University, Pennsylvania
- *Research Assistant*, Child Development Lab, Pennsylvania State University, Pennsylvania
- *Teaching Assistant*, English Language Learners, Pennsylvania State University, Pennsylvania

Internships

- *Intern*, United Nations Parliamentarians For Global Action, New York
- *Intern*, Mc Quaide Blasko Child Law Firm Intern, Pennsylvania
- *Intern*, Fast Track Training and Cooperative Teaching, Pennsylvania
- *Intern*, Life Skills Training to Low Crime Jail Inmates, Pennsylvania State University, Pennsylvania

Volunteer Service

- *Volunteer*, Co-facilitate monthly policy workshops for Teach For America Alumni
- *Volunteer*, International Leadership Program, Institute of International Education, Denver, Colorado
- *Volunteer*, HIV Family Program, Birch Family Services, New York.
- *Volunteer*, Homeless Shelter Soup Kitchen, Pennsylvania State University, Pennsylvania
- *Volunteer*, LRBT Fundraising for Blind Children’s Education in Pakistan, New York

PUBLICATIONS

Ahmed, Nada. et al., 2007. *Using Visual Support Strategies In Inclusive Early Childhood*.

New York State Developmental Disabilities Planning Council Journal, pp. 35 – 41

Ahmed, Nada. *Fostering Context-Specific Cultural Competency During Playtime in Early Childhood:*

Advocating An Ethnographic Professional Development Model. Submitted 2012

GRADUATE TRAINING IN TEACHING AND RESEARCH METHODOLOGY

1. *Teaching Methods*: Authentic research modules in science, culturally-responsive education, learning styles, reflective and reflexive practice, place-based education, experiential and contextual learning, building authentic assessments, standards-driven education, cognitive diversity, listening pedagogy, workshop model, sheltered English language instruction, response to intervention, multicultural teaching, authentic assessments, neuroscience in learning, education psychology in high-need urban classrooms, multi-sensory teaching strategies, backward design, and assessing national and global policy on schools.

2. *Social Science*: Development and administration of semi-structured and structured interviews using qualitative and quantitative methods including oral history, questionnaires, surveys, ethnography, and participant observation.

3. *Qualitative Analysis Methods*: Conversation analysis, grounded theory, critical discourse analysis, and consensus analysis.

4. *Analytical Software*: SPSS & JMP

LANGUAGES

1. English – Fluent
2. Hindi / Urdu – Oral fluency
3. French – Beginner
4. German – Beginner

Attachment 5b. By-Laws

BYLAWS OF THE HARLEM STEAM ACADEMY

(A BIG PICTURE LEARNING SCHOOL)

(An Education Corporation)

ARTICLE I

Name, Office and Purpose

Section 1.01. Name. The name of the corporation is the Harlem STEAM Academy (“the Academy”).

Section 1.02. Office. The principal office of the Academy shall be determined by the planning team no later than October 1st, 2013. The Academy may have offices at other places within or out of the State of New York as the Board of Trustees may determine from time to time.

Section 1.04. Non-Discrimination Policy. The Academy seeks diversity in its student/parent body, faculty, staff and administration. The Academy does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II

Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall have control of and manage the operations and affairs of the Academy, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of the Academy and shall oversee that such policies and procedures are carried out by the Head of School and such other staff of the Academy as the Board of Trustees may employ or authorize the Head of school to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that the Academy is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of voting trustees of THE ACADEMY Academy from time to time, which shall not be less than seven (7) and not more than fifteen (15). The Principal shall be a trustee ex-officio of the Board

of Trustees but shall have no voting rights. The balance of the trustees shall be elected (“Elected Trustees”) pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive two-year terms, unless the Board of Trustees designates otherwise. The Principal shall continue for his or her term of office as Principal at the school.

The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c).

(a) Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

No employee of the Academy shall be eligible to be nominated or serve as an Elected Trustee.

(b) Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Clerk and confirmed by the Chair or Co-Chairs or any Vice Chair of the Board of Trustees.

(c) Board of Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee’s term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the

Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces.

Upon recommendation by the Governance Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees.

Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

Section 2.05. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

- (a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the “Annual Meeting” of the Board of Trustees shall be held in June of each year.
- (b) Regular Meeting. The Board of Trustees may provide for holding of the “Regular Meetings” and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be held at least six (6) times per year.
- (c) Special Meeting. “Special Meetings” of the Board of Trustees shall be called by the Chair or Co-Chairs or Vice Chair of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chair or Co-Chairs or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees. There shall be two classes of Special Meetings of the Board of Trustees
 - (1) Special Meetings, to be held in executive session, to consider matters with respect to employees which shall not be attended by the Principal as a trustee unless requested to attend by a majority of the whole board of Trustees.
 - (2) Special Meetings to consider any other matter.
- (d) Video Participation in Meetings. Directors may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all

members participating in the meeting are able to see and hear one another.

- (e) Notice. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting. Notices by messenger, regular mail, e-mail or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.
- (f) Open Meetings. All trustee meetings shall be open to members of the school community and shall be advertised on the Academy's website to encourage participation.

Section 2.06. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of the Academy have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the Academy. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of the Academy. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

Section 2.07. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the voting members of the Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.08. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Such written consents

shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

Section 2.09. Meetings held Other Than In Person. Trustees of the Board of Trustees or members of any committee may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall, however, not constitute presence in person at the meeting. Trustees who participate in a meeting of the Board of Trustees in such manner may not be counted for purposes of having a quorum and may not vote.

Section 2.10. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair or Co-Chairs of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair or Co-Chairs of the Board of Trustees, he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.04.

Section 2.11. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

Section 2.12. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Nothing in these Bylaws shall be construed to preclude any trustee or officer from serving the Academy in any other capacity and receiving compensation if the Board of Trustees so decides.

Section 2.13. Evaluations. Evaluations of the Principal shall be conducted by the Governance Committee on an annual basis. Evaluations to the Board of Trustees shall be coordinated by the Governance Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the Principal and the board of Trustees shall be conducted on an as-needed basis determined by the Governance Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees" Executive Committee, Governance Committee, Finance Committee, Development Committee and Academic Accountability Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more “Ad Hoc Committees” with such names powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members: Chair. Members of committees shall be appointed annually by the Chair or Co-Chairs of the Board of Trustees, subject to ratification by the Board of Trustees first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair or Co-Chairs of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair or Co-Chairs of the board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters that come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern grievance or other matter referred to a committee shall be considered by such committee, which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee’s powers are advisory to the Board of Trustees.

Section 3.05. Executive Committees. The Executive Committee shall consist of no less than three (3) members, including the Executive Director, the Chair or Co-Chairs and Vice Chair of the Board of Trustees and such other Trustees as may be designated by the Board of trustees. The Chair or Co-Chairs of the Board of Trustees shall be the Chair or Co-Chairs of the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could be authorized by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Clerk and the Clerk shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.07. Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair or Co-Chairs of the Board of Trustees and elected by a majority of the Board of Trustees. The Governance Committee

shall be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future Executive Director; developing, as necessary a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board of Trustees; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustee's composition, organization and committee structure. The Governance Committee shall evaluate the ability of the Board of Trustees and its members in terms of specific skills, interests, and diversity. The Committee shall also canvass the community at large for potential candidates for vacancies on the Board of Trustees. It shall interview potential candidates, guide them through the application process and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for elected Trustees. The Governance Committee shall be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

Section 3.08. Finance Committee. The Treasurer or an Assistant Treasurer shall be the Chair of the Finance Committee. The Finance committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of the Academy's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives and performance. It shall work closely with the Academy's Director of Finance and Operations and Business Operations Manager, if any, and the Principal in overseeing the performance of the operations staff.

Section 3.09. Development Committee. The Development Committee shall be responsible for the development and implementation of fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and continuing cultivation of support for the Academy. The Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of the Academy's broader community of alumni, neighborhood residents, education and business communities and others.

Section 3.10. Academic Accountability Committee. The Academic Accountability Committee shall be responsible for evaluating whether the Academy is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and active citizenship. It will examine the results from city, state, national and internally developed assessments, which are both criterion and norm-referenced. In addition, the Academic Accountability Committee will meet with the Directors of the school to analyze assessment data. Based on the assessment data, Academic Accountability Committee will make recommendations

regarding the allocation of resources in terms of classroom materials, staffing, professional development and outside consultants.

ARTICLE IV Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Chair or Co-Chairs, one or more Vice Chairs, the Executive Director, a Clerk, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office, and Qualifications. The Board of Trustees shall elect the Chair or Co-Chairs, one or more Vice Chairs, a Clerk, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers), to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair or Co-Chair of the Board of trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the board of Trustees or by any officer of the Academy may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Chair or Co-Chairs. The Chair or Co-Chairs shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chair or Co-Chairs shall preside at all meetings of the Board of Trustees and the Executive Committee, if he or she is present. The Chair or Co-Chairs shall, when directed by the Board of Trustees, sign on behalf of the Academy all contracts, securities and other obligations of the Academy.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair or Co-Chairs on the Board of Trustees. The Vice Chair (or if there shall be more than one, the Vice Chair designated by the Chair or Co-Chairs or the Board of Trustees) shall in the absence or disability of the Chair or Co-Chairs or at the Chair or Co-Chairs's request, perform the duties and exercise the powers of the Chair or Co-Chairs.

Section 4.09. Principal. The Principal shall be the chief administrative officer of the Academy. He or she shall be appointed from time to time by the Board of Trustees and shall exercise control over the affairs of the Academy, subject to the supervision of the Board of Trustees.

Section 4.10. The Clerk. The Clerk shall keep the minute books of the Academy be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Clerk and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair or Co-Chairs.

Section 4.11. The Treasurer. The Treasurer shall have oversight of the general custody of all money and securities of the Academy and from time to time shall render to the Board of Trustees, and to the Chair or Co-Chairs, upon request, a statement of the financial conditions of the Academy and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair or Co-Chairs.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All agreements, contracts, checks and other instruments of the Academy requiring an expenditure or imposing an obligation of more than \$10,000 shall be executed by any two officers of the Academy or by one officer and such other person or persons as may be designated by the Board of Trustees. All agreements, contracts, checks and other instruments of the Academy requiring an expenditure or imposing an obligation of less than \$10,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

ARTICLE V

Miscellaneous Matters

Section 5.01. Corporate Seal. The corporate seal of the Academy shall bear the name the Academy and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of the Academy shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in the Academy's Charter, the Charter shall prevail and control.

Section 5.04 Conflict with Charter. To the extent there are any conflicts between the terms of the charter of the Academy, and the terms of these by-laws, the terms of the charter will control.

Section 5.05. Indemnification.

- (a) To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, the Academy shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of the Academy's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. The Academy, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise.
- (b) The Academy may maintain insurance, at its expense, to protect itself and any person describe in subsection (a) against any expense, liability or loss, whether or not the Academy would have the power to indemnify such person against such expense, liability or loss under applicable law.

Section 5.06. Amendments. These Bylaws may be altered, repealed or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

Section 5.07. Notice. Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, email or facsimile.

Attachment 5c. Code of Ethics

**THE HARLEM STEAM ACADEMY CODE OF ETHICS
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES**

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. ***Confidential information:*** An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. **Representation before the Board:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. ***Representation before the Board for a contingent fee:*** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board,

whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. ***Disclosure of interest in matters before the Board:*** A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.
6. ***Investments in conflict with official duties:*** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. ***Private employment:*** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
8. ***Future employment:*** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

THE HARLEM STEAM ACADEMY POLICY ON CONFLICTS OF INTEREST

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or

- employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
 - j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
 - k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
 - l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
 - m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
 - n) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
 - o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

- a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited

interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

Attachment 7: Partnerships with Not-for-Profit Entities

Big Picture Learning and the United Federation of Teachers Educational Foundation (the not-for-profit arm of the United Federation of Teachers) each bring unique strengths and skills to the design and support of the Harlem STEAM Academy (A Big Picture Learning School).

Big Picture Learning has a demonstrated track record of creating over 60 successful schools in the US (95 worldwide) that serve underprivileged populations, particularly those with high percentages of English language learners. The following are services Big Picture Learning will provide to the Harlem STEAM Academy:

- Identifying school principal;
- Hiring services and guidance to the Board of Trustees;
- Training of the school principal and faculty during the planning year;
- Ongoing support of the school principal and faculty after school opening, including:
 - Big Picture Learning’s National Director of Schools Network as well as a Big Picture Learning Regional Director and Big Picture Learning Co-Director will travel to the Academy several times during the year;
 - Ongoing phone assistance from the Director of National Schools Network, the Regional Director, and other members of the Big Picture Learning management team;
 - Support with implementation of the Academy’s Key Design Principles and Instructional Strategies;
 - On-going professional development support as required.
- Writing and submission of startup grant applications;
- Creating an “Operating Committee” that will convene and meet with the Academy’s principal monthly via teleconferencing. This operating committee will include personnel from Big Picture Learning’s finance, curriculum/instruction, and operations departments.

The UFT Educational Foundation will complement the educational services supports provided to the school by Big Picture Learning by providing administrative and operating support services to the Academy on an as-needed basis. The following are services the United Federation of Teachers Educational Foundation will provide to the Harlem STEAM Academy:

- Financial management, to include working with the principal to develop and manage the school budget
- Procurement of resources and services
- Managing financial accountability
- Printing promotional and collateral school materials
- Writing and submission of public grant applications
- Identification of high-quality teachers
- Management of technology and data systems

- Support with IEP and 504 coordination
- Support in securing a temporary and permanent facility and identifying temporary tenants during scale-up years
- Facilitating human resources tasks, which include conducting new employee background checks and fingerprinting, enrollment in the UFT retirement and health plans, and advising on union-management relations

Below is the contact information for each organizational partner:

Big Picture Learning

Legal Status of Organization: Not-for-profit (501(c)(3))

Authority to do business in New York: Pending

Contact Person:

Elliot Washor

Big Picture Learning

325 Public Street

Providence, RI 02905

Phone: 401.752.3442

Fax: 401.752.3528

ewashor@bigpicturelearning.org

United Federation of Teachers Educational Foundation

Legal Status of Organization: Not-for-profit (501(c)(3))

Authority to do business in New York: Yes

Contact Person:

David Hickey

United Federation of Teachers Educational Foundation

52 Broadway

New York, NY 10004

(212) 777-7500 (phone)

dhickey@UFT.org

Attachment 8a: Hiring & Personnel Policies

Hiring School Personnel:

The principal will be hired and evaluated by the Board. The principal, in conjunction with the Hiring Committee, will hire subsequent administrators, including the assistant principal and teaching staff.

The hiring process for teaching staff will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site.

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a Hiring Committee consisting of BPL, Administration and Staff representation will be responsible for reviewing the applications and selecting interviewees; interviewees will be invited to come to the school for a half-day interview which will include the presentation of a lesson plan demonstrating student engagement, responding to scenarios they may encounter in the classroom and school; the Hiring Committee will review written responses by the interviewee to scenarios and lesson plans based on a rating system to select finalist candidates; and final candidates will be extended an offer of employment.

Career Mentoring Charter School will implement a recruitment process that hires teacher advisors dedicated to making measurable gains in student achievement in keeping with the school's focus of educating one student at a time. It will seek candidates whose instructional philosophy includes, but is not limited to:

1. A belief in collaboration and team teaching
2. A belief that students should be actively involved in their own learning and choosing their own career interest.
3. High academic expectations for all students
4. The ability to build relationships with students and peers
5. The ability to lead and motivate students

II. Evaluation and Dismissal

The principal evaluation serves to improve the quality of instruction at the Academy. It is a formative process in which professional goals are linked to classroom practice. The goal of the process is to support and nurture effective teaching strategies with on-going feedback and reflection. Each teacher shall annually participate in the Annual Professional Achievement Plan process to develop a new set of goals and objectives.

Goal Setting

- By September 30th the principal, or an administrator responsible for evaluation, shall meet with each teacher to jointly set goals and benchmarks.
- If mutual goals and benchmarks are not agreed to, the teacher and the evaluator shall make a good faith effort to resolve the differences themselves. If they are unable to reach consensus on the goals and benchmarks, the evaluator may mandate one (1) goal and associated benchmarks per year.

Changes in Goals

During the course of the evaluation period circumstances may change which require modification of the original objectives. The teacher or the evaluator may initiate a change of these objectives.

Required Elements

The evaluation process shall be informed by all of the following components:

- Formal Observations—There will be one formal observation each semester.
- Each formal observation will:
 - Be scheduled in advance
 - Utilize lesson plans provided by the teacher to the evaluator a minimum of 1 day prior to the observation.
 - Be followed by a post-observation conference no later than five (5) days after the observation occurs.
- Informal observations (walk-through)—on an ongoing basis
- Peer observations (buddy system)—on an ongoing basis
- Reflective journal
- The journal entries may reflect on the data contained in the Assessment and/or Teaching Strategies Logs or on other subjects as may be mutually agreed to. In addition, each teacher is required to provide a reflective journal entry on the implementation of the Leadership Curriculum. Journal entries may be based on reflective questions suggested by the principal, or may be of the teacher's own creation.

One required reflective journal entry to be completed prior to each of the following dates:

- For continuing teachers: October 31, January 15, March 15.
- For first year teachers: November 15, January 15, March 15.

Portfolio

A portfolio which shall include the materials designated in the Annual Professional Achievement Plan guidelines and other relevant materials as may be mutually agreed to.

Logs

Logs of Assessment and Teaching Strategies.

Final Review

Prior to May 15th of each year the teacher and the evaluator shall meet to jointly review the teacher's progress towards their goals and objectives. This meeting may also be used to begin the process of setting goals for the next year.

Administrative Review

Each administrator shall participate in the Annual Professional Achievement Plan process each year. Each administrator shall meet with a committee of no more than three teachers, each representing a different department, to mutually establish goals and benchmarks. Teachers will select the committee members. The process for administrative evaluation will be reviewed each year during the initial faculty retreat.

Intervention

Teachers found not to be achieving their goals consistently and who have yet to demonstrate proficiency in instruction will be given additional support from their supervisor. In such cases, the principal may require submission of lesson plans, unit plans and other deliverables to review and provide feedback to the teacher. The principal agrees to provide additional coaching and supports to struggling teachers. There are different levels of intervention (see below) with teachers being notified of each level and responsible for working with the principal on developing an action plan outlining what actions or steps the teacher and principal will take to improve instruction. If it is determined that the teacher is not meeting the agreed upon terms consistently, the principal has cause for dismissal.

Level 1:

- Initial notification made to teacher that the goals and objectives are not being met
- Developmental Plan is created, outlining areas for improvement
- Principal and/or other instructional leader provides support
- Principal or other supervisor visits classroom regularly and examines submitted teacher work

Level 2:

- If teacher has not made improvements, the warning is escalated to Level 2
- The teacher and principal create an Action Plan
- Principal and/or other instructional leader provides support
- Principal or other supervisor visits classroom regularly and examines submitted teacher work

If after two warnings a teacher fails to improve, the principal may take steps to dismiss the teacher.

Discipline

No teacher or other staff shall be disciplined, non-renewed, dismissed, reduced in rank or compensation without **just cause**.

Teachers may be terminated should they be guilty of one of the following offenses:

- Breach of trust or dishonesty
- Conviction of a felony
- Willful violation of an established policy or rule
- Falsification of company records
- Gross negligence
- Insubordination
- Violation of the sexual harassment policy
- Time and/or attendance violations
- Disclosure or misuse of confidential information
- Undue and unauthorized absence from duty during regularly scheduled work hours
- Deliberate non-performance of work
- Larceny or unauthorized possession of, or the use of, property belonging to any co-worker or visitor of the school
- Possession of dangerous weapons on the premises
- Unauthorized posting or removal of notices from bulletin boards
- Marring, defacing or other willful destruction of any supplies, equipment or property of the school
- Continued failure to call or directly contact your manager when you will be late or absent from work
- Fighting or serious breach of acceptable behavior
- Violation of the alcohol or drug policy
- Theft
- Violation of the company's conflict of interest, outside employment policy and/or confidentiality policy

III. Layoffs

- Layoffs may occur at that the end of the year due to programmatic changes or a reduction in funds.
- Notice of layoffs for the subsequent year will be determined by May 15th.
- If a layoff takes place the following criteria will be used:
 - Legal requirements and qualifications
 - Satisfactory evaluation
 - Expertise and relevant experience
 - In the absence of substantial distinguishing differences in the above criteria, length of service at the site shall be determining factor.

IV. Grievance Process

The Academy encourages free and open communication from employees and other individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any Green Dot employee.

Definitions

- A "complaint" is a claim by one or more individuals that there has been a violation, misinterpretation or misapplication of a provision of this Agreement, a violation of the right to fair treatment, or a violation, misapplication, or misinterpretation of any law, Board policy, or regulation.
- The "grievant" is the individual(s) making the claim.
- A "party in interest" is any person who might be required to take action or against whom action might be taken in order to resolve the complaint

No Reprisals

No reprisals of any kind will be taken by the Board or by any teacher or representative of the administration or the Board against any grievant, any party in interest, or any other participant in the grievance procedure by reason of such participation.

Procedures

In general, if a teacher has a complaint that does not involve discrimination or harassment, the teacher should communicate first with the school and then with the appropriate person in the New York Charter School administration per the following steps:

Informal Level

Every effort should be made to resolve the complaint informally between the grievant and the supervisor involved. This conference shall take place within 15 days of the occurrence or omission or the realization of the occurrence or omission.

Level One

If the complaint is not resolved with the grievant, a concise summary of the complaint shall be submitted to the principal in writing within 7 days, detailing the article or articles of the contract allegedly violated and any supporting documents or materials. A conference shall take place within 5 days. A written memo will be returned by the principal within 5 days of the occurrence of the conference.

Level Two

If the complaint is not resolved with the grievant, either side may appeal to the Board President or designee and within 15 days the Board President or designee will facilitate another meeting to come to resolution. Resolution of the complaint will be discussed and a written memo will be returned within 15 days of the occurrence of the conference by the Board President or designee.

Level Three

If the complaint is not resolved with the grievant then the situation may be given to the Board. The Board will hear the issue at its next scheduled meeting and a written memo will be

returned within 5 days by the Board President. In the event that the issue cannot be addressed by the Board within 30 days the complaint may be taken to mediation/arbitration.

Level Four

If the complaint is not resolved with the grievant, the teacher may request that a conciliator/mediator from a third party mediation services organization or a mutually agreeable dispute resolution center be assigned to assist the parties in the resolution of the complaint.

Level Five

The mediator, within 10 duty days of the request shall meet with the grievant and the Board for the purpose of resolving the complaint. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the grievant and the Board. This agreement shall be non-precedential and shall constitute a settlement of the complaint. In the event that the grievant has not resolved the complaint with the assistance of the conciliator/mediator within ten (10) duty days from the first meeting held by the conciliator/mediator, the conciliator/mediator shall be empowered to render a decision on the complaint. The decision shall be in writing and shall set forth the findings of fact, reasoning, and conclusions of the issues submitted. The conciliator/mediator shall be without power or authority to make any decision that requires the commission of an act prohibited by law or which is violative of the terms of this Agreement. However, it is agreed that the conciliator/mediator is empowered to include in any award such financial reimbursement or other remedies as she/he judges to be proper. The decision of the conciliator/mediator shall be submitted to the Board and will be final and binding upon the parties. If any question arises as to the arbitrability of the complaint, such question will be ruled upon by the conciliator/mediator only after she/he has had an opportunity to hear the merits of the complaint.

All costs for the services of the conciliator/mediator, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne by the Board. All other costs, except for release time for the grievant(s) and witnesses, shall be borne by the party incurring them.

School's qualifications for hiring teachers, school administrators and other employees

Teacher Advisors: All teacher advisors hired by will be "highly qualified" in accordance with NCLB provisions; willing to team teach and continuously collaborate with school staff to meet the needs of all students and their career interests; capable of implementing the principles of project-based instruction; thorough understanding of the concept of advisory and the important role that plays in student success and development of the school community; understand and support the mission and vision; required to maintain ongoing communication with parents/guardians; and understand education is not confined to the school building recognizing the community is a valuable resource in our mission; help develop a student's Individual Learning Plan.

School Administrator: School Administrator will be required to meet the qualifications outlined in the job descriptions set forth in Job Description; be a hands-on manager involved in all aspects of the school working along-side and collaboratively with staff, not hierarchically. These

individuals must be wholly committed to implementing the mission and vision of the school; knowledgeable in the areas of project-based instruction and student advisory able to demonstrate skills and strategies as well as provide instruction to staff on such; and be willing to put the needs of students first.

Business and Support Staff: Career Mentoring Charter School will consider employment applications of all qualified individuals without regard to race, color, religion, gender, age, national origin, disability, sexual orientation, marital status, physical appearance, or veteran status. Offers of employment will be extended to those individuals meeting the qualifications of the position, and who believe in the school's mission and vision wholly understanding the role they play in fully implementing them.

Retention of School Staff

Continuity of staff is important to the success of the school and in building a team environment fostering true teacher advisor collaboration. Instructional staff will receive ongoing professional development in support of the school's mission with the assistance of the Big Picture Learning and have online resources available to them for reference. Continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the Professional Development plan, and having a team environment among school staff will all act as tools to retain effective and committed staff.

Staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is traditionally afforded teachers in some local school districts. The school believes that this will make teacher advisors more invested in the school and help to create a desire to remain with the school.

These additional supports are outlined below:

1. Regular administrative observation and feedback sessions; goal setting with the team of teacher advisors and as individuals.
2. Establishment of informal peer observations, with feedback protocols
3. On-going system of celebrations for entire staff for meeting goals and celebrating small successes
4. On-going professional growth workshops for staff, designed collaboratively with staff
5. Built in planning time for teacher advisors to meet, plan curriculum, and share the needs of specific students they are responsible for.
6. Participatory decision-making process through which staff collaborates with administration to problem-solve and make decisions on many issues.
7. Continuous emphasis with staff on creating a physically, mentally, and emotionally healthy, safe school environment.
8. Involvement of staff in hiring process.

Description of responsibilities for staff members: The following job descriptions outline specifically what the position responsibilities are, as well as the qualifications required for the position. It is critical that each staff member be wholly supportive of and committed to implementing the school's mission and vision including specifically project-based instruction, advisory, and educating "students one at a time." Each job description is presented in "draft form" needing Board of Trustees approval.

Roles, Responsibilities, Guidelines for Collaboration

Roles and Responsibilities

Teachers are responsible to lead students to academic success, work collaboratively and team teach, participate in school leadership and parent outreach, and organize students toward community service. As the Academy grows into its full complement of grades 9 through 12, certain flexibilities are necessary. For the school to succeed, the teachers, school leadership and Board of Trustees (the “Board”) must maintain fluid communication and a willingness to work out issues and concerns with students’ interests as the basis of each decision.

Professional Growth

Paramount is the faculty’s professional growth. In order for the Academy Dot to maintain its organizational vigor and best serve its students, it must develop a systematic, ongoing program of professional growth and development. The principal, faculty and staff will jointly plan in-service programs that will further the professional development of teachers and advance the mission of the school. Teachers are expected to participate in all professional development activities relevant to them. Over time, the Academy will foster partnerships with institutions of higher education to provide expertise and resources for the development of faculty members.

School Leadership

The Academy is a teacher led school environment, where teacher talents will be utilized to their fullest potential, offering them perspectives in administrative, curricular and extra-curricular decision making. Teachers will be invited to join in Board of Directors meetings as appropriate. Teachers shall have representation on all Leadership bodies, in the design of all curricula and in the selection of all curricular materials, and in the design of all extra-curricular activities.

Safety Conditions

Every employee shall be responsible to report, in writing to his/her immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working condition. A response will be provided to the employee within a time frame that reflects the urgency of the concern, but in no event later than two weeks.

The Board shall assume the responsibility to investigate all conditions that are reported to be unsafe, hazardous, unhealthy, or potentially dangerous and shall take necessary steps to have the conditions remedied. The Board shall institute such emergency safety precautions as deemed necessary.

Work Day

The Academy is built on the assumption that teachers are professionals and should be treated as such. The description of the work day outline the school’s expectations of teachers.

The professional workday shall include the student day, staff meetings and time needed for preparation. Once a week, students will have a shortened day (“Late Start Day”) in order for teachers to meet and plan together for an allotted amount of time set by each site.

A committee made up of site administrators and teachers will create the staff development calendar for these meetings. If meetings are held in the morning, teachers will be released a reasonable amount of time before the start of school. In addition, staff meetings may be called after school to take up school business that was not completed in the regularly scheduled meetings. It is at the discretion of the Principal to cancel these meetings.

Each teacher will be given 1/6 of a class schedule devoted to preparation time. If this time will be spent off campus, the teacher needs to notify the principal or a designee.

Full-time faculty and staff will be a duty-free lunch period that is equivalent to that of the students but not less than 30 minutes.

Faculty Culture

The Academy is rooted in the belief that teachers and staff are central to the success of our students. In order to be as effective as possible, it is critical that staff treat one another with trust, honesty, and care. Below are “non-negotiables” that should serve to guide how faculty and staff work with one another.

1. Value people’s time.
 - Start and end meetings on time.
 - Be prompt & respect time frames & schedules.
 - Be efficient.
 - Remain on point with the task at hand.
2. Build trust by communicating honestly and openly.
 - Dialogue respectfully.
 - Listen actively to understand.
 - Communicate without assumptions.
 - Share ideas without sacrificing self.
 - Resolve conflicts/issues quickly and in person.
3. Collaborate respectfully and supportively.
 - Value individual differences.
 - Value constructive feedback.
 - Solve problems as a team.
 - Be aware of each other’s strengths.
 - Build camaraderie and support team members.
 - Address the idea, not the person.
4. Always be mindful of the “Big Picture.”
 - Remember, it is about the students.
 - Define and benchmark objectives.
 - Set clear expectations.
 - Set measurable outcomes.
 - Frequently re-visit and evaluate our progress towards goals.

Job Description

Principal The Harlem STEAM Academy

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Hire and develop school staff (certified and classified).
- Serve as administrator and instructional leader of the school, direct and supervise the curriculum and guidance program of the school.
- Responsible for planning the master schedule of classes for students and for assigning members of the certificated staff.
- Evaluate the performance of teachers and other school employees and counsel them on their individual development.
- Mold student discipline policies to meet unique student population needs.
- Direct financial and human resources at the school site.
- Responsible for school budgetary planning and business operations.
- Work closely with parents and the community at large.
- Initiate and implement community support and advisory groups.

EXPECTATIONS:

- Accountable for students' overall academic performance.
- Manage school revenues and expenses to stay within agreed upon budget.
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person).
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.
- Maintain professional standards and a school environment that is productive, safe and focused.
- Participate in Green Dot and individual professional development.
- Participate in other events aimed at promoting or developing Green Dot and its schools

EXPERIENCE REQUIREMENTS:

- Substantial teaching experience, preferably at the high school level, with a history of improving student achievement.
- Experience working in an urban school setting.
- Prior administrative experience a large plus.
- Demonstrated leadership capabilities.
- Proven management and team building skills.
- Experience managing budgets, creating and implementing policies.
- Excellent interpersonal communication and writing skills.
- Experience working in an entrepreneurial environment.

EDUCATION & QUALIFICATION REQUIREMENTS:

- Relevant masters or equivalent degree (administrative credential).
- A passion for improving urban high schools and driving education reform.
- Knowledge of bilingual education.
- Bilingual (English/Spanish) highly desirable.

Job Description
Advisor (Teacher)
The Harlem STEAM Academy

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Effectively instruct students in assigned content area(s) as prescribed by the Academy's academic content standards through lecturing, demonstrating, and using audio-visual aids and other materials to supplement presentations with the overall goal of engaging student learning.
- Work as part of interdisciplinary team and within content areas planning and aligning curricula to ensure that instruction follows curriculum guidelines or requirements of state and school.
- Set clear short-term and long-term goals to drive instruction.
- Develop and submit weekly and long range unit plans containing standards, essential questions, assessments and lesson plans; assign lessons and review homework.
- Consistently administer tests to evaluate pupil progress, record results, and issue meaningful reports to inform parents of progress.
- Create and implement student intervention plans when necessary.
- Maintain the school's student management policies and procedures (i.e. attendance records, dress code, etc.) and report to the school administrators when necessary.
- Maintain effective supervision and discipline in the classroom.
- Work with other teachers and administrators to address and resolve student issues.
- Provide necessary accommodations and modifications for growth and success of all students.
- Participate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Lead and participate in student activities such as: sponsoring student activities or student organizations, coaching a sports team, working with parents and the community as part of a committee or group, provide morning or after school supervision, and chaperoning student activities.
- Abide by all state and federal mandates in reporting sexual or physical abuse and neglect.
- Special projects and duties outside of primary teaching responsibility as assigned.

EDUCATION AND QUALIFICATIONS

- Master's degree plus successful completion of examinations for NYS certification.
- Solid knowledge of subject matter including New York State Standards.
- Ability to read and analyze student data in order to refine instructional strategies
- Excellent verbal and written communication skills are essential.
- Passionate about improving public education to help all children reach their dreams
- Must have a strong ethical base and self-awareness.

Job Description
Business Operations Manager
The Harlem STEAM Academy

DESCRIPTION: The Business Operations Manager (BOM) will be responsible for the school's financial and business infrastructure, including budgeting, analysis and planning, tracking revenues, contract negotiations, government reporting and compliance, accounts payable, financial statements, overseeing accounting and auditing procedures and policies, and other functions specific to the non-profit business operations of a charter school. The BOM reports directly to the Principal.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Management and long-range planning for business and administrative affairs
- Budgeting, financial analysis (profit/loss, cash flow, monthly forecasts)
- Accounting/financial statements, reconciliation of bank statements
- Preparation of required government financial reports
- Revenue (ADA) collections, Con App, state funds tracking
- Supervision of accounts payables – AP Clerk
- Supervision of information systems management - IT
- Audits
- Supervision of payroll, retirement benefits (STRS/PERS)
- Source financing from banks and cash management
- Capital assets acquisition and management
- Participate in District MOU negotiations
- District Special Education funding
- Facilities acquisition, negotiation, and management
- Supervision of attendance and student information systems - Registrar
- Supervision of fundraising, grant writing, and marketing program – Development Manager
- Other duties as assigned

EDUCATION AND QUALIFICATIONS:

- Direct experience in school financial accounting (charter school accounting preferred).
- MBA/CPA preferred.
- Strong entrepreneurial work ethic, providing solid team-building leadership and sound financial direction.
- Ability in using good analytical and professional judgment, preferably in service to a non-profit or academic/education venue.
- Ability to use conceptual, numerical, and analytical skills to solve financial issues.
- Proven results in dispute resolution, conflict management and contract negotiations, preferably at the government level.
- Excellent people management skills with ability to maximize resources, talent, and time
- Commitment to bottom-line results in support of the educational needs of the students.
- Knowledge of methods, practices, procedures, and operation of payroll record management systems and budget control.
- Strong knowledge of standard computer applications, especially Excel.
- Excellent oral and written communication skills, and ability to multi-task.

The Harlem STEAM Academy does not discriminate on the basis of race or gender in compliance state and federal statutes prohibiting discrimination, including Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. §106.9.