

PHASE I: Letter of Intent

Created Friday, February 06, 2015

Updated Monday, February 09, 2015

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Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Existing Regents-authorized Ed Corp -LOI to establish additional charter schools through replication

Name of Existing Education Corporation

Growing Up Green Charter School

Proposed Charter School Name(s)

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name(s)).

Name of Proposed Schools	Grades Served Over Charter Term (K-5, .6-8, 9-12, etc.)	Max # of Students Served Over Charter Term
Growing Up Green Charter School II	K-5	504

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Jeff Mueller	[REDACTED]	[REDACTED]
Public/Media Contact Person	Matthew Greenberg	347-642-4306	greenberg@gugcs.org

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.gugcs.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company

Partner Organization 1

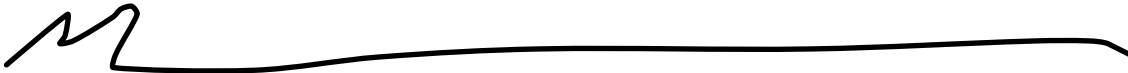
Partner Organization 2

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylus to sign your name below.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

A handwritten signature in black ink, consisting of a stylized 'M' followed by a long horizontal line that tapers to a point on the right.

Date Signed (Lead or Co-Applicant)

2015/02/09

Thank you for completing this survey so that the Department may plan its review panel accordingly.

Letter of Intent to Submit an Application in Response to 2015 NYSED Request for Proposals

Growing Up Green Charter School is an elementary and middle school serving a diverse population of students in Community School District 30 in Queens. It has been a model of progressive education and accountability, and has built a strong reputation for inclusiveness and community-mindedness. The board and leadership of Growing Up Green Charter School respectfully request the opportunity to submit an application to replicate our school in order to meet the consistent demand for seats and the need for high quality education options in our community.

I. APPLICANT GROUP INFORMATION

Having considered carefully the capacity of the board and staff as well as the resources necessary to replicate, the current GUGCS board greenlighted the development of this proposal for Growing Up Green Charter School II and plans to serve as the governing body of the new school. In addition, many members of our instructional leadership, operations and finance teams have been involved in the planning process and community outreach and will extend their expertise to the replication school. Most of the applicant group has been involved with GUGCS since its inception and understand deeply the requirements for starting and maintaining a quality charter school. Please see Table 1 for the background and experience of our applicant group members.

Public Contact: Matthew Greenberg, greenberg@gugcs.org, 212 491-2872

Application History: Members of the founding group submitted the original GUGCS charter application to the NYCDOE in 2008, which was subsequently approved to open in 2009. The applicant group has requested that the new school be sited in NYCDOE facilities.

II. PROPOSED CHARTER SCHOOL INFORMATION

Proposed school name: Growing Up Green Charter School II

Proposed school location: New York City Community School District 30 within the vicinity of Long Island City/Astoria.

Planned grades and enrollment: The school is ultimately planned to be a K-8 school, but for this proposed charter the enrollment plan will be as follows:

Grade	2016-17	2018-19	2019-20	2020-21	2021-22
K	81	81	84	84	84
1	81	81	84	84	84
2		81	84	84	84
3			84	84	84
4				84	84
5					84
Total	162	243	336	420	504

Proposed Management and/or Partner Organization(s): None

Proposed school mission: The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

School overview: Growing up Green's progressive, interdisciplinary approach to education combines hands-on project-based work with rigorous direct instruction and a focus on the teaching of arts and sciences throughout the school day. This approach has proven to be quite successful for children and very attractive to families in our community. The key components of our program are:

- **Green Education:** Green principles inform the curriculum, instruction and culture of our schools. Green principles are those of sustainability by creating a lifestyle or community that does not exceed usage of anything for which we cannot be responsible. Green lessons infuse our meals, code of conduct, instructional materials, recycling practices, and facility design. Green topics are integrated throughout the curriculum. To launch each school year, we have a Green Ambassador program where each grade level spearheads a particular topic of sustainability, e.g., appreciation of nature, composting, recycling, waste management, energy reduction, and water conservation. This is followed by our ongoing Green Living classes held weekly in classrooms throughout the year. In addition, a segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary science and social studies projects that incorporate skills from all other subjects. This thematic approach engages students and develops a more complex understanding of skills and concepts. Our Science department collaborates to design projects that meet NYS Standards while still incorporating themes of sustainability both in the Science Lab and across classrooms
- **Hands-On Learning in the Local Environment:** Our model uses a multi-sensory approach that is enhanced by weekly visits to the school's Science Lab and regular field trips. These experiential activities engage students, promote retention of knowledge and develop critical thinking skills. Students gain first-hand understanding and appreciation of their community through neighborhood walks, community observations, resident interviews, guest speakers, and developmentally appropriate research.
- **Actionable Assessment System:** Growing Up Green uses internally developed "Looking Forward, Looking Back" assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development and hold teachers accountable. Aligned to state standards and administered every six weeks, these assessments provide actionable data that teachers use to refine their lessons and identify student's needs as well as content areas needing support. These assessments have been effective predictors of student performance on state tests, allowing school leaders and faculty to identify areas for growth and make progress towards meeting our goals and achieving our mission.
- **Deliberate School Culture:** At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We have built a collaborative school culture that

sustains students, staff and families alike. As a result, there has been limited faculty and staff turnover and virtually no leadership turnover. We adopt the Responsive Classroom approach school-wide to build social skills and foster a positive learning environment, which has resulted in our school having a positive culture with limited discipline issues and no expulsions ever.

- **Professional Environment:** Growing Up Green expects teachers to be active learners and models of lifelong learning for students. Formal training opportunities occur during the summer and regular half-day Professional Development (PD) sessions throughout the school year. Five PD days yearly are dedicated to the gathering and analysis of data from our Looking Forward, Looking Back interim assessments and action planning for the next units and lessons. The other PD days use the Bank Street School for Children’s model to discuss trends within grades and classrooms and refine student learning strategies. Science and Social Studies leaders at GUGCS collaborate with classroom teachers to plan professional developments addressing the question “What does it mean to be green?” and “How can we as a staff implement principles of sustainability into our classrooms?” The school’s ED coordinators also push into classrooms during Explore and Discover time to assist teachers with green-themed projects. Finally, Growing Up Green has a robust team of academic leaders, including a Director of Curriculum and Literacy Coordinator, Lower School Director of Instruction, Upper School Director of Instruction, Lower and Upper School Math Coordinators, Director of Special Education, Director of Assessment, Director of Counseling, Director of Assessment, Behavior & Student Life Coordinator, and ED Time and Specials Coordinator, all of whom collectively provide teachers with planning support, classroom observation and feedback, and formal evaluation.
- **Intervention and Support Systems:** Our data systems quickly identify struggling students and immediately apply interventions and supports to meet their needs. Growing Up Green provides an Integrated Co-Teaching (ICT) class on every grade as well as push-in and pull-out services by certified special education teachers. Our English Language Learner (ELL) Coordinator and teachers provide an immersion approach to language acquisition. We have multiple counselors on staff to support students’ social emotional needs. Finally, the Successful Student Committee (SSC), which is comprised of learning specialists, intervention teachers, school counselors, ELL specialists, and Directors of Instruction is fundamental to our successful RtI process. Using a case-study approach, the SSC serves as a forum for teachers and staff to collaborate, share strategies, and design effective academic and behavioral interventions for struggling students.

Target Population/Community Served: GUGCS II intends to locate in CSD 30 within the Long Island City, Astoria, Sunnyside, Woodside area and enroll a similar population as the original school, which currently serves 15% Asian, 13% Black, 35% Hispanic, 32% White, 52% low-income, 16% with IEPs, and 11% English language learners. In an era when charter schools are known for exacerbating segregation, Growing Up Green has created a notably diverse school that reflects the community in which it is located.

Replication of High Quality School Models: We propose to replicate the Growing Up Green Charter School, which opened in 2009 in Long Island City, Queens with grades K-1 and currently

serves almost 600 students in grades K-6. The charter was renewed in 2014 and awarded the opportunity to add a middle school and ultimately serve grades K-8 by 2017. The school is deeply embedded in the local community; last year we received over 1,500 applications for approximately 100 seats and currently have a waiting list of 998 students. Growing Up Green has also been extremely successful in leveraging private space in CSD 30 and alleviating chronic overcrowding in local public schools (107% utilization rate in CSD 30 elementary schools). Finally, GUGCS provides a unique educational opportunity, including small class sizes, a focus on sustainability, and an arts and sciences-infused curriculum. Last year 32% of students scored proficient or higher on the state ELA test, which exceeded the city and state and was about the same as the district. In Math, 48% were proficient or higher, exceeding state, city, and district averages. For every year of operation, GUGCS has achieved a State Accountability Designation of "Good Standing," been in compliance with local, state, and federal laws and its charter contract, and received a clean audit from an independent accounting firm.

III. ENROLLMENT AND RETENTION

Recruitment Strategies: GUGCS II will use similar strategies that have been effective at the original Growing Up Green school, which have yielded large numbers of applicants, a lengthy waitlist, and a diverse student body. Growing Up Green already has a positive presence in the community through partnerships and service learning activities. The "green" aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. For students with disabilities, we describe on our website and in recruitment materials our inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities. In order to recruit English Language Learners, our materials also describe our ELL program and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process. The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting these students to our school. We make it clear that our school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income.

Retention Strategies: GUGCS has a track record of strong student retention. We have achieved this by developing a close supportive community among students, staff and families through regular communication and events, such as orientations, conferences, celebrations and performances. Growing Up Green also has a robust Response to Intervention (RtI) system in place. From the start, there has existed a process for teachers to identify struggling students through data and classroom observations and to present a student case-study to a group of colleagues at the Successful Student Committee (SSC), and implement interventions to support students in a timely manner. This RtI process is implemented by an experienced support staff, including instructional coaches, learning specialists, intervention teachers, school counselors, and ELL specialists. Additionally, the school retains students through the scope of services they offer to serve a wide variety of student needs. GUGCS provides an Integrated Co-Teaching (ICT) class on every grade in addition to push-in and pull-out services by certified special education teachers for students with disabilities. Additionally, the school provides all Related Services such as speech and language therapy, occupational therapy, hearing services,

counseling, and physical therapy. Our ELL Coordinator and ELL teachers support ELL students through immersion techniques and direct instruction. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. We work closely with community organizations to ensure families have the supports they need so their child can succeed.

IV. PUBLIC OUTREACH AND COMMUNITY SUPPORT

Public Outreach: Our decision to replicate was informed by the clear need for educational alternatives and numerous unsolicited requests to serve more students in our community. Growing Up Green already has a strong presence in the community and has been encouraged by the positive response from parents and community leaders. The school announced its plans to replicate via a letter to families, which was also posted on our website and has been discussed at our public board meetings. School leaders have held numerous meetings about the replication plan and discussed the proposal with politicians, local community-based and faith-based organizations, and other community stakeholders. We scheduled a public meeting on January 27 to solicit feedback, but it was canceled due to the snow storm; it will be rescheduled for later in February. To date we have received strong support from Queens community leaders, including Assemblywoman Cathy Nolan, State Senator Michael Gianaris, Council Member Jimmy Van Bramer, the Brooklyn/Queens Diocese, the Queens Dutchkills Community Organization, the East River Development Organization and its leader Bishop Taylor, the Brooklyn Grange, and the Boys and Girls Club of Astoria.

Parent Interest: Growing Up Green announced to the school community its plan to replicate the school and has received nothing but encouragement from families. As we noted, we received over 1,500 applications for 100 seats last year, and believe this demonstrates strong demand for our program.

V. Proposed Board Chair Signature and Date



Jeff Mueller

February 6, 2015

Date


TABLE 1: APPLICANT GROUP INFORMATION

***Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Matthew Greenberg	[REDACTED]	Executive Director Growing Up Green Charter School	Matthew has been an educator in New York City for over 21 years and has a graduate degree in elementary education and administrative certification in leadership. Matthew began his career in education as a physical education teacher at the School of the Ascension, then moved on to the Bank Street School for Children, followed by Columbia Prep before taking a similar position at the Manhattan School for Children. While at Manhattan School for Children, Matthew moved onto classroom teaching, first with 3rd grade, then 6th, 7th, and 8th grades. During his tenure at The Manhattan School for Children, Matthew was also the Union Chapter Leader, a member of the school hiring committee, and mentor for student teachers. He is the founder of the original Growing Up Green Charter School and led the applicant group in developing this replication proposal.	Executive Director	N/A	N/A	N/A
Brittany Tuber	[REDACTED]	Director of Lower School Growing Up Green Charter School	Brittany began her career in education at Future Leaders Institute where she was both a learning specialist and Kindergarten teacher. After two years at FLI, Brittany moved over to Growing Up Green where she was a founding teacher-teaching Kindergarten and First Grade. After two years Brittany transitioned to her current position and has been in this capacity for the past four years, where during her tenure she has worked to develop and further enhance the school's instruction. Brittany holds two Masters degrees in Education, one from Columbia Graduate School of Education in Curriculum Development and one from New York University Graduate school of Education in Literacy. Brittany also holds a Bachelor of Arts in Elementary/Special Education from Indiana University.	Advisor	N/A	N/A	N/A

Jennifer Slutak		Director of Curriculum and ELA Growing Up Green Charter School	<p>Jennifer started her fifteen-year career in education in New Jersey as an 8th grade Language Arts teacher, before moving to New York City. During her time in New York, Jennifer taught 5th grade at Manhattan School for Children, (PS 333), a public school on the Upper West Side. In 2008, Jennifer joined Growing Up Green Charter School's planning team and then became the school's Director of Curriculum when the school opened in 2009. During this time, Jennifer has written and developed curriculum for grades kindergarten to sixth grade, supervised teachers and content coordinators, as well as developed and implemented school-wide structures and systems to best serve the needs of the students and teachers. Jennifer graduated from Rutgers University with a Bachelors degree in History and a Masters in Elementary Education. She is currently finishing a second Masters degree in Curriculum and Teaching from Teachers College, Columbia University.</p>	Advisor	N/A	N/A	N/A
Megan Bloom		Director of Special Education Growing Up Green Charter School	<p>After graduating from the University of Wisconsin with a degree in communications, Megan decided to pursue her Masters degree from NYU in Childhood Education and Special Education because of her deep passion to serve children with special needs. After graduating from NYU, Megan found a home at the Growing up Green Charter School located in Long Island City, Queens. In her first year at the school Megan was the schools learning specialist responsible for planning and implementing interventions for struggling students, collaborating with teachers to create action plans for students at risk, and instructing SETSS to students with IEPs. The following year, Megan was promoted to Director of Special Education, a position she has served in for the last 5 years: coordinating and overseeing learning specialists and related service providers, coordinating and leading IEP meetings, and planning and implementing a school-wide program to carry out Response to Intervention.</p>	Advisor	N/A	N/A	N/A


Lauren Barkan		Director of the Upper School Growing up Green Charter School	<p>Lauren began her teaching career teaching 3rd grade at PS 157 in the South Bronx. Afterward, Lauren taught for 7 years at two high-achieving charter schools in the South Bronx and Harlem. Lauren has been at Growing Up Green Charter School since 2010, first serving as Science Coordinator and Lower School Director before being promoted to her position as Upper School Director of Instruction. In this capacity, Lauren works directly with teachers to improve instruction, ensure that classroom learning is reaching it's highest potential, and develops school-wide policies and protocols for increased efficiency. Lauren earned her undergraduate degree from the University of Michigan, and Master's degree in Elementary Education from Hunter College.</p>	Advisor	N/A	N/A	N/A
Kristen Lengyel		Director of Counseling Growing up Green Charter School	<p>Kristen began her social work career providing counseling services to children and families within the Mount Sinai Department of Pediatric Hematology/Oncology. She helped patients cope with a life-threatening illness for two years at Mount Sinai before deciding to transition to school social work. Kristen has been at Growing Up Green Charter School since 2010, first serving as the only school counselor before being promoted to her position as Director of Counseling. In this role, she provides counseling services to 4th & 5th grade students, supervises counseling staff, and oversees the Counseling Department to further develop systems to support students' social and emotional well being. Kristen holds two Masters degrees, one from George Washington University in Public Health specializing in Maternal and Child Health and one from Columbia School of Social Work specializing in School Social Work. Kristen also holds a Bachelors of Art in Psychology from Emory University.</p>	Advisor	N/A	N/A	N/A

<p>Massomeh M. Muhammad</p>		<p>Director of Operations Growing Up Green Charter School</p>	<p>Massomeh directly supervises the GUGCS Operations staff to ensure the effective implementation of all administrative systems within the school. Massomeh is the point person for issues related to all operational policies and procedures with staff and families. Additionally, she oversees facilities, security, personnel. She works closely with the School Leader, Board of Trustees and Director of Finance to maintain the financial sustainability and long-term goals of GUGCS, while also ensuring compliance by completing various required local, state and federal reports critical to the overall success of the school.</p> <p>With a diverse background in art education, program management and operations, Massomeh believes that every child should have access to a high quality education that includes the presence of caring adults, a positive environment, high support and high expectations. Massomeh earned her Bachelor's degree from New York University where she double majored in Gender and Sexuality Studies and Psychology. In addition, she earned her master's degree in the Study of the Americas at the City College of New York where she focused on the construction of transnational Chicana feminism at the United States and Mexican border.</p>	<p>Advisor</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
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Gina Palma		Director of Finance Growing Up Green Charter School	<p>Gina is the current Director of Finance at Growing up Green Charter School and has been with our school for three years now. She is a graduate of Boston University – graduated in 2003 with a Bachelor’s in Economics and a Minor in Political Science, (with a concentration in Public Policy). Gina has been working in Finance for almost 12 years and has a wide range of experience that has greatly helped her in accomplishing her career goals. Before coming to Growing up Green – she worked at three major Advertising Companies and with time she realized that her dream was to bring her expertise somewhere that would be making a difference in children’s lives – and as a result, came her decision to move into the field of education. In her role at Growing up Green, Gina oversees the Finance Department and manages three main areas of the school – Accounting, Payroll and Human Resources.</p>	Advisor	N/A	N/A	N/A
Brian Martin		Director of Assessment Growing Up Green Charter School	<p>Brian started his career as an educator in 2006 at PS 153 where he taught for six years. During his tenor at PS 153 he has taught 2nd, 3rd, 4th and 5th grades. Brian joined Growing up Green’s Planning team in 2007 and has been Director of Assessment at Growing Up Green Charter School since its opening in 2009. During his time at Growing Up Green Brian has been responsible for creating, administering, and analyzing useful data through six-week interim assessments. He’s helped to choose the national norm testing program at GUGCS, and is the New York State testing coordinator of the school. He values providing prudent student information to help teachers focus their instruction. He continues to enjoy helping children do their best at Growing Up Green.</p>	Advisor	N/A	N/A	N/A

Jeff Mueller	[REDACTED]	<p>Founder and Principal Granite Intelligence LLC</p>	<p>Jeff began his professional career as a New York City prosecutor, where he investigated and prosecuted crimes involving fraud, corruption, narcotics, violence, murder and others. Following this, he was the Chief Operating Officer of an international investigative firm which was later acquired by an industry competitor. Jeff remained with this company heading the operations of their headquarters in Manhattan before founding Granite Intelligence. Jeff frequently speaks and writes on topics including corporate fraud, complex litigation investigations, international due diligence and others. In addition, Jeff has served as an adjunct professor at John Jay College of Criminal Justice, teaching "Courtroom Communication," a curriculum involving the use of strategic planning and persuasive presentation in the law. Jeff is a graduate of Denison University and received his Juris Doctorate from Case Western Reserve University School of Law. Jeff spends upwards of 20 hours a month working with the planning group on legal and real estate issues.</p>	Board of Trustees	Chair Trustee		Y
Reid Chase	[REDACTED]	<p>President/Owner Cane Simple Liquid Sugar</p>	<p>Reid is an entrepreneur who has been his own business for over 20 years. He is currently the President/Owner of Cane Simple Liquid Sugar. Reid has a Bachelors degree in Business administration from The George Washington University. He currently spends upwards of 10 hours per month working with the planning group focusing on short and long term financial planning for the school.</p>	Board of Trustees	Treasurer Trustee		Y

Kate Hooker		Counsel Bloomberg L.P.	<p>Kate Hooker is a lawyer and writer who lives in Brooklyn with her boyfriend and their dog. She graduated from the Fieldston School and holds an undergraduate degree in English from Duke University and a J.D. from the New York University School of Law. Kate started out as a litigator at Cadwalader, Wickersham & Taft, but has most recently practiced in-house corporate law at Bloomberg LP. She also writes for a handful of lifestyle and travel blogs and publications on a freelance basis. In her spare time, Kate is an avid reader, traveler, cook, and college basketball fan.</p> <p>Kate invests approximately 5 hours per month working with the planning team on legal issues, and fundraising initiatives for the school.</p>	Board of Trustees	Member Trustee		Y
Kurt Shuman		Founder and Head Coach CrossFit Ex Novo	<p>Kurt graduated from the Pennsylvania State University in 1997 with a Bachelor's of Science degree in Finance and International Business. In 2000, Kurt graduated from Oxford University with a Master's of Science degree in Management & Industrial Relations. Subsequent to his time at Oxford University, Kurt worked for a small consultancy firm, Strang Hayes Consulting, as a finance manager before joining HSBC's investment banking analyst program in March 2002. At the conclusion of the analyst program, Kurt joined Macquarie Capital in November 2003 and worked for Macquarie Capital for over 10 years reaching the position of Senior Vice President. Kurt left Macquarie Capital in May 2014 to pursue his passion for coaching by starting his own CrossFit Gym, CrossFit Ex Novo, in Princeton, NJ. Kurt spends upwards of 5 hours per month on the planning team working on short and long term financial planning for Growing up Green II.</p>	Board of Trustees	Secretary Trustee		Y

<p>Kyla Kupferstein Torres</p>		<p>Director of Admissions and Outreach Hunter College Campus Schools</p>	<p>Kyla Kupferstein Torres is the Director of Admissions and Outreach at the Hunter College Campus Schools and an educational consultant. In addition to her career in schools, she has provided training and program development services to non-profit programs serving students traditionally underrepresented in colleges and universities. She has worked extensively with the Partnership for After School Education, serving agencies and schools all over New York City. Her focus is planning successful outcomes for children based on their own developmental and educational attainments and needs. She has held counseling and college advising positions at some of the nation's most prestigious schools, including Phillips Academy Andover, The Brearley School, and the Berkeley Carroll School, and worked with hundreds of students in their journeys to secondary schools and colleges. She holds a B.A. from Vassar College and a Master's in Education from the Harvard Graduate School of Education. With her strong background in education, Kyla provides the planning team valuable insights on best practices. Kyla spends upwards of 10 hours per month working with the planning team.</p>	<p>Board of Trustees</p>	<p>Member Trustee</p>		<p>Y</p>
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