



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Bronx Charter School for Excellence 2		
Education Corp. Name:	Bronx Charter School for Excellence		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Replication Proposal
School District (or NYC CSD):	Bronx CSD 11		
Opening Date:	8/1/2016		

Proposed Grades and Enrollment			Proposed Affiliations (if any)	
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):	Friends of Bronx Charter Schools for Excellence
Year 1	K, 1	120	CMO Public Contact Info (Name, Phone):	Dr. Charlene Reid, Executive Director (718) 644-5908
Year 2	K-2	180	Partner Organization:	
Year 3	K-3	240	Partner Public Contact Info (Name, Phone):	
Year 4	K-4	300		
Year 5	K-5	360		

Lead Applicant Contact Information				
First Lead Applicant Name:		Dr. Charlene Reid		
Applicant is a:	☐ Parent ☐ Teacher ☒ School Administrator ☐ District Resident ☒ Education Corp./Charter School			
Applicant Mailing Address:		[REDACTED] New York, NY 10027		
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Second Lead Applicant Name:		Stacey Lauren		
Applicant is a:	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School			
Applicant Mailing Address:		[REDACTED] Bronx, NY 10462		
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List additional lead applicants in the "Other" section.	☒ Not Applicable ☐ Additional Applicants Listed in "Other"

Media/Public Contact Information (required)			
Name:	Jennie Shipley	Phone #:	718-828-7301
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Lead Applicant Signature	
Signature:	
Date:	7/29/15

Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

OFFICIAL USE ONLY:	Received By:	Date:	Submit Completed Proposal to: Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207. Phone: (518) 445-4250 Fax: (518) 427-6510 Email: charters@suny.edu

MISSION STATEMENT

The Bronx Charter School for Excellence 2 prepares young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The Bronx Charter School for Excellence 2 will accomplish this by offering a challenging and rigorous academic curriculum, which at the earliest grades will have an eye toward college preparation. The Bronx Charter School for Excellence 2 will achieve this in a supportive and caring environment that maintains high expectations for all students.

KEY DESIGN ELEMENTS

The Bronx Charter School for Excellence 2's (BCSE2) academic program will stress high standards for all children within a supportive, highly professional school culture. These high standards coupled with a strong curriculum taught by effective teachers who believe every child has the ability to succeed are the hallmark of our school.

Through these key program elements, BCSE2 will create highly motivated learners who are excited about learning. They will be competent readers, writers, and communicators. They will compute accurately, be articulate, and express themselves artistically. The key program elements will create BCSE2 scholars who use technology effectively, think critically, and conduct themselves in a respectful, appropriate manner while contributing to the well-being of their community. The elements of BCSE2's academic program and school design that propel student learning and achievement are as follows:

- high academic standards
- a broad liberal arts education
- foundational academic and critical thinking skills that expand to a 21st century global perspective
- longer school day
- performance-based compensation for staff
- clearly articulated standards for students that encourage holistic growth
- school uniforms for students
- a commitment to academic performance accountability
- a commitment to financial accountability
- parent engagement
- open collaboration with the community of educators and external stakeholders
- organizational commitment to life-long learning and to the professional development of all staff

Our longer school day provides extra instructional time, which allows for both academic rigor and enriched activities.

The Bronx Charter School for Excellence 2 will provide teachers with professional learning environment that is optimal including ample access to curriculum resources, participation in professional learning communities, and regular professional development. At BCSE2, professional development is ongoing, differentiated and collaborative. Our staff will be rewarded for high performance with discretionary bonuses and performance based salary increases.

SCHEDULEProposed Number of
School Days per Year:

180

Proposed Daily Beginning
and Ending of School Day:

7:45 AM - 4:00 PM

Additional Schedule Information (optional):

ACADEMIC PROGRAM

The Bronx Charter School for Excellence 2 (BCSE2) is proposing a comprehensive K-5 charter school located in the Bronx CSD 11. The school will be modeled after the Bronx Charter School for Excellence (BCSE), named a 2012 National Blue Ribbon school. BCSE opened in 2004 serving students in grades K and 1, and has since received two full-term, unconditional renewals from its authorizer, expanded to a K-8 model, and become one of the highest performing charter schools in the state.

BCSE2 will replicate many of BCSE's key design elements, strategies, and best practices that have proven successful, particularly for students who have been underserved by traditional district schools. Based on this model, BCSE2 will emphasize and reflect high standards for all children within a supportive, highly professional school culture. These high standards, coupled with a strong curriculum taught by effective teachers, will be the hallmark of our program.

The mission, vision, and programs of BCSE2 were developed based on the simple, yet profound principle that every child has the ability to succeed. With an eye towards college and career readiness, BCSE2 will utilize a holistic approach to cultivate scholarly habits, 21st century global thinkers, and offer a broad liberal arts curriculum to promote students' intellectual, artistic, social, emotional, and ethical development. The school will also establish a highly accountable culture where all stakeholders are dedicated to the success of the students. A rigorous curriculum, data-driven differentiation for individualized instruction, high expectations for all students, and a culture of caring will be the foundation of BCSE2's challenging yet supportive learning environment. The BCSE2 model will cultivate lifelong scholars equipped with the skills, knowledge, and habits for success in high school, college, and chosen careers.

BCSE's instructional curriculum is grounded in the CCLS for English language arts and mathematics, Next Generation Science Standards (NGSS) for science instruction, and NYS Core Curriculum Frameworks for other content areas. The curriculum is an amalgamation of commercial and proprietary materials, and staff-developed resources. Any potential gaps in the commercial curriculum are amended by supplemental or internally created supports. This allows the instructional staff to develop lessons with the flexibility to challenge, differentiate, and support scholars at their individual developmental levels to meet and exceed the school's high performance standards. Common team planning periods allows the staff to frequently analyze data and develop purposeful and focused lessons with support from leadership in reviewing and revising scope and sequences as needed. Additional resources are also adopted or developed to address specific needs of the student population. When instructional units are adopted or created for a specific group or subgroup of students (i.e. students identified as ELL, Special Education, etc.), the leadership team coordinates with instructional support specialists to ensure that appropriate supports and considerations are included within the curriculum units.

The academic program is rigorous and nurturing to support every child to achieve his or her maximum potential by targeting students' needs in their Zone of Proximal Development. BCSE's program is designed to challenge every student with highly supportive and sophisticated differentiation. Flexible instructional groupings uniquely tailored for every child's needs are availed daily and based on ongoing real-time data. Instructional practices, technology, and 21st century learning strategies foster deeper levels of critical, innovative, and creative thinking, with activities that connect classroom learning to global perspectives. Teachers also utilize cooperative learning and multisensory, hands-on, cross-disciplinary and inquiry-based activities to support varying modalities of learning. A longer school day with additional instructional blocks allow for differentiation, remediation, and enrichment activities to take place daily. Each of these components allows BCSE to maximize resources to promote appropriately rigorous and supportive learning for every child.

MANAGEMENT STRUCTURE

BCSE2 will establish a clear organizational structure of staff, systems, and procedures to support the daily operations of the school and ensure that the terms of the school’s mission, vision, and charter are strictly upheld. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. A committed Board of Trustees (BOT, Board) will be the steward of the school’s charter and the presiding body of the academic, organizational, and fiscal programs and policies of the school, while the Principal will oversee the daily management of the school’s programs. The Board will be comprised of 5-20 dedicated volunteers with the expertise and fortitude to ensure the success of the School. Loaning their vast expertise, the BOT will provide oversight of the school to support its educational, financial, and organizational integrity. BCSE2 will maintain a respectable track record of compliance with timelines, reporting, and all applicable municipal, charter, state, and federal regulations. The Board will remain vigilant of the school’s academic performance, as well as BCSE2’s overall health and act responsively to any potential areas of vulnerability. Through their effective oversight, the Board members will ethically and responsibly safeguard the school’s fidelity to its mission, vision, and charter.

Working with the Board’s Finance Committee, the Principal and Director of Finance and Operations will oversee and ensure the school’s responsible and ethical financial and operational management. BCSE2 will invest time, resources, personnel, and training to promote a highly collaborative, motivated, and inspiring professional environment. Teachers will be provided with ample access to curriculum resources, participation in collaborative professional learning communities, and frequent, differentiated, and ongoing professional development. Every aspect of the school’s programs and professional staff will work cohesively to provide students with a learning environment that is focused on the healthy academic, social, emotional, and physical development of the students.

ROLE OF CMO OR PARTNER(S)

With the success of the BCSE flagship school, Charter Schools for Excellence (CSE) is an emerging CMO seeking to consolidate and unify its operations and replicate the BCSE model in order to offer its nationally recognized and field tested program to a broader scope of families and communities, and have a larger and longer-lasting impact. The purpose of the CMO is to codify and centralize the academic, fiscal, and organizational aspects of the CSE model, or more specifically the BCSE model, and support the launching, growth, and continual improvement of its replicated schools. CSE will adopt and indemnify the BCSE model and provide general oversight and central office support to promote fidelity within its schools. Concurrently, in order to remain relevant and continually refine its model, the CMO will also promote innovation and research allowing schools to become incubators, or “labs”, for on-going R&D.

Innovative practices, however, will not be uninformed. The CMO will serve as a think tank for solutions-oriented, research-based best practices thoughtfully informed by the performance of each school. The channels of communication between the schools and the CMO will be perpetual. Whether a policy or proposal for innovative practices is developed by the CMO, or harvested by the school’s Board, CSE will provide central office support to thoroughly research each initiative, perform a cost-benefit analysis, and consider the logistics for implementation prior to considering it for application at the school level. Once active, the school will implement measures to track effectiveness and report back to the CMO for further determinations.

Facility**SCHOOL FACILITY PLANS**

BCSE2 will lease a three-story building located in the Bronx CSD 11 at 1804 Holland Avenue, Bronx, NY 10462. This facility is up to code under the NYC Department of Buildings. Previously, all floors were utilized by BCSE to facilitate programs for its middle school. However, since BCSE is completing construction on its new middle school facility, the property will be available and refurbished by July 2016 to accommodate our younger grade levels. The first floor, which contains a total of four classrooms, will serve as a homeroom for each of the two proposed Kindergarten classes, and two classrooms on other floors will be used for specials. First grade homerooms will likely be located in two classrooms on the building's second floor. A minimum of 30 square feet per child will be available, with all classrooms and facilities configured for the safety and instruction of our young scholars. Bathrooms are currently up to code and easily accessible by a short flight of stairs. Additional renovations will be implemented to support safety and sanitary practices for staff and children, with anticipated completion by July 2016. There is a gymnasium, nurse's office, and cafeteria on site. The gymnasium is at ground level and the cafeteria is located on a sublevel. The office suite will remain as the main office and the administrative offices. BCSE will ensure the facility remains in compliance with all federal, state, and municipal codes, to include ADA, fire and safety, DOHMH, and OCFS regulations, as well as NAEYC recommendations. Documentation of compliance shall remain on file at the site. A city park situated within walking distance one block from the physical plant will be utilized as outdoor space for gross motor development.

BCSE2 does not intend to seek public facility space, nor co-locate in a NYCDOE facility.

Other

SCHOOL ESTABLISHMENT

Response 01: Community Need and Proposed School Impact

1(a) Community Description and Need

The Bronx Charter School for Excellence 2 (BCSE2) is proposing to locate in the Bronx Community School District 11 and will, therefore, likely attract students primarily from within the district and its surrounding communities. BCSE2's building site is physically located in the Van Nest/Morris Park community of CSD 11, which neighbors the Parkchester neighborhood where BCSE is located.

Van Nest is a working class neighborhood just north of the Parkchester community. It is approximately one square mile, and contains one of the highest concentrations of poverty in Bronx community district 11. With this comes an increased potential for issues such as drug trafficking, violence, and gang-related crimes¹. Whereas surrounding communities have reaped the benefits of neighborhood renewal efforts, Van Nest has been slower to receive support. The Van Nest Neighborhood Alliance, formed by community residents, has sought to revitalize the community into a safer place to live². Its population reflects a diverse composition with families of African-American, Hispanic, Italian, Albanian, Dominican Republic, El Salvador, and Mexican descent varying in age, economics, and religious backgrounds. As would be expected in most residential neighborhoods, Van Nest includes family resources such as schools, parks, retail stores, churches, access to transportation, and medical facilities.

The following tables illustrates the demographic composition of Bronx County and New York:

Demographic Composition – Bronx County and the New York³		
Category	Bronx County	New York
Population, 2014 estimate	1,438,159	19,746,227
Population, 2010	1,385,108	19,378,102
Persons under 5 years, percent 2013	7.6%	6.0%
Persons under 18 years, percent 2013	25.8%	21.6%
White alone (2013)	45.3%	70.9%
Black/African American alone (2013)	43.3%	17.5%
American Indian, Alaska Native alone (2013)	3.0%	1.0%
Asian alone (2013)	4.2%	8.2%
Native Hawaiian, Pacific Islander alone (2013)	0.4%	0.1%
Two or more races (2013)	3.3%	2.3%

¹ https://en.wikipedia.org/wiki/Van_Nest,_Bronx

² <http://www.nytimes.com/2011/04/24/realestate/24living.html>

³ United States Census Bureau. (2012). *Bronx County, New York*. Retrieved from <http://quickfacts.census.gov/qfd/states/36/36005.html>

Hispanic, Latino (2013)	54.6%	18.4%
White alone, not Hispanic or Latino (2013)	10.5%	57.2%
Foreign born persons (2009-2013)	33.7%	22.1%
LOTE at home, percent ages 5+ (2009-13)	57.1%	29.9%
HS grad or higher, % persons ages 25+ (09-13)	69.9%	85.2%
Bachelors degree or higher, ages 25+ (09-13)	18.1%	33.2%
Median household income (09-13)	\$34,388	\$58,003
Persons below poverty level, % (09-13)	29.8%	15.3%

As illustrated in the above table, the Bronx represents greater diversity in racial composition and larger percentages of foreign-born residents who speak a language other than English in the household than statewide averages. The county also shows a lower median household income than state averages, lower percentages of individuals with college degrees, and a higher percentage of persons living below the poverty line.

According to another source⁴, the Van Nest community is home to approximately 13,495 residents. The median household income is \$44,249, which is higher than overall averages in the Bronx, but lower than state averages. Despite a lower median income and although the majority of its residents are renters versus property owners, the median cost of rent in Van Nest in 2011 was \$1,128, which is higher the median rent in the state, which was \$941. The percentage of foreign-born residents in Van Nest is 33.2%, slightly lower than the average for the Bronx, but higher than New York state percentages. Approximately 14.4% of Van Nest residents do not speak English well or at all, and 34.9% live below the poverty level.

The next table illustrates the demographic composition of Bronx CSD 11 and BCSE for the 2013-14 school year (the most recent year for which data was available for comparison).⁵:

2013-14 Demographic Comparisons – Bronx CSD 11 and BCSE				
Category	Bronx CSD 11 (K-12)		BCSE (K-8)	
	#	%	#	%
Total	37,607	100%	549	100%
American Indian, Alaskan Native	401	1%	1	0%
Black/African American	15,994	43%	262	48%
White	2,813	7%	4	1%
Hispanic/Latino	15,625	42%	199	36%
Asian or Native Hawaiian/Other Pacific Islander	2,647	7%	83	15%
Multiracial	127	0%	0	0%
Economically Disadvantaged Students	28,699	76%	419	76%
Students With Disabilities	7,461	20%	65	12%
Limited English Proficient Students	3,705	10%	32	6%

⁴ <http://www.city-data.com/neighborhood/Van-Nest-Bronx-NY.html>

⁵ Retrieved from NYS Report Cards for NYC Geographic District #11 – Bronx, and Bronx Charter School for Excellence: <http://data.nysed.gov/profile.php?instid=800000046011> and <http://data.nysed.gov/profile.php?instid=800000056707> respectively.

This table illustrates that BCSE shows comparable, if not slightly higher percentages of African-American and Asian students, similar percentages of economically disadvantaged students, and somewhat lower percentages of students with disabilities and limited English proficiency.

Like BCSE, BCSE2 expects to attract, enroll, and retain a diverse population of learners. Beginning with grades K and 1 in its inaugural year, BCSE2 will grow one grade level in each subsequent year to serve its full K-5 grade capacity in year 5. The school will maintain an open enrollment policy and shall not discriminate on the basis of race, ethnicity, sex, gender identity or expression, religion, national origin or sexual orientation. Upon approval, the school will launch a well-devised recruitment plan to establish a demographic reflective of the Bronx CSD 11 region and its surrounding neighborhoods. The recruitment plan will include outreach in communities populated by families of economic disadvantage, English language learners, and families of children with special needs. Although the school will deliberately concentrate recruitment activities to high need communities, admissions will be based on a lottery process, and the school does not intend to enact enrollment preferences beyond those for returning students, siblings, CSD 11 residents, and children of employees. BCSE2 anticipates that students will enter the school from an array of backgrounds and with a spectrum of learning needs. The school has deliberately been designed to address the needs of diverse learners entering the program with a variance in skills, knowledge, strengths, and deficits. BCSE2 will embrace a culture that celebrates the diversity of its students, staff, and community, while cultivating a unified vision for the school.

BCSE2 has chosen this community for a number of reasons. First, BCSE has already established a successful model in the neighboring community of Parkchester and has yielded positive outcomes for its students. We believe that a replication of the model will continue to afford the families of the CSD 11 with greater options for a high quality education. Second, in 2014-15, we received over 4,300 applications for just 122 available seats in grades K-8 at BCSE. The school currently notes a waiting list of 3,354 applicants. BCSE maintains low levels of attrition and it will only be possible to serve a small fraction of the families on the waiting list based on limited seat availability. While the applicant group recognizes that a large waiting list does not necessarily guarantee enrollment at BCSE2, we believe this as an indication of public interest in BCSE's successful model, which BCSE2 proposes to replicate. Third, and most importantly, the families of CSD 11 need and deserve better options for their children.

On July 16, 2015, New York State Education Commissioner MaryEllen Elia announced a list of 144 "struggling" and "persistently struggling" schools, including 62 New York City schools. As the press release delineates, "Struggling Schools are defined as schools that have been identified since 2012-13 as Priority Schools (i.e., among the lowest performing five percent of schools in the state). Priority Schools that have been in the most severe accountability status since the 2006-07 school

year have been identified as Persistently Struggling Schools.⁶ Of the 62 identified schools in New York City, 32 are located in the Bronx. Twenty-seven are labeled “struggling” with a 2 year deadline for improvement, and five are “persistently struggling” with a 1 year deadline for improvement. Four of the 32 schools in the Bronx are sited in CSD 11: two high schools and two middle schools. We see this as yet another indicator that the families of CSD 11 need more options for high quality educational programs that better prepare children for secondary and post-secondary success.

Prior to the implementation of the Common Core Learning Standards (CCLS) and the increase in rigor on NYS ELA and Math exams, CSD 11 students demonstrated less than 50% proficiency in ELA, and just over 50% proficiency in math. By 2013 and with the implementation of the CCLS, CSD 11 students’ proficiency rates dropped below 20% in ELA and peaked at 20.8% in math. This means that approximately 80% or more of the students attending schools in CSD 11 are not meeting grade level standards.

The following table compares the performance of BCSE students enrolled in at least their second year with that of CSD 11 on NYS ELA, Math, and Science exams.

Comparison of Proficiency Rates on NYS Exams BCSE Students Enrolled in At Least Their Second Year and All CSD 11 Students								
	2010-11		2011-12		2012-13		2013-14	
	BCSE 2+ Yrs.	All CSD 11	BCSE 2+ Yrs.	All CSD 11	BCSE 2+ Yrs.	All CSD 11	BCSE 2+ Yrs.	All CSD 11
ELA	90.2%	41.5%	86.7%	41.2%	44.8%	18.3%	50.9%	19.69%
Math	94.7%	51.1%	95.3%	52.4%	51.2%	20.0%	67.4%	20.8%
Science	100%	83%	100%	82%	93%	63%	84%	63%

As indicated on the table, BCSE scholars have consistently outperformed their district peers in all content areas, often doubling the proficiency rates of the district. In 2013-14 (the most recent year for which data is available for comparison), BCSE’s aggregate performance surpassed that of the local district by over 30 percentage points in ELA and Math, and outpaced aggregate proficiency rates for NYC Region Host Districts and Charter Schools, NYS Host Districts and Charter Schools, and all NYS Public Schools⁷. An additional analysis of public school performance in CSD 11 for 2013 and 2014 reveals that several schools had proficiency rates for math and ELA in the single digits and teens. (These tables are attached as R-23b-01 – Supplemental Docs – CSD 11 Data Tables.) This means that more than 80-90% of students attending traditional public schools are not meeting grade level expectations.

Our mission is to prepare students for success in high school, college, and their chosen careers. BCSE students’ educations do not cease when they graduate from our program. Our scholars are excelling on the rigorous New York State Regents

⁶ <http://nysed.gov/news/2015/commissioner-elia-identifies-144-struggling-and-persistently-struggling-schools-begin>

⁷ http://www.necharters.org/state_testing_data

exams. A total of 182 BSCE students have taken the NYS Regents exams. The following table shows our success rate in their performance:

Regents	2012-13 % Passed	2013-14 % Passed	2014-15 % Passed
US History and Government	100%	100%	100%
Integrated Algebra	100%	N/A	100%
Earth Science	100%	93%	100%
Geometry	N/A	100%	N/A
Algebra I/Common Core	N/A	100%	100%
Algebra II/Trigonometry	N/A	100%	100%
Spanish Proficiency	N/A	N/A	100%

In addition to our students' exemplary performance on Regents exams, our scholars are gaining entry into some of New York's most prestigious high schools. The high school placement list includes 5% attending independent day/boarding schools, 29% attending Catholic schools, 9% attending charter schools, and the remaining 59% attending strong public high schools. BCSE, and more specifically our dedicated high school placement coordinators, supports each family to identify the best high school for their child, ensures each scholar has acquired the necessary credentials and passed the requisite assessments for entry, and assists in navigating the application process. This intensive support is particularly significant for families whose children will be the first in their families to graduate from high school and compete for seats in colleges and universities.

While BCSE has offered a high quality choice for the families of CSD 11, it is clear that there are more families who are in urgent need of a better choice for their children. Therefore, we propose to provide another high quality option in our chosen community of location. (More information regarding our growth model is available in the Business Plan, which has been included with this proposal.)

1(b) Programmatic Impact

(Please refer to Response R-23b-01 – Supplemental Docs – CSD 11 Data Tables, which includes a list of all public, and charter schools located in CSD 11, as well as a list of private schools in the Bronx and those within the 10462 zip code [the same as that of BCSE and BCSE2].)

According to the New York State Report Cards, there are 68 public schools listed for CSD 11. Of these, there are 19 high schools, 18 middle schools, 23 elementary schools, 6 schools serving both elementary and middle school grades, and 2 schools for which information was not listed. CSD 11 is also the host district to 8 charter schools including BCSE and 2 new schools scheduled to open in the fall of 2015. Two of these are elementary schools, one is a middle school, 3 schools serve both elementary and middle school grades, and none are high schools. There are approximately 102 private schools located in the Bronx. Of these, 10 are located within the 10462 zip code, which is shared by BCSE and the proposed BCSE2. Of those 10, one is serving PK and K, six are PK-8 or K-9 schools, there are 2 private high schools, and one school serves NS to grade 10. All but one are faith-based programs.

During the 2013-14 school year, there were a total of 37,607 students attending district schools and 1,949 students attending charter schools located in CSD 11⁸. Together, the sum of 39,556 will be used as a baseline total number of students attending district and charter schools. BCSE2 proposes an opening enrollment of 120 students. This represents 0.3% of the total sum of students in CSD 11 who would attend the school. At its full capacity at 360 students, our enrollment reflects 0.9% of the total student body. BCSE anticipates an enrollment of 728 students in 2016-17, and 756 students at full capacity. Collectively, this represents 848 students enrolled in BCSE and BCSE2 for 2016-17, or 2.1% of the district's total population. When both schools have reached full capacity, BCSE will have 756 students and BCSE2 will have 360 students. Combined, this totals 1,116 students, or 2.8% of the district's population.

According to the NYCDOE's register for 2014-15, there were 205,258 students enrolled in Bronx schools, and 985,695 students enrolled in the five boroughs⁹. Using these figures as a baseline, BCSE2's 2016-17 enrollment will represent less than 0.06% of the students enrolled in the Bronx, and 0.01% of students enrolled at a district school within the five boroughs. At full capacity and with both schools combined, our 1,116 scholars will represent 0.5% of the Bronx student population and 0.01% of NYC's student population. Based on all figures, we do not believe that the enrollment plans for BCSE and BCSE2 will greatly impact nor disrupt the operations of the district schools or fellow charter schools.

In 2013-14, there were 1,949 students attending elementary, middle, and high charter schools located within CSD 11. There are two more charter schools expected to open in the fall of 2015, one of which is a charter high school. There are currently 3,354 students on the waiting list to attend BCSE alone. This indicates that there are more students whose families are seeking high quality options in CSD 11 than there are even total seats available within all charter schools located within the district combined. While the applicant group recognizes that a waiting list does not guarantee enrollment at BCSE2, we believe it is indicative and reflective of public interest in BCSE's successful model, which BCSE2 proposes to replicate.

Based on the figures we were able to compile for private school enrollment in the Bronx and 10462 zip code, there were 35,052 students attending private schools in the Bronx, and 3,474 students attending private schools located within the 10462 zip code. As a school of choice, we appreciate and encourage families to identify and enroll their children in programs that best suit their children's needs, whether the school is a traditional district school, a charter school, or a private school. However, we also believe that all families should have options and access to free, high quality educational programs. With a waiting list of 3,354 students, which far exceeds the total number of available seats at BCSE, we consider this an indication that families have identified the BCSE model as the right fit for their child, and would like to provide greater opportunities for families to enroll in our schools. Despite their efforts and best intentions, our district counterparts have not had as much success in serving the educational needs of the community, as evidenced by their low proficiency rates on NYS exams. Therefore, we propose to replicate the BCSE model in order to give the families in our community equitable access to and options for a high quality educational program that they need and deserve.

⁸ <http://data.nysed.gov/enrollment.php?year=2014&instid=800000046011>

⁹ <http://schools.nyc.gov/AboutUs/schools/data/stats/default.htm>

For the past 11 years, BCSE has had a positive impact on the community by improving student learning and achievement outcomes as presented in our model school. We embrace and celebrate the diverse cultures that are represented within the community. We leverage our relationships with local resources, businesses, and community based organizations to enhance the instructional programs of our school. BCSE has received several awards for outstanding performance and initiatives, including a state funded collaboration with PS 85 and being named a 2012 recipient of the National Blue Ribbon Award by the USDOE. Recognitions such as these help to build public trust in the successful and innovative practices of the charter movement. We hope to expand upon these efforts and develop partnerships throughout the district, to include our host district schools and non-public school counterparts to share, foster, and improve upon exemplary practices that benefit all children in the community regardless of their school of enrollment.

As previously indicated, Van Nest currently has a lower percentage of residents who have obtained college degrees, a lower median household income, and higher percentage of persons living in poverty than state averages. However, we believe in the transformative power of education. With an eye towards college and career readiness, our fundamental objective is to provide the families of the CSD 11 region with a high-quality educational option that elevates every student, family, and the surrounding community. BCSE2 will utilize a holistic approach to cultivate scholarly habits, 21st century global thinkers, and offer a broad liberal arts curriculum to promote students' intellectual, artistic, social, emotional, and ethical development. Our rigorous curriculum, data-driven differentiation for individualized instruction, high expectations for all students, and a culture of caring are the foundation of BCSE2's challenging yet supportive learning environment. BCSE2 will continue to focus on utilizing a holistic approach based on a nationally recognized, field-tested, and successful program to cultivate lifelong scholars equipped with the skills, knowledge, and habits for success in high school, college, and chosen careers. In doing so, we believe that our program will have a positive programmatic impact, both in the short-term as our students matriculate through our program, and the long-term thereafter having received the necessary foundation, skills and knowledge for success in the future.

1(c) Fiscal Impact

The following table illustrates the fiscal impact that BCSE2 will have on other public and non-public schools in the area.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of Districts Total Budget)
Year 1 (2016-17)	120	13,777	1,653,240	137,153	1,790,393	21,800,000,000	0.008%
Year 2 (2017-18)	180	13,777	2,479,860	205,729	2,685,589	21,800,000,000	0.012%
Year 3 (2018-19)	240	13,777	3,306,480	274,306	3,580,786	21,800,000,000	0.016%
Year 4 (2019-20)	300	13,777	4,133,100	342,882	4,475,982	21,800,000,000	0.021%
Year 5 (2020-21)	360	13,777	4,959,720	411,458	5,371,178	21,800,000,000	0.025%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	NYC DOE Website: http://schools.nyc.gov/AboutUs/funding/overview/default.htm

BCSE2 expects to enroll 120 Kindergarten and First Graders in its inception year. The school plans to enroll an additional 60 students per subsequent year. \$14,027 per pupil is assumed to be the per pupil rate starting in FY17, and therefore, the amount it anticipates receiving from each district in per pupil funding. (Please note that the budget template is configured to calculate using a \$13,777 per pupil rate. Therefore, we used this amount in our calculations.) The school did not plan an increase in this amount. BCSE2 anticipates receiving \$19,049 per special education student who receives 60% or more in special education services. SPED funding is calculated at \$19,049 per eligible student receiving special education services in excess of 60% of the week and 6% qualifying. CSP funding totaling \$350,000 is assumed in the first two years of operation. Also projected is Title I, Title II, and IDEA funding.

According to their website, the NYC DOE's operating budget for 2015-16 is \$21.8 billion, less pension and debt service costs. Based on our projections, BCSE2 will have a 0.008% impact in Year 1, and 0.025% impact at full capacity.

Response 02: Addressing Need

2(a) Mission Statement

Incorporated by reference: Subsequent renewal application of 2014, Exhibit 7.
The mission statement applies to BCSE and the proposed BCSE2. Please note that upon approval, the proposed mission statement may be slightly modified to identify and specify the name of the replicated school, Bronx Charter School for Excellence 2, on all materials set forth by and representative of the school.

2(b) Key Design Elements

Incorporated by reference: Subsequent renewal application of 2014, Exhibit 10.
The Key Design Elements apply to BCSE and the proposed BCSE2. Please note that upon approval, the description for the proposed key design elements may be slightly modified to identify and specify the name of the replicated school, Bronx Charter School for Excellence 2, on all materials set forth by and representative of the school.

2(c) 5% Districts

For the past 11 years, BCSE has been serving students from the CSD 11 and surrounding communities. While during our outreach efforts we did not receive any formal endorsement letters from the district, we have not received any opposition in response to any public renewal hearings held by either BCSE or SUNY seeking comments related to either renewals or expansion efforts. All renewals, grade level expansions, and enrollment expansions have been approved.

Our model school began serving students in grades K-1 in 2004. The school has since received two full-term, unconditional renewals from its authorizer (2009 and 2014), expanded to a K-8 model, and become one of the most competitive charter schools in the state. BCSE has received several awards for outstanding performance and initiatives, including a state funded collaboration with PS 85 to share best practices and resources for improved literacy instruction. BCSE also received the USDOE's highest accolade as a 2012 recipient of the National Blue Ribbon Award in the category of "Exemplary High Performing Schools". Additionally, BCSE has consistently received A's and B's on NYC DOE Progress Reports since 2008.

BCSE2 will replicate many of BCSE's key design elements, strategies, and best practices that have proven successful, particularly for students who have been underserved by traditional district schools. The program is designed specifically to address the individualized needs of the students and promote maximum achievement. BCSE2 will enrich this model to one that is relevant to the students and families it serves, while offering the community an enhanced educational option based on a nationally recognized, field-tested, and successful program.

We believe that the proposed BCSE2 will have a "significant educational benefit" to the students expected to attend the school. Our BCSE scholars have consistently outperformed their district peers on NYS ELA, Math, and Science exams. We attribute this to our rigorous, data-driven, broad liberal arts curriculum implemented by effective teachers using research-based instructional strategies deliberately designed to promote students' intellectual, artistic, social, emotional,

and ethical development. As the school's most recent 2013-14 Accountability Plan Progress Report and SUNY's Renewal Recommendation Report (dated January 16, 2014) will support, BCSE has continually surpassed nearly all accountability measures, significantly outperformed the local district on statewide assessments, maintained a higher comparative performance than expected to a larger degree than schools that are similar based on economically disadvantaged populations, and remained in "Good Standing" each year under the state's NCLB accountability system. Due to the increase in standards on the NYS ELA and math exams since the state's implementation of the Common Core Learning Standards, BCSE was one of a majority of schools statewide that observed a decline in proficiency rates and did not achieve its two absolute measures for ELA and Math in 2013 or 2014. However, BCSE's aggregate performance did surpass that of the local district by over 30 percentage points, NYC Region Host Districts and Charter Schools, NYS Host Districts and Charter Schools, and all NYS Public Schools for both years. Moreover, BCSE demonstrated an increase in proficiency rates from 2013 to 2014 of 17 percentage points in math, and 5.6 percentage points in ELA. This is significant as it illustrates a positive trajectory of BCSE scholarly performance, and reflects the school's ability to continually evaluate and adjust the effectiveness of the instructional program.

As a school with a mission to prepare our students to compete for opportunities in the best high schools, colleges, and chosen careers, it is critical that our students receive a solid foundation of the essential knowledge, skills, and habits for success. The short-term benefits allow students to engage with exciting curricula and increased achievement as they advance in grade levels. The long-term benefits become apparent when students who graduate from our program are accepted into high performing high schools, colleges, and their chosen careers. As Van Nest and the surrounding Bronx communities have higher percentages of families living in poverty, these opportunities can be the transformative keys to elevating individual students, families, and the community out of poverty.

Every child should have access to free, high-quality educational options. The applicants believe that this is not just an option, but also a moral obligation to future generations. Success should not be confined or restricted by an absence of quality options based on socio-economic instability, geographical restrictions, or district feeding patterns. Education is one of society's great equalizers. It has the power to take a child from socio-economic, academic, and emotional poverty to success in achieving lifelong goals. It has the capacity to alter the trajectory of children's lives from cyclical and habitually dangerous behaviors, to positive and productive habits. Quality educational environments also have the power to bring together families and generations to transform entire communities where every individual is focused and invested in safeguarding future generations. Additionally, innovations in technology allow students and individuals from across the globe to share commonalities and embrace diversity. In order to furnish students with the tools they need for success, students must have access to such programs like BCSE and the proposed BCSE2, and these options must be available, particularly in high-need communities.

Response 02d: Draft Accountability Plan

Bronx Charter School for Excellence 2

DRAFT ACCOUNTABILITY PLAN FOR THE ACCOUNTABILITY PERIOD 2016- 2021

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will become proficient readers and writers of the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted mean growth percentile.

GOAL II: MATHEMATICS

Goal: BCSE2 students will become proficient in the understanding and application of mathematical skills and concepts.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all students tested in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goal: BCSE2 students will demonstrate proficiency relevant to science achievement and use technology, scientific concepts, principles and theories to conduct and analyze investigations.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform on the New York State science exam.

Comparative Measures

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

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress

Absolute Measures

- Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL VI: PARENT AND STUDENT SATISFACTION

Goal: Parents will express a high satisfaction rating with the school.

Absolute Measures

- Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all families provide a positive response to each of the survey items.
- Each year, 90 percent of all students enrolled during the course of the year return the following September.

GOAL VII: ATTENDANCE

Goal: BCSE2 will maintain a high student attendance average.

Absolute Measures

- Each year, the school will have a daily student attendance rate of at least 95 percent.

Comparative Measures

- BCSE2 will exceed the attendance rates of the surrounding district.

GOAL VIII: COMPLIANCE MEASURES

Goal: BCSE2 will meet all legal requirements and responsibilities.

Required outcome measures

- Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

- Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Goal: BCSE2 will make responsible financial decisions and demonstrate sound fiscal practices and management.

Budgeting

Required outcome measure

- Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Financial Condition

Required outcome measure

- Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

Internal Controls and Compliance

Required outcome measure

- Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

Response 03: Proposal History

3(a) Applicant Information

The Bronx Charter School for Excellence (BCSE) is an existing education corporation seeking to replicate its model in the Bronx Charter School for Excellence 2, characterized under the management of an emerging CMO, The Friends of the Bronx Charter School for Excellence. Inc. Dr. Charlene Reid is the Executive Director of The Friends of the Bronx Charter School for Excellence and is the designated primary applicant. Stacy Lauren is the Chair of the Board of Trustees of BCSE, and is thus named the nominal applicant. Dr. Charlene Reid will also submit a new set of fingerprint scans as required to update the federal criminal justice information.

3(b) Founders

The following table lists the current BCSE, and proposed BCSE2 board members.

PROPOSED BOARD MEMBERS					
TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	AREA OF EXPERTISE AND/OR ADDITIONAL ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Stacey Lauren	Board Chair	N/A	Education background, Oversees ongoing Construction	Y	N/A
2. Mardi Schechter	Vice-Chair	N/A	Lawyer, handles relevant legal matters on pro bono basis	Y	N/A
3. Rosemary Milliman	Trustee	N/A	Education background, advises on academics, curriculum, general staff support	Y	N/A

PROPOSED BOARD MEMBERS

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	AREA OF EXPERTISE AND/OR ADDITIONAL ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
4. Joyce Frost	Vice-President	N/A	Finance Background, oversees Business/Operations/Investment strategies. Former Board Chair and still provides general oversight and support	Y	N/A
5. Deirdre Flynn	Treasurer	N/A	Finance Background/Oversees budget development and implementation/advises on all financial matters	Y	N/A
6. Kim Hartman	Secretary	N/A	Background in business and finance. Oversees facility furnishings, operational functions.	Y	N/A
7. TBD Parent Representative*	Trustee		Parent Association Representative. Advises on Parent Engagement, Association concerns and activities.	N	Y

Note: Joyce Frost and Deirdre Flynn are also seated on the Board of our proposed CMO. These individuals will recuse themselves from any discussions or votes related to the CMO contract.

3(c) Community Outreach

The outreach, marketing, and recruitment process will be staged in four phases:

1. Raising initial public interest and awareness
2. Hosting public forums, announcements, discussions, and meetings to introduce the proposed school's model, programs, and services and solicit feedback from potential students, families, and community members
3. Consideration and incorporation of feedback
4. Active recruitment, marketing, outreach, and enrollment (Upon approval)

The first three phases will be ongoing, whereas the fourth is pending charter approval.

BCSE2 began preliminary outreach efforts intended to build awareness, assess community interest, and provide meaningful opportunities for community input into the development of the school's programs and services. These efforts currently focus primarily within CSD 11, but the marketing radius will expand to include outreach to the surrounding communities whose families may be served by the proposed school.

BCSE2 commenced a public awareness campaign with a variety of community stakeholders through meetings, phone calls, written correspondence, and distribution of marketing materials with local politicians, Community Board members, local business owners, community based organizations, places of worship, and public libraries. These community members include:

- The Office of Assemblyman Luis Sepulveda
- Community Board 9 member, William Rivera
- Community Board 11 member, Mr. Jeremy Warneke
- Pioneer Supermarket, Morris Park
- Our Lady of Solace Church
- NY Public Library, Parkchester Branch
- True Value Hardware
- Several locally operated restaurants including 900 Park and Primavera Pizzeria

These stakeholders were selected as part of a preliminary door-to-door campaign, but more importantly are residents, merchants, business owners, employees, and representatives within the community that BCSE2 intends to serve and thus, will likely impact. Each stakeholder was presented with information, solicited for feedback, invited to attend scheduled community chats, and provided with introductory marketing flyers for distribution and storefront display. Evidence of email correspondence, feedback, and a letter of endorsement are included with this proposal in Responses 3(g), 15(c), and 15(e). BCSE2 will continue to collect responses throughout the start-up process, and pending approval, the charter term.

BCSE2 launched an email to action campaign to over 3,000 families on the BCSE waiting list to elicit feedback and comments based on our proposed charter school replication. Although the school is continuing to receive feedback, initial analytics indicated a positive response from 27 families with comments of support and interest.

BCSE2 also began a social media campaign to raise interest and awareness through BCSE's social media accounts on Twitter, Instagram, and Facebook. BCSE is

also supporting the proposed school's outreach efforts by posting announcements, links, flyers, and information on its website. Each of these forums request and provide instructions for submitting feedback and input for consideration. These accounts also provide a link to an online petition to the local officials in support of the proposal. Finally, informative flyers have been posted online. These flyers similarly share information about the proposed school and instructions for providing public comment.

Evidence of BCSE2's social media campaign can be found at the following links:

BCSE's website at www.bronxexcellence.org

Online Petition to local officials: <http://p2a.co/NgzaRaa>

Twitter: @BronxExcellence

Instagram: <https://instagram.com/BronxExcellence>

In addition to providing feedback via social media, BCSE2 hosted two "Community Chats" where interested parties could attend, gain information, ask questions, and provide input on the proposed model. These chats took place on Thursday, July 16, 2015 from 6-8 pm, and Saturday, July 18, 2015 from 10 am – 12 pm. Flyers notifying the public of these events were posted online and in storefront displays in local businesses and offices.

Interested parties may provide feedback for consideration using any of the above listed outlets, as well as by phone, email, or in person. Contact information has been widely distributed and is displayed in all forums. Samples of the announcement for the two Community Chats, an attendance sign in sheet, notice of intent to submit a proposal, comment card, and social media image for broadcast are also attached and submitted as evidence of outreach. To date, all public feedback received has been in support of the replication model. We have not received any input regarding any suggestions, recommendations, or mandates to alter the proposed program. As stated previously, BCSE2 will continue to solicit public feedback, to include that from potential stakeholders, throughout the start up and operation of the school pending approval. The school will also take into consideration any comments received through SUNY's public hearings. Once in operation, BCSE2 will also be able to collect feedback from NYC Learning Environment Survey responses, student attendance and retention rates, waiting list figures, NYS test scores, audits, authorizer reports, and its Parent Association. The school will also be able to solicit comments informally through conferences, staff meetings, and school-wide events. All input will be collected and carefully considered by the leadership team, Board, and CMO as needed. As a school of choice, we recognize and embrace our responsibility and accountability to our stakeholders.

BCSE2 will attract, enroll, and retain a diverse population of learners. Upon approval, the school will launch a well-devised recruitment plan to establish a demographic reflective of the Bronx CSD 11 region. The recruitment plan will include outreach in communities populated by families of lower socio-economics, English language learners, and families of children with special needs. BCSE2 anticipates that students will enter the school from an array of backgrounds and with a spectrum of learning needs. The school has deliberately been designed to address the needs of diverse learners entering the program with a variance in skills, knowledge, strengths, and deficits. BCSE2 will embrace a culture that celebrates the

diversity of its students, staff and community, while cultivating a unified vision for the school.

Upon charter approval, BCSE2 will commence an active advertising and marketing campaign. Recruitment efforts will be widespread and include construction of the school's initial website and announcements in local newspapers, social media, and public outlets. BCSE2 will utilize a variety of strategies to attract a diverse student body and broaden the scope and depth of recruitment efforts with outreach, which may include:

- Meetings with representatives of the local and surrounding districts, as well as community-based organizations to establish a positive rapport and cultivate a collaborative relationship
- Attendance at open houses, public meetings, meet-and-greets, and presentations at various community organizations such as preschools, daycare centers, head start programs, ESL programs for adults with school-aged children, county health centers, doctors' offices, libraries, family service providers, housing associations, counseling centers and support groups, tutoring groups, and places of worship
- Neighborhood canvassing, especially in areas with higher concentrations of public housing developments and multicultural communities
- Distribution of flyers and mailings in English, Spanish, and prevailing languages
- Local media stations (radio and internet) that target both English and non-English speaking audiences

Finally, BCSE2 will engage the community and host events such as open houses and meetings with the students, families, and community members. As community members play a critical role in the growth and development of the school, BCSE2 will also strive to develop lasting relationships with members and organizations within the various communities to support the school's students and programs beyond the initial recruiting year. If possible and during subsequent years, BCSE2 will also elicit the support of bilingual staff members to support recruiting efforts for families whose native language is one other than English.

BCSE2 will continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model. Targeted outreach to specific populations such as families with children identified with special needs or English language learners will receive more specific information about the programs and services that BCSE2 has to offer. Finally, the school will ensure that comprehensive information is always available on the school's standing marketing materials, such as the school's website and social media pages. This will allow families to access the information at any time.

Developing a strong partnership and relationship with families not only promotes student growth in the programs, but family growth as younger siblings enroll. Moreover, parents have the ability to attract other students and families to the school, as well as pulling organizations and resources to support the school's programs. The applicant group recognizes that the school is a service organization, and embraces its responsibilities to the children, families, and community.

Therefore, we will not only solicit feedback on the school's model, we will also carefully and thoughtfully weigh and consider the input that community members and potential families have taken the time to provide us. Pending approval, these individuals, organizations, and families will become valued members of the BCSE2 community. Once in operation, the school will ensure that there are continued opportunities and avenues to maintain an open dialogue.

In addition to BCSE2's preliminary outreach campaign, BCSE notes a waiting list of 3,354 students from grades K-8. As BCSE maintains low levels of attrition, it will only be possible to serve a small fraction of the families on the waiting list based on limited seat availability. While the applicant group recognizes that a waiting list does not guarantee enrollment at BCSE2, we believe it is indicative and reflective of public interest in BCSE's successful model, which BCSE2 proposes to replicate. While further interest and input will be collected for analysis, it seems clear that BCSE2 will be able to fulfill its projected enrollment. The schools' admissions policies have been slightly modified to take into account the addition of the replication school. Therefore, parents will have the option to enroll in either of the programs based on seat availability.

BCSE2 will continue its outreach efforts after the proposal is submitted, while awaiting notification of approval, and pending, after the charter has been granted. This reflects our ongoing commitment to engage with the community during all stages of development, and ensure that we are representative and serving the needs of our intended community partners.

3(d) Withdrawn, Rejected, and Concurrent Proposals

This proposal was not previously withdrawn or rejected by SUNY or any other authorizer. The applicant is also not submitting a concurrent proposal. The applicant, along with a founding group, did submit a proposal to the Connecticut State Board of Education in January 2014 for the Stamford Charter School for Excellence. The charter was approved in April 2014, and the school will open in the fall of 2015.

Response 03e: Letters of Justification

3(e) Letters of Justification

This request does not apply.

The applicant has not previously submitted, withdrawn, or had an application for BCSE2 rejected.



Charter Schools Institute State University of New York

Request for Information from Prospective Charter School Board Members

Charter Schools Institute
74 North Pearl Street
4th Floor
Albany, NY 12207
(518) 433-8277
Fax: 518-427-6510

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

As you may already be aware, serving on a public charter school board is a position of great trust and responsibility. As a member of a public charter school's board, you would be 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your full name. Deirdre Flynn
2. Please provide your educational and employment history. You may do so by attaching a resume. See attached.
3. Please affirm that you will be at least eighteen years old by the date of appointment to the charter school's board. (providing your date of birth is not required). Affirmed
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I was introduced to the school by the Chair of the Board, Joyce Frost.
5. Please explain why you wish to serve on the board. I look forward to using the expertise and contacts I have developed through my years in business and my tenure at New York Cares to help Bronx Charter School for Excellence to achieve its mission and meet the critical need of providing high quality academic alternatives to New York City school children.
6. Please indicate whether you have previously served 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. As the Senior Director of Finance and Operations for a \$4 million New York City non-profit, I believe I have ample technical skills, experience, and contacts that would be useful for the school.

Conflict of Interest

7. Please indicate whether you or your spouse know any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship. Joyce Frost is the Treasurer of New York Cares, my employer.

8. Please indicate whether you or your spouse know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
No
9. Please indicate whether you or your spouse know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. No
10. Please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. No
11. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. No
12. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. No
13. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. No
14. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate. No
15. 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 school's board. None
16. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). According to By Laws of the Corporation, the Corporation shall not engage in any self dealing transactions, except as approved by the Board. If I suspected self-dealing, I would raise the issue with the Board at large to determine whether the transaction is in the best interest of the Corporation. If I was not satisfied that the By Laws were being appropriately adhered to regarding conflicts of interest, I would seek assistance from the Charter School Institute.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. BCSE's mission is to prepare children to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school seeks to combine high expectations of its students with rigorous, traditional academics in a caring and flexible environment.
18. Please indicate whether you are familiar with the educational program of the school. Yes
19. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful. I believe a successful school balances rigorous academics with an environment that meets the social and emotional needs of students. It combines high expectation with a support structure that enables students to achieve their highest potential. The board will need to provide adequate support to the Principal and Executive Director and identify resources, both monetary and otherwise, that can be used by the school to ensure it meets its educational goals.

Other

20. Please indicate your understanding of the appropriate role of a public charter school board member. To support the school's management by providing expertise and resources to help the school achieve its mission; to create and oversee the policies and operation of the school to ensure that it is operating in accordance with its charter and the by laws and that it is achieving its mission.
21. Please affirm that you have read the school board's by-laws and conflict-of-interest policies. Affirmed
22. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None

CERTIFICATION

I, Deirdre Flynn, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Bronx Charter School for Excellence Charter School is true and correct in every respect.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
BRONX CHARTER SCHOOL FOR EXCELLENCE II
2. Full name: *JOYCE A. EAST*
Home Address: [REDACTED]
Business Name and Address: [REDACTED] *NYC 10018*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes, *Bronx Charter School for Excellence & New York Cares*
Friends of Bronx Charter School for Excellence
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes, *All trustees are known to me through Bronx Excellence*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes,

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contract with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, *I am on the Board of the management company*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A ☒ I / we have no such interest. ☐ Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes, *I sit on both Boards but will recuse myself for any vote that would present a conflict.*
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would analyze the situation and its materiality before making any decision or replacing that person and bring the matter to the immediate attention of the Board Chair and executive committee.*
18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Other

Certification

I, Joyce Frost, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Bronx Charter School is true and correct in every respect.

[Redacted Signature]
Signature

9/20/15
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

As you may already be aware, serving on a public charter school board is a position of great trust and responsibility. As a member of a public charter school's board, you would be 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your full name. Kimberly W. Hartman
2. Please provide your educational and employment history. You may do so by attaching a resume. See Attached
3. Please affirm that you will be at least eighteen years old by the date of appointment to the charter school's board. (providing your date of birth is not required). DOB:
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I was introduced to the school through my close friend, Joyce Frost. At the time, having just lost the school's executive director, she was in need of help on several projects. I worked closely with some of the parents, Joyce and other volunteers to find a supplier to offer new uniforms to the students and to work on how to get supplies for the classrooms. I also know another board member, Rosemary Milliman, who is principal at The Trinity School where my own children attend.
5. Please explain why you wish to serve on the board. I am committed to the public school education system and feel that I can help improve what the board has started here. I am confident I can work with both school leadership and families to better the environment in which these students learn. Using both my own public school experience in Armonk New York as well as the Trinity school as role models, I know I can contribute substantially in a variety of capacities.
6. Please indicate whether you have previously served 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. See resume for current positions. I have served on the Board of Park Avenue Christian Church Day School and feel that my educational background as well as my previous work experience make me a good candidate to assist BCSE in fulfilling its mission.

Conflict of Interest

7. Please indicate whether you or your spouse know any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship. I knew both Joyce Frost and Rosemary Milliman prior to my introduction to the school because of our connection to the Trinity School.
8. Please indicate whether you or your spouse know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. NA
9. Please indicate whether you or your spouse know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. NA
10. Please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. NA
11. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. NA
12. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. NA
13. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. NA
14. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate. NA
15. 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 school's board. None
16. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Before making a judgement on the situation I would be careful to investigate whether the action was done intentionally. My initial reaction is to approach the individual(s) who is conducting themselves inappropriately and to talk with fellow board members to come up with a plan to rectify the situation. Certainly, if the issue was serious enough I would have no hesitation in contacting CSI for assistance.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. I believe BCSE's mission to educate students in an environment that provides and expects personal excellence so that they can better compete amongst their peers for further education whether it be in the public sector (ie Bronx Science, Stuevesant, School for Performing Arts) or in competitive private or parachiol schools.
18. Please indicate whether you are familiar with the educational program of the school. Yes. I visited the school several times, have attended several Board meetings, met the former principal and have a good understang of the charter.
19. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful. In my experience with Trinty and my own education, I feel that to be successful, BCSE will have to continually evaluate its progress, its students progress and have an open door policy for both parents and faculty. The board should provide economic support and enable the administrative, staff, children and families to leverage off of their own expertise ans resources in different areas.

Other

20. Please indicate your understanding of the appropriate role of a public charter school board member. A Board members role is to provide oversight of all aspects of the school ensuring that the charter is being adhered to, finances are being managed appropriately, and that the school's leadership is carrying out the school's mission.
21. Please affirm that you have read the school board's by-laws and conflict-of-interest policies. Yes
22. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. Again, I feel I have the personal resources, both financial and through my own professional experience and contacts, to enable the school to help achieve its mission. Additionally, being a mother of three, who expects excellence for my own children, I strongly feel I can help the children from BCSE, who may not have as many personal resources, achieve the same academic excellence. This is something I am passionate about.

CERTIFICATION

I, Kimberly Hartman, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Bronx Charter Shool for Excellence Charter School is true and correct in every respect.

Sig

Date

01/21/07



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	☐ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. ☐ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. ☐ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term. ☐ The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. ☐ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). ☐ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
☐	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *See attached*
2. Full name:
Home Address:
Business Name and Address:
Home telephone No.:
Work telephone No.:
E-mail address:
See attached.
3. A brief educational and employment history (you may attach a resume):
☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
☒ Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☒ Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes,

ANSWERS TO THE FOLLOWING QUESTIONS IN BOLD:

1. Name of Charter School for which you intend to serve as trustee.
Bronx Charter School for Excellence 2
2. Full Name: [REDACTED]
Home Address: [REDACTED]
New York, New York, 10024

Business Name and Address: [REDACTED]
[REDACTED]
New York, New York 10170

Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]

E-mail address: [REDACTED]
8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship.
I have served on the Board of Bronx Charter School for Excellence ("BCSE") for several years with all of the other existing board members so I have a working relationship with all of them. In addition, I am a personal friend of Stacey Lauren.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
As a sitting Board member of BCSE, I know many of the school employees.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
I perform legal work for BCSE on a pro-bono basis.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
BCSE is considering contracting with an educational service provider, but has not yet done so.
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
Depending on the nature of the violation, I would bring the matter to the attention of the Board, consider bringing a motion to remove the trustee from the Board or limit his or her power, contact law enforcement etc. if appropriate.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☒ Yes, .
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, *See attached.*
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *See attached.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Mardi J. Schecter, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Bronx Charter School for Excellence 2 Charter School is true and correct in every respect.

Signature 

Sept. 18, 2015
Date 9-18-15

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

MARDI J. SCHECTER

[REDACTED]
New York, NY 10170
[REDACTED]

Mardi Schecter is a founding partner of Younkins & Schecter LLP, a women-owned enterprise certified as a MWBE by the State of New York, the City of New York and the Women's Business Enterprise National Counsel. Younkins & Schecter LLP is a full service commercial real estate boutique law firm representing institutional and entrepreneurial clients. Ms. Schecter's early training was with prominent New York City law firms. As in-house counsel, Ms. Schecter worked closely with business professionals to help them achieve their business goals by providing practical legal and business solutions.

REPRESENTATIVE DEALS:

The redevelopment of the Manhattan Mall and the adjacent office tower (deals include Polo Ralph Lauren and Interpublic (158,000 rentable square feet) in office tower, Steve & Barry's, DSW, Radio Shack, Charlotte Russe and Aeropostale in mall).

Redevelopment of multi-use building at 400 East Fordham Road, Bronx, New York including leases with the New York City School Construction Authority (Department of Education), Best Buy, Sears and Walgreens.

Handling leasing, construction and property management issues for Los Angeles County Employee Retirement Association which owns 30 plus shopping centers nationwide.

Represented the owner of the Empire State Building in lease to LF USA, a Chinese export trading company that manages supply chains for major brands (e.g., Calvin Klein) and retailers worldwide. Lease covers approximately 500,000 rentable square feet, with option on additional 500,000 rentable square feet, or 50% of the Empire State Building.

Relocation and build-out of Albert Einstein College of Medicine of Yeshiva University for 22,769 rentable square feet at 260 East 61st Street.

Commercial Office Lease with The World Health Organization for the offices of their joint United Nations Programme on HIV/AIDS for 4,239 rentable square feet in midtown Manhattan.

Negotiation with City of New Jersey Department of Fire and Emergency Services for 28,000 rentable square feet of space for training classes for candidates.

Represented Axel Johnson Inc. (multi-national energy, water treatment and medical device manufacturer) in lease of its U.S. headquarters at 155 Spring Street, New York, New York owned by Vornado Realty Trust and negotiation of Construction Management Agreement with Lehr Construction Corp. for tenant build-out.

Construction Documentation for the redevelopment of Wampanoag Plaza Shopping Center in East Providence, Rhode Island (Anchor tenant: Stop & Shop), including Construction Agreements with General Contractors, and Design Agreement with Architects and Engineers.

EXPERIENCE:

[REDACTED]

In-depth and broad-based transactional and business experience counseling a national real estate company on a wide range of management and real estate related legal issues, operational matters and day-to-day business problems.

LEASING, ACQUISITION AND CONSTRUCTION - Extensive commercial leasing and acquisition experience, with responsibility for structuring transactions, negotiating the business terms, preparing legal documentation and supervising outside attorneys; primary responsibility for drafting and negotiating construction contracts for building renovations and tenant improvement work; substantial responsibility for handling disputes with tenants, contractors and service providers. This work was done on an independent basis and involved educating management on legal issues and outside counsel on company-related matters.

GENERAL CORPORATE - Effectuating transactions and drafting and negotiating documentation in the following areas: building operations, commercial contracts; partnership law and joint ventures; in-depth work with company lenders and their advisors regarding compliance with existing loan requirements and restructuring of loans; preparation of Form 10-K securities filings for certain affiliated syndicated limited partnerships and establishing and supervising of corporate procedures to assure compliance with applicable laws.

[REDACTED]

Drafting, negotiating and counseling experience in the following areas: acquisitions, sales and development of commercial properties, commercial leasing (including shopping centers and office buildings), construction and permanent loan and other debt financing and restructuring of existing debt and workouts (including pre-packaged chapter 11 plans). Ongoing representation of national developers, public and private companies and institutional lenders.

[REDACTED]

General real estate experience including drafting and negotiating purchase agreements, leases, fiber optic licenses, management and employment contracts and conducting large commercial closings for sellers and purchasers.

**PROFESSIONAL
ASSOCIATIONS:**

- The Committee on Real Property Law of the Association of the Bar of the City of New York (1995-1998)
- International Council of Shopping Centers - Member (Current)
- Women Presidents' Organization
- Women's Business Enterprise National Council

EDUCATION:

STANFORD UNIVERSITY SCHOOL OF LAW (J.D., 1986)
Senior Note Editor, Stanford Journal of International Law

UNIVERSITY OF MICHIGAN - HONORS SCHOOL (B.A., 1982)
Major: Political Science
Honors: Graduated with Highest Distinction, High Honors, James B. Angell Scholar

ADMISSIONS:

New York State 1987

Mardi Schecter, Trustee.

Mardi Schecter is an attorney and a founding partner of the law firm of Younkins & Schecter LLP, a full service commercial real estate law firm representing institutional and entrepreneurial clients. Ms. Schecter received her undergraduate BA degree from the Honors School at the University of Michigan and her JD Law degree from The Stanford University School of Law. Ms. Schecter was appointed to the Real Estate panel of the Dormitory Authority of the State of New York and to non-bond legal counsel panels of each of the following State agencies: New York State Housing Finance Agency, State of New York Mortgage Finance Agency, New York State Affordable Housing Corporation, State of New York Municipal Bond Bank Agency, Tobacco Settlement Financing Corporation and New York State Housing Trust Fund Corporation. She has also served on the Committee on Real Property Law of the Association of the Bar of the City of New York. Ms. Schecter was previously associated with Kramer, Levin, Nessen, Kamin & Frankel and with Battle Fowler (now known as Paul Hastings), where she practiced in the real estate departments and then served as Vice President and Counsel for First Winthrop Corporation prior to Younkins & Schecter LLP's establishment. Ms. Schecter joined the Board in 2012.

Mardi Schecter, Trustee.

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MARDI J. SCHECTER

[REDACTED]
New York, NY 10170
[REDACTED]

Mardi Schecter is a founding partner of Younkins & Schecter LLP, a women-owned enterprise certified as a MWBE by the State of New York, the City of New York and the Women's Business Enterprise National Counsel. Younkins & Schecter LLP is a full service commercial real estate boutique law firm representing institutional and entrepreneurial clients. Ms. Schecter's early training was with prominent New York City law firms. As in-house counsel, Ms. Schecter worked closely with business professionals to help them achieve their business goals by providing practical legal and business solutions.

REPRESENTATIVE DEALS:

The redevelopment of the Manhattan Mall and the adjacent office tower (deals include Polo Ralph Lauren and Interpublic (158,000 rentable square feet) in office tower, Steve & Barry's, DSW, Radio Shack, Charlotte Russe and Aeropostale in mall).

Redevelopment of multi-use building at 400 East Fordham Road, Bronx, New York including leases with the New York City School Construction Authority (Department of Education), Best Buy, Sears and Walgreens.

Handling leasing, construction and property management issues for Los Angeles County Employee Retirement Association which owns 30 plus shopping centers nationwide.

Represented the owner of the Empire State Building in lease to LF USA, a Chinese export trading company that manages supply chains for major brands (e.g., Calvin Klein) and retailers worldwide. Lease covers approximately 500,000 rentable square feet, with option on additional 500,000 rentable square feet, or 50% of the Empire State Building.

Relocation and build-out of Albert Einstein College of Medicine of Yeshiva University for 22,769 rentable square feet at 260 East 61st Street.

Commercial Office Lease with The World Health Organization for the offices of their joint United Nations Programme on HIV/AIDS for 4,239 rentable square feet in midtown Manhattan.

Negotiation with City of New Jersey Department of Fire and Emergency Services for 28,000 rentable square feet of space for training classes for candidates.

Represented Axel Johnson Inc. (multi-national energy, water treatment and medical device manufacturer) in lease of its U.S. headquarters at 155 Spring Street, New York, New York owned by Vornado Realty Trust and negotiation of Construction Management Agreement with Lehr Construction Corp. for tenant build-out.

Construction Documentation for the redevelopment of Wampanoag Plaza Shopping Center in East Providence, Rhode Island (Anchor tenant: Stop & Shop), including Construction Agreements with General Contractors, and Design Agreement with Architects and Engineers.

EXPERIENCE:

In-depth and broad-based transactional and business experience counseling a national real estate company on a wide range of management and real estate related legal issues, operational matters and day-to-day business problems.

LEASING, ACQUISITION AND CONSTRUCTION - Extensive commercial leasing and acquisition experience, with responsibility for structuring transactions, negotiating the business terms, preparing legal documentation and supervising outside attorneys; primary responsibility for drafting and negotiating construction contracts for building renovations and tenant improvement work; substantial responsibility for handling disputes with tenants, contractors and service providers. This work was done on an independent basis and involved educating management on legal issues and outside counsel on company-related matters.

GENERAL CORPORATE - Effectuating transactions and drafting and negotiating documentation in the following areas: building operations, commercial contracts; partnership law and joint ventures; in-depth work with company lenders and their advisors regarding compliance with existing loan requirements and restructuring of loans; preparation of Form 10-K securities filings for certain affiliated syndicated limited partnerships and establishing and supervising of corporate procedures to assure compliance with applicable laws.

[REDACTED]

Drafting, negotiating and counseling experience in the following areas: acquisitions, sales and development of commercial properties, commercial leasing (including shopping centers and office buildings), construction and permanent loan and other debt financing and restructuring of existing debt and workouts (including pre-packaged chapter 11 plans). Ongoing representation of national developers, public and private companies and institutional lenders.

[REDACTED]

General real estate experience including drafting and negotiating purchase agreements, leases, fiber optic licenses, management and employment contracts and conducting large commercial closings for sellers and purchasers.

**PROFESSIONAL
ASSOCIATIONS:**

- The Committee on Real Property Law of the Association of the Bar of the City of New York (1995-1998)
- International Council of Shopping Centers - Member (Current)
- Women Presidents' Organization
- Women's Business Enterprise National Council

EDUCATION:

STANFORD UNIVERSITY SCHOOL OF LAW (J.D., 1986)
Senior Note Editor, Stanford Journal of International Law

UNIVERSITY OF MICHIGAN - HONORS SCHOOL (B.A., 1982)
Major: Political Science
Honors: Graduated with Highest Distinction, High Honors, James B. Angell Scholar

ADMISSIONS:

New York State 1987

REQUEST FOR INFORMATION FROM PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you may already be aware, serving on a public charter school board is a position of great trust and responsibility. As a member of a public charter school's board, you would be 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.

Because of the importance of the position that you seek to assume, the State University Trustees require that new board members be approved by them (or by the Charter Schools Institute acting for them). Accordingly, and in order to evaluate properly new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Charter Schools Institute in its review.

Background

1. Please provide your full name. Rosemary C. Milliman
2. Please provide your educational and employment history. You may do so by attaching a resume. Ph.D. Educational Administration and 25 years as a school principal
3. Please affirm that you will be at least eighteen years old by the date of appointment to the charter school's board. (providing your date of birth is not required). Oh yes!
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Joyce Frost, parent at Trinity School.
5. Please explain why you wish to serve on the board. To contribute my expertise to this great endeavor!
6. Please indicate whether you have previously served 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. No. I have 32 years of practical experience as a teacher and principal. I have knowledge from my academic preparation that directly applies to this task. ^{have}

Conflict of Interest

7. Please indicate whether you or your spouse know any of the other board members, or prospective or former board members. If so, please indicate the precise nature of your relationship. NA
8. Please indicate whether you or your spouse know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. NA

9. Please indicate whether you or your spouse know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer or employee of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. NA
10. Please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. NA
11. If the school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. NA
12. If the school is partnered with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. NA
13. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. NA
14. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to items 9-12, you may so indicate. NA
15. 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 school's board. None
16. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Directly but diplomatically.

Educational Philosophy

17. Please provide your understanding of the school's mission and/or philosophy. I believe the school strives to provide an academically rigorous program in an enriching and nurturing environment.
18. Please indicate whether you are familiar with the educational program of the school. Yes, I have visited and have spoken with the administrative team.
19. Please indicate what you believe to be the characteristics of a successful school. In particular, please provide the specific steps you think the board of the school will need to take to ensure that this school is and remains successful. A successful school lives its

mission. A board should provide a clear, consistent, and confident leadership to help the school achieve this goal.

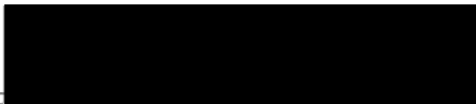
Other

20. Please indicate your understanding of the appropriate role of a public charter school board member. I understand that my role is to advise the school's leadership and not micro-manage. I understand the fiduciary responsibility of board members.
21. Please affirm that you have read the school board's by-laws and conflict-of-interest policies. Yes
22. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. NA

CERTIFICATION

I, Rosemary Milliman, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the BCSE Charter School is true and correct in every respect.

Signature



Date

PhD 10 May 06



Rosemary C. Milliman, Ph.D.
Principal, Lower School

[REDACTED]
New York, N.Y. 10024 [REDACTED]

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

1. Name of charter school: Bronx Charter School of Excellence
2. Trustee's name (print): STACEY LAUREN
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Committee Member
4. Home address: _____ N.Y. N.Y. 10025
5. Business Address: _____ Same as Above
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the school? Yes ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE	NONE	NONE	NONE

¹ Form Revised May 24, 2006

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>None</i>	<i>write "None" if applicable.</i> <i>NONE</i>	<i>NONE</i>	<i>Do not leave this space blank.</i> <i>NONE</i>	<i>NONE</i>


Signature

12/08/09
Date

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Bronx Charter School of Excellence*
2. Full name: *STACEY LAUREN*
 Home Address: [REDACTED] *N.Y.N.Y. 10025*
 Business Name and Address: *Same as Above*
 Home telephone No.: [REDACTED]
 Work telephone No.: [REDACTED]
 E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
☐ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me.
☐ Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☒ Does not apply to me. ☐ Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes,

STACEY A. LAUREN

New York, NY 10025

education

2003- 2007 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY** **NEW YORK, NY**
Master of Arts in Inclusive Elementary Education. May 2008

1991-1993 **HARVARD GRADUATE SCHOOL OF BUSINESS ADMINISTRATION** **BOSTON, MA**
Master in Business Administration degree. Member of Marketing and Healthcare Clubs.

1983-1987 **NORTHWESTERN UNIVERSITY** **EVANSTON, IL**
Bachelor of Science degree: Double major in Communications and Political Science. Honors: Dean's List.

summer 1986 **UNIVERSITY OF LONDON** **LONDON, ENGLAND**
Studied media with related firms such as the BBC, J. Walter Thompson, and The Guardian.

certification NYS initial Certification in Childhood Education

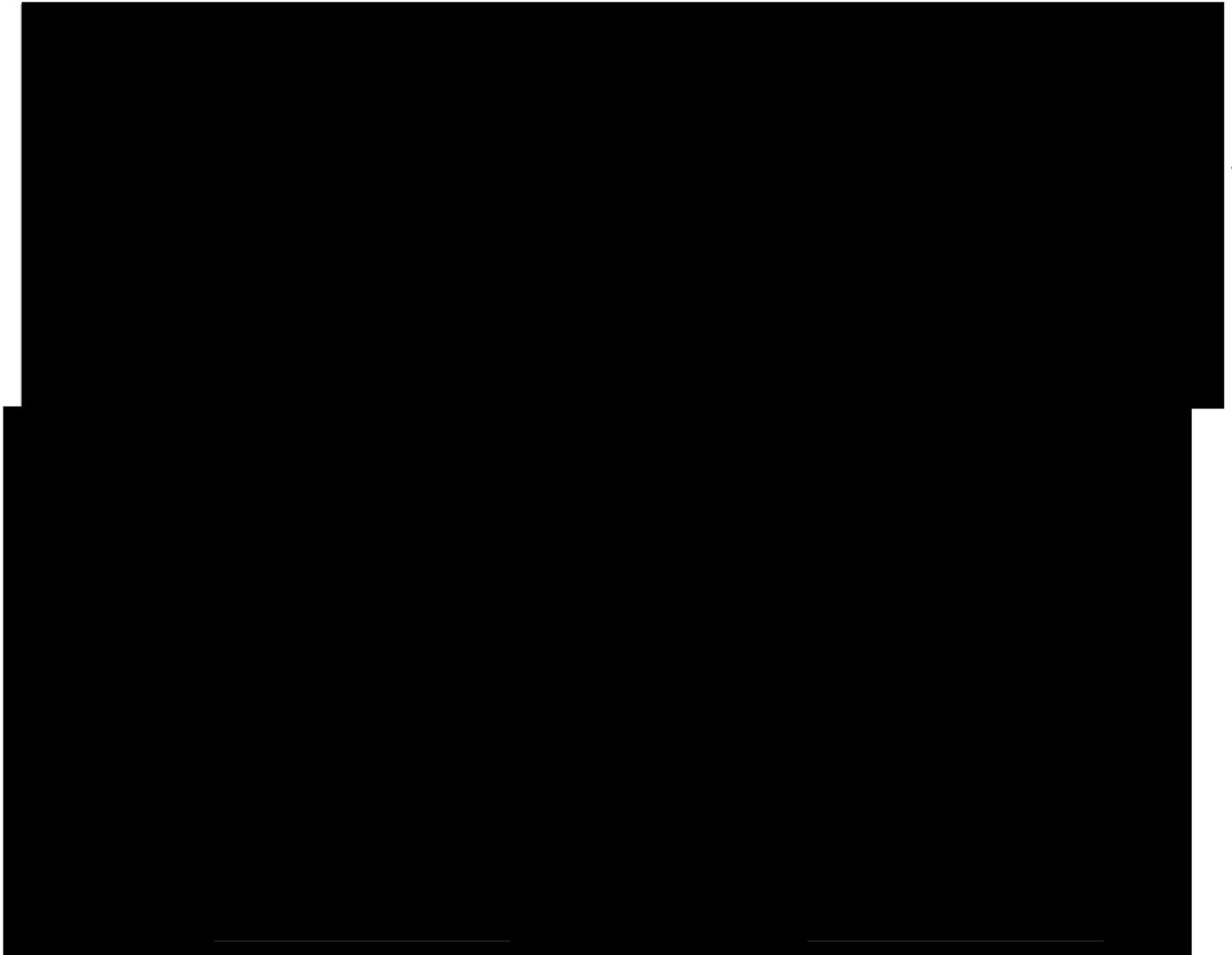
experience

NEW YORK, NY

NEW YORK, NY

NEW YORK, NY

NEW YORK, NY



11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes,
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes,
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes,
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes,
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.
19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, STACEY LAUREN, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Bronx Charter School of Excellence Charter School is true and correct in every respect.

Signature 

Date 12/08/09

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

7/29/2015



Evidence Of Community Outreach

In order to ensure that the community outreach process was as thorough and inclusive as possible, we have engaged a variety of approaches. We have contacted all parents on the waiting list, the responses from which were submitted with the Letter of Intent. We conducted two community chats at the proposed location; each chat being conducted at different times of the day, one on a week night, the other on a weekend morning in consideration of family work/life schedules. The paucity of attendance and comments made during the chats indicate that while the demand for a second Bronx Charter School is strong, the size of the waiting list vs. available seats has become daunting to the point of resignation. It was expressed by attending parents that there is need for more quality middle school choices. The best way that this can immediately begin to be corrected is by adding a second school. Our team has also been reaching out to various levels of local government. Thus far we have secured two appointments to meet with local civic leaders and are in the process of finalizing a third meeting. This ongoing effort is critical in ensuring that local awareness is maximized, potential unknown resources are secured for the families we serve and programmatic needs of the community on the whole can be recognized and met. Additionally, the staff has and will continue to reach out to business leaders to solicit their input and generate greater awareness of the new school. Many have been willing to hang our flyer in their establishments. BCSE has long recognized that the local business leaders are partners in our community. We have, over many years, built strong relationships with those businesses and have come to rely on them for their support of our efforts and participation in our events. Their responses, some of which have been included with the Letter of Intent and some of which are included with this proposal have been overwhelmingly positive. The BCSE Parent Association has been communicated with in order to guarantee the whole school community is part of this collaboration. All families who participated in our lottery were emailed a notice and invited to our community chats and or to write to BCSE about this proposal. The responses to this effort were submitted with the Letter of Intent.

As we move through the application process, we will continue our outreach, contacting additional stakeholders, following up with those who have already been contacted and folding the information gained in these discussions into our always evolving model. The attached chart shows the specifics of community stakeholders contacted thus far, their stance on the proposal and the implications of their viewpoints on the organization of BCSE as a whole.

Form	Stakeholder	For/Against Proposal	Outreach	Demand	Support	Implication
Written Correspondence, Invitation to speak at Education Committee Meeting accepted.	Jeremy Warneke, District Manager, Community Board 11	N/A	X		X	Greater communication between school and local civil institution, potential access to resources for families.
Written Correspondence, Letter of Endorsement rcvd., Meeting being scheduled as per attached emails.	Assemblyman Luis Sepulveda, 87 th District	For	X		X	Greater communication between school and local civil institution, potential access to resources for families.
Written Correspondence, Meeting Scheduled.	Richie Torres, City Council Member, District 15		X		X	Greater communication between school and local civil institution, potential access to resources for families.
In person, written response rcvd.	Christos Scopolitis, Owner, Step In Restaurant	For	X		X	Greater community awareness, resource for school and support of local economy.
Community Chat – Thursday, June 16 th , 6-8pm	Interested families, business owners and community leaders	For	X	X	X	Solicit community feedback, answer questions and address concerns.

Form	Stake holder	For/Against Proposal	Outreach	Demand	Support	Implications
Community Chat, Saturday, June 18 th 10am -12:00pm	Interested families, business owners and community leaders	For	X	X	X	Solicit community feedback, answer questions and address F concerns.
In Person Parent Conversation – Summer School Dismissal – Comment Cards Attached.	Parents active in the school and local community	For	X	X	X	Create awareness of proposed school, address concerns, discuss needs.
Email and Phone Call.	BCSE Parent Association President	For	X	X	X	Ensure BCSE parent involvement, family community needs are discovered and incorporated into proposal and planning, generate greater awareness of additional school choice is promoted inside and out of the immediate school community.
Email to lottery wait listed families.	Waitlisted families	For	X	X	X	Generate awareness of efforts to offset waitlist. Maintain dialogue with families interested in BCSE.
Website and Social Media Updated with flyer.	All community stakeholders	N/A	X		X	Generate awareness, solicit feedback and participation in dialogue.

**Bronx Charter School for Excellence 2:
A Proposed Charter for Bronx Community District 11
Community Chat**

Thursday, June 16th 2015, 6-8pm • 1804 Holland Ave, Bronx, NY 10462

Name	Child's Grade Level	Phone	Email
Diane Woodley	4		
Fr. Robert Bachillo	Our Lady of Solace		



Bronx Charter School for Excellence 2: What do you think?

Should BCSE offer another high performing option for area families in Bronx CSD 11? BCSE needs your feedback on the charter proposal, the educational program, and student programmatic needs of BCSE 2.

yes Bronx charter school for Excellence should offer another high performing option for families out there. We need better education for our young children and the support of college for our children. Children and parents need to see what other schools have to offer and not only stick to their children's school zone. For what I learned the programs are great, we need our children to be challenged for the world that is out there for them.



Bronx Charter School for Excellence 2: What do you think?

Should BCSE offer another high performing option for area families in Bronx CSD 11? BCSE needs your feedback on the charter proposal, the educational program, and student programmatic needs of BCSE 2.

Yes is a good idea

We need more school like BCSE
our families wants great education
for our children and BCSE is the
best one

Yosmar Perez



Bronx Charter School for Excellence 2: What do you think?

Should BCSE offer another high performing option for area families in Bronx CSD 11? BCSE needs your feedback on the charter proposal, the educational program, and student programmatic needs of BCSE 2.

As the guardian of two young children, I am eager to see another Charter School opened by BCSE and provide more families with the outstanding educational model BCSE provides.

Paty Harrison



Bronx Charter School for Excellence 2: What do you think?

Should BCSE offer another high performing option for area families in Bronx CSD 11? BCSE needs your feedback on the charter proposal, the educational program, and student programmatic needs of BCSE 2.

My name is Christos Scopelitis owner of Step In Restaurant. We have been in the community for over 45 years. I think it would be a great idea opening a BCSE in CSD 11. Knowing families that their kids go to the BCSE here tell me that the educational system and most of all the teachers do a wonderful job. It will also help improve the community as it is doing here, a great education opens doors for the future of our kids and our communities.

Bronx Charter School for Excellence 2:
A Proposed Charter for Bronx Community District 11
Community Chat

Saturday, June 18th 2015, 10am-12pm • 1804 Holland Ave, Bronx, NY 10462

Name	Child's Grade Level	Phone	Email
Chad Rumfe H	2 nd / 3 rd		
Judy Lincala	neighbor		



Bronx Charter School for Excellence 2: What do you think?

Should BCSE offer another high performing option for area families in Bronx CSD 11? BCSE needs your feedback on the charter proposal, the educational program, and student programmatic needs of BCSE 2.

BCSE should offer a high school for its students. This would allow parents ~~the~~ focus on college entrance rather than both high school & then college. Would like to see a language program in the elementary school as it is very important for kids to get a head start with language. The older the child is the more difficult learning a language becomes. And finally more sports programs for elementary scholars.

Patrick Meenaghan

From: Benedetto, Luisa [redacted]
Sent: Wednesday, July 29, 2015 9:00 AM
To: Patrick Meenaghan
Subject: RE: Bronx Charter School for Excellence in CB11

Perfect. Thank you, Patrick.

Best regards,

Luisa Benedetto
Special Assistant
Council Member Ritchie Torres, 15th District
573 East Fordham Road
Bronx, New York 10458
[redacted]

From: Patrick Meenaghan [mailto:[redacted]]
Sent: Tuesday, July 28, 2015 5:11 PM
To: Benedetto, Luisa
Subject: RE: Bronx Charter School for Excellence in CB11

Luisa,
We would be happy to meet with Mr. Torres. Let me check schedules and see who is available on that day and time to speak. In the interim, I will forward you more information about the proposal and can answer any preliminary questions in advance of an in person meeting.

Thank you so much for reaching out to us.

Kind regards,

Patrick Meenaghan
Business Manager
Bronx Charter School for Excellence
[redacted]

From: Benedetto, Luisa [mailto:[redacted]]
Sent: Tuesday, July 28, 2015 5:01 PM
To: Patrick Meenaghan
Subject: Bronx Charter School for Excellence in CB11

Hello Patrick,

Jeremy Warneke of CB11 mentioned to CM Torres and myself that Bronx Charter School for Excellence in CB11 on Holland Avenue. Council Member Torres would like to meet to introduce himself and to discuss BCSE since it is in City Council District 15. Are you available to meet on Friday, September 4 at 10AM at our district office? Please advise.

If you have any questions, please do not hesitate to contact me.

Thank you,

Luisa Benedetto
Special Assistant
Council Member Ritchie Torres, 15th District

573 East Fordham Road
Bronx, New York 10458

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Patrick Meenaghan

From: Patrick Meenaghan
Sent: Wednesday, July 29, 2015 9:16 AM
To: Patrick Meenaghan; 'Tanya Osborne'
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Tracking:	Recipient	Delivery
	Patrick Meenaghan	Delivered: 7/29/2015 9:16 AM
	'Tanya Osborne'	
		Delivered: 7/29/2015 9:16 AM

Tanya,
It was great to speak with you last evening. Glad your summer is going well. Per our discussion, please forward to the rest of the P.A and let me know if they have any questions.

Thanks again,

Patrick

From: Patrick Meenaghan
Sent: Tuesday, July 28, 2015 2:30 PM
To: Tanya Osborne
Subject: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11
Importance: High

Dear Ms. Osborne,

Hope you are having a great summer. I left you a voicemail, and below is the details of this project!

It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016. This location is currently the home of our middle school which will move to 1960 Benedict Avenue once current construction is completed this coming fall.

With another school comprised of kindergarten through 1st grade, BCSE 2 would allow us to serve even more families in School District 11. Our waiting lists of the last several years reflects the strong need for the outstanding academic model which BCSE provides. In 2012-13 we had 2,644 on our waiting list, in 2013-14 we had 3,929 and currently we have 3,354 families on our waiting list.

The mission of Bronx Charter School for Excellence is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. We accomplish this by offering a challenging and rigorous academic curriculum – which at the earliest grades will have an eye toward college preparation. BCSE creates a supportive and caring environment that has high expectations for all students.

There are several Key Elements of our educational model:

- High academic standards focused on preparing scholars for high performing high schools, college and jobs of the future
- Extended school days
- Broad liberal arts education that stresses teaching critical thinking skills
- Data driven instruction
- Rigorous parent engagement
- Open collaboration with the community

We strongly wish to have your feedback, an opportunity to answer your questions, and have your support in what is a critical effort – providing another alternative for outstanding education for the children of our community. Please take a moment to fill out the attached comment card or put your response in the body of the email and I will see that it is reviewed and incorporated into our proposal. Also, please forward to the other members of the parent association so that they can participate in this process as well.

Best Regards,

Patrick Meenaghan
Business Manager
Bronx Charter School for Excellence

646-781-6569

Patrick Meenaghan

From: Patrick Meenaghan
Sent: Wednesday, July 29, 2015 9:38 AM
To: Patrick Meenaghan; 'Warneke, Jeremy (CB)'
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Tracking:	Recipient	Delivery
	Patrick Meenaghan	Delivered: 7/29/2015 9:38 AM
	'Warneke, Jeremy (CB)' [REDACTED]	Delivered: 7/29/2015 9:38 AM

Jeremy,
I will be attending the meeting on the 1st. Can you let me know the time of the meeting?
Thanks again,
Patrick

From: Patrick Meenaghan
Sent: Monday, July 27, 2015 2:11 PM
To: 'Warneke, Jeremy (CB)'
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Jeremy,
I will speak to Charlene Reid, the Executive Director and see if she is available to speak, I or someone else on staff would be able to speak if she cannot and will let you know. I will reach out to the recommended people you have mentioned below. Please let me know when you hear from the Borough President's office.

FYI, my title is Business Manager.

Thank you for all your efforts!

Regards,

Patrick

From: Warneke, Jeremy (CB) [mailto:[REDACTED]]
Sent: Monday, July 27, 2015 1:39 PM
To: Patrick Meenaghan
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Are you or is a representative able to come to my Board's Education Committee meeting on September 1? What's your title? I would reach out to Assemblymember Gjonaj and Senator Rivera's Offices, since Our Lady is located within their district. You may want to also reach out to the City electeds. I've already been in contact with the Borough President's Office about this.

Jeremy

From: Patrick Meenaghan [redacted]
Sent: Monday, July 27, 2015 10:47 AM
To: Warneke, Jeremy (CB)
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Jeremy,

We have contacted CB 9 and the office of Assemblyman William Sepulveda. Is there anyone else with whom you think we should be in contact and, if so, can you provide contact information for them?

Many thanks once again,

Patrick Meenaghan

From: Warneke, Jeremy (CB) [mailto:redacted]
Sent: Friday, July 24, 2015 10:23 AM
To: Patrick Meenaghan
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Thanks. And what's your position again with the school? Whom else was notified of the chats? CEC11?

Jeremy

From: Patrick Meenaghan [redacted]
Sent: Thursday, July 09, 2015 3:37 PM
To: Warneke, Jeremy (CB)
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Jeremy,

This would be for grades K-1, two classes per grade and 30 students per class.

Kind regards,

Patrick Meenaghan

From: Warneke, Jeremy (CB) [redacted]
Sent: Thursday, July 09, 2015 2:49 PM
To: Patrick Meenaghan
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Thanks. Which grade levels are you proposing?

Jeremy

District Manager
Community Board 11
1741 Colden Avenue
Bronx, NY 10462
[redacted]

www.nyc.gov/bxcb11

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Please don't print this e-mail unless you really need to.

From: Patrick Meenaghan [REDACTED]
Sent: Wednesday, July 08, 2015 4:58 PM
To: Warneke, Jeremy (CB)
Subject: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Dear Mr. Warneke ,

It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

With another school comprised of kindergarten through 1st grade, BCSE 2 would allow us to serve even more families in School District 11. As you may know, our waiting lists of the last several years reflects the strong need for the outstanding academic model which BCSE provides. In 2012-13 we had 2,644 on our waiting list, in 2013-14 we had 3929 and currently we have 3,354 families on our waiting list.

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- Extended school days
- Broad liberal arts education that stresses teaching critical thinking skills
- Data driven instruction
- Rigorous parent engagement
- Open collaboration with the community

In order to best serve the families of School District 11, we are actively soliciting comments on the charter proposal, our educational program and student programmatic needs. To facilitate this kind of dialogue, we will be holding two community chats at 1804 Holland Avenue. The first will be held on July 16th from 6-8pm and the second will be held on July 18th from 10am-12pm. Light refreshments will be served and child care will be provided at both chats. These chats will be an ideal time to understand our organization better, voice your concerns and ideas about how we can best serve our families and community, as well ask any questions. We strongly encourage you to attend one of these chats. In the interim, we also encourage you to write to us with your thoughts. You can email me directly at this address.

We look forward to seeing you at one of our chats and hearing from you. Also, please hang the attached flyer in your place of business and share with your contacts. BCSE is committed to ensuring that this is a collaborative process and all voices are heard.

Best Regards,

Patrick Meenaghan



LUIS R. SEPÚLVEDA
Assemblyman 87th District
Bronx County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Aging
Agriculture
Banks
Correction
Housing

TASK FORCE
Puerto Rican/Hispanic Task Force

LEGISLATIVE CAUCUS
Black, Puerto Rican, Hispanic &
Asian Legislative Caucus

July 27, 2015

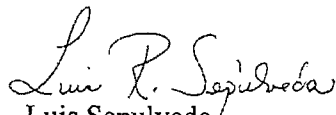
Dear Sir or Madam:

I am pleased to provide this letter of support for Bronx Charter School for Excellence (BSCE) for the development of a second charter school. Founded in 2004 with the goal of fabricating an effective public school utilizing the charter school model that cultivates our next generation of leaders implementing the following educational paradigm: *high academic standards focused on preparing scholars for high performing high schools, college and jobs of the future; extended school days; broad liberal arts education that stresses teaching critical thinking skills; data driven instruction; rigorous parent engagement; and open collaboration with the community.* It is under these same principles that have placed the Bronx Charter School for Excellence a National Blue Ribbon School award winner, among the top three highest performing K-8 charter schools in New York State.

Now in its eleventh year, I am confident to say that BCSE has devised an educational system that delivers promising results and raises expectations that push our children to reach their full potential. In 2012-13 BCSE had 2,644 on their waiting list; in 2013-14 they had 3,929 and currently have 3,354 families on the waiting list. With that number expected to rise in the next five years, and charter schools at the forefront of the educational discourse, it is imperative to allow BCSE to open another charter school to host children and their families.

Education reform is a conversation that often times finds itself as a leading topic of discussion among policy makers, educators, and parents. Despite decades of research and billions spent in funding, it remains a perplex and contentious issue. Charter schools like the Bronx Charter School for Excellence are paving the way for progressive education to take course. The BCSE model provides our children from low-income neighborhoods with the fundamental tools to compete with students, not just nationally, but across the world. In turn, this allows our children the opportunity to attend top-tier colleges and universities so that children from the Bronx no longer find themselves lagging behind state and national levels.

Respectfully,


Luis Sepulveda
Assemblyman
87th District

Patrick Meenaghan

From: [REDACTED]
Sent: Wednesday, July 29, 2015 10:02 AM
To: Patrick Meenaghan
Subject: Fwd: Board Meeting
Attachments: RFP Comment Card for Community Chat(1).docx

Hey Patrick. I never got the email you sent to me. But I asked Lena to sent it to me. Here are my responses.

I absolutely support new BCSE or BCSE 2. I think it would be a shame that students wouldn't be able to participate in the academic program at the BCSE. It is such a wonderful school. The children benefit and thrive academically and personally. I fully endorse a potential BCSE 2 and would support the process in any way possible.

Tanya Osborne
Parent

----- Forwarded message -----

From: "Lena Rumfelt" <[REDACTED]>
Date: Jul 29, 2015 9:52 AM
Subject: Fwd: Board Meeting
To: "Tanya Osborne" <[REDACTED]>
Cc:

See attached :)

Sent from my iPhone

Begin forwarded message:

From: Patrick Meenaghan <[REDACTED]>
Date: July 28, 2015, 11:56:24 AM EDT
To: Lena Rumfelt <[REDACTED]>
Subject: RE: Board Meeting

Lena,
I can't find your cell phone number, can you fill out the attached or just email me your comments and I will incorporate in our application.
Many thanks as always for your support of the school!

Regards,

Patrick



OUR LADY OF SOLACE CHURCH
731 Morris Park Avenue, Bronx, NY 10462
718-863-3282, fax 718-792-4950

Parish of

**Our Lady of Solace ~
St. Dominic**

ols.std@verizon.net



ST. DOMINIC CHURCH
1739 Unionport Road, Bronx, NY 10462
718-828-2424, fax 718-828-9725

16 June 2015

Mr. Patrick Meenaghan
Bronx Charter School for Excellence
1960 Benedict Avenue
Bronx, New York 10462

Hello, Patrick,

Thank you for inviting me to the community "chat" on July 16th for the proposed Bronx Charter School of Excellence II.

Since the BCSE has been housed at our parish school building, I have been exceedingly impressed by the spirit and discipline that characterizes the charism of this unique educational institution. The teachers are prepared and aiming high, and the students are performing with a prideful sense of belonging to a select school.

Joyce Frost, your foundress, is to be commended for making her extraordinary vision a thriving and vibrant reality. Charlene, Kevin and you are all to be congratulated for the sustained and creative love that has catapulted this school in New York City as a model among the models. We indeed are in need of its replication near and far and wide.

Receive my cordial best wishes,

Fr. Robert Badillo, Ph.D., Pastor

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www.bronxexcellence.org

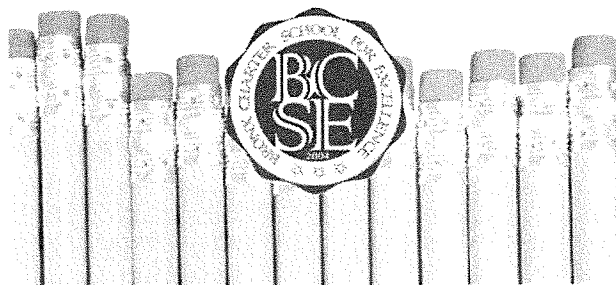
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Bronx Charter School for Excellence 2

A Charter Proposal in Bronx Community School District 11
How do you feel about a Charter Proposal in District 11?
Leave Your Feedback in the Comments



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bronx_excellence Share your comments
below ✍️ #BCSE #CharterSchools
#AChanceForEveryChild
#MoreSeatsforMoreScholars

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bronx_excellence #BCSE2 What do you
think?

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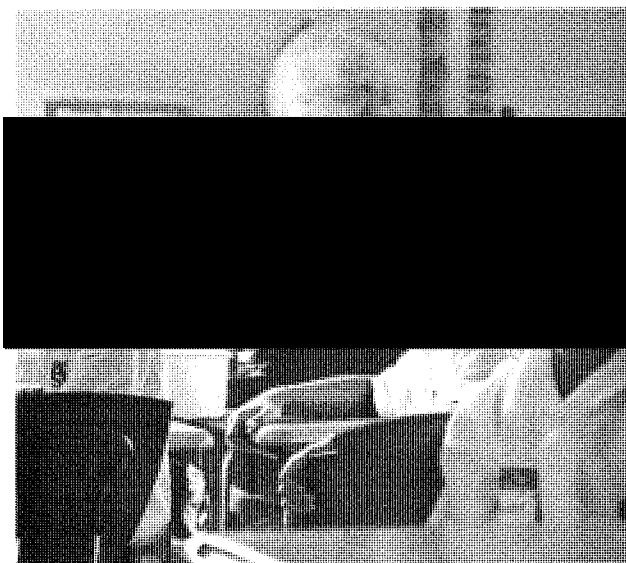
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bronx_excellence #GrowingOpportunities
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bronx_excellence #BCSE has a wait list of
over 4,300 scholars. What would you think
about providing more seats for deserving
scholars in Bronx CSD 11?

#AChanceForEveryChild #CharterSchools

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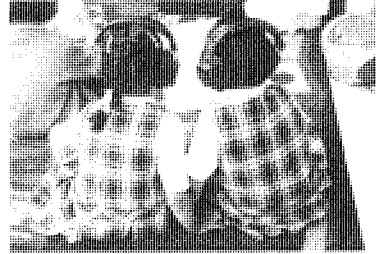
carly_smiles and humbly_divine like this 2w

bronx_excellence What do you think about BCSE 2: A Charter Proposal in the Bronx Community School District 11? #CharterSchools #AChanceForEveryChild #Bronx #BCSE #BCSE2

Log in to like or comment.

BCSE 21

Bronx Charter School for Excellence 2: A Proposed Charter for Bronx Community School District 11



What would you say about BCSE creating more space for more scholars? With 3,354 currently on the waiting list, we want to know your feedback about opening a second Bronx Charter School for Excellence.

Support us and learn more at a community chat on either of the following dates:

Thursday, July 16 from 6-8pm

?Saturday, July 18 from 10am-12pm

@ BCSE's Middle School, 1804 Holland Avenue

We will provide childcare and light refreshments.

We need your support and feedback!

Please send your thoughts to PMeenaghan@BronxExcellence.org
or via Twitter: [@Bronx_Excellence](https://twitter.com/Bronx_Excellence)

[Click Here to Learn More Right Now!](#)

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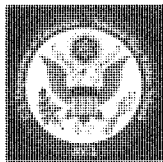
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Our Values

Our Leadership

Our Board of Directors

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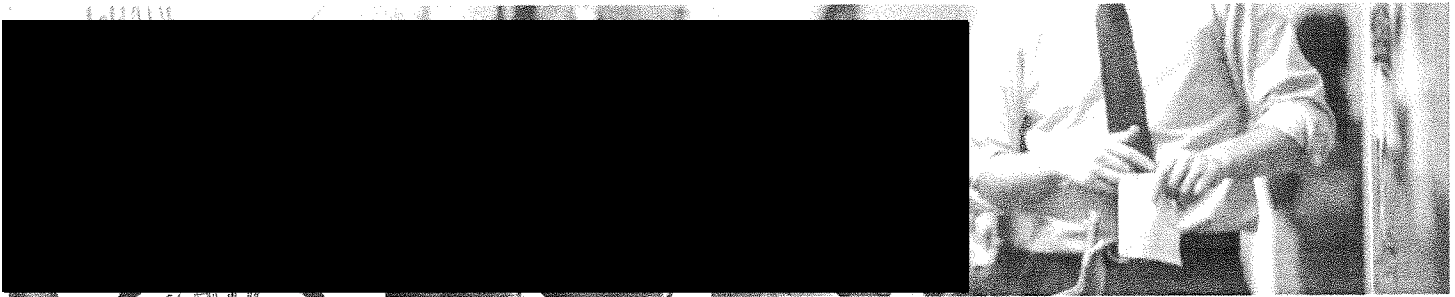
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Bronx Excellence

@BronxExcellence

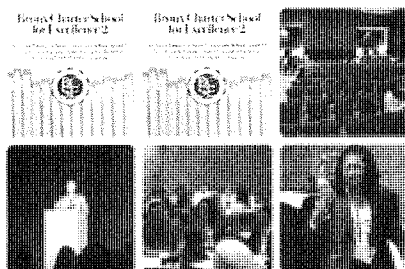
Bronx Charter School for Excellence.
2012 National Blue Ribbon School.
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📍 Bronx, NY

🔗 bronxexcellence.org

🕒 Joined August 2012

📷 27 Photos and videos



Tweets

Tweets & replies

Photos & videos

**Bronx Excellence** @BronxExcellence · Jul 9

We need you to tell us what you think about #BCSE2. Please visit p2a.co/NgzaRaa and gives us your feedback. #Bronx #Parkchester



1

[View summary](#)**Bronx Excellence** @BronxExcellence · Jul 9

Did you apply last year and weren't one of the lucky few? Check your email and tell us your thoughts on #BCSE2. #Bronx #Parkchester

**Bronx Excellence** @BronxExcellence · Jul 8

Imagine @BronxExcellence began today. What student needs should be met? What could #BCSE2 program look like? #Bronx

A Charter Proposal in Bronx Community School District 11
How do you feel about a Charter Proposal in District 11?
Leave Your Feedback in the Comments

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Bronx Excellence @BronxExcellence · Jul 8

How would you feel about Bronx Excellence expanding? Tell us more. #BCSE2
#BronxNY #Parkchester #CSD11

A Charter Proposal in Bronx Community School District 11
How do you feel about a Charter Proposal in District 11?
Leave Your Feedback in the Comments



[View photo](#)

1



Bronx Excellence @BronxExcellence · Jul 8

Have you seen the pics of our scholars hard at work? Visit
[instagram.com/Bronx_Excellence/](https://www.instagram.com/Bronx_Excellence/)

1



Bronx Excellence @BronxExcellence · Jul 8

#AChanceForEveryChild #BCSE2 More
Seats for More Scholars #Bronx
[instagram.com/p/44pPUnwAr_/](https://www.instagram.com/p/44pPUnwAr_/)

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Bronx Excellence @BronxExcellence · Jul 8

#BCSE2 What do you think?
[instagram.com/p/44o88DQArf/](https://www.instagram.com/p/44o88DQArf/)

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Bronx Excellence @BronxExcellence · Jul 8

#BCSE has a wait list of over 4,300 scholars. What would you think
about providing more seats for... [instagram.com/p/44oNxjwAqE/](https://www.instagram.com/p/44oNxjwAqE/)

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Bronx Excellence @BronxExcellence · Jul 8

What do you think about BCSE 2: A Charter Proposal in the Bronx
Community School District 11?... [instagram.com/p/44n1_MQApU/](https://www.instagram.com/p/44n1_MQApU/)

1



Bronx Excellence @BronxExcellence · Jul 2

Who do you know that believes all children are scholars? Have them

Date**Message Body**

2015-07-10 13:21:50

SUNY Trustees,

Please support Bronx Charter School for Excellence 2 (BCSE 2), a proposed charter school in the Bronx community district 11. Based on a proven, nationally recognized school model, Bronx Charter School for Excellence, that can boost student achievement and prepare more students for college and the jobs of tomorrow. The key elements of the education model include high academic standards focused on preparing kids for college and jobs, extended school days, broad liberal arts education that stresses teaching critical thinking skills, data driven instruction, rigorous parent engagement, and open collaboration with the community.

BCSE needs feedback on its charter proposal, the educational program, and student programmatic needs of BCSE 2. Share your comments by joining the school at a community chat session on either Thursday, July 16th from 6-8pm or on Saturday, July 18th from 10am-12pm at BCSE's middle school location, 1804 Holland Avenue, Bronx, NY 10462. There will be childcare and refreshments provided. If you cannot attend either of the sessions, please visit our website www.BronxExcellence.org, or send your feedback to [REDACTED]

It is because of a record of success and collaboration that we support the Bronx Charter School for Excellence and urge you to support their growth. Thank you for your consideration in this matter.

Sincerely,
Roma Bailey

[REDACTED]
Bronx, NY 10462

2015-07-09 00:16:30

SUNY Trustees,

Please support Bronx Charter School for Excellence 2 (BCSE 2), a proposed charter school in the Bronx community district 11. Based on a proven, nationally recognized school model, Bronx Charter School for Excellence, that can boost student achievement and prepare more students for college and the jobs of tomorrow. The key elements of the education model include high academic standards focused on preparing kids for college and jobs, extended school days, broad liberal arts education that stresses teaching critical thinking skills, data driven instruction, rigorous parent engagement, and open collaboration with the community.

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Sincerely,
Nirali Barot

[REDACTED]
Bronx, NY 10467

2015-07-10 02:01:41

SUNY Trustees,

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Sincerely,
mandica charles

[REDACTED]
Bronx, NY 10472

2015-07-10 12:44:03

SUNY Trustees,

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It is because of a record of success and collaboration that we support the Bronx Charter School for Excellence and urge you to support their growth. Thank you for your consideration in this matter.

Sincerely,
Tamyre Cunningham
[REDACTED]
Bronx, NY 10462

2015-07-09 04:34:40

SUNY Trustees,

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It is because of a record of success and collaboration that we support the Bronx Charter School for Excellence and urge you to support their growth. Thank you for your consideration in this matter.

Sincerely,
BIBHUTI DAS
[REDACTED]
Bronx, NY 10462

2015-07-10 05:25:02

SUNY Trustees,

Please support Bronx Charter School for Excellence 2 (BCSE 2), a proposed charter school in the Bronx community district 11. Based on a proven, nationally recognized school model, Bronx Charter School for Excellence, that can boost student achievement and prepare more students for college and the jobs of tomorrow. The key elements of the education model include high academic standards focused on preparing kids for college and jobs, extended school days, broad liberal arts education that stresses teaching critical thinking skills, data driven instruction, rigorous parent engagement, and open collaboration with the community.

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Sincerely,
Valrine Edwards
[REDACTED]
Bronx, NY 10466

2015-07-10 12:47:40

SUNY Trustees,

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It is because of a record of success and collaboration that we support the Bronx Charter School for Excellence and urge you to support their growth. Thank you for your consideration in this matter.

Sincerely,
Aruna Fornah

[REDACTED]
Bronx, NY 10472

2015-07-10 01:56:46

SUNY Trustees,

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Sincerely,
Marie Fornes

[REDACTED]
Bronx, NY 10469

2015-07-10 11:08:30

SUNY Trustees,

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Sincerely,
Karen Gotay-Santana

[REDACTED]
Bronx, NY 10473

2015-07-09 12:20:55

SUNY Trustees,

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Sincerely,
Monica Granados

[REDACTED]
Bronx, NY 10460

2015-07-09 15:50:53

SUNY Trustees,

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Sincerely,
Shakina Green

[REDACTED]
Bronx, NY 10472

2015-07-10 03:01:29

SUNY Trustees,

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Sincerely,
Maritza Hernandez

[REDACTED]
Bronx, NY 10469

2015-07-10 13:22:17

SUNY Trustees,

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Sincerely,
Lona Hyman

[REDACTED]
Bronx, NY 10462

2015-07-09 00:29:11

SUNY Trustees,

Please support Bronx Charter School for Excellence 2 (BCSE 2), a proposed charter school in the Bronx community district 11. Based on a proven, nationally recognized school model, Bronx Charter School for Excellence, that can boost student achievement and prepare more students for college and the jobs of tomorrow. The key elements of the education model include high academic standards focused on preparing kids for college and jobs, extended school days, broad liberal arts education that stresses teaching critical thinking skills, data driven instruction, rigorous parent engagement, and open collaboration with the community.

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Sincerely,
Gail Kemp

[REDACTED]
New York, NY 10467
SUNY Trustees,

2015-07-09 18:29:34

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Sincerely,

2015-07-09 00:32:26

SUNY Trustees,

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Sincerely,
Michelle Livingston
724 Prospect Ave, #2
Bronx, NY 10455

2015-07-08 23:52:54

SUNY Trustees,

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Sincerely,
gendy Mateo

[REDACTED]
Bronx, NY 10469

2015-07-09 14:11:49

SUNY Trustees,

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Sincerely,
cindy mendoza

[REDACTED]
Bronx, NY 10472

2015-07-10 12:22:11

SUNY Trustees,

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Sincerely,
amancia mieses

[REDACTED]
Bronx, NY 10454

2015-07-10 12:28:21

SUNY Trustees,

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Sincerely,
Melissa Morales
[REDACTED]
Bronx, NY 10467

2015-07-10 12:14:11

SUNY Trustees,

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Sincerely,
Mirtha Nevers
[REDACTED]
Bronx, NY 10462

2015-07-09 01:04:42

SUNY Trustees,

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Sincerely,
Stanley njoya
[REDACTED]

2015-07-09 13:27:34

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Sincerely,
Mara Pantoja

[REDACTED]
Bronx, NY 10465

2015-07-09 00:06:36

SUNY Trustees,

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Sincerely,
Ayana Richards

[REDACTED]
Bronx, NY 10462

2015-07-08 23:56:35

SUNY Trustees,

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Sincerely,
Jade Rodriguez

[REDACTED]
Bronx, NY 10460

2015-07-09 14:10:01

SUNY Trustees,

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Sincerely,
Fatima Rosario

[REDACTED]
Bronx, NY 10469

2015-07-09 11:41:38

SUNY Trustees,

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Sincerely,
Maria Salazar

[REDACTED]
New York, NY 10455

2015-07-09 13:41:46

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Sincerely,
Rubina Santiago

[REDACTED]
Bronx, NY 10462

2015-07-10 14:07:56

SUNY Trustees,

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Sincerely,
SANDRA TORRES

[REDACTED]
Bronx, NY 10462

2015-07-09 00:27:33

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It is because of a record of success and collaboration that we support the Bronx Charter School for Excellence and urge you to support their growth. Thank you for your consideration in this matter.

Sincerely,
Liz Vazquez

[REDACTED]
Bronx, NY 10455

Community Outreach 7/10/15

Below are those Community Partners from whom we have received a written response:

Community Partner	Contact Person	Correspondence
Community Board 11	Jeremy Warneke	Email response received
New York Public Library, Parkchester	Wendy Archer	Email response received
Our Lady of Solace Parish	Monsignor Robert Badillo	Email response received
The Pine Restaurant	Dominique Maietta,	Email response received
Van Nest TruValue	William Pedone	Email response received

Below are all of our community partners we have been notifying who have not responded in writing:

Community Partner	Contact Person	Correspondence
Office of Assemblyman Luis Sepulveda	Joshua Crespo, Deputy Chief of Staff	Left a message and emailed Mr. Crespo on 7/8/15. Flyers hung in the office on community information board.
Community Board 9	William Rivera	Spoke to Mr. Rivera on 7/8/15 and sent email.
Primavera Pizza	Celieano Cruz	Emailed Mr. Cruz and spoke to business partner on 7/9/15. flyer hung in store window
Pioneer Supermarket, Morris Park	Yhonny Diaz, Owner	Spoke to Mr. Diaz in person and emailed on 7/9/15. Flyer hung in store
900 Park Restaurant	Bobby, Manager	Spoke to Mr. Diaz on 7/9/15 and emailed. Flyer being hung in store.
Step In's	Joseph, Manager	Spoke to Joseph on 7/9/15. Flyer being hung in store. Will have the owner email.

From: Warneke, Jeremy (CB) [REDACTED]
Sent: Thursday, July 9, 2015 2:49 PM
To: Patrick Meenaghan
Subject: RE: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx
Community District 11

Thanks. Which grade levels are you proposing?

Jeremy

District Manager
Community Board 11
1741 Colden Avenue
Bronx, NY 10462
(718) 892-6262
www.nyc.gov/bxcb11

CONFIDENTIALITY NOTICE: The information in this e-mail may be confidential and may be legally privileged. It is intended solely for the addressee(s). If you are not the intended recipient, any disclosure, copying, distribution or any action taken or omitted to be taken in reliance on this e-mail is prohibited and may be unlawful. If you have received this e-mail in error, notify the sender by reply and delete this message.

Please don't print this e-mail unless you really need to.

From: Patrick Meenaghan [REDACTED]
Sent: Wednesday, July 08, 2015 4:58 PM
To: Warneke, Jeremy (CB)
Subject: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Dear Mr. Warneke ,

It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

With another school comprised of kindergarten through 1st grade, BCSE 2 would allow us to serve even more families in School District 11. As you may know, our waiting lists of the last several years reflects the strong need for the outstanding academic model which BCSE provides. In 2012-13 we had 2,644 on

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We look forward to seeing you at one of our chats and hearing from you. Also, please hang the attached flyer in your place of business and share with your contacts. BCSE is committed to ensuring that this is a collaborative process and all voices are heard.

From: Wendy Archer <[REDACTED]>
Sent: Thursday, July 9, 2015 6:55 PM
To: Patrick Meenaghan
Subject: Re: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx
Community District 11

Thank you for the information. We are happy to share.
Best,
Wendy

On Thu, Jul 9, 2015 at 12:17 PM, Patrick Meenaghan

[REDACTED]
wrote:

Dear Wendy,

I am writing to you at the recommendation of your associate Tina, who will be hanging one of the attached flyers up in your branch. We are always grateful for the incredible educational resources which your branch provides to the community of Parkchester. It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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Best Regards,

Patrick Meenaghan
Bronx Charter School for Excellence
[REDACTED]

--
Wendy Archer
Library Manager
Parkchester Branch, New York Public Library
1985 Westchester Avenue, Bronx, New York, 10462

Re: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Robert Badillo [REDACTED]

Sent: Thursday, July 09, 2015 11:38 PM

To: Patrick Meenaghan

Hello, Patrick,

Thank you for inviting me to the two community "chats" of which I will attend the one on July 16th.

Since the BCSE has been housed at our parish school building, I have been exceedingly impressed by the spirit and discipline that characterizes the charism of this unique educational center. The teachers are prepared and aiming high, and the students are performing with a prideful sense of belonging to a select school.

Joyce Frost, your foundress, is to be commended for making her extraordinary vision a thriving and vibrant reality. Charlene, Kevin and you are all to be congratulated for the sustained and creative love that has catapulted this school in New York City as a model among the models. We indeed are in need of its replication near and far and wide.

Receive my cordial best wishes,

Fr. Robert Badillo, Pastor

On Wed, Jul 8, 2015 at 4:56 PM, Patrick Meenaghan [REDACTED] wrote:

Dear Father Robert ,

It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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Best Regards,

Patrick Meenaghan

Bronx Charter School for Excellence



--

Fr. Robert Badillo, M.Id

Provincial Superior, USA

Pastor, Our Lady of Solace-St. Dominic

Adjunct Associate Professor of Philosophy, St. John's University



From: Dominique <[REDACTED]>
Sent: Friday, July 10, 2015 2:31 AM
To: Patrick Meenaghan
Subject: RE: Bronx Charter School for Excellence 1! A Charter Proposal in Bronx Community District 11

Hi Patrick,

Thank you for considering our opinion in your goals and efforts to support the community. Hanging your flyer in our door is the least we can do for you. Anything you need please do not hesitate. And I will see if myself or a colleague can make the meeting. Look forward to speaking with you soon!!!

From: Patrick Meenaghan [mailto:[REDACTED]]
Sent: Wednesday, July 08, 2015 4:52 PM
To: Dominique [REDACTED]
Subject: Bronx Charter School for Excellence 1! A Charter Proposal in Bronx Community District 11

Dear Dominique ,
It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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Best Regards,

Patrick Meenaghan
Bronx Charter School for Excellence
[REDACTED]

VAN NEST HARDWARE, INC.

True Value

July 10, 2015

Bronx Charter School of Excellence

1804 Holland Avenue

Bronx, NY 10462

Re: Program Enhancement and Expansion

Bronx Community and School Board 11

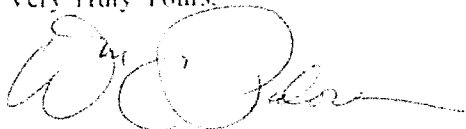
Dear Patrick,

I am writing to you and Bronx Charter School of Excellence to affirm my belief that your program will continue to succeed in raising educational and civic standards of the youth of our community, Community 11, and am excited about the possibility of expanding that program with K-1st grades at BCSE2.

It is with great enthusiasm and optimism that I look to current successes of Bronx Charter School of Excellence, your students, and well as their future contributions as both moral active participants in our community as well as future leaders in our society.

It is with great joy and promise today that I write to you to affirm my commitment wholeheartedly and wherever possible in helping shape the lives of our youth within our community and applaud your efforts toward that end to make this community a better place to live and learn. May we continue to do this together as one!

Very Truly Yours,



William C. Pedone, President

Van Nest True Value Hardware, Inc.

669 Morris Park Avenue

Bronx, NY 10462



669 Morris Park Avenue • Bronx, NY 10462-3502 •



From: [REDACTED]
Sent: Thursday, July 9, 2015 10:06 PM
To: Patrick Meenaghan
Subject: Bronx Charter School for Excellence 2

My child is entering Kindergarten this year and I am disappointed in the limited choices for quality education (both public and private). I attended an open house at Bronx Charter School for Excellence on Benedict Avenue in the spring and fell in love with the school building, the instructional curriculum, and the opportunities for parent involvement. I was heartbroken when my child did not receive an acceptance letter and am committed to applying every year until he gets in. A second Bronx Charter School for Excellence would more than double his chances and I am all for that! I understand that in today's work force a college degree is the minimum level of education needed to even be considered for lower level positions in most companies. I want my child to be prepared for that and so much more. Another Bronx Charter School for Excellence is a necessity!

Jana Stewart

From: Patrick Meenaghan
Sent: Thursday, July 9, 2015 6:44 PM
To: [REDACTED]
Subject: FW: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11
Attachments: BCSE Action Piece – RFP.pdf

Bobby,
Please let me know if you get this.
Thanks again,
Patrick

From: Patrick Meenaghan
Sent: Thursday, July 09, 2015 6:41 PM
To: [REDACTED]
Subject: FW: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

From: Patrick Meenaghan
Sent: Thursday, July 09, 2015 6:37 PM
To: [REDACTED]
Subject: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11

Bobby,
It was great speaking with you this evening, thank you for your time and continued support of our school.

As we discussed, Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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We look forward to seeing you at one of our chats and hearing from you. Thank you for hanging the flyer in your place of business and sharing with your contacts. BCSE

is committed to ensuring that this is
a collaborative process and all voices are heard.

Best Regards,

Patrick Meenaghan
Bronx Charter School for Excellence



From: Patrick Meenaghan
Sent: Wednesday, July 8, 2015 5:00 PM
To: [REDACTED]
Subject: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx
Community District 11
Attachments: BCSE Action Piece - RFP.pdf

Dear Mr. Vitaliano,

It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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Best Regards,

Patrick Meenaghan
Bronx Charter School for Excellence



From: Patrick Meenaghan
Sent: Wednesday, July 8, 2015 5:12 PM
To: Joshua Crespo ([REDACTED])
Subject: Bronx Charter School for Excellence 2! A Charter Proposal in Bronx Community District 11
Attachments: BCSE Action Piece - RFP.pdf

Dear Joshua,

It is with great pleasure that I inform you Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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Best Regards,

Patrick Meenaghan
Bronx Charter School for Excellence



From: Patrick Meenaghan
Sent: Thursday, July 9, 2015 3:53 PM
To: [REDACTED]
Subject: [REDACTED]ool for Excellence 2! A Charter
Proposal in Bronx
Community District 11
Attachments: BCSE Action Piece – RFP.pdf

Dear Mr. Cruz,

I speaking with Luigi today, he requested that I share this information with you. Bronx Charter School for Excellence, in collaboration with Friends of Bronx Charter School for Excellence will be submitting an application to the SUNY Trustees to open another charter school. The school, to be located at 1804 Holland Avenue in the Morris Park section of the Bronx, would open in August, 2016.

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Bronx Charter School for Excellence



Response 04: Enrollment

BCSE2 is proposing a comprehensive K-5 program for its initial charter term. BCSE2 will begin its inaugural year in 2016-17 with children in grades K-1, and add one grade level each subsequent year until the school grows to capacity by Year 5 as a K-5 program. Each grade level will consist of two classes per grade with approximately 30 students in each class totaling 60 students per grade level. The following tables illustrates the school's projected growth plan reflecting the grade range and ages proposed, the enrollment plan for BCSE, and a table with combined figures:

BCSE2 PROPOSED CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	Elementary	60	60	60	60	60
1 st Grade	Elementary	60	60	60	60	60
2 nd Grade	Elementary		60	60	60	60
3 rd Grade	Elementary			60	60	60
4 th Grade	Elementary				60	60
5 th Grade	Elementary					60
TOTALS		120	180	240	300	360

BCSE CHARTER ENROLLMENT BY GRADE*						
GRADES	AGE RANGE	2016-17	2017-18	2018-19	2019-20	2020-21
K	4-5	84	84	84	84	84
1	5-6	84	84	84	84	84
2	6-7	84	84	84	84	84
3	7-8	84	84	84	84	84
4	8-9	84	84	84	84	84
5	9-10	84	84	84	84	84
6	10-11	84	84	84	84	84
7	11-12	84	84	84	84	84
8	12-13	56	84	84	84	84
TOTALS		728	756	756	756	756

*This table assumes another subsequent renewal FOR BCSE.

BCSE AND BCSE2 – TOTAL CHARTER ENROLLMENT BY GRADE*						
GRADES	AGE RANGE	2016-17	2017-18	2018-19	2019-20	2020-21
K	4-5	144	144	144	144	144
1	5-6	144	144	144	144	144
2	6-7	84	144	144	144	144
3	7-8	84	84	144	144	144
4	8-9	84	84	84	144	144
5	9-10	84	84	84	84	144

6	10-11	84	84	84	84	84
7	11-12	84	84	84	84	84
8	12-13	56	84	84	84	84
TOTALS		848	936	996	1056	1116

*This table assumes another subsequent renewal FOR BCSE.

Our model school has maintained low rates of attrition since 2008-2009, when our student attrition rate was 5.4%. Since then, the rate peaked in 2010-11 to 6.0%, and decreased to 1.6% in 2014-15. While BCSE2 anticipates that student attrition will occur as a natural course of operation, we expect that these rates will be similar to those of BCSE, and will be relatively nominal in effect. Any seats that become vacant throughout the course of the school year will be backfilled from our waiting lists in accordance with the school's admission policies in Response 15(f). All children entering kindergarten must reach 5 years of age by December 1st of the year in which they first attend. With the average age of kindergarten students being 4-5 years of age, and the normal progression of one year per grade level thereafter, BCSE2 students' ages range in typical manner as with their traditional public school peers in grades K-5.

We anticipate that there may be a nominal group of students who might be retained at any given grade level, which may slightly increase the total number of children with the students who are incoming to that grade. While we may backfill the seat that becomes available in the subsequent grade, we do not expect this to result in a figure that exceeds the 20% overage threshold that we are permitted for enrollment. Additionally, as our current waiting list far exceeds available seats in both programs combined, we do not anticipate our enrollment will fall below that for which we are chartered.

Our grade configuration is aligned to that of CSD 11. Therefore, we do not anticipate any hardships for students transitioning between elementary, middle, and high schools. Applicants who are returning students, have siblings already attending BCSE and BCSE2, and those residing in the 11th District are given preference in that order for vacancies on a first-come, first-served basis. Once the list of sibling applicants and 11th District applicants has been exhausted, we will offer preference to children of employees of the education corporation or CMO (up to a 15% set aside). All remaining spaces thereafter will be filled through the lottery process. Applicants will be given the option to enroll their child into either BCSE or BCSE2 based on available seats. Once all vacancies are filled through the lottery, a waiting list will be created. Applicants who have siblings already attending a BCSE school will be given preference for any vacancies that occur during the school year.

With an eye towards college and career readiness, BCSE2 may potentially propose an expansion to include a middle school program (like its model school) upon charter renewal should community support and school performance be sufficiently compelling. This will help to further prepare students for the rigors of high school and college.

ACADEMIC SUCCESS

Response 05: Curriculum and Instruction

5(a) Curriculum Selection and Process

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1C Curriculum, Response L Benchmark 4B Plans for Ed Program, and Exhibit 11 Curriculum Framework Template

5(b) Assessment System

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1B Use of Assessment Data, and Response L Benchmark 4B Plans for Ed Program

5(c) Instructional Methods

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1D Pedagogy, and Response L Benchmark 4B Plans for Ed Program

Elaboration: Technology at BCSE 2

In order to prepare students for 21st century learning and global perspectives, instruction will be supported by technology integration. In different courses at BCSE 2, technology will be infused creating a blended learning environment. Technology will serve as a pedagogical tool for teachers as well as an integrated subject offering for students. As a pedagogical tool, teachers will use blended instruction in rotation format and as students matriculate to upper grades, students will participate in flipped models of instruction where they complete foundational learning at home.

Our view is that technology is a pedagogy for teachers, not an over reliance on the particular devices. Teachers create content with a blended mindset, then support their curriculum designs with available technologies and devices. Using cloud technology, classroom sites become their own learning environment capable of delivering media rich content and interactions with students.

The blended Quiz Reflection Poll (QRP) format allows for the use of technology and a real-time check for knowledge.

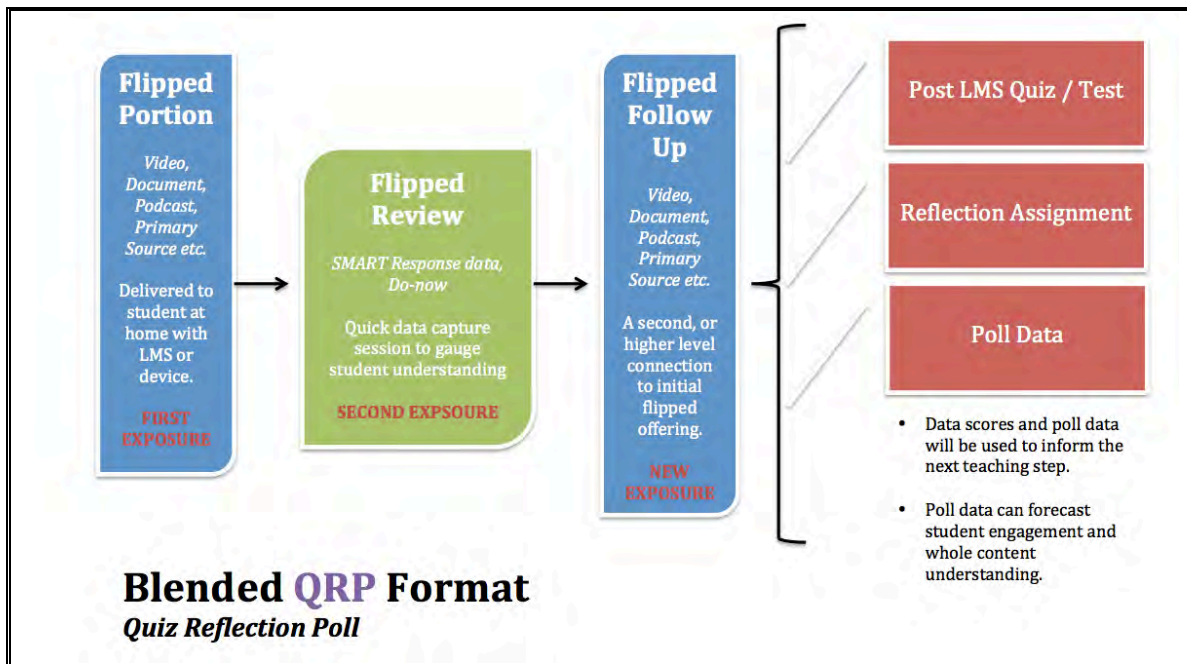


Figure 1.1 – Quiz Reflection Poll (QRP) format. Source: BCSE Technology Christopher Brignola

Teachers' lessons also follow the pedagogical tenets established by International Society for Technology in Education - National Education Technology Standards (ISTE.NETS-T) for effective teaching:

- Facilitate and inspire student learning and creativity
- Design and develop digital age learning experiences and assessments
- Model digital age work and learning
- Promote and model digital citizenship and responsibility
- Engage in profession growth and leadership

Teachers will be trained on the importance of creating relevant data points. These data points are specifically designed to promote best practices in spiraling, content enforcement, and enrichment. Each subject program design allows for a specific structure to data capture points, which in turn, informs dynamic student groupings. The results of these data capture points provide readily amiable data for the subscription and targeted approach of blended and adaptive learning services and content support or enrichment.

Teachers will also use technology to drive instruction and decision-making. BCSE 2 teachers will be trained to use NWEA's Measures of Academic Progress (MAP), an online norm-referenced assessment tool to help gauge student learning and progress. Students in 3rd through 8th will use chromebooks to complete online assessments at three points during the school year. Data from assessments demonstrate aggregate and disaggregated information about where each student and each class is on specific common core standards.

BCSE 2 technology students will become technology literate students who can be creative in the use of technology in academics. Using the computers and

chromebooks, students at BCSE 2 are expected to create webpages, navigate the internet for research, complete assignments using media and subject relevant technologies.

Adaptive learning centers will spearhead independent student learning towards discovery and self paced content mastery. Teacher-created units of instruction will be pushed out to student devices for students to gain initial exposures. Independent work will take place at various student centered lab stations. During instruction, students will learn and construct content knowledge with technology, with the use of a specific Universally Designed Learning Lab (UDL) students will become part of the lessons as they synthesize multimedia contributions and participate in data capture points that will check for understanding simultaneously as the lesson proceeds.

5(d) Course Overview

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1C Curriculum, Response L Benchmark 4B Plans for Ed Program, Exhibit 11 Curriculum Framework Template

Elaboration:

As SUNY is aware, and as noted in our 2013-14 Accountability Plan Progress Report, BCSE previously used a combination of Everyday Mathematics and Prentice Hall. Starting in the 2014-15 school year, BCSE adopted a new mathematics curriculum to support scholarly achievement in meeting and exceeding the CCLS. The criteria and process used to select resources, as well as a description of the adopted math curriculum follows.

Curriculum Selection and Processes:

As our mission statement asserts, BCSE and BCSE2 will provide a rigorous and supportive educational program to prepare all students to compete for success in top public, private, and parochial high schools, colleges, and chosen careers. Our schools will accomplish this goal by offering a challenging and robust academic curriculum and creating a sense of urgency whereby learning is a continual process of furthering students' potentials. Rather than promoting mastery of standards as a "finish line", we believe that true learning and rigor occur when students are continually encouraged and challenged to exceed their current levels of development. Thus at BCSE and BCSE2, the standards and expectations are the "floor", not the "ceiling" for learning.

Our educational program is based on the simple, yet powerful principle that every child can successfully achieve to his or her potential given the appropriate support, challenges, resources, and learning environment. While the teaching strategies employed by the staff play a critical role, the written curriculum must provide sufficient resources to enable effective teaching to take place. In order to provide instruction that is uniquely tailored to the needs of each student, the curriculum must provide the instructional staff with the flexibility to challenge, differentiate, and support scholars at their individual developmental levels to meet

and exceed the school's high performance standards. As such, in order to authentically meet the needs of all learners, curriculum development must remain an ongoing process to adjust the instructional program to the changing needs of the students served.

The following is a set of criteria used to identify and develop the BCSE curriculum. Resources are carefully vetted to ensure that the written and taught curriculum is:

- Research-backed
- Aligned to the NYS Common Core Learning Standards (CCSS), Next Generation Science Standards (NGSS), and NYS Learning Standards and Core Curriculum Guidance
- Relevant to the school's mission, vision, and rigorous expectations for student achievement
- Allowing multiple points of entry and provide flexibility to allow teachers to differentiate instruction to meet the needs of diverse learners
- Designed to develop a strong foundation of knowledge to ensure rudimentary skills are intact prior to more complex treatments of content matter
- Comprehensive and rigorous
- Providing opportunities for ongoing monitoring and assessment
- Appropriate for the developmental needs of the student population
- Coherent with articulation within and between grades
- Supportive in preparing students for NYS exams content and testing processes

Curriculum identification requires an assessment of resources against these criteria. Although many commercially available curriculum resources purport comprehensive programs and standards alignment, BCSE takes measured precaution of the dangers of simply adopting a prescribed curriculum for its advertised benefits without carefully researching the risks and values of those resources. Vetting programs will entail online research, presentations by publishing companies, analyzing outcomes and reviews by other schools that have adopted the material, and soliciting the support and perspectives of BCSE staff, as well as professional colleagues within district, private, parochial, and charter schools. The founding members may also visit other schools to observe curriculum implementation or choose to pilot units from programs prior to full implementation. Additionally, BCSE benefits from the years of knowledge and experience, which provides an additional layer of field-tested assurance.

BCSE's curriculum is an amalgamation of commercial and proprietary materials, and staff-developed resources. Any potential gaps in the commercial curriculum are amended by supplemental or internally created supports. Additional resources may also be adopted or developed to address specific needs of the student population. When instructional units are adopted or created for a specific group or subgroup of students (i.e. students identified as ELL, Special Education, etc.), the leadership team coordinates with instructional support specialists to ensure that appropriate supports and considerations are included within the curriculum units.

The BCSE staff uses Wiggins and McTighe's *Understanding by Design* model to develop the curriculum framework. Wiggins and McTighe state that "curriculum selection and development begins with identifying what students should know, understand, and be able to do with content, course, and grade level targets".¹ Through a careful examination of and alignment to the NYS CCLS and State Frameworks, BCSE established school-wide and grade level goals. Next, BCSE developed a comprehensive assessment program to measure and monitor achievement and progress towards goals. Finally, the instructional activities are developed to facilitate students' achievement and surpassing of standards and targets. The use of commercial and proprietary resources requires a thorough analysis to ensure that it will support 100% attainment of standards and instructional targets. Additionally, curriculum development must also include alignment to the school's mission, vision, and instructional philosophies. Internally created student-centered lessons and instructional units are developed following the backwards design process with consideration to year-end goals. As instructional units are implemented, teachers utilize frequent assessments and analyses thereof to monitor student progress, common planning periods to collaboratively plan and adjust daily lessons, and cumulative summations for strategies to improve curriculum effectiveness.

Mathematics Curriculum

The balanced math curriculum emphasizes the core tenets of mathematical instruction, such as computational fluency, multiple processes for developing solutions, and conceptual understanding, to support and facilitate success with authentic problem solving activities. The curriculum fosters mathematical practices, such as making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, and constructing viable arguments and critiquing the reasoning of others. BCSE has adopted *Math in Focus: Singapore Math by Marshall Cavendish*², which is a research-backed program that provides instruction on core skills, integrates intervention, and helps all students master the standards and prepare for high-stakes assessments. *Math in Focus* emphasizes problem-solving as a focus in mathematical learning. This program balances conceptual understanding using a concrete to visual to abstract progression anchored in real-world hands-on activities. *Math in Focus* offers an array of activities that support best practices and differentiation to increase the depth and breadth of studies. The program aligns to the goals of the CCLS and provides seamless integration of technology to support learning. BCSE's enriched curriculum includes making connections between past experiences and new activities; sharing ideas through discussions using mathematical vocabulary; cooperative learning through partner and small group activities; developing concept readiness through hands-on activities and explorations; and playing mathematical games. Students are asked daily to demonstrate their mastery of basic concepts to build automaticity with fundamental

¹ Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (expanded 2nd edition). Alexandria, VA: ASCD.

² Houghton Mifflin Harcourt Publishing Company. (2013). *Math in focus: Singapore math by marshall cavendish*
Retrieved from <http://www.hmhco.com/shop/education-curriculum/math/math-in-focus-singapore-math>

skills, allowing teachers to dedicate more time on robust and challenging mathematical questions and complex treatments of concepts. The focus is promoting fluency in mathematics as evidenced by their ability to tackle concepts from a variety of angles.

Research: Math in Focus: Singapore Math by Marshall Cavendish

After undergoing a series of revisions to its curriculum, the Singapore math program was revised in 2006 for a stronger focus on developing mathematical concepts and fostering the ability to apply them in mathematical problem-solving situations. In addition, the new guidelines:

- Emphasize computational skills along with more conceptual and strategic thinking.
- Cover fewer topics in-depth and are carefully sequenced grade by grade.
- Cover concepts in one grade and in later grades at a more advanced level.
- Ensure that students master prior content, not repeat it.
- Encourage representing problems mathematically, using reasoning, and communicating mathematical content.³

Each of these new guidelines provides alignment to the CCLS. According to Achieve, a nonprofit educational reform organization that partnered with NGA [National Governor's Association] and CCSSO [Council of Chief State School Officers] on the CCSS Initiative, "Overall, the Common Core State Standards (CCSS) are well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence, and focus" (2010).⁴

Math in Focus was developed in 2007 and branded as the U.S. version of Singapore math's *My Pals Are Here!* currently the most widely used and highly rated textbook series in Singapore. The program was designed to ensure children's ability to achieve mastery of mathematics concepts, computational skills, problem solving skills, and application of mathematics to daily life activities. *Math in Focus* utilizes the same curriculum syllabus

and pedagogy as the Singapore syllabus. The program includes additional resources, differentiated instruction, and technology for U.S. classrooms.

As described in the *Singapore Math Research and Efficacy Overview*, published by Houghton Mifflin Harcourt Publishing Company (2013), "Singapore math emphasizes problem solving and positive attitudes toward mathematics, while focusing on student development of skills, concepts, process, and metacognition. Students are encouraged to reflect on their thinking and learn how to self-regulate so that they can apply these skills to varied problem-solving activities" (2013, p. 1).⁵ These principles coincide well with the instructional shifts inherent to the CCLS, as

³ Houghton Mifflin Harcourt Publishing Company. (2013). *Math in focus by marshall Cavendish*. Retrieved from http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_2013_History_Flyer_LR.pdf

⁴ Achieve. (2010). *Comparing the common core state standards and Singapore mathematics syllabus*. Retrieved from <http://achieve.org/files/CCSSandSingapore.pdf>

⁵ Houghton Mifflin Harcourt Publishing Company. (2013). *Singapore math: Research and efficacy overview*. Retrieved from http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf

well as BCSE's use of the 16 Habits of Mind, emphasizing positive attitudes, self-regulation, problem solving, and metacognition. *Math in Focus* is ideal for embedding applications of flexible problem solving strategies to mathematical knowledge. The program uses concrete to pictorial to abstract pedagogy reflecting a natural progression of concept acquisition, from simpler and tangible to more abstract and complex treatments.

Math in Focus allows accessible learning for an array of students to allow for differentiated and small group instruction that targets students' needs. The program also incorporates technology as extensions for greater applications and connections to multiple representations and situations.

Singapore math is an internationally recognized and acclaimed program, which has propelled Singapore to one of the top ranking countries in the world for performance on the Trends in International Math and Science Study (TIMSS) and Programme for International Student Assessment (PISA). Singapore outranked the U.S. by 70 points on the TIMSS in 2007, and had a difference of 75 in scale scores on the 2009 PISA. Several schools and districts have adopted Singapore math and have experienced strong gains.

- New Jersey state test score analysis of student performance on the New Jersey Assessment of Skills and Knowledge (NJ ASK) for 2010 in Old Bridge, NJ shows that students who were taught using *Math in Focus* improved an average of 12.4 points versus the control group, which advanced only 3.5 points. *Math in Focus* students had over three times greater gains than their peers. Fourth grade students scoring at the test's highest level, advanced proficient, increased by 22% for *Math in Focus* students, while the control group increased by 4%.
- Grade 4 students' performance was also compared to the performance of peers who were taught using constructivist and explicit math programs. All three programs were taught concurrently, in the same school, and by similar teachers. *Math in Focus* students posted gains of 34%, while explicit program students posted a 23% increase, and constructivist students posted a 16% gain.
- Results on Kentucky's Thinklink Benchmark Tests comparing 2010 results to 2011 reflect similar results, with performance increasing from 57% at Distinguished level, the highest performance level, to 91%.⁶

As the mission statement purports, BCSE will cultivate students' intellectual, artistic, social, emotional, and ethical development within a broad, liberal arts curriculum. In addition to CCLS aligned ELA and math curriculum, the school offers instruction in science, social studies, visual arts, music and dance to foster the skills of cooperation, perspective, appreciation, and interpretation. Physical education will combine with a health program that balances physical well-being with healthy choices. Reading, writing, and problem-solving are integrated across content areas

⁶ Houghton Mifflin Harcourt Publishing Company. (2013). *Singapore math: Research and efficacy overview*. Retrieved from http://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_Research_Efficacy_LR.pdf

to allow students to make connections across disciplines and foster a deeper understanding of content.

5(e) Promotion and Graduation Policy

BCSE's promotion and retention policies, including information about attendance, tardiness and absences, are outlined on pages 7-9 and 18 of our Family Handbook (included as R-23b-02 - Supplemental Doc – Family Handbook). Further elaboration pertaining to our perspectives on early promotion also follows.

Elaboration

Because we offer highly individualized instruction to meet the needs of all learners, including those who are accelerated, we do not have a policy for early promotion. Rather, we provide instruction to every student at his/her developmental level within the grade level of enrollment. Should a student demonstrate performance that is far advanced beyond instructional delivery that is available within their grade level, that student may be offered enrichment by an advanced (higher) grade level team for the subject in which they demonstrate superior knowledge and skills. Similarly, any student who is performing significantly below grade level will receive support in the form of RtI, which may include remediation of foundational instruction by a lower grade level team. However, whenever possible, each grade level team will afford their students the appropriate level of instruction and content by the faculty of the cohort's grade level of enrollment. Parents receive a copy of the Family Handbook upon enrollment, which contain the policies for promotion and graduation. Discussions with parents of struggling students pertaining to their child's potential retention begin approximately in March of the school year, with final determination made by June.

Response 05(f): Programmatic Audit

5(f) Programmatic Audit

The primary purpose of our programmatic audits is to ensure that the academic, fiscal, and organizational programs continually improve to support the needs of our students and the learning community. Our objective is to align all resources to optimize scholarly performance, and provide a premier educational program for the community. We implement formal and informal audits as an ongoing process and at multiple levels culminating in an annual evaluation of overall school effectiveness.

Each year, BCSE2 will submit an Accountability Plan Progress Report to its authorizer (SUNY) and an Annual Report to the state (NYSED). These reports detail our performance towards attainment of our academic and non-academic goals outlined in our accountability plan, our performance with consideration to the renewal benchmarks, and the NYSED's Charter Schools Performance Framework. They are internally compiled by the leadership team and in conjunction with the Board and CMO, allow the school to assess programmatic performance, identify priorities, and develop action plans to address any areas of vulnerability and improvement, which may result in programmatic adjustments in areas such as curriculum, pedagogy, staffing, scope and sequencing, governance, and fiscal management. Our annual report will also include the results of our audited financial statements conducted by an independent third party firm, as well as our assurances and disclosures by the Board. Using these reports, our authorizer will be able to measure and monitor our progress towards achieving our goals.

In addition to the aforementioned reports, we will also be engaged in audits conducted by external entities. As our authorizer, SUNY will conduct periodic site visits to ensure that we are making adequate gains and maintaining fidelity to our charter and mission. These observations are delivered to the Board in the form of Site Visit or Renewal Visit reports. The NYC DOE also conducts its own audit presented in the form of the School Quality Snapshots and Guides, formerly the Progress Reports. These reports provide an overview of NYC schools' practices, environment, and performance. They include information on the school's enrollment, student progress and achievement, HS readiness, peer school comparisons, and ability to close achievement gaps. Included in these reports are the results of an additional survey, conducted by the NYC DOE and completed by parents and students attending the school. Other opportunities for audits performed by external partners include potential board training assessments and strategic planning initiatives whereby the Board evaluates its own performance. Board assessments and strategic planning may be conducted by a third party, which would result in a written document.

Throughout the course of the school year, the staff, leadership team, and Board will use data to develop, improve, and revise curriculum and instructional practices. The teaching faculty will analyze data during weekly meetings with the leadership team to inform classroom instruction and flexible groupings. Short-term adjustments may be made to the curriculum units and scope and sequence in

accordance with students' progress and needs. The leadership team will compile school-wide data to report to the Board and analyze its implications towards curriculum, instruction, and personnel decisions. Based on students' performance towards school-wide goals, the Board and leadership team may also implement short-term adjustments. At the conclusion of each year, all data will be thoroughly vetted by grade level chairs and school leaders to evaluate the curriculum and instructional strategies. Based on student achievement data, BCSE2 will devise improvement plans for implementation the following school year. Moreover, staff may also need to modify curriculum units and resources over the summer. Data will also be disaggregated to analyze the performance of any target groups and evaluate the school's effectiveness in meeting their needs. Additionally, assessment data will be used to make final determinations regarding students' grade level promotion and graduation. Any adjustments made to the programs will be reflective of students' needs, the CCLS, NYS exams, curriculum framework, and the pursuit of continual improvement.

During the school year, the leadership team will provide ongoing support and individualized professional development to its staff through an exchange of observations and feedback. At the conclusion of the year, this information is compiled into annual performance appraisals that assess each teacher's effectiveness in meeting school-wide and professional development plan goals. Likewise, the Board will conduct annual appraisals of the school leader, and the principal will evaluate the leadership staff. This information may be used to conduct an annual assessment of staffing patterns and priorities. Concurrently, the leadership team in conjunction with the Finance Committee of the Board will monitor fiscal soundness, minimally each month, and at the conclusion of the school year, will perform an internal audit for financial planning.

On a monthly basis, the instructional staff, Principal and Education and Accountability Committee of the Board, will monitor progress towards academic goals. The Operations Manager, Executive Committee and Finance Committee of the Board (Development Committee as needed) will monitor progress towards non-academic goals related to the operational and financial performance of BCSE2 on a monthly basis. Teachers will use progress toward benchmark targets to inform instruction and make short-term adjustments to the curriculum and instructional plans. The leadership and Board of Trustees will use achievement data as well as summative analyses of non-academic data to make decisions that include allocations of resources and staff, and programmatic decisions regarding curriculum and personnel modifications.

Prior to each Board meeting, the Principal will develop a data dashboard report with support from the Academic Dean, Dean of Students, and OM to provide a current snapshot of the school's performance throughout the year. Various aspects of the school's programs will be captured and incorporated into the dashboard report, which may include: student achievement data on formative and summative assessments measured against the matrix of academic benchmark and year-end goals; data in aggregate and disaggregated by grade level and subgroups (to include students identified as low-income, special education, English Language Learners, and racial/ethnic groups); enrollment, retention, and waiting list figures (aggregate

and disaggregated); average daily attendance rates; disciplinary statistics (suspensions, expulsions); results from student, staff, and parent surveys; staffing figures; compliance measures; financial reports; revenue versus expense reports; fundraising and capital campaigns; and external and community relations. As the school grows to capacity, BCSE2 will also monitor graduation rates, and rates of admission into competitive middle and high school programs.

BCSE2 will evaluate the results of parent and students surveys, along with data points such as average daily attendance rates, enrollment and retention rates, and parent attendance at organized functions. This allows the school to monitor parent engagement and satisfaction levels using quantitative data. Disaggregated enrollment and retention rates will inform the school's marketing and outreach plans, helping the Board make determinations about where to focus efforts to ensure equitable enrollment and retention of demographics comparable to the district, and illustrate whether or not those efforts have been successful.

At the end of the year, the Board and CMO will review the data collected throughout the year and analyze its implications to make programmatic decisions. The data will also be used to measure achievement, and/or progress towards established academic and non-academic goals, which will indicate whether or not the programs have been successful. As a child-centered organization, the operational and fiscal performance focuses on making decisions to support the success of all scholars. As the steward of the school's charter, it is ultimately the Board's responsibility, with support from the proposed CMO, to ensure that the school is successfully achieving its mission, vision, and academic/non-academic goals. As each school year concludes, the Board will participate in strategic planning to objectively assess the school's progress, direction, and future plans.

Response 06: Calendar and Schedules

6(a) School Calendar

Please refer to Exhibit 9-1 of BCSE's Subsequent Renewal Application.

The calendar will be adjusted each year to account for slight differences in dates for items such as holidays, state testing schedules, first and last days of school, school-wide events, and scheduled breaks and closures. The school calendar is currently being revised for the upcoming 2015-16 school year. The first day of school is scheduled for September 8th and the last day will be approximately June 24th. These dates will be similarly adjusted for the 2016-17 school year. There will be 180 days of school in total.

6(b) School Schedule

Please refer to Exhibit 9-2 of BCSE's Subsequent Renewal Application.

The schedule may be slightly adjusted each year as the school grows to capacity. BCSE2 will open with grades K and 1, and add a grade level each subsequent year to serve grades K-5 at full capacity. Exhibit 9-2 shows a schedule with 3 classes per grade level. However, BCSE2 is proposing 2 classes for each grade level. Thus, the schedule will have slight variations to accommodate for fewer classes for specials, for example. Students' daily schedule, however, will remain the same.

The school will operate Monday through Friday from 7:45 am to 4:00 pm. Students are expected to arrive between 7:45 and 8:10 am with breakfast service available. Instruction begins at 8:15 am. Students will have a daily scheduled lunch and recess period for one hour. There are a total of 180 days of school and 6.5 hours of daily instruction for grades K-5, not including a lunch hour, thereby exceeding the 5 hours of mandated daily instructional hours in accordance with Education Law § 2851(2)(n) and 8 NYCRR § 175.5.

Response 07: Specific Populations

7(a) At-risk (Struggling) Students

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1F At-Risk Students, Response L Benchmark 4B Plans for the Educational Program, and Exhibit 14 E&R Targets – w/ elaborations.

Elaboration

PROCEDURES FOR ADDRESSING THE NEEDS OF AT-RISK STUDENTS FOR SUPPORT AND/ OR SPECIAL EDUCATION SERVICES

1. Make/ retain copies of student academic work and/ or anecdotal records of student behavior.
2. Alert the parents. Communicate regularly with the parents to notify of actions being taken, support staff involved, and student progress. Keep a record of communications.
3. Involve/ consult with grade level team, special education teachers, Learning Specialist, Academic Dean, Dean of Students, and Principal. Keep a record of communications.
4. Alert leadership team of concerns if the scholar has not demonstrated significant improvement.
5. If referring for speech therapy or occupational therapy notify the Academic Dean/Special Education Coordinator to set up an observation with the Speech Therapist or Occupational Therapist.
6. If referring for academic delays, consult with the Learning Specialist, Special Education Teachers, and Academic Dean/ Special Education Coordinator for suggestions on how to address the child's needs in the classroom or initiate other academic intervention.
7. If referring for behavioral support, consult with the Dean of Students or Special Education specialists to develop a behavior intervention plan and/ or initiate at-risk counseling.
8. If in-class interventions and other intervention programs have been attempted, but the child does not demonstrate adequate progress, all teachers and specialists involved, as well as the principal, will review data to decide if a special education evaluation is warranted. The parents will be notified of the school's recommendation. Staff members must document all interventions provided. Additionally, a letter must be sent home to notify parents at the initiation of intervention services.
9. The school can refer the student to the Committee on Special Education (CSE) for formal assessment based on the documentation of inadequate progress by the child. The parent should be notified prior to the submission of a special education referral.

10. With parental consent, formal assessment can be administered by the CSE (at no cost to the school). School administrators are responsible for the decision to proceed with the Initial Referral Procedures if the child does not have an Individual Education Program (IEP) or complete a Type-3 Change in Recommendations Request to add the service to the current IEP.

7(b) Special Education Students

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1F At-Risk Students, Response L Benchmark 4B Plans for the Educational Program, and Exhibit 14 E&R Targets – w/ elaborations.

Elaboration

COMMITTEE ON SPECIAL EDUCATION (CSE) REFERRAL POLICY

The Bronx Charter School for Excellence maintains an inclusion model, where students receiving special education services mandated in their IEPs are provided those services within the general education environment. Any staff member or parent can initiate a referral to CSE for evaluations to determine whether a child with a disability can be serviced at the Bronx Charter School for Excellence in the following areas:

- 1.) Related Services*
- 2.) Special Education Teacher Support Services (SETSS)
- 3.) Integrated Co-Teaching (ICT);

or whether the child needs a different, appropriate setting.

It is imperative that all staff members follow the referral process prior to contacting CSE.

Parent referrals are encouraged when the information provided addresses concrete academic and/ or behavioral concerns about their child. Parent meetings are scheduled where teacher, special education support staff, and principal (when needed) attend to discuss areas of weakness which adversely affect school performance. The parent referral can be written and delivered independently or if desired, can be done using a BCSE drafted template and faxed via the school.

Staff referrals can be made with sufficient documentation regarding areas of concern. There must be evidence of academic and/ or behavioral concerns. Additionally, academic and/ or behavior intervention must be implemented and evaluated for student progress prior to a special education referral. Documentation of the above must supplement an initial special education referral. Additionally, each referral must have approval from school leadership prior to submission.

*Related services may include: counseling, hearing education services, occupational therapy, orientation and mobility services, physical therapy, school health services, speech/ language therapy, vision education services and other support services.

7(c) English Language Learners

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1F At-Risk Students, Response L Benchmark 4B Plans for the Educational Program, and Exhibit 14 E&R Targets – w/ elaborations.

Elaboration

Policy for the Provision of Programs/Services for Students who are English Language Learners (ELLs)

Serving English Language Learners

Bronx Charter School for Excellence shall serve any and all students with limited English proficiency (English Language Learners) using structured English language immersion so that they achieve proficiency in the English language as quickly as possible. Bronx Charter School for Excellence shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 and the federal Equal Educational Opportunities Act of 1974. ELL students at Bronx Charter School for Excellence will not be assigned to special education because of their lack of English proficiency. Parents and students whose English proficiency is limited will receive notices and information from the school in their native language so that we will be able to encourage the participation of all parents, regardless of their home language, in the Bronx Charter School for Excellence community. Student will not be excluded from extra-curricular or athletic activities based on their lack of English acquisition.

Identifying ELL Students

Bronx Charter School for Excellence will identify ELL students through a survey administered with every student's household during the annual enrollment period which is designed to identify students who may have limited English proficiency. This survey will be the Home Language Questionnaire issued by the State Education Department.

If, based on answers to the Home Language Questionnaire, it is determined that the student's native language or the home language is other than English, then appropriate school staff or hired translators will conduct an informal interview in the student's native language and/or English. If the interviewer determines that the student speaks limited or no English, that pupil will be classified as an ELL student, and the pupil will be tested using the New York State Identification Test for English Language Learners (NYSITELL).

In addition to the informal interview, the teachers at Bronx Charter School for Excellence will receive training on educating ELL students and will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. Any student suspected of having limited English

proficiency will be tested using the NYSITELL to determine if and what level of services, if any, are necessary.

If the student speaks a language other than English and the student speaks little or no English, then the school should administer the NYSITELL. A score below the designated cut score for the child determines eligibility for ESL services. The NYSITELL is administered only once to each incoming student.

Services

Bronx Charter School for Excellence will educate ELL students following a model of structured English language immersion.

Bronx Charter School for Excellence will provide all needed staff and specialized curricular materials to enable ELL students to achieve proficiency. A staff member with expertise in providing services for ELL students will be employed at Bronx Charter School for Excellence to track ELL students and ensure that classroom teachers have the tools to reach ELL students and ensure their success. A designated ELL staff member will meet regularly with grade level teams to discuss strategies, interventions and specific students. Staff members trained in providing services for ELL students will also lead push-in and pull-out instruction in each classroom with the goal being for them to succeed in a structured immersion setting as discussed below.

Bronx Charter School for Excellence will also directly provide or make referrals to appropriate support services which may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance.

Plan For Educating ELL Students

Bronx Charter School for Excellence will follow a plan of structured English language immersion. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English, however, the level of English used for instruction - both verbal and written - will be modified appropriately for any ELL student. ELL students will not be forced to stop using their primary language while learning English too. The Bronx Charter School for Excellence reading curriculum, Harcourt *Storytown*, has been proven highly effective in educating ELL students.

Teachers, especially early grade teachers, at Bronx Charter School for Excellence, will receive professional development training on teaching strategies and learning modalities of students designated as English Language Learners. Also, within the school's daily class schedule are blocks of time that will be used for more intensive English language instruction for ELL students (as well as for other individualized support for students with different needs). Bronx Charter School for Excellence will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, ESL pull-out instruction and/or assignment to an educational associate or teacher who speaks that child's non-English language.

Based on the *Home Language Questionnaire*, Bronx Charter School for Excellence will know which students come from homes in which languages other than English

are primarily spoken. In such instances, any school communication with the parents shall be in the language the parents best understand or otherwise authorize.

All facilities deemed necessary, such as a pull-out space, by the school for the proper instruction of English Language Learners will be utilized by appropriate staff members.

Support for Program

Structured English Immersion is based on the theory that children learn a second language best when they are integrated with other children who speak that language with native-speaker ability. The Structured English Immersion model requires daily English Language Development (ELD). ELD is a type of instruction that has as its orientation in the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation - the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). ELD is foundational for English language acquisition work, since listening, speaking, reading, and writing tasks conducted in English are considerably more difficult in the absence of knowledge about how English operates.

Exit Criteria

Any students classified and receiving educational services as ELL students who have reached proficiency in English according to their results on the NYSESLAT, or other appropriate exam, will be deemed no longer in need of ELL services. Students will not be exited from the ELL program unless they can read, write and comprehend English well enough to participate meaningfully in the school's program. The NYSESLAT will be administered annually to each student identified as an ELL.

Evaluation of the ELL Program

Bronx Charter School for Excellence will annually evaluate the effectiveness of its ELL program. The school will determine if it is successful in achieving the program's goal of helping ELL students overcome language barriers well enough and promptly enough to ensure that ELL students can participate meaningfully in the school's programs. If Bronx Charter School for Excellence finds that its ELL program is not meeting this goal, the program will be modified accordingly.

Bronx Charter School for Excellence will evaluate its success in serving ELL students in various ways, including but not limited to: testing using the NYSITELL, standardized tests taken by all students, and the NYSESLAT; teacher evaluation of each student's performance in academic content areas to measure the student's progress in core subjects; and, informal teacher observation to determine English comprehension and speaking. If an ELL student fails to show appropriate progress in academic areas measured by these assessments and teacher assessment of classroom work, modifications to the instructional program may be made for individual students.

In addition, Bronx Charter School for Excellence will look at disaggregated data on State proficiency tests for ELL students as a group to evaluate whether these students are making progress in the acquisition of the English language as well as progress in core subjects and will track that progress against that of non-ELL students. Bronx Charter School for Excellence will track how many students are declassified as ELL and the number of instructional years it takes for declassification to occur. Finally, we will track our students longitudinally throughout their years at Bronx Charter School for Excellence to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments.

Community Outreach

Bronx Charter School for Excellence will incorporate several strategies for communicating with parents in the community who are not English proficient by utilizing an inclusive model in all day-to-day activities. Translated forms and documents will be distributed by mail and school website. Our public meetings, parent conferences and parent workshops will include translators on an as needed basis. Bronx Charter School for Excellence will also provide school tours and open houses with school staff or parent volunteers who will translate on an as needed basis.

Bronx Charter School for Excellence will maintain specific efforts to attract and retain a comparable or greater enrollment of limited English proficient students when compared to the enrollment figures for such students in Community School District 11 by including translated applications that will be posted on the school's website and translated documents posted throughout local businesses, churches and day care centers. The structured English immersion program will assist in retaining our ELL population because students' needs will be addressed throughout the academic day, not requiring their families to seek other academic opportunities.

Additional Assurances

Bronx Charter School for Excellence also assures that:

- ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction;
- ELL students will not be assigned to special education because of their lack of English proficiency,
- Parents or guardians whose English proficiency is limited will receive notices and information from the school in their native language,
- All students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school, and

- A staff member who is certified or licensed to provide services for ELL students will be employed at all times.

7(d) Gifted and Advanced Students

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmark 1F At-Risk Students, Response L Benchmark 4B Plans for the Educational Program, and Exhibit 14 E&R Targets – w/ elaborations.

Elaboration

BCSE is an inclusive program that deliberately individualizes instruction to meet the needs of every learner. The curriculum provides instruction in the foundational skills necessary for success in later grades, while supporting learning on a wide spectrum of proficiency levels. Using ongoing and real-time data, teachers and support staff identify students' current performance levels, advance achievement in their zone of proximal development, and monitor outcomes to inform further instruction. Every child has a personalized learning plan that provides evidence of the student's achievements, strengths, areas in need of improvement, goals, and progress. This applies to the most accelerated learner in the class, to the most reluctant and struggling student, to the student who is learning English, and the student who has special needs. This allows teachers to uniquely tailor instruction to authentically address the learning needs of every student.

BCSE has cultivated a team approach for staff. Two certified teachers, one Lead Teacher and one Education Associate, provide instruction in all general education classrooms during core instruction. A third, certified Learning Specialist is provided to each grade level, thereby availing 4-5 grade level teachers per 60 scholars, reducing the student-to-teacher ratio as low as 1:12. The school's smaller learning environment, coupled with reduced student-to-teacher ratios, facilitates more individualized instruction. Critical to BCSE's program is the use of differentiation through daily, uninterrupted, flexible instructional groups based on ongoing, real-time assessment data. This allows grade-level teachers to provide support focused in smaller groups for struggling readers while offering enrichment activities for more accelerated learners. Regardless of whether a student is identified as abled or disabled, an English language learner, performing below grade level, or accelerated, instruction is grounded in the standards and tailored to build upon students' current capacities to challenge him or her to achieve the high expectations designed by the school. Moreover, BCSE provides additional scheduled blocks of instruction for remediation, growth, and enrichment outside of core classes.

Every student benefits from highly supportive and intensive individualized instruction. By virtue of providing highly differentiated instruction that is uniquely tailored to each child's learning needs, in essence, BCSE provides Tier I Response To Intervention (RTI) support to its entire student body. Thus, whether struggling, reluctant, accelerated, at-risk, on grade level, or with special needs or limited English proficiency, every child receives uniquely tailored instruction. Frequent

assessments provide ongoing real-time data for teachers to adjust instruction to optimize student learning within each child's zone of proximal development and implement instruction that is rigorous yet supportive. Teachers also utilize Bloom's Taxonomy to help students delve deeply into instructional content and access higher levels of cognitive engagement. Whenever possible, lesson activities integrate multiple disciplines allowing students to make connections between subject areas. Inquiry-based projects and real-world connections allow students to approach and interact with content in purposeful and meaningful contexts. Diversification of instructional approaches and employing multisensory tactics enable students to interact with content and develop skills that might have otherwise been lost in traditional instructional methods. Likewise, collaborative and cooperative activities allow students to learn from one another, experience learning together, and can help students understand that there is more than one way to solve a problem.

Although many schools focus only on the student who is on or below grade level, BCSE recognizes the importance of addressing the needs of more accelerated learners as well. Once students have mastered basic concepts, the curriculum will open doors to more complex treatments of content. Students will be able to embark on studies of greater depth and breadth within smaller groups creating enrichment activities that access more critical thinking and higher order levels of Bloom's Taxonomy. These activities may include inquiry- and project-based extensions that cross into other subject areas. Technology will also be integrated into all core subjects for all learners, providing further vehicles for augmentations.

Response 08: Instructional Leadership

Incorporated by reference: Subsequent Renewal Application of 2014, Response D, Benchmarks 1B through 1F and Response L Benchmark 4B Plans for the Educational Program. Additional information is also provided in this proposal under Response 10(b) School Leadership and Management, Response 11(b) Qualifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention, as well as the elaborations that follow.

8(a) Instructional Leadership Roles

This response is incorporated by reference as indicated above

Elaboration:

The leadership structure of BCSE2 will closely resemble that of its flagship school once at full capacity for the grades served. However, as a start-up school that will be growing in scale during its first five years, we will modestly staff in accordance with an increasing student body. BCSE2 will not have a Head of School. Instead, the school will open with a Principal who will serve as the school's instructional leader. In year 2, we will add an Assistant Principal, who will support the Principal in providing leadership and coaching. Our Learning Specialists and Dean of Students will also provide a second layer of support, with a third layer provided by grade level leaders. As with our flagship school, BCSE2 teachers will function as collaborative grade-level units. Final authority and accountability for the day-to-day management of the educational program will rest with the Principal. Together, the Principal, Assistant Principal, and Learning Specialists will monitor the effectiveness of the programs and report to the Board of Trustees. The Board will maintain oversight to ensure the school remains faithful to its mission and successful in attainment of its performance goals.

8(b) On-going Teacher Supervision and Support

This response is incorporated by reference as indicated above.

8(c) Professional Development

This response is incorporated by reference as indicated above.

Elaboration:

BCSE2 will be replicating with the support of an emerging CMO. FOBCSE will provide periodic network-level professional and leadership development to support the BCSE model in universal categories such as curriculum, classroom management, and data management. However, each school's instructional leadership team will be responsible for providing the ongoing coaching and support to its faculty. The terms, cost structure, and logistics of the CMO's support will be clearly delineated in

a fully executed contract upon BCSE's approval. More information regarding the CMO and its relationship to BCSE2 is provided in the accompanying Business Plan.

8(d) Teacher Evaluation and Accountability

This response is incorporated by reference as indicated above.

Response 09: Culture and Discipline

9(a) School Culture and Discipline

Incorporating by reference: Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline.

BCSE2 will be adopting the same approach to school culture and discipline as the replicating school, BCSE. Additional information regarding our discipline policies are included on pages 10-13 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook. As indicated in our Discipline Policy, BCSE is also guided by NYC DOE’s Citywide Behavioral Expectations to Support Student Learning: Student Intervention and Discipline Code and Bill of Rights and Responsibilities, K-12¹.

¹ <http://schools.nyc.gov/NR/rdonlyres/CD69C859-524C-43E1-AF25-C49543974BBF/0/DiscCodebookletApril2015FINAL.pdf>

BRONX CHARTER SCHOOL FOR EXCELLENCE

STUDENTS WITH DISABILITIES DISCIPLINE POLICY

SUSPENSION AND EXPULSION/DUE PROCESS

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension

The Principal may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Principal or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

1. The series of removals total more than 10 school days in a school year.
2. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
3. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1- 2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45

school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school

days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

1. Caused by or had a direct and substantial relationship to the student's disability
2. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and CSE agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any school/CSE decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim

alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The school may request a hearing if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the school shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the school has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted used for all students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Board of Trustee's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in the Code of Conduct - Suspension and Expulsion/Due Process, except to the extent the IDEA requires broader protection.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to District Superintendent of Schools

The Principal or designee shall report to the CSE when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the school's code of student conduct may nevertheless assert any of the protections under IDEA, if the school had knowledge of the student's disability, or the student was regarded as having a disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to school personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
4. The teacher of the student or other school personnel has expressed specific concerns directly to the school's director of special education or other supervisory school personnel about a pattern of behavior demonstrated by the student.

However, the school shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the school is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

ORGANIZATIONAL VIABILITY

Response 10: School Management and Leadership

10(b) School Leadership and Management Structure

With the success of the BCSE flagship school, The Friends of the Bronx Charter Schools for Excellence, Inc. (FOBCSE) is an emerging CMO seeking to consolidate and unify its operations and replicate the BCSE model in order to offer its nationally recognized and field tested program to a broader scope of families and communities to have a larger and longer-lasting impact. The purpose of the CMO is to codify and centralize the academic, fiscal, and organizational aspects of the FOBCSE model, or more specifically the BCSE model, and support the launching, growth, and continual improvement of its flagship and replicated schools. FOBCSE will adopt and indemnify the BCSE model and provide general oversight and central office support to promote fidelity within its schools. Concurrently, in order to remain relevant and continually refine its model, the CMO will also promote innovation and research allowing schools to become incubators, or “labs,” for on-going R&D. Innovative practices will not be uninformed. The CMO will serve as a think tank for solutions-oriented, research-based best practices thoughtfully guided by the performance of each school. The channels of communication between the schools, their Boards, and the CMO will be perpetual and reciprocal. Whether a policy or proposal for innovative practices is developed by the CMO or germinates from one of its schools, FOBCSE will provide central office support to thoroughly research each initiative, perform a cost-benefit analysis, and consider the logistics for application prior to implementation at the school level. Once enacted, the school will employ measures to track effectiveness of such initiatives and reports back to the Board for further analysis.

Using the current BCSE model as its baseline, FOBCSE will continue to refine its policies, programs, and frameworks. The school Board will maintain oversight at the school level to ensure there is fidelity with the BCSE model. The school leader will be responsible for the day-to-day management and implementation of the BCSE model and report back to the Board. The CMO will provide centralized support in the areas that may include: Finance (network budget preparation and audit compliance); Fundraising, marketing, and advocacy; Human resources (candidate recruitment); Operations (development and support of curriculum, implementation, and periodic training); Performance Management (data management); Procurement (insurance, benefits, etc.); Talent development (network level PD, leadership development, etc.); Curriculum and assessment development; Bookkeeping (accounts payable and receivable); Financial Reporting; Start up support; Grant reporting; and, Evaluation and Research (analysis and reporting of program effectiveness).

Using staff recruitment to illustrate these types of exchange, the Director of Operations for the CMO will supervise a recruiting staff to identify an initial pool of qualified teacher candidates for all schools. However, the school will have final determination for final recruitment, hiring, and firing authority with approval by the

Board. Thus, the CMO makes decisions that might impact the model (in this case creating a pipeline for facilitating the instructional program) while the school will make determinations that impact the daily operations (hiring the actual faculty members that best fit their needs). The school leader will conduct annual evaluations of the staff and report to the Board regarding annual performance appraisals. The Board, in turn, may provide feedback to the CMO regarding the performance of the faculty. Concurrently, the CMO can compile data with regard to recruitment, hiring, and retention statistics. Thus, collaboratively, the school leaders, Board, and CMO can measure the effectiveness of recruitment strategies and modify them accordingly. Further information regarding the roles and responsibilities of the CMO can be found in the Business Plan submitted with this proposal. As an incipient CMO that was developed as of the summer of 2015, FOBCSE will use the planning year to sharpen the delineation of its roles and responsibilities with its schools. The school's guiding documents and policies, such as the Board By Laws, may also be slightly modified to take into account the CMO roles, responsibilities, and reporting to the school.

The BCSE Board of Trustees (BOT, Board) is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs and policies of the school. The BOT's primary responsibility has been to develop the policies and framework for the school, while delegating the school's day-to-day decision-making and supervision to the school's leadership team. By centralizing some of these operations with its CMO, the Board can alleviate some of its roles and responsibilities to the CMO to allocate more time to governing BCSE and its replication school. It should be noted that while the exchange of information will occur primarily between the CMO and Board, and to a lesser extent with the school leadership, the CMO will report directly to the Board as a provider of services for fees. A fully executed contract between the Board and CMO established upon proposal approval will outline the terms, scope and services, the cost structure, and the deliverables due to the Board from the CMO.

The Board will perform its primary functions in committees, and each committee will be responsible for reporting to the full Board. All reports will be included in the living documents that record the Board's ongoing documentation of activities and decisions.

Standing committees include an Executive, Education and Accountability, Finance, and Development Committees. Each standing committee will be comprised of at least 3-5 Board members. As needs arise, the Board will create additional ad hoc committees and task forces. Non-Board members may also be recruited to support these task forces as non-voting members, to include additional parent, staff, and community members. The Board will also have legal representation on retainer to assist in all legal matters and to review all policies and procedures.

The Board will establish a metric of accountability goals and benchmark targets throughout the year. The Board will utilize a schedule of deliverables used to measure and monitor the progress of each school towards monthly, quarterly, and annual performance benchmarks. The Board will convene formally on a monthly basis (possibly alternating sites and offering remote connectivity for public access), and through its committees and subcommittees on a more frequent basis as needed,

to discuss the school's academic, organizational, and fiscal progress, as well as long- and short-term goals and priorities for resource allocation. At each meeting, each Principal will provide a comprehensive and detailed report that covers all aspects of the school's operations. Additionally, each committee will report on their respective activities. Based on the information and data that is compiled for the meetings, the Board will collaboratively review each school's academic, organizational, and fiscal performance, discuss the implications, and develop or adopt recommendations for improvement. For example, a school's Finance Committee and Operations Manager (OM) will provide information regarding the school's financial performance in accordance with the school's policies through statements, comparing the approved budget to actual year-to-date and year-end projections, enrollment and marketing data, cash flow projections, and audits. The Board will also hire an independent auditing firm to review the school's financial status at the conclusion of each fiscal year. The Education and Accountability Committee will work with each principal to present student achievement data, analyze progress against year-end goals, and discuss those implications to the Board. Based on these discussions, the committee will provide recommendations to the Board to ensure further improvement and resource allocations. The Principal and OM may discuss issues in Personnel or Facility improvements, while the Development Committee may report on community outreach efforts. Each of these committees and task forces will be responsible for keeping the Board apprised of each school's ongoing performance. Any deliberations that require Board decisions will be conducted through a majority vote, which will represent a quorum, at Board meetings. Board decisions, whether held openly, in committees, or in executive session, will be recorded in the meeting minutes, approved by the Board, and posted on the school's website. A representative of the CMO will be present at each Board meeting, if possible, and provide centralized organizational support to the leadership teams and Board throughout the network of schools (in this case, to BCSE and BCSE2). It is important to note that the BCSE Board of Trustees is the existing education corporation that is seeking to replicate its model school with support from and under the management of its CMO, the Friends of Bronx Charter School for Excellence. BCSE2's relationship with its CMO is further articulated in the Business Plan submitted with this proposal.

The Executive Committee will meet as needed to reflect upon the Board's overall performance in areas that include the quality of information garnered from various reports by the principals and committees, Board member engagement, progress toward accountability goals, and any potential areas of vulnerability. The Board will also annually assess the CMO relationship to ensure that adequate support is provided. Trustees will conduct needs assessments as vacancies occur in seats to maintain a Board that reflects sufficient skills and expertise for effective oversight. Board representatives will maintain frequent and regular dialogues with the principals to ensure adequate support measures are intact. Board members will also visit the school site to gauge the overall school climate, and attend celebratory events that highlight students' achievements. The Board's governing documents and effective oversight are designed to ensure the success of BCSE and BCSE2, and fidelity to the mission and vision of the schools.

BCSE2 is cognizant and embraces its accountability to a variety of constituents. BCSE2 will establish a clear organizational structure of the Board, staff, systems, and procedures, compliant with its charter, applicable laws and regulations, which support the daily operations of the school. Each stakeholder will have clearly defined roles, regulating policies and procedures, and mechanisms for evaluating effectiveness. All aspects of these components will work cohesively to provide students with a learning environment aligned to BCSE2's mission and vision, and that is focused on the healthy academic, social, and physical development of the students. The Board will maintain oversight of the school's overall performance and establish clear policies and procedures, while delegating the implementation and management of day-to-day operations to the school's leadership. In turn, the leadership team will be directly accountable to and responsible for providing comprehensive reports to the Board to keep members apprised. As noted earlier, the CMO will embody and uphold the codified BCSE model and provide educational, organizational, and operational support through its centralized office.

The Principal will oversee the school's academic, organizational, and operational performance. Under the general direction of the Board, the Principal will be responsible for the development, operation and the general management of the activities and services of BCSE2, as well as community and public relations. Specific duties and responsibilities will include the following:

1. Give direction and leadership to the achievement of the organization's mission and the formulations of its annual goals and objectives
2. Work with the Board of Trustees, CMO and staff to develop and implement policies, procedures, and long-range strategic plans
3. Oversee and manage the Principal and the Operations Manager
4. Oversee administrative and financial operations, and all personnel matters (design of staff and organizational structure, hiring and firing responsibilities, etc.)
5. Prepare and, following Board approval, administer the annual budget
6. Ensure compliance with the charter
7. Oversee the management of the overall operation of school facilities
8. Pursue and incorporate private revenue sources through a variety of fundraising mechanisms to ensure a balanced budget
9. Develop and maintain a working partnership with representatives of the CSD 11 business community
10. Keep informed of trends, issues, events and developments within the local city, state, and national charter school field through professional peer contacts, conference attendance, and other networking opportunities and affiliations
11. Participate in an annual performance evaluation process established by the Board of Trustees
12. Ensure the safety and well being of the children and staff of the Bronx Charter School for Excellence 2

The Board is responsible for evaluating the Principal on an annual basis. The Principal, in turn, is responsible for evaluating the leadership team and instructional staff using BCSE's evaluation model, which has clearly defined measures and

objectives specific to each role. The Principal will formally observe each teacher three times each year, and informally throughout the year. The Assistant Principal will provide input and support towards these efforts.

The organizational chart illustrates clear lines of reporting and accountability. These lines are separated into two distinct components: the school's educational functions, and the operational aspects of the program. The instructional staff reports to the Assistant Principal and Dean of Students (as needed), who in turn, are accountable to the Principal. Similarly, non-instructional staff reports to the Operations Manager, who then reports to the Principal. The Principal is responsible for managing all aspects of the schools daily operations including academic, fiscal, and organizational functions.

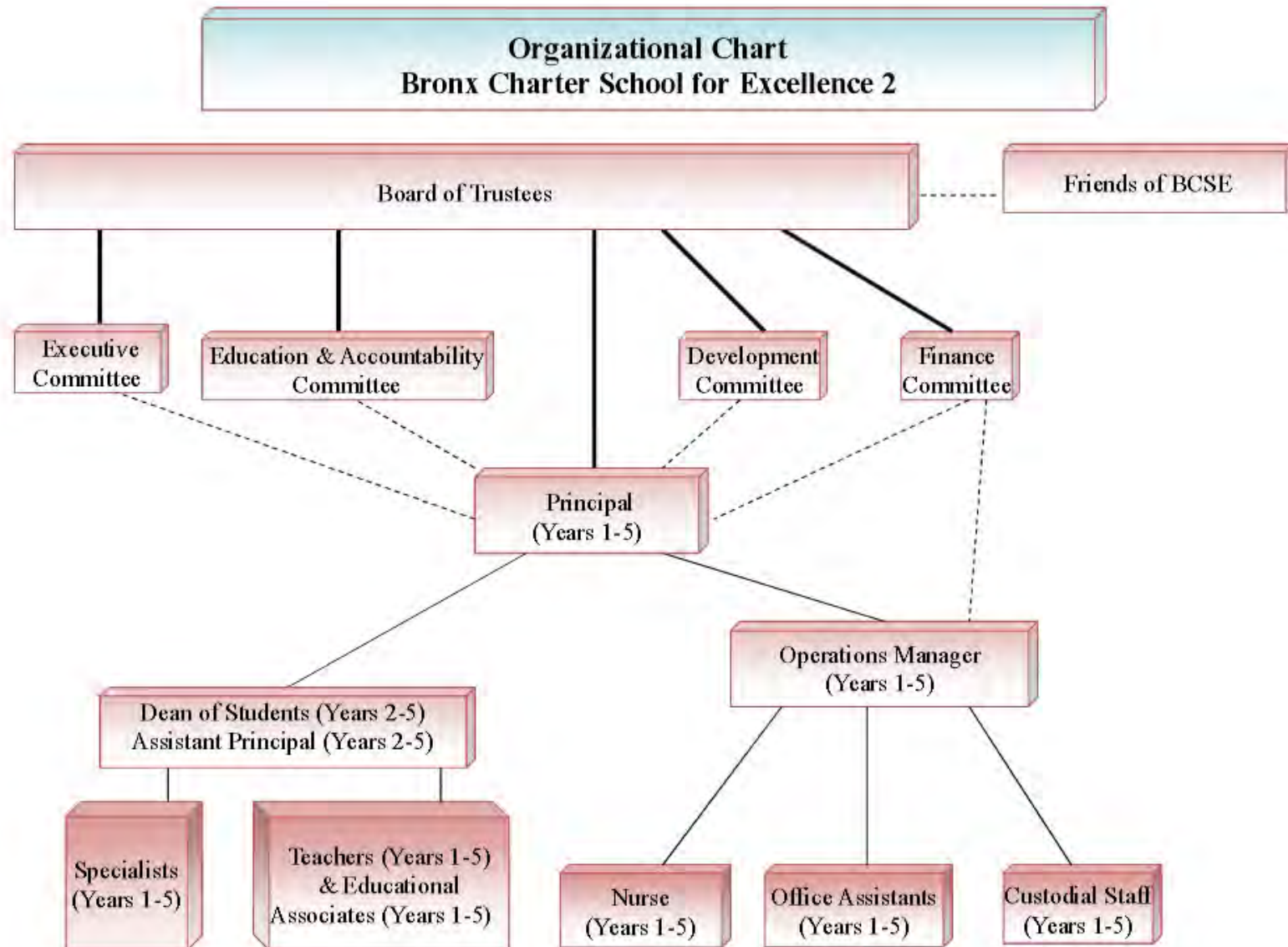
BCSE2 will hire a Principal within 6 months of the school's opening in the fall of 2016. The school will seek support from its CMO and network affiliations to contract with a hiring firm and identify the initial pool of candidates. However, the Education and Accountability Committee of the Board will screen the Principal candidates through a series of interviews, credential reviews, and performance tasks. Minimally, the incumbent must demonstrate and/or possess the following attributes:

- NYS School Administration and Supervision license
- Master's Degree in Elementary Education, School Administration, or comparable field
- Minimum 1 year of previous experience as a school-based leader (i.e. Principal, Assistant Principal, Academic Dean, etc.)
- Minimum of 7 years of successful teaching experience at the elementary level
- Track record of accomplishment and achievement
- Aligned to BCSE2's mission, vision, and philosophies
- Experience with and commitment to improving the quality of urban education, specifically for economically disadvantaged and minority students
- Demonstrates ability to manage, lead, and foster collaboration with professional staff, students, and the community
- Ability to collaborate and build relationships with parents and community stakeholders
- Exemplifies and upholds professional standards of conduct
- Organized, resourceful, and able to manage multiple tasks and deadlines
- Relentless pursuit to foster and promote excellence in academic and conduct
- Strong knowledge of curriculum and instruction
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage budget and personnel
- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills

Once the ideal candidate is identified, a final recommendation will be made to the Board with input from the CMO for approval of the Principal's appointment. The evaluation process will follow BCSE's leadership evaluation model of annual

performance appraisals by the Board, with input from the CMO, and may include additional feedback reflective of the Principal's performance expectations outlined in the job description.

10(a) Organizational Chart



Response 11: Personnel**11(a) Staffing Chart and Rationale**

The following tables illustrate the anticipated staffing plan for BCSE2 and the combined BCSE and BCSE2 staff.

		Year 1	Year 2	Year 3	Year 4	Year 5
BCSE2 STAFFING PLAN FTE	Acad Years	2016-17	2017-18	2018-19	2019-20	2020-21
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	120.00	180.00	240.00	300.00	360.00

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	0.0	2.0	2.0	2.0	2.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	2.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	7.0	7.0	7.0	7.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	8.0	10.0	12.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	4.0	6.0	8.0	10.0	12.0
Specialty Teachers	2.0	3.0	4.0	4.0	4.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	12.0	19.0	25.0	30.0	35.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	1.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	2.0	2.0	2.0

TOTAL PERSONNEL SERVICE FTE	18.0	26.0	32.0	37.0	42.0

		Year 1	Year 2	Year 3	Year 4	Year 5
BCSE & BCSE2 STAFFING PLAN FTE	Acad Years	2016-17	2017-18	2018-19	2019-20	2020-21
	Grades	K-1, K-8	K-2, K-8	K-3, K-8	K-4, K-8	K-5, K-8
	Enrollment	848.00	936.00	996.00	1056.00	1116.00
ADMINISTRATIVE PERSONNEL FTE		FTE				
Executive Management		0.0	0.0	0.0	0.0	0.0
Instructional Management		4.0	5.0	5.0	5.0	5.0
Deans, Directors & Coordinators		3.0	3.0	3.0	3.0	3.0
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0
Operation / Business Manager		2.0	2.0	2.0	2.0	2.0
Administrative Staff		5.0	5.0	5.0	5.0	5.0
TOTAL ADMINISTRATIVE STAFF		14.0	15.0	15.0	15.0	15.0

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	35.0	37.0	39.0	41.0	43.0
Teachers - SPED	14.0	15.0	16.0	17.0	18.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	25.0	27.0	29.0	31.0	33.0
Specialty Teachers	9.0	10.0	11.0	11.0	11.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	3.0	3.0	3.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	85.0	92.0	98.0	103.0	108.0

**NON-INSTRUCTIONAL PERSONNEL
FTE**

Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	3.0	3.0	3.0	3.0	3.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	4.0	4.0	4.0	4.0	4.0

TOTAL PERSONNEL SERVICE FTE	103.0	111.0	117.0	122.0	127.0

In Year 1, the school will employ a modest staff of key personnel to facilitate the necessary functions for the school's operation. One Principal will oversee the program and will serve as the primary instructional leader. An Operations Manager (OM) will manage the fiscal and operational aspects for the school, to include human resources. There will be two office assistants. One will serve as the Office Manager, overseeing critical aspects such as student applications, records, cash receipts, and scheduling. A second office assistant will serve as a receptionist and will handle clerical aspects for the school, such as answering phones, filing paperwork, typing memos, and distributing information to staff members. A custodian will maintain a safe and clean environment for our students and a nurse will manage the medical needs and records of our student body. The instructional staff will include one lead teacher and one educational associate for each of our four classes, two lead specials teacher for two specials that will be offered, and one special education teacher/learning specialist for each grade level ICT class who will manage and provide instruction for our students with special needs. BCSE2 will also designate an individual to serve as the primary contact, liaison, and coordinator for all ELL services. This position will ideally be fulfilled by one of our lead teachers certified in both general and ESL instruction and will be relative to the ELL population that enrolls. Additional support staff may be added in subsequent years based on the needs of the student body.

In Year 2, BCSE2 will add an Assistant Principal who will collaborate with the Principal to oversee the instructional program as the school continues to increase in scale. We will also hire a Social Worker (Dean of Students), who will manage and support a safe culture and climate for our students. We will also add two lead teachers and two educational associates, and one special education teacher for the two added grade level classrooms. Additionally, a third specials teacher will be hired to support our students.

In year 3, we will add two lead teachers, two educational associates, and one special education teacher as our school adds one grade level for instruction. One specials teacher for a fourth specials class will also be identified. A Facilities Manager will ensure that the increasing space occupied by the program continues to be up to code and provides a safe learning environment for our students.

In Year 4, we will add two more lead teachers, and two educational associates for our added grade level. An additional special education teacher will also be added to support our scholars.

By Year 5, BCSE2 will be serving our scholars at full capacity grades K-5. As the student body grows an additional grade level, we will add two lead teachers, two educational associates, and one special education teacher. This conservative growth plan allows time for the school to grow to scale and solidify school operations in its facility. These figures were determined after careful consideration to optimize the instructional program, staff, facility, and budget. Careful analysis of enrollment revenue supports the full functions and operations of the school, while still allowing for smaller teacher-to-student ratios, optimal use of facility space, and small group/individualized time with students.

By Year 2 and 3, two BCSE2 lead teachers or educational associates may be moved to staff a new BCSE school. Also the two teachers may come from BCSE1.

Since we staff our elementary school with highly qualified, certified lead teachers and educational associates, the impact of moving two staff members to support with building a foundation at the new school site will be minimal. The ideal human capital balance at the proposed school would include at least two current employees with the balance of positions being held by new teachers.

Our teacher recruitment plan consists of continuing to recruit from SUNY and local graduate schools of education for certified and traditionally trained teachers. Majority of our new teachers will work as educational associates and after a year, will be promoted to a lead teacher position.

11(b) Qualifications and Responsibilities

Bronx Charter School for Excellence 2 Key Personnel Job Descriptions

Positions

Principal
Operations Manager (OM)
Assistant Principal
Dean of Students
Learning Specialist
Teacher
Education Associate
ICT/Special Education Teacher
Grade Level Chair

Principal

Under the general direction of the Board of Trustees, the Principal shall be responsible for the operation and the general management of the activities and services of the Bronx Charter School for Excellence 2. Specific duties and responsibilities shall include the following:

1. Give direction and leadership to the achievement of the organization's mission and the formulation of its annual goals and objectives.
2. Work with the Board of Trustees and staff to develop and implement policies, procedures, and long-range strategic plans.
3. Oversee and manage the Assistant Principal who will, in part, provide instructional leadership under the supervision of the Principal
4. Oversee administrative and financial operations, and all personnel matters (design of staff and organizational structure, hiring and firing responsibilities, etc.)
5. Prepare and, following Board approval, administer the annual budget.
6. Ensure compliance with BCSE2 charter.
7. Oversee the management of the overall operation of school facilities.
8. Pursue and incorporate private revenue sources through a variety of fundraising mechanisms to ensure a balanced budget.
9. Develop and maintain a working partnership with representatives of the surrounding business community.
10. Keep informed of trends, issues, events, and developments within the local city, state, and national charter school field through professional peer contacts, conference attendance, etc.
11. Participate in an annual performance evaluation process established by the Board of Trustees.
12. Ensure the safety and well being of the children and staff of the Bronx Charter School for Excellence 2.

Special Knowledge/Skills:

- Working knowledge of curriculum and instruction
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage budget and personnel
- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills

Major Responsibilities and Duties:

School or Organization Morale

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
- Provide two-way communication with other members of the leadership team, staff, students, parents, and the community
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of the school's mission.
- Identify, analyze, and apply research findings to promote school improvement
- Develop and set annual performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee

Personnel Management

- Interview, select, and orient new staff. Approve all personnel assigned to BCSE2.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
- Observe employee performance, record observations, and conduct evaluation conferences with staff
- Assign and promote BCSE2 personnel
- Make recommendations to Board on termination, suspension, or non-renewal of employees assigned to BCSE2
- Work with BCSE2 committees to plan professional development activities
- Confer with subordinates regarding their professional development growth. Work with them to develop and accomplish improvement goals.

Student Management

- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and campus handbook
- Conduct conferences about student and school issues with parents, students, and teachers

School or Community Relations

- Articulate the school's mission to the community and solicit support in accomplishing the mission
- Use appropriate techniques to encourage community and parent involvement

Professional Growth and Development

- Develop professional skills appropriate to job assignment
- Demonstrate professional, ethical, and responsible behavior. Serve as a role model for all BCSE2 staff.

Operations Manager

List of responsibilities

- Acting as an integral member of a small senior management team, with the purpose of sustaining and determining the organization's goals and growth
- All internal and external financial reporting; budget development, implementation and oversight; management of government contracts
- Overseeing the payments of bills, accounting for expenditures, purchasing and receipt of goods
- Coordinating all audit and 990 procedures
- Overseeing risk management, legal, and compliance activities related to BCSE2's charter
- Working with the Principal to provide staff support to Board of Trustees and acting as liaison to Board finance committee
- Overseeing and implementing human resource policies, payroll and benefits
- Managing technology staff and spearheading systems strategy and growth
- Supervising administrative staff ensuring smooth daily procedures and meticulous record keeping
- Managing the facility, and ensuring that the building and equipment is well maintained, repaired and adequately staffed to provide for a safe and clean environment for the students and staff; supervising custodial staff
- Spearheading the analysis for additional facilities to accommodate the growth of BCSE2
- Securing and supervising all related contracted services for space and equipment

Assistant Principal Job Description

The Assistant Principal's primary job responsibility is the supervision, discipline, and monitoring of students. The Assistant Principal, under the direction of the Building Principal, implements and enforces school board policies, administrative rules and regulations. In the absence of the Building Principal, the Assistant Principal shall assume the duties and responsibilities of the Building Principal.

QUALIFICATIONS: Possess a valid administrative license as required by the State of New York

REPORTS TO: Building Principal and Board of Trustees

SUPERVISES: Students and Staff

PERFORMANCE RESPONSIBILITIES:

1. Adheres to and enforces board policy, school guidelines, administrative directives, the Master Contract, and district standards.
2. Enforces guidelines to maintain proper discipline and conduct.
3. Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
4. Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
5. Assists the Building Principal with student expulsions.
6. Works with and assists faculty in the development of effective classroom discipline and organization.
7. Maintains an effective and safe school environment.
8. Assists Building Principal with fire, storm and tornado drills on a regular basis and is able to implement emergency evacuations and lock-downs effectively.
9. Assists in curriculum development to meet the needs of all students.
10. Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, injury reports, parent communications, and other paperwork as assigned.
11. Works with the Building Principal in the preparation of appropriate handbooks.
12. Assists in the selection and mentoring of staff.
13. Supervises and evaluates certified and paraprofessional as assigned.
14. Supervises support services as assigned.
15. Assists in the development of an instructional budget.
16. Works as a team member to meet the system-wide needs of the district.
17. Assists in supervision of special events.
18. Assists in the care and management of the building and grounds, furniture, equipment, apparatus, books, and supplies.
19. Notifies the Building Principal when maintenance is needed.
20. Performs other duties as assigned by the Building Principal.

Dean of Students

Under the direction of the Principal, the Dean of Students is responsible for creating and maintaining a safe, healthy, and supportive environment and culture that synthesizes the intellectual, physical, social, emotional, and spiritual development of our students in a holistic way.

Characteristic Duties and Responsibilities:

1. Cultivates and maintain a school culture that is aligned with the school's mission statement.
2. Assess and develop groups school environment to shift or align thinking and behaviors of persons of school environment forward to a unified thinking.
3. Ignite morale and school spirit through: environment, by grade level, grade span and school-wide opportunities and activities in order to build culture capacity.
4. Model and adhere to school cultural standards.
5. Manages school culture and activities that provide student learning and development opportunities: community service and outreach, student Activities, Specials, athletics, extra-curricula and recreation, and student leadership.
6. Responsible for academic observation, evaluation & supervision of Specials and/or assigned grades.
7. Manages student support services related to: Nurse and related issues, Administration for Child Services (ACS), school-wide Student behavioral management and discipline affairs.
8. Responsible for learning and development of students outside the classroom.
9. Coordinates with teacher-leaders and parent/community leaders in developing and managing co-curricular learning and service opportunities.
10. Works with student groups and other members of the school community in developing extracurricular programming assuring integration with the academic life to encourage student personal growth and development as well as to foster school pride and ownership.
11. Helps establish a student culture where diversity is encouraged and where students learn to respect differences, take responsibility for their actions, and exercise leadership.
12. Provides leadership in and is responsible for the development, implementation and evaluation of policies and regulations pertaining to student life, especially those related to the stabilization of teacher classroom management, student conduct and student affairs.
13. Develops and coordinates policies and procedures relative to all student activities; oversees annual production of Student & Family Handbook and other documents.
14. Administers the policies and regulations of school as they pertain to students, including internal disciplinary procedures.

Qualifications:

1. Master's degree in educational leadership, social work or related discipline (minimum) with at least 6 years of increasingly responsible experience in student affairs at a elementary and/or middle school.
2. Excellent leadership and managerial skills and the capacity to supervise and lead in student developmental affairs, staff professional development and parent workshops.

Learning Specialist K-5

Qualifications

- NY Teacher Certification in Special Education or reciprocity from another state in the equivalent area
- At least 4 years of teaching experience in special education

Responsibilities

- Provides mandated Special Education Teacher Support Services (S.E.T.S.S.) as mandated by student Individualized Education Plans.
- Collaborates with necessary personnel to identify and support students who are considered “at-risk.”
- Collaborates with classroom teachers to design and execute individualized education plans for students with special needs in order to ensure they achieve.
- Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts.
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the New York standards.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
- Modifies existing instructional plans as necessary to accommodate individual student’s special needs.
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
- Builds relationships with his or her students’ families through regular communication about students’ progress and provides ways in which families can support their children’s learning.
- Participates in school-wide student assessments in order to diagnose students’ needs. These include assessments administered to students to

screen for special needs and assessments administered to targeted students to monitor progress.

- Provides resources and supports for classroom teachers to implement early intervention strategies when identifying academic concerns.
- Refers students when necessary for special services through either the existing school resources, or the more formal Planning and Placement Team
- Participates in meetings with the Planning and Placement Team to review Individual Education Plans and suggest appropriate supports.
- Writes Individualized Education Plans and monitors progress toward student goals.
- Keeps organized records of student progress and provides up-to-date reports.

Classroom Teacher Job Description

Responsibilities

- Develops weekly written lesson plans that correlate with BCSE2's curriculum and goals and objectives.
- Collaborates with colleagues to develop and plan units and lessons and develop expertise in implementing instruction.
- Knows the school charter and its accountability plan, including the performance goals for students set forth therein.
- Uses tests, assessments, classroom performance and other designated evaluation and diagnostic tools to assess the progress of students in order to create individual learning plans and to identify curricular and professional development needs.
- Creates and maintains an orderly and well-managed classroom environment.
- Communicates with families of students. Attends parent/child-sponsored events.
- Familiar with the New York assessment expectations and test preparation.
- Is reflective of his/her own practice and participates in on-going professional development.
- Embody, advocate and operationalize the mission, vision, and strategic direction of BCSE2
- Assume responsibility for the academic progress of students with a high sense of urgency and ownership towards quantifiable results
- Use assessments and data to inform instructional practices
- Actively works to ensure all students meet or exceed expectations on the state ELA and Math exam
- Utilize IEPs to adapt instruction to reach the needs of students with disabilities in an inclusion setting
- Communicate effectively and regularly with students and parents about student progress

Qualifications and Experience

- A strong commitment to BCSE2's mission and vision
- An uncompromising belief that all students can learn
- A relentless work ethic and a high degree of patience to push through difficult challenges
- A willingness to be held accountable for quantifiable student achievement and academic gains
- Demonstrated ability to have a high number of students meet or exceed state standards in ELA and Math
- The ability and commitment to use data and regular assessment to inform instructional decisions
- Demonstrated ability to work collaboratively with a team of teachers
- Outstanding public speaking and writing skills
- Technological proficiency and adaptability
- Excellent organizational skills
- The desire and humility to grow as an educator
- At least two years of experience with a proven track-record of high achievement in the classroom
- Bachelor's Degrees (required), Master's Degree (preferred)
- New York State Teaching Certificate or Equivalent

Educational Associate

The Bronx Charter School for Excellence 2 is seeking motivated educators who are dedicated, ambitious, and committed to student success and education reform. Qualified candidates must demonstrate records of achievement, high degrees of personal responsibility, and the drive to do whatever it takes to ensure that every child achieves academic success. This individual must be committed to excellence, lead by example, and see collaboration as a key component of success.

This position is ideal for candidates that wish to fully pursue a credentialed lead teaching position. Becoming an educational associate serves as an internship for candidates who wish to develop their expertise through observation and experience in preparation for a meaningful and successful teaching career.

Qualifications

- Bachelor's Degree
- Certified teachers who have a desire to develop their expertise in the classroom in preparation for a lead teacher position *or* current enrollment in a master's education program

- Desire to become a lead classroom teacher
- Completion of Child Abuse Prevention Workshop
- Completion of School Violence Prevention Workshop

Candidates who do not meet the above requirements will not be considered.

Responsibilities

- Plans and teaches with grade level team to implement best practices for the success of all learners within the classroom
- Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the Common Core State Standards and New York State Frameworks.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student
- Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning
- Participates in school-wide student assessments in order to diagnose students' needs
- Supervises lunch and/ or recess
- Provides coverage for classroom teachers
- Provides other support as needed by the school community

Special Education Teacher

The Bronx Charter School for Excellence 2 is seeking an educator who is dedicated, ambitious, and committed to student success and education reform. Qualified candidates must demonstrate records of achievement, high degrees of personal responsibility, and the drive to do whatever it takes to ensure that every child achieves academic success. This individual must be committed to excellence, lead by example, and see collaboration as a key component of success.

Qualifications

- NY Teacher Certification in Special Education or reciprocity from another state in the equivalent area
- At least 2-3 years of classroom teaching experience in special education

Candidates who do not meet the above requirements will not be considered.

Responsibilities

- Plans and teaches with general education teacher to implement best practices for the success of all learners within the classroom.
- Collaborates with grade-level team to plan and execute individualized education plans for students with special needs in order to ensure they achieve.
- Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts.
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the Common Core State Standards and New York Frameworks.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
- Modifies existing instructional plans as necessary to accommodate individual student's special needs.
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
- Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning.
- Participates in school-wide student assessments in order to diagnose students' needs.
- Supports PPT in writing Individualized Education Plans and monitors progress toward student goals.
- Participates in annual IEP meetings for students with disabilities.

BCSE Grade Level Chair (GLC)

As the grade level chair at the BCSE2, the role is to oversee and manage the designated grade level team. The purpose of this role is for classroom teachers and the leadership team to work together to meet the needs of students and teachers school wide. As a grade level chair, one will delegate, organize and manage the needs of the team. GLCs will have a total of two prep periods per day.

Responsibilities of a GLC

- Oversee curriculum map for each subject
- Oversee planning
- Ensure Common Core- aligned lesson planning and instruction

- Ensure the Habits of Mind deliverables are being met and the Habits are encouraged by the team
- Delegate jobs/planning responsibilities
- Lead Reading Block planning meetings (including Specials Team members)
- Facilitate Data Analysis
- Evaluate materials
- Oversee scheduling/ coverages
- Ensure all technology subscriptions are being utilized
- Manage deadlines
- Point person/liaison between team and leadership
- Team communicator
- Mentor new teachers and educational associates
- Model good teaching habits
- Schedule Peer Observations
- Organize monthly PLC meetings (protocols)
- Keep agendas and notes
- Field Trip Coordinator
- Family Mediator
- Facilitate consistency with behavior systems
- Peer Observations/Feedback (documents provided to supervisor)
- Danielson Framework for Teaching Certification
- Facilitate hot seat using protocol-warm and cool comments (twice a year)
- Summer Planning (3-5 days)
- Flexible Schedule
- Event calendar List (Parent Workshops, PD, Summer Project, Field Trips, Grade Level Events)
- 1 scheduled late day per week to support dismissal and late pick-ups
- 1 scheduled early day per week to support arrival and preparation for school opening

11(c) Staff Recruitment and Retention

BCSE2 will establish a rigorous recruitment, screening, and selection process to ensure the appointment of highly qualified and passionate professionals who are deeply committed to the school's mission, vision, and philosophy of promoting excellence and providing equitable opportunities for all learners. The leadership team will be comprised of a Principal, Assistant Principal, Dean of Students and an Operations Manager (OM). The Board will have hiring, evaluating, and firing power of the Principal. The Principal, with input from the Board, will have authority to select, assess, and terminate the OM and Deans, and will collaboratively hold authority to hire, appraise, and dismiss all personnel under their purview.

All applications will be accepted online, in person, and by mail (postal or electronic). As an equal opportunity employer, BCSE2 will employ staff on the basis

of their qualifications, competencies, education, experience, records of accomplishment, and references from previous employers. All decisions will be based on merit and school needs. In no case will the school discriminate on the basis of race/ethnicity, gender, disability, marital status, sexual preference or identity, religion, or any other factor not directly related to the candidate's ability to perform his/her professional duties. Applications for employment will note this policy. Similarly, any form of discrimination or harassment will not be tolerated at BCSE2. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination without compensation. BCSE2 will embrace diversity in its personnel and hopes to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds.

As described in Response 10, the Board of Trustees will seek support from its CMO and network affiliations to contract with a hiring firm and identify the initial pool of candidates for the Principal's position. The Board may also elicit the support of BCSE and community affiliations to support the search for the school's lead administrator. Once the initial candidates are identified, the Education and Accountability Committee of the Board will assume the responsibility of performing the initial round of screening. This may include phone and face-to-face interviews, researching the candidates' credentials, and performance tasks or scenarios that reflect how the candidates would manage specific responsibilities in their role. The Committee will, then, present its recommendations to the full Board, which will vote by majority with input from a CMO representative to hire the incumbent. In addition to demonstrating the ability to meet the performance requirements listed in Response 10, the ideal candidate will also fulfill the requirements outlined in the Principal's job description included in Response 11(b). BCSE2 will follow a similar process for developing a pool of candidates for the other leadership positions, including the Deans and OM. Once the candidates are identified, the Principal will perform the duties of interviewing and checking credentials. When a final candidate is selected, the Principal will introduce the incumbent to the Board and CMO representative for input and final approval, and a letter of offer will be submitted.

The Principal will have authority to recruit, hire, train, and dismiss employees for teaching positions. BCSE2 will use the criteria and qualifications detailed in job descriptions included in Response 11(b) to assess candidate alignment to expected performance of duties. In subsequent years when a teaching staff is already in place, the Principal may choose to elicit staff support in developing a staff selection committee. The Principal can select employees with strong qualifications and performance records to assist in the interviewing process. Additionally, as teacher candidates are reviewed for addition to the staff, qualified teacher candidates may be asked to perform a lesson demonstration with a class of students enrolled at either BCSE or BCSE2 with a grade level, content area, or specialization identical or similar to the one for which the candidate applied. The classroom teacher will be asked for the flexibility to allow the teacher candidate to demonstrate the lesson with the students during a pre-scheduled interval. The Principal may also ask existing staff members to join the observation. In addition to qualifications that support student achievement, it is necessary for candidates to demonstrate the ability to collaborate and operate as a member of a team of grade level

professionals. Once the Principal has had the opportunity to screen all candidates and makes a determination, an offer letter will be submitted to the candidate. Candidates who are not selected will be respectfully informed as well. Prior to any employee's appointment, BCSE2 will request the appropriate documentation of licensure and identification, require the appropriate health records, and expect the candidate to submit to a state and national criminal history background check. Pending the approval of all proofs aforementioned, and the acceptance of employment offer, the candidate can begin an orientation process at the school.

BCSE2 employees will be "at will". Therefore, both employee and employer have the right to terminate employment as needed. Any employee voluntarily terminating employment is asked to submit a letter stating the effective date of resignation to their immediate supervisor and/or the Principal. It is requested that up to two weeks notice be given prior to the employee's resignation. However, it is at the discretion of the Principal to accept the full notice period or immediately accept the resignation on the date submitted. In the event that a member of the leadership team resigns, a letter should be submitted to the Principal and the Board, and the Principal will have authority to request immediate resignation. Should the Principal decide to resign, a letter need only be submitted to the Board, and it is at the Board's discretion to determine if such resignation is accepted prior to the date indicated in the letter. The employee will be paid for all time worked, and the employee must return all BCSE2 property upon leaving.

At will employees may be terminated at any time with or without notice. BCSE2 will exercise this prerogative in the event that there is a breach of any policies, laws, regulations, or standards under which BCSE2 operates. Situations which may require termination include, but are not limited to: corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence or tardiness, failure to report child abuse, intoxication, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate, unethical, or illegal by the school or Board. All employees will have the right to due process and may request a hearing with the Board of Trustees. The Board will, then, return a determination to the supervising authority. In accordance with federal law, BCSE2 will allow employees and their dependents to temporarily continue health insurance coverage with COBRA. All policies, expectations, and procedures are outlined in the school's employee manual, which is distributed to all staff members upon hire. When employment is severed, whether voluntary or involuntary, the supervising authority will conduct an exit interview to ensure the employee understands the terms of separation, and both parties may evaluate the circumstances for separation. BCSE2 is highly invested in the success of its employees and will ensure that all members of the leadership team and staff are provided with the necessary support to succeed in their positions so that these situations remain an exception.

To appoint the school's faculty members, our CMO will establish a broad and diverse pool of applicants by recruiting through a variety of means, which may include: widespread media advertisements (electronic, newspapers, flyers, and educational journals); postings at local universities and teacher preparation programs; teacher recruitment fairs; social media (Facebook, Twitter, etc.); school

website; electronic job search engines; leveraging personal and professional relationships, contacts, and networks (Board members, community members, founding members); district newsletters; radio advertisements; and local, regional, and national charter organizations. We will promote diversity in the applicant pool by advertising in targeted media (e.g. minority newspapers, flyers posted at local markets), networking with minority organizations such as the NAACP, Hispanic Advisory Council and Urban League, and participating in minority recruitment events. Once an initial pool of candidates is provided by our CMO, the Principal and leadership staff will be able to select potential candidates from that pool and conduct their own internal screening measures to identify the best candidates that fit their needs. The school's leadership, with input from the Board, will have final hiring authority.

BCSE2 will comply with all federal, state, and local regulations and requirements for hiring staff and will not discriminate in hiring, employment, contracting, or retention of staff on the basis of race, sex, age, religion, disability, or other reasons prohibited by law. BCSE2 will recruit teachers who are passionate about the school's mission, vision, and philosophies and excited at the prospect of being one of the school's founding teachers.

BCSE2 will provide multiple incentives to retain its faculty. The school will cultivate a small professional learning community where every student and staff member is part of a special family. Every staff member will feel valued and supported as they grow personally and professionally. BCSE2 will provide opportunities to build leadership skills and capacity. Teachers will have opportunities to participate in and develop activities that will help them grow beyond the classroom environment. Whenever possible, BCSE and BCSE2 will promote future leaders from within the organization. Additionally, teachers will receive stipends for assuming roles and responsibilities beyond the scope of teaching. The school will also offer fringe benefits such as tuition support and paid registration fees for attendance at workshops and conferences for all staff. Further, employees will be eligible for performance-based bonuses. All of these strategies are designed to provide incentive for every staff member to continually increase and improve their skill sets, which will ultimately benefit the students they serve.

Ongoing professional development is vital to ensuring that students benefit from improved instructional practices. Every school year begins with a one-week orientation to the program, followed by continual coaching and development throughout the year. All teachers will have their own professional growth plans to ensure that professional development is differentiated and individualized for each teacher's maximal growth. Teachers at BCSE2 will be expected to complete 200 hours of professional growth each year. One hundred of those hours can be allocated towards graduate coursework, online courses, educational conferences, and external workshops, or staff may submit proposals for alternative plans, such as additional degree or license programs. The remaining 100 hours are dedicated towards building leadership capacity in the staff, qualified through activities such as mentoring other teachers, providing workshops for parents, creating exemplar units, creating an enrichment club for students, and planning activities to increase parent engagement. Such activities may be coordinated individually, or as a grade

level team. Teachers will meet individually with the leadership team specific to their professional growth plans to establish goals towards individual students, grade level, and school-wide achievement. In addition to school-wide goals, based on the Danielson Framework for Teaching for educator evaluations, teachers will also have specific and individuated instructional and learning goals. Goals and progress will be carefully monitored and documented on each teacher's growth plan and compiled into a portfolio. As the year progresses, the teacher and leadership team meet formally two more times to review portfolios, assess the teacher's progress towards established goals, and formulate a plan to ensure success. Teachers' progress towards goals in the professional growth plan will add to their summative evaluations. BCSE2 will utilize the Danielson Framework, and may include additional feedback reflective of the performance expectations outlined in the job description. The school will ensure that key evaluators are appropriately trained and supported in the implementation of the school's model for performance evaluations. BCSE2 will utilize annual performance appraisals to determine goal setting, ongoing development, performance-based incentives, and contract renewal or termination.

Response 11d: Personnel Policies

A GUIDE TO WORKING AT BRONX CHARTER SCHOOL FOR EXCELLENCE



Expecting Excellence
From Our Children

***Bronx Charter School for Excellence
1960 Benedict Avenue
Bronx, New York 10462
(718) 828-7301
www.bronxexcellence.org***

Revised October 19, 2011

Early History of the School and its Mission

Opening in August 2004, Bronx Charter School for Excellence began an important and exciting K-8 public school alternative to serve children in the Parkchester section of the Bronx and its surrounding neighborhoods. Presently, the school serves more than 300 children in grades Kindergarten through Fifth.

The mission of the Bronx Charter School for Excellence is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school will accomplish this by offering a challenging and rigorous academic curriculum, which at the earliest of grades will have an eye towards college preparation. We will achieve this in a supportive and caring environment that has high expectations of all our students.

The vision of BCSE is to produce highly motivated and excited scholars who can read, write, communicate, compute, express themselves artistically, use technology, think analytically and critically, and conduct themselves with a strong sense of self. The vast majority of the school day is devoted to mastery of the core subjects—English Language Arts [ELA], mathematics, science and social studies. Students at BCSE also study art, music, dance and physical education.

The school is young, and the goal that students will enter and graduate from college will not be met for many more years, yet to expect excellence, we must provide excellence. Many challenges and hard decisions in our beginning years, has yielded a team of high caliber teaching professionals, who under good leadership will fulfill the mission of BCSE.

**Take Pride. Take Ownership.
Deliver Excellence.**

About this Guide

This guide to working at Bronx Charter School for Excellence (BCSE) is your basic source of information about your employment at BCSE. Although it covers the school day and procedures, this guide also describes the key employment procedures, policies and guidelines for anyone working at BCSE. It is not intended to address all the possible applications of or exceptions to them. We operate in a dynamic environment with daily and often unexpected challenges. The purpose is to let you know what BCSE expects from you and how you can best contribute to the BCSE community.

From time to time, BCSE may need to change its policies and procedures as they are described in this guide and it may do so without prior notice to you.

This handbook is intended for your information and guidance. It is not an employment contract (either expressed or implied) and does not guarantee any fixed terms and conditions of employment. If you are not otherwise covered by a contract, bear in mind that your employment at BCSE is not for any specific time period and may be terminated at will by you or BCSE for any and no reason and at any time. This document is informational only and is not an attempt, to provide a complete reference to the law, employee rights or the regulations of the State Education Department.

This edition of **A Guide to Working at the Bronx Charter School for Excellence** is complete in and of itself and replaces all previous versions, updates, verbal discussions and supplements.

October 19, 2011

CHARTER SCHOOL BASICS

In December 1998, the New York State Charter Schools Act (Education Law §§ 2850-2857) allowed the creation of independent public schools, operating based on the terms of a five-year performance contract or "charter." The law states that "an application to establish a charter school may be submitted by teachers, parents, school administrators, community residents or any combination thereof."

By giving educators more autonomy and evaluating schools by their student achievements, charter schools provide an innovative solution to achieve, among other things, the following educational goals:

- Increase the learning opportunities and scholastic achievement for all students, especially those at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Provide parents and students more educational choices within the public school system; and
- Create new opportunities for motivated teachers, school administrators and personnel.

At the same time, charter schools are held accountable for meeting specific student performance goals and a charter may be revoked or not renewed if results are not attained. In return, charter schools are exempt from many public school regulations for curriculum development, staffing and budgeting.

BRONX CHARTER SCHOOL FOR EXCELLENCE GENERAL OPERATIONS

The school day:

For teachers and educational assistants, the school day begins with the arrival of the children at 7:30 am and generally ends at 4 pm. BSCE may stagger assignments in order to provide maximum coverage throughout the day.

The management and administrative staff's start times will vary according to their position.

Classroom instructional staff is expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Time recording:

All employees should call their supervisor before 7 a.m. on days in which they are not coming in. All employees should notify their supervisors of planned absences at least a week in advance.

Terms of Employment:

- **Employment Categories:**

Each employee is categorized as full-time or part-time, as exempt or non-exempt. Full-time employees are regularly scheduled to work forty or more hours per week. Part time employees are regularly scheduled to fewer than 28 hours per week.

You will be informed upon hire whether you are considered a non-exempt or exempt employee. The "exempt" category applies to certain administrative, professional and executive staff. The "non-exempt" category applies to all other employees. In general, non-exempt employees receive pay for overtime work.

- **Pay Periods:**

You will be paid on a semi-monthly schedule. The first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. BCSE will make all deductions required by law, including in response to a garnishment notice received from a court or other legal authority.

Full-time teachers and educational associates work from mid-August through June and receive compensation in 24 payments over twelve-months. Since the summer checks reflect a full school year of service, teachers starting mid-year will receive checks adjusted for their start date.

- **Compensation and Benefits:**

Any success we have experienced in our past or will experience in the future is attributable to attracting and retaining faculty and staff. Our goal is to offer a competitive package of salary and benefits that meets or exceeds that of other public, charter and independent schools. The Board of Trustees reviews BCSE's compensation programs on an ongoing basis.

BCSE provides a comprehensive and competitive benefits plan to full time employees. You are eligible to participate in these plans on your first day of employment. The details of the coverage are set forth in APPENDIX I & II to this guide. BCSE reserves the right to amend, interpret, modify or terminate any of its benefits without prior notice. The Plan Administrator of each of BCSE's plans has the power to construe and interpret the terms of the plan, to make all factual determinations and to amend or terminate such plans. Without exception, the actual benefits plan document and terms of the respective policies will govern.

- **Declination of Insurance Benefits:**

If you do not wish to accept any of the insurance benefits offered by the school, you should submit that request in writing to the Director of Finance and Operations.

- **Continuing Education:**

Limited funds are available to teaching staff for continuing professional education. You should speak with the Principal regarding any proposed courses.

- **Employment Agreements:**

BCSE generally offers employment agreements for teachers for the following school year in the spring. There is no guarantee or implied promise that an agreement will be renewed. A signed copy of the agreement should be returned to the Principal. In the event that the evaluation process has identified areas for improvement, a renewal offer may be deferred until June, pending performance improvement. BCSE regards each employee as an "at will" employee and retains the right to terminate any employee at any time.

BCSE expects teachers to submit a letter of resignation to the Principal with at least 30 days notice. If a teacher chooses not to accept a renewal agreement at the end of the school year, a letter of resignation should accompany the unsigned agreement when returned to the Principal. All other

employees, who are not covered by an agreement, are expected to give two week's notice.

If you have any concerns regarding the evaluation or renewal process, you should feel free to speak directly with the Principal.

Equal Employment Opportunity:

BCSE is committed to equal employment opportunity and does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at BCSE will be made in a non-discriminatory manner based on qualifications, abilities, and merit. This policy governs all aspects of employment at BCSE including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of the Head of School. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

Non-Harassment Policy:

BCSE is committed to providing an environment that is free from harassment and coercion, where everyone can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated here. BCSE prohibits all types of harassment, including verbal harassment, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation or any other basis prohibited by federal, state or local law. This prohibition applies in your relationships with all other employees, students, parents and guardians, visitors, and guests. BCSE will also not tolerate retaliation of any type against any employee who, in good faith, complains of harassment or provides information in connection with any such complaint.

Sexual Harassment:

BCSE prohibits sexual harassment at any time whether directed at an employee, student, parent or guardian, visitor, guest, candidate for employment or other person visiting BCSE.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or

effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

This policy applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the work place as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. This does not mean that you may not have a consensual relationship outside the workplace. However, you should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them. In the event that such a relationship interferes with the performance of your duties, BCSE reserves the right to change your assignment or terminate your employment.

Reporting Harassment:

If you believe you have been the victim of harassment, you are urged to promptly and directly notify the offender that the behavior in question is inappropriate and request that the behavior be stopped. If you do not wish to confront the offender directly or if such a discussion does not successfully end the behavior, or if you believe you have witnessed prohibited harassment, you must promptly report the matter to the Head of School.

Investigation and Response:

BCSE will promptly investigate any such report and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation. If the Head of School is involved in the reported conduct, or for some reason you feel uncomfortable about making a report to the Head of School, you should directly contact the Chair of the Board of Trustees of BCSE. All employees have a duty to cooperate in an investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action up to and including termination.

Code of Ethics and Standards of Conduct:

As a professional, you are responsible for observing certain rules of behavior and conduct. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. In addition to specific issues noted elsewhere, the following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment: Theft or

inappropriate removal or possession of property, falsification of records, fighting or threatening violence in the workplace, insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives, violation of safety or health rules, excessive absenteeism, and unsatisfactory performance or conduct.) Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances

For all key management positions including the Head of School, Principal, Director of Finance and Operations, and Deans, please see Appendix V, **The Bronx Charter School for Excellence Code of Ethics**. This document will be signed by all employees upon employment and each year, and whenever it is amended.

Reasonable accommodation:

BCSE will provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on the school. If you believe that you need an accommodation to perform your job, you should submit a written request to the Director of Finance and Operations, with appropriate medical documentation to support the request, describing the activities that can and cannot be performed.

Confidentiality:

In the course of your day, you may have access to sensitive information relating to BCSE, its employees and its students. Any such information should be discussed and used only for purposes related to BCSE. You should never discuss confidential information outside of BCSE or with other staff members unless there is a compelling reason to do so. Records pertaining to employees or children may not be taken out of the school premises. Except as required by law, information about students should not be released other than to the child's parent or guardian, without express written consent. Your obligations under this policy continue after your termination of employment.

Visitors in the workplace:

To maintain safety and security, only authorized visitors are allowed on BCSE property. All visitors should sign in at the reception desk.

Non-Solicitation:

In the interest of efficiency and security, BCSE restricts solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted on the premises at any time.

Appearance:

Regardless of your position at BCSE, you serve as an important role model for our students. Your appearance and personal hygiene should reflect that status. You should always be well groomed and your attire should be appropriate to your role and daily activities. Let common sense and good taste be your guides.

Drug and alcohol policy:

The possession or use of alcohol and the unlawful possession, use, distribution or sale of controlled substances is strictly prohibited whether on the premises of BCSE, conducting activities related to BCSE or attending BCSE-sponsored events. Use of any prescription drug that is not medically authorized or that adversely affects your work performance is also in violation of this policy. Violation of this policy may result in immediate dismissal.

Acceptance of gifts:

You are not permitted to accept gifts of any kind – directly or indirectly - of a value exceeding fifty dollars (\$50) including but not limited to money, goods, food, entertainment, or services. The Head of School may make an exception, e.g., in instances where such gifts will be used by the entire school. Offers of such gifts in excess of \$50, even when refused, should be communicated immediately to the Head of School.

Smoking:

BCSE is an entirely smoke-free environment. Smoking is not allowed at any time on school premises, including the building and surrounding property. This includes social, after-hour, and weekend functions on the premises.

Equipment Use:

BCSE equipment, including telephones, copiers, computers and internet access, are to be used primarily for school business. You may receive necessary and appropriate personal messages on your voicemail and/or through BCSE e-mail. Let good judgment be your guide when using them for personal matters, which should be kept to a minimum. Software should not be installed or downloaded without permission. No employee should have any expectation of privacy in using BCSE telecommunications, computer equipment, or other materials, spaces or property of BCSE. BCSE reserves the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with BCSE systems and equipment.

From time to time, BCSE purchases and licenses the use of various computer software for business purposes, but does not have the right to reproduce such software except as expressly provided in the license or purchase agreement. BCSE expressly prohibits the illegal duplication of software and its related documentation.

Copyrights:

You acknowledge that the entire right, title and interest of any and all writings, programs, curriculum and other material that you may create, write, initiate or otherwise develop while employed by BCSE shall be considered the property of BCSE. These works will be “works for hire” and shall be BCSE’s sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. You further agree, upon request, and without further compensation or limitation, to execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in BCSE’s opinion may be necessary or desirable to secure the full enjoyment of all rights, titles, interest and properties herein assigned. You agree to not charge BCSE for use of your copyrighted, trademarked and patented materials.

Personal Information:

It is your responsibility to immediately notify the Director of Finance and Operations, of any changes in personal data such as home address, home and cell phone numbers, emergency contacts, number of dependents, change in marital, alien or military status.

Hiring of Relatives:

In its sole discretion, BCSE may hire and retain relatives of employees, if doing so does not create problems of supervision, security, moral or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. In the event that someone is affected by the policy, BCSE will attempt to provide alternative employment within the school, but this attempt creates no legal obligation to do so.

With respect to the employment of a relative, BCSE defines relatives as spouses, partners, parents, children, step-children, siblings, in-laws, step-parents, brothers, or sisters, and step-children or someone who resides in your household.

Time Away from BCSE:

School Calendar and Holidays:

Each year, the school administration establishes a school calendar that complies with the New York State Education Law relating to compulsory attendance. In most instances, BCSE will follow the calendar established by the New York City Department of Education. BCSE will be closed on all legal holidays. The school calendar, a copy of which is attached in the appendix, should be consulted for other dates on which the school is closed.

Weather Days and Other Closings:

BCSE may be closed due to inclement weather or other situations. Please follow the New York City Department of Education for school closings.

Vacation Days:

Teachers receive all calendar year school holidays including breaks, except one day (to be designated by the Principal) which will be used for professional development. In addition, there will be other days on which the school is closed to allow for further professional development.

Administrative staff receives four weeks of vacation, of which two weeks can be used during the Christmas, winter or spring breaks and two weeks during the period between the conclusion of one school year and the start of the subsequent school year. Vacation is allowed only after the first three months of employment. Two weeks of vacation are accrued between July 1st and the start of the Christmas holiday; two weeks are accrued on the last day of school.

Authorized Leaves:

The Head of School, with the permission of the Board of Trustees, may authorize a leave of absence with or without pay, providing that it is in the best interest of BCSE.

Personal Days:

All employees are eligible for two personal days. One accrues after 3 months; the second after 6 months of employment.

Sick Days:

All employees – administrative and instructional - may accrue up to 7 days over a 12 month period. Once accrued, up to 4 days may be carried over to the next year.

Jury Duty:

BCSE recognizes your civic obligation to serve as a juror when called and will grant a paid leave to serve. Teachers are required to provide lesson plans for the duration of their leave. Other staff members are required to make necessary arrangements with their supervisor. New York State automatically grants one request for postponement of jury duty. If you are called to serve at an inconvenient time, e.g. during the academic year if you are a teacher, BCSE may request that you seek a postponement. You are expected to report back to work if released before the end of the stipulated period of service.

Outside Employment:

When you were hired, you were asked to disclose any other employment, self-employment, consulting, volunteer or board membership activities in which you may be engaged while you are employed at BCSE. This is important to avoid any

actual or potential conflicts of interest. While you are employed, you have an ongoing responsibility to keep that information current. You should notify the Head of School prior to entering into those arrangements. If a conflict is identified, you will be notified and required to refrain from the activity.

Bereavement:

If you suffer the loss of an immediate family member you will be entitled to bereavement pay for up to three consecutive days. You may be granted additional time without pay or you may use earned unused personal days for additional leave. You should notify your supervisor as soon as possible for the reason for and expected length of your absence. As used in this paragraph “immediate family member” means a spouse or partner, father, mother, child, step child, brother, sister, grandparent or grandchild of the employee or someone who resides in your household.

Military Duty:

If you are a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service you will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Leaving BCSE:

Resignation

Any employee voluntarily terminating employment is asked to submit a letter stating the effective date of resignation to their immediate supervisor and the Head of School. It is requested that , up to two (2) weeks notice be given prior to the employee’s resignation, however, it is at the discretion of the Head of School to accept the full notice period or immediately accept the resignation on the date submitted. Employee will be paid for all time worked and the employee must return all BCSE property upon leaving.

Termination

You are an employee at will and therefore you may be terminated at any time with or without cause. BCSE will exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards under which BCSE operates. Situations which may require termination include, but are not be limited to, corporal punishment, use or sale of narcotics, repeated poor performance, excessive absence or lateness, failure to report child abuse, intoxication, theft, fighting, abusive or foul language, insubordination, or any other conduct deemed inappropriate by BCSE.

Unauthorized Absence

You are deemed to be on unauthorized leave at such time and on such occasions as you absent yourself from required duties. This would cover nonperformance,

unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at school-sponsored activities.

If you are absent for three days or more, without notice, you will be deemed to have resigned without giving the required notice, with such resignation effective on the initial date of absence. The Head of School will make the determination of unauthorized absence.

Verification of Absence

Your supervisor may request a physician's note or other verification as to an employee's claimed reason for absence in any situation. Such verification shall be made within five working days of absence.

Return of School Property

Upon termination or resignation, employees must return all BCSE property including keys, records, files, supplies, or any other school property.

COBRA

Under the provisions of The Consolidated Omnibus Budget Reconciliation Act (COBRA) you may be eligible to continue your group health coverage when you leave BCSE. Group health coverage for COBRA participants will be more expensive than health coverage for active employees, since you will pay the full premium, including that part previously paid by BCSE. Information will be provided to you at the time of your departure.

ACKNOWLEDGEMENT OF RECEIPT

To be filed in your employee file.

I have received a copy of **A Guide to Working at Bronx Charter School for Excellence** and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it may be modified from time to time.

Employee Signature_____

Date _____

Confidentiality Policy for Bronx Charter School for Excellence Employees

School Employees are required to preserve the confidentiality of any and all records containing personally identifiable information. Student (and Staff) records may be confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. Bronx Charter School for Excellence Employees may not disclose personally identifiable information about school students or employees unless they are certain that such disclosure is permitted by law.

If in doubt about either the confidentiality of any record or the legality of disclosing information (including to other personnel within the school), School Employees should consult with the Head of School and/or Principal and/or the Director of Finance and Operations (who in turn may consult with the school's counsel) before disclosing any student or employee information.

_____ **I have received and read a copy of the above policy.**

Print Name: _____

Signature: _____

Position: _____

Date: _____

APPENDIX I

General Employee Benefits

BCSE has established a variety of benefit programs designed to assist you and your eligible dependents in meeting the financial burdens that can result from illness and disability, and to help you plan for retirement. This portion of the Handbook contains a very general description of the benefits to which you may be entitled as an employee of BCSE. Please understand that this general explanation is not intended to, and does not, provide you with all the details of these benefits. Therefore, this Handbook does not change or otherwise interpret the terms of the official plan documents. Your rights can be determined only by referring to the full text of the official plan documents, which are available for your examination from the Director of Finance and Operations. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official documents will govern in all cases.

Please note that nothing contained in the benefit plans described herein shall be held or construed to create a promise of employment or future benefits, or a binding contract between Bronx Charter School for Excellence and its employees, retirees or their dependents, for benefits or for any other purpose. All employees shall remain subject to discharge or discipline to the same extent as if these plans had not been put into effect.

As in the past, BCSE reserves the right, in its sole and absolute discretion, to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents. Further, BCSE reserves the exclusive right, power and authority, in its sole and absolute discretion, to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans.

For more complete information regarding any of our benefit programs, please speak to the Director of Finance and Operations.

Health Insurance

On the first day of the calendar month following the end of the employee's initial employment period, the employee becomes eligible to be enrolled in Bronx Charter School for Excellence's health insurance program. BCSE will provide employees with the current carrier's summary plan documents.

Group Health Continuation Coverage (COBRA)

The Consolidated Omnibus Budget Reconciliation Act (“COBRA”) requires that most employers sponsoring group health plans offer employees and their families the opportunity for a temporary extension of health coverage (called “continuation coverage”) at group rates in certain instances where coverage under the plan might otherwise end.

If you are currently covered by BCSE’s plan, you have the right to continue coverage at your own expense for up to 18 months in accordance with COBRA and its regulations, if your employment with Bronx Charter School for Excellence is terminated for any reason other than gross misconduct.

Upon termination, you will receive the details of the coverage available to terminating employees.

Retirement

Tax Sheltered Account (TSA)

On the first day of the initial employment period, an employee becomes eligible to be enrolled in a salary-reduction retirement annuity program. This program allows an employee to voluntarily contribute to a 403(b) Deferred Compensation Plan. To participate, an employee sets aside pretax dollars through a salary reduction agreement with BCSE. The employee selects an investment profile with Nationwide Trust Company.

BCSE will match employee’s contributions up to 5% of the employee’s salary. The employee is eligible to vest these contributions according to the following schedule:

- after 2 years of employment, an employee vests 40% of the employer contribution,
- after 3 years of employment, an employee vests 60% of the employer contribution,
- after 4 years of employment, an employee vests 80% of the employer contribution, and
- after 5 years of employment, an employee vests 100% of the employer contribution.

The employee will see the full employer contribution in their nationwide account but will own only the vested portion.

Other Benefits

Workers' Compensation

BCSE employees are subject to state workers compensation law. Any injury arising out of or in the course of employment must be reported IMMEDIATELY to your supervisor.

Any FMLA (*see Section XII, Item D, page 15*) leave to which an employee may be entitled runs concurrently with time off granted under BCSE's 'workers' compensation policy. In other words, an employee cannot take his/her workers' compensation leave, and then take three months off under the FMLA; any time spent on workers' compensation leave counts as part of an employee's FMLA leave.

BCSE will attempt to return an employee who is returning from a workers' compensation leave to the same or similar job, at the same salary that the employee held prior to the leave. Under some circumstances, however, permanent replacement during a leave may be required, or in some instances, staffing requirements may change. Therefore, unless an employee is entitled to return to the same or an equivalent position under the Family and Medical Leave Act, a job cannot be guaranteed when the employee is ready to return to work from a workers' compensation leave. In the event the employee is not entitled to return to the same or an equivalent position under the Family and Medical Leave Act and a position is not available, or if the employee cannot or chooses not to return to work for whatever reason, upon the expiration of the workers' compensation leave, the employee will be terminated. If an employee does not return from a workers' compensation leave, the termination date is the last day that the employee was authorized to return, or the date the employee notifies his/her supervisor that he/she is not returning, whichever is sooner.

APPENDIX II**Benefits Chart**

	Administration	Teachers
Sick Days	7 with a maximum of 4 rolling over per year	
Personal Days	2 with no rollover. First day is earned after 3 months and 2 nd day after 6 months.	
Vacation Days	4 weeks of which 2 weeks can be used during the Christmas, winter or spring breaks and 2 weeks during conclusion of the school year and the start of the subsequent year. Up to 5 rollover days allowed to be used during the conclusion of the following school year and the start of the new school year. Vacation only allowed after first 3 months of employment. First two weeks accrued between July 1st and start of Christmas holiday, second two weeks accrued on last day of school.	All calendar year school holidays including breaks, except for one day, as designated by Principal, for staff development. Day to be announced at beginning of school year. This development day is in addition to scheduled school closings for development days.
Maternity Policy (for birth or adoption of child)	Follows FMLA policy: maximum of 12 weeks, available after one year of employment; health coverage continued. Four weeks will be paid less short-term disability for primary care giver of new child.	Same. Special rules for teachers regarding time out of class will be detailed at a later date.
Health and Dental Benefits	10% contribution for individual plan plus 50% of the difference in cost between individual and family, if employee chooses family plan; up to a maximum of 5% of gross salary. BCSE will reimburse employees through payroll for participation on their spouse's plan, up to the amount BCSE would pay if employee were covered through BCSE; benefits available on date of hire. If two plans are offered, contributions by BCSE are determined by rates of lower plan.	
Retirement	BCSE has a 403(b) Deferred Compensation Plan with Nationwide. Employees can make elective contributions towards their retirement accounts up to the maximum allowed by Federal law as pre-tax payroll contributions. BCSE will match up to 5% of the employee's salary. The employee's contribution, earnings and rollover contributions are 100% vested. The employer contributions are vested in increments. For less than two years of service 0% is vested, 2 years is 40% vested, 3 years is 60% vested, 4 years is 80% vested and 5 or more 100%.	

APPENDIX III

Procedures for Reporting Child Abuse

The well-being of our students is our primary concern. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment (“SCR”). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline number is: 1-800-635-1522.

Child “abuse” occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child “maltreatment” (which includes neglect) occurs when a child’s physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent’s (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, cause the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. “Reasonable cause” to suspect child abuse or maltreatment means that, based on a school official’s rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment.

If you learn of or suspect a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student’s care, you **MUST** immediately report the situation to the Principal.

If, based on the report, the Principal reasonably believes that abuse or maltreatment has occurred, the Principal must immediately make a verbal report to the SCR hotline. The Principal should ask the SCR representative his or her name and the

“Call I.D.” Within 24 hours of the Principal’s verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form “LDSS-2221A”. Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.state.ny.us/main/forms or by calling (518) 472-0971.

If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist. The Principal shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

When any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following: the name of the child’s parent.; the name of the person who reported the abuse and their relationship to the child; the name of the employee or volunteer against whom the allegation is made; and a listing of the specific allegations.

The report must be given to the Principal immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner’s Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.

If the parent made the allegation, promptly provide the parent with the above-referenced written statement.

If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.

The school shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.

Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the school determines.

Moreover, at least annually, the school shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.

APPENDIX IV

Family and Medical Leave

The Bronx Charter School for Excellence is not required to follow the Family and Medical Leave act but in support of employees and their families has chosen to provide similar benefits.

Employees who have completed at least one year (10 months) of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Head of School or his or her designee with a written notice of his/her disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leave of Absence may be granted for a period of up to 12 weeks, but may be extended with the approval of the Head of School on a month-to-month basis. An employee wishing an extension of a Medical Leave of Absence must submit to the Head of School a written request prior to the beginning of each month with proof of continued disability from an attending health care provider. The School will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with a least one week's written notice of his/her intent to return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist. An employee's continued absence from work beyond the Leave granted, without other arrangements made and approved by the Head of School, will be deemed a voluntary resignation from employment.

For employees taking leave for the birth or adoption of a child, four weeks of leave will be paid less any short-term disability payments made for the primary care giver.

APPENDIX V

The Bronx Charter School for Excellence Code of Ethics Policy

Purpose of a Code of Ethics

The purpose of a conflict of interest policy or code of ethics is to protect the interest of The Bronx Charter School For Excellence ("BSCE") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a disqualified person, defined as employees, officers or the Board of Trustees of BSCE (collectively, the "Board" or individually, "Trustees") or their family members. This policy is intended to supplement but not replace any applicable Federal, state, or local laws governing conflicts of interest applicable to non-profit organizations.

Explaining Conflicts of Interest

For key administrative or managerial staff or the board members of nonprofit organizations, conflicts of interest occur whenever a disqualified person acts in a position of authority on an issue in which they have financial or other interests. In other words, when there is a dual interest or the appearance of a dual interest for any disqualified person, the potential for a conflict of interest exists. For example, a disqualified person would be in conflict of interest if he/she offers services to the organization on whose board they serve even if the charge for these services is at or below the market value. Similarly, if a disqualified person contemplates selling or leasing property that the organization may wish to purchase, the disqualified person will be placed in a conflict of interest situation.

In cases of potential conflict of interest, employees, officers and Trustees must act to preserve and enhance public trust in BCSE by putting the interests of the organization ahead of all other business and personal interests. In addition to the public's sensitivity to

excessive benefits, activities that appear to have a conflict of interest can be the basis for lawsuits against the disqualified person. Also, all disqualified persons must comply with the Internal Revenue Service rules on excess benefit transactions applicable to 501(c)(3) organizations.

When disqualified persons are confronted with an actual or apparent conflict of interest, there are reasonable steps that the organization can take to preserve its integrity. Disqualified persons need not be disqualified from boards simply due to conflicts of interest. Perhaps the most important step is for board members to disclose information related to the possibility of dual interests to others on the board. *Minimally, the disqualified person needs to inform the board of the important facts and details and must abstain from voting on the transaction.* These actions should be recorded in the minutes to document the disclosure.

What is a Conflict of Interest?

A conflict of interest occurs whenever an individual or a member of his or her immediate family has a direct or indirect interest or relationship, financial or otherwise, that may conflict or be inconsistent with the individual's duties, responsibilities, or exercise of independent judgment in any transaction or matter involving BCSE.

A conflict of interest does not necessarily imply that an individual is ineligible for employment or to serve on the Board or a committee or cannot represent the BCSE in a specific situation, but it may indicate that participation in some matters should be avoided or limited. If a key administrator, manager or Trustee has an actual or potential conflict of interest relating to business or transactions before the Board he or she should immediately notify the Chair of the Board or of his or her committee. The Head of School and the Principal should disclose her or his own potential or actual conflicts of interest to the Secretary and the Chair of the Board. In making the disclosure, the individual should reveal all material facts about the conflict of interest and explain his or her relationship to the transaction or matter at issue. In some circumstances, full disclosure of the conflict may in itself be sufficient to ensure the integrity of operations.

Conduct

The Board expects of itself, its officers and employees of BCSE ethical and businesslike conduct. This commitment includes proper use of authority when acting as Trustees and staff members.

1. Trustees and staff members must demonstrate unconflicted loyalty to the interests of BCSE.
 - This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs.
2. Trustees and staff members must avoid any conflict of interest with respect to their fiduciary responsibility.

- There must not be any conducting of private business or personal services between any Trustee and BCSE except as procedurally controlled to assure openness, competitive opportunity and equal access to otherwise “inside” information.
 - There must not be any excess benefit transaction between the BCSE on the one hand and a Trustee on the other hand.
 - Trustees or staff must not use their positions to obtain for them or for their family members employment within the BCSE.
 - If a Trustee or a family member is considered for employment, the Trustee or staff member must temporarily withdraw from Board deliberation, voting and access to applicable information.
3. Trustees key staff members will deal with outside entities or individuals, with clients and staff and with each other in a manner reflecting fair play, ethics and straightforward communication.

Rules Concerning Excess Benefit Transactions

The Board, any Trustee, and key employees shall refrain from entering into any transactions that are excess benefit transactions as defined in IRC Sec. 4958 with the BCSE. The Board shall also refrain from causing BCSE to enter into any excess benefit transaction with any family member of a Trustee.

An excess benefit transaction means any transaction in which an economic benefit is provided by an applicable tax-exempt organization (such as BCSE) directly or indirectly to or for the use of any disqualified person if the value of the economic benefit provided exceeds the value of the consideration (including the performance of services) received for providing such benefit. For purposes of the preceding sentence, an economic benefit shall not be treated as consideration for the performance of services unless such organization clearly indicated its intent to so treat such benefit. “Excess benefit” means the excess referred to in the first sentence of this paragraph.

Code of Ethics Policy

In addition to the above the Board and key employees shall follow BSCE’s Code of Ethics (attached).

Trustees, officers and employees should sign a statement regarding conflicts annually. These statements must be submitted to the Chair of the Board who will review of this information with the Executive Committee.

Annual Conflict of Interest Certification

The undersigned person acknowledges receipt of a copy of the Code of Ethics modified by the Board of Trustees of BCSE on _____. By my signature affixed below I acknowledge my understanding of and agreement with the spirit and intent of this policy and, I agree to report to the Secretary or the Chair of the Board of Trustees any possible conflicts (other than those stated below) that may develop before completion of the next annual statement and to abstain from any participation in such matters relating to that conflict. In addition, I acknowledge by indication of my signature below that I have not entered into any prohibited excess benefit transactions for this annual period.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the area(s) indicated below.

_____ I have not entered into any prohibited excess benefit transactions.

Conflicts:

Signature

Date

Print name

APPENDIX VI

Bronx Charter School for Excellence Whistleblower Protection Policy

General

The Bronx Charter School for Excellence (“BCSE”) Code of Ethics (The “Code”) requires trustees, officers, and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the organization, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the organization prior to seeking resolution outside the organization.

It is the responsibility of all trustees, officers, and employees to comply with the Code and to report violations or suspected violations in accordance with this Whistleblower Policy.

No Retaliation

No trustee, officer, employee or volunteer who in good faith reports a violation of the Code, violations of board policy or the law shall suffer intimidation, discrimination, harassment, retaliation, or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

Reporting Violations

The Code is in line with the BCSE’s open-door policy and suggests that employees and volunteers share their questions, concerns, suggestions, or complaints with someone who can address them properly. In most cases, an employee’s supervisor is in the best position to address an area of concern. However, if you are not comfortable speaking with your supervisor or you are not satisfied with your supervisor’s response, you are encouraged to speak with the Head of School or the Principal or anyone in management with whom you are comfortable approaching. Supervisors and managers are required to report suspected violations of the Code to the Head of School/Principal, Charlene Reid; Tel 1-718-828-7301; Email creid@bronxexcellence.org, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when you are not satisfied or uncomfortable with following the organization’s open-door policy, individuals should contact the Chair of the Board of Trustees, Joyce Frost; Tel 1-212-761-3714; Email; joycefrost@nyc.rr.com directly. Trustees and Officers should also contact the Chair of the Board of Trustees with their questions, concerns, suggestions or complaints as well as any suspected violations of The Code or fraud.

Whether or not you feel comfortable identifying yourself, please provide as much information as you can in order for us to conduct a proper investigation, including where and when the incident occurred, names and titles of the individuals involved, and as much other detail as you can provide.

The Chair of the Board of Trustees is ultimately responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code brought to the attention of the Board, and, at her or his reasonable discretion, shall advise the executive committee and/or the Finance Committee.

Confidentiality

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Illustrative Types of Concerns

The following is non-exhaustive list of the kinds of improprieties that should be reported:

- Supplying false or misleading information on BCSE's financial or other public documents, including its Form 990
- Authorizing or receiving compensation for hours not worked
- Providing false information to or withholding material information from BCSE's board or authorizing bodies
- Destroying, altering, mutilating, concealing, covering up, falsifying, or making a false entry in any records that may be connected to an official review or proceeding
- Altering, destroying, or concealing a document, or attempting to do so, with the intent to impair the document's availability for use in an official proceeding or otherwise obstructing, influencing, or impeding any official review or proceeding
- Embezzling, self-dealing, private enrichment (i.e., BCSE earnings benefiting a trustee, officer, or employee) and private benefit (i.e., BCSE assets being used by anyone in the organization for personal gain or benefit)
- Paying for services or goods that are not rendered or delivered
- Using remarks or actions of a sexual nature that are not welcome and are likely to be viewed as personally offensive, including sexual flirtations; unwelcome physical or verbal advances; sexual propositions; verbal abuse of a sexual nature; the display of sexually suggestive objects, cartoons, or pictures; and physical contact of a sexual or particularly personal nature.
- Using epithets, slurs, negative stereotyping, and threatening, intimidating, or hostile acts that relate to race, color, religion, gender, sexual orientation, national origin, age, or disability
- Circulating or posting written or graphic material in the workplace that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender, sexual orientation, nationality, age, or disability

- Discriminating against an employee or potential employee due to a person's race, color, religion, sex, sexual orientation, national origin, age, physical or mental impairment, or veteran status
- Violating BCSE's Code of Ethics, Harassment Policy, or Equal Employment Opportunity Policy
- Knowingly or purposefully acting in a manner contradictory to BCSE's charter
- Altering or tampering with the outcome of BCSE's lottery process
- Facilitating or concealing any of the above or similar actions

Accounting and Auditing Matters

The finance committee of the board shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Head of School and/or the Chair of the Board of Trustees shall immediately notify the finance committee of any such complaint and work with the committee until the matter is resolved.

Acting in Good Faith

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Handling of Reported Violations

The Head of School and/or the Chair of the Board of Trustees will contact the sender in writing and acknowledge receipt of the reported violation or suspected violation within 7 business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Questions

If you have any questions regarding this policy, please contact the Head of School, the Director of Finance and Operations or the Chair of the Board of Trustees.

Distribution

This policy shall be distributed to all trustees, officers, employees and volunteers upon joining Bronx Charter School for Excellence.

Joyce Frost
Chair of the Board of Trustees

Charlene Reid
Head of School

Response 12: Partner Organizations

12(a) Partner Information

BCSE2 is not submitting a proposal in conjunction with a partner organization. BCSE is an existing education corporation seeking to replicate its model. Although the school will duplicate its key design elements, best practices, and curriculum, the existing education corporation will have presiding authority over the school.

Please refer to the Business Plan for information regarding our CMO, The Friends of the Bronx Charter School for Excellence, Inc. (FOBCSE), submitted in conjunction with this proposal.

Response 12b: Partner Commitment

12(b) Partner Commitment

BCSE2 is not submitting a proposal in partnership with any organizations. The existing education corporation of BCSE is submitting this proposal to replicate with the support and under the management of its emerging CMO, FOBCSE. Please refer to FOBCSE's Business Plan submitted in conjunction with this proposal for further information.

DRAFT Educational Services Agreement

between

The Friends of the Bronx Charter School for Excellence, Inc.

and

BRONX CHARTER SCHOOL FOR EXCELLENCE

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the “Agreement”) is made and entered into as of this ____ day of ____, 2016 (the “Effective Date”) by and between The Friends of the Bronx Excellence Charter School, Inc. doing business as or to be renamed, Excellence Schools, Inc. (“Excellence”), a New York not-for-profit corporation with its principal place of business located at _____, and Bronx Charter School for Excellence (the “School”), an education corporation organized under the laws of New York (the “State”) having an address of 1960 Benedict Avenue, Bronx, NY 10462. Together, Excellence and the School shall be referred to herein as the “Parties” and each individually, a “Party.”

WHEREAS, Excellence is an educational service provider with the qualifications, experience, and expertise necessary to effectively provide essential programming and services to charter schools; and

WHEREAS, the School, led by its Board of Directors (the “Board”), has received a charter (the “Charter”) approved by the Board of Trustees of the State University of New York (together with its Charter Schools Institute, the “Authorizer”) to operate one or more charter schools in the State of New York (the “State”) pursuant to certain terms and conditions set forth in its approved Provisional Charter dated April 29, 2003 (as amended to date) and the Amended and Restated Charter Agreement by and between the School and the Authorizer dated _____ (the “Charter Agreement”), which shall be incorporated by reference into this Agreement; and

WHEREAS, the School is entering into this Agreement with Excellence in order to meet its obligations under the Charter, specifically its commitment to providing a high-quality education for its students; and

WHEREAS, it is the Parties’ intention to create a relationship based on trust, common educational objectives, and clear accountability, through which the parties will work together to deliver an exceptional education program and experience to the students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through five full years of operation of Bronx Excellence Charter School 2 or July 31, 2021 (the “Term”) unless terminated prior to such date in accordance with Section 11 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before January 1, 2021 and should both parties desire to renew this Agreement, they shall work diligently to negotiate such agreement by March 31, 2021. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.
2. **REPRESENTATIONS AND WARRANTIES.**

a. Representations and Warranties of Excellence. Excellence represents and warrants as follows:

- i. Organization and Status. Excellence is a not-for-profit corporation duly organized and in good standing under the laws of New York. Excellence shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change as is reasonably practicable. Excellence has received its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain tax-exempt status.
- ii. Authority. Excellence possesses the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of Excellence, enforceable against Excellence in accordance with its terms.
- iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the Excellence is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon Excellence or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against Excellence.
- iv. Conduct of Excellence. Excellence's Services (defined below) provided under this Agreement shall comply with the Charter and all laws and regulations applicable to Excellence.
- v. Full Disclosure. No representation or warranty of Excellence herein and no statement, information or certificate furnished or to be furnished by Excellence pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which the School would reasonably need to rely to perform its obligations under this Agreement.

b. Representations and Warranties of the School. The School represents and warrants as follows:

- i. Organization and Tax-Exempt Status. The School is, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer, and possesses the legal ability to operate one or more charter schools and contract for the educational services contemplated in this Agreement. The School has received its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain tax-exempt status.

- ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder and to consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.
- iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the School is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against the School.
- iv. Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which Excellence would reasonably need to rely to perform its obligations under this Agreement.

3. **CONDUCT OF THE SCHOOL AND THE BOARD.** The School has materially complied, and at all times during the Term shall materially comply with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, the Individuals with Disabilities Education Act, New York Education Law and regulations regarding charter schools, the Not-for-Profit Corporation Law, provisions of the General Municipal Law as well as its By-Laws, its Financial Policies and Procedures, and other such policies and procedures as the Board may adopt. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide Excellence with copies of all such records and to allow Excellence, at Excellence's discretion, to assist with the preparation and retention of such records to ensure that, among other things, Excellence may perform all Services and duties set forth in this Agreement. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Agreement. Except as so delegated to Excellence herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter.

4. **DELEGATION OF RESPONSIBILITY.**

- a. **General.** The School hereby authorizes Excellence to undertake on its behalf the functions specified in this Agreement in regards to the business, administrative and academic services of the School, it being understood that, at all times, Excellence shall remain accountable and subject to the oversight of the School and the Board shall retain

the ultimate rights and duties of oversight of the School pursuant to the Charter and applicable law. Notwithstanding anything to the contrary herein, the School further authorizes Excellence to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be determined to be reasonably necessary in Excellence's reasonable judgment to properly and effectively provide the services contemplated by this Agreement to the School, provided such actions are consistent with the Charter, applicable laws and the annual School budget. Furthermore, the School hereby designates employees of Excellence, to the extent permitted by law, as agents of the School, and to the extent necessary, "other school officials" with the meaning of FERPA (defined herein), having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. § 5 1232g, the Family Educational Rights and Privacy Act ("FERPA"). Excellence, its officers, and employees shall comply with FERPA and its regulations at all times, and shall only use such information to fulfill the terms of this Agreement and for no other purpose.

- b. Right to Subcontract.** Except to the extent prohibited by law or this Agreement Excellence may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge Excellence from any obligation or liability under this Agreement except as set forth in the Charter or as approved by the Board, and provided further that Excellence shall not subcontract a majority of the services provided hereunder.
- c. Authorizer Authority.** Nothing in this Agreement shall be construed in any way to limit the authority of the Authorizer or the New York State Board of Regents, including, but not limited to, the authority of the Authorizer to take and enforce actions against the School pursuant to state law.
- d. Expense.** Unless stated otherwise, all out of pocket expenses incurred by Excellence in furtherance of the Services set forth herein for the benefit of the School shall be the responsibility of the School and subject to the School's financial policies and procedures applicable for such reimbursement, which shall be shared with Excellence at the inception of this Agreement and promptly should they be amended in the future. For the avoidance of doubt, Excellence is solely responsible for its own costs associated with providing the services contemplated by this Agreement, including the salary and benefits of its employees and such other similar costs associated with the operation of Excellence.

5. DUTIES AND OBLIGATIONS

- a. Duties and Obligations of Excellence.** Throughout the Term of this Agreement, Excellence shall provide the following educational and operational services (the "Services") in consultation and communication with the Board and/or the School Leadership (defined as the Principal(s), Assistant Principal(s) and Director of Operations):
 - i. Education and Instruction-Related Services.

1. Develop and implement the School's educational programs and programs of instruction, consistently with the description of such programs in the Charter and Charter Agreement, including, but not limited to, developing policies and procedures relating to student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations and oversee the School's implementation of such programs (including, if Excellence so elects, by directly implementing such programs at each site of the School).
 2. Report on the educational progress of each student at each school operated by the School by analyzing the results of interim assessments and diagnostic tests developed and administered by the School as part of the School's student performance evaluation system.
 3. Develop and implement a comprehensive program design for college and career readiness and socio-economic growth and oversee the School's implementation of such program design (including, if Excellence so elects, by directly implementing such program design at each site of the School).
- ii. Acquire instructional and curricular materials, equipment and supplies on the School's behalf as Excellence may determine to be required from time to time, which shall be acquired at the expense of the School and shall remain property of the School.
- iii. Business Operations.
1. The School and Excellence shall develop an annual School evaluation program to be coordinated by Excellence at such time as determined by the School. The evaluation will be designed as a school inspection by a team of Excellence and School personnel and outside evaluators, to be selected by Excellence. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of each school and student success. The results of such evaluation shall be presented to the Board by Excellence.
 2. Direct the business administration of the School, including, but not limited to, the preparation and maintenance of appropriate policies and procedures needed for the effective operation of the School. Such policies and procedures shall be approved by the School's Board to the extent required by law.

3. Lead the identification, selection and contracting with providers of services required by the School, which shall include but not necessarily be limited to, transportation, auditing, payroll, custodial and food services, and which services shall be paid for in accordance with the School's budget at the School's sole cost and expense.
4. Manage the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School. Such acquisition shall be paid for in accordance with the School's budget at the School's sole cost and expense. Any required lease arrangements for such acquisition shall be separately documented with the School as Lessee, to the extent reasonably possible.
5. Arrange for contracts, in accordance with the School's budget at the School's sole cost and expense, for any other services, such as security or custodial, or the acquisition of any other supplies or equipment that Excellence (deems necessary or reasonable to the attainment of the educational goals of the School (in consultation and with the approval of the Board if such services were not previously approved in the School's budget and in accordance with the School's Financial Policies and Procedures).
6. Market and advocate for the School, including by developing digital and other materials associated with the School's branding, and promoting the School for the purposes of increasing student enrollment, fundraising, recruiting staff and for public relations. Excellence will be responsible for the cost of the development and production of such materials.
7. Devise a fundraising strategy in cooperation with the Board and conduct fundraising activities on behalf of the School and other schools that Excellence supports or manages, including, but not limited to, applying for federal, state and local grants, as Excellence deems appropriate in light of such school's needs, budget and actual and projected enrollment. Monies raised from Excellence's fundraising activities that are specifically earmarked or otherwise specifically directed to be contributed to or expended for the benefit of the School shall be contributed to or used for the benefit of the School. Other monies derived from Excellence's general fundraising activities shall be used or distributed as Excellence deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the schools that Excellence supports or manages. Excellence shall assist the School in ensuring compliance with any grant conditions, including the completion of any reporting requirements in connection therewith.

Excellence will be responsible for the cost of fundraising activities undertaken by Excellence on behalf of the School.

8. Design and implement (along with the School's Leadership Team), student recruitment and enrollment procedures, including the processing of student applications, and oversee the School Leadership Team's implementation of such procedures (including, if Excellence so elects, by directly implementing such procedures at each site of the School).
9. Assist the School in preparing reports required to be submitted to the Authorizer or any other governmental authority, including the School's annual report and any charter renewal application(s) to be submitted to the Authorizer.
10. With the cooperation of the Board and School Leadership Team (as required by Excellence), direct and oversee the School's compliance with legal requirements, and such conditions as may be imposed upon the School by the Authorizer or any other governmental authority, provided that the School is ultimately responsible for compliance with laws and regulations applicable to it.
11. Facilitate the School's purchase and procurement of information technology ("IT") equipment and services, as Excellence deems appropriate, at the School's sole cost and expense, including but not limited to:
 - i. wireless/broadband capabilities for the School;
 - ii. telephone service;
 - iii. all hardware associated with telephone and wireless/broadband technology; and
 - iv. computer hardware.

In addition, Excellence shall provide or arrange for a third-party provider to provide technology-related services to the School, including, troubleshooting and website and network design. Excellence shall also complete an E-Rate application on the School's behalf with the cooperation of the School's Leadership Team and Board, as needed.

12. Lead efforts to identify a facility and negotiating, on the School's behalf, a lease, license or purchase transaction to secure a facility for the School, including helping to negotiate any financing arrangement necessary to lease, license or purchase the site, as needed. The School shall be solely responsible for costs and expenses associated with such transaction. Excellence will, in consultation with the Board, arrange and provide

reasonable supervision over any necessary major improvements or repairs to such facility consistent with the School's budget at the School's sole cost and expense. Excellence shall not be liable under any lease, purchase, financing, construction, or other document pertaining to such facility without Excellence's prior written consent.

13. Contract with such third parties on the School's behalf for after school programs which Excellence deems reasonable, and which services shall be paid for in accordance the School's budget and at the School's sole cost and expense.
14. Periodically provide students, parents, faculty members and other School stakeholders with such written information or materials regarding the School's programming as may be reasonably required in the course of a school's usual operations, and provide such information as the Board may reasonably require from time to time regarding the School's operations.
15. Provide to the Board reports on the education, operational and financial performance of the School in the form of oral and summary reports at Board meetings, as well as periodic comprehensive written reports in a form mutually agreed upon by the Parties. Additionally, Excellence shall provide other such reports as may be reasonably required by the Board or third parties from time to time.
16. Encourage the establishment of a parents' association or parent-teacher association (a "PO") and provide organizational support to such association; provided, however, that should the PO desire or be required to incorporate it shall do so using its own counsel and its own expense and furthermore in any event, Excellence shall not be required to nor shall it participate in the management of the PO's finances or be responsible for the PO's compliance with any rules, regulations, laws or statutes.

iv. Human Resources and Employment.

1. Lead the recruitment of the School's Principal(s) (who shall be responsible for the day-to-day academic program of the School) and the Director(s) of Operations (who shall be responsible for the day-to-day operations of the school(s)) as any vacancies in such positions arise. The Principal(s) and Director(s) of Operations shall be employees of the School, but shall report jointly to the Board and Excellence. The School shall have responsibility and sole authority for the supervision, evaluation (using a form developed by Excellence), discipline, retention, transfer and termination of the Principal(s), with any decision to transfer

or terminate the Principal(s) or Director(s) of Operations subject to the prior approval of the Board.

2. Assist the Principal(s) and Director(s) of Operations in recruiting and recommending for hire the Assistant Principal(s), as applicable, who shall support the School Leadership's day-to-day oversight of the School's operations. Changes to the positions included in the School Leadership Team is subject to approval by Excellence. The Principal(s) shall have responsibility and authority for the supervision, discipline, retention, transfer and termination of the Assistant Principal(s), provided Excellence shall have the right to make recommendations to the Principal(s) with respect to the foregoing actions. In the event that Excellence and the applicable Principal are in disagreement with respect to retention or termination of the Assistant Principal(s), the Principal may seek review of any decision with respect to such retention or termination by the Board, which in such a case will make a final decision with respect to the matter.
3. Lead the recruitment and screening efforts of teachers, administrators and other personnel for the School by using reasonable efforts to build a pool of qualified applicants through advertising, networking and other methods. Excellence will conduct preliminary screens of candidates and will forward the resumes of candidates it deems promising to the Principal and Director of Operations. The Principal(s) and Director(s) of Operations shall have the final authority to hire such teachers, administrators and other personnel. The hiring of any teachers, administrators and other personnel for the School shall be subject to Excellence's approval. In the event that Excellence and the applicable Principal and Director of Operations are in disagreement with respect to the hiring of a teacher, the Principal and Director of Operations may seek review of any decision with respect to such hiring by the Board, which in such a case will make a final decision with respect to the matter.
4. Provide general human resources services including assisting the Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and Leadership Team in setting compensation levels of the School's staff, and directing the development and training of administrative staff and establishing procedures for hiring substitute staff.

5. Upon specific request by the Board, in accordance the School's budget and at the School's sole cost and expense initiate employee benefit plans and administer such plans.
6. For the avoidance of doubt, the Parties acknowledge and agree that the Principal(s), Director(s) of Operations, teachers, administrative and any other staff of the School shall be employees of the School and not of Excellence.

v. Budgeting, Financial Services and Reports.

1. On or before May 15th of each year during the Term, Excellence shall prepare an initial draft of the School budget for review with the Principal and Director of Operations with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School.
2. Provide financial management services in accordance with the School's Financial Policies and Procedures. Financial management services shall include but not be limited to: a) invoice, receive and deposit into the School's bank account(s) such revenues and per pupil funding to which the School is entitled; b) process and approve all cash disbursements required by the School; c) administer the processing of the School's payroll using a third party payroll provider; and d) open credit accounts with vendors on behalf of the School. Prepare and provide other necessary financial statements and reports to the Board as may be required by the Charter or applicable law and regulations, provided Excellence is given reasonable advance notice. Such reports may include:
 - a. Within thirty (30) days after the end of each calendar month, unaudited financial statements, including a monthly budget to actual report, for the calendar month most recently ended;

- b. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;
 - c. At the request of the Board, but no more frequently than on a quarterly basis, a financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;
 - d. Excellence shall also cooperate with the auditors retained by the Board in preparation of annual audited financial statements of the School. Excellence shall provide reasonable assistance to the auditors in order to facilitate the delivery by the auditors of such audited statements as required by law no later than 180 days after the close of each fiscal year. Excellence shall also provide assistance to the School in implementing required or suggested changes contained in any audit management letters.
- v. Other Schools. The School acknowledges that Excellence may enter into similar or different services agreements with other charter schools or other organizations. In the event that Excellence advances an expense for a common project (e.g. advertising an enrollment drive) on behalf of more than one school which Excellence manages, Excellence shall ensure that it properly invoices the School (and each other school) for such proportional share of any such expense that Excellence deems reasonably appropriate, ensuring that the School shall not in any way assume any part of an expense attributable to another school.

b. Duties and Obligations of the School

i. Education and Instruction-Related Services.

- 1. Implement the educational programs and programs of instruction, as such programs are described in the School's Charter, with Excellence's direction and oversight.
- 2. Administer interim assessments and diagnostic tests designed to measure the progress of each student at the School.
- 3. Assist Excellence in overseeing and managing school quality, including participating in an evaluation of the School on an annual basis.

ii. Business Operations.

- 1. Support Excellence in its fundraising, marketing, recruitment and advocacy efforts by taking any action reasonably requested by Excellence, including hosting open houses, devising a fundraising strategy in conjunction with Excellence and supplying Excellence with

information necessary for Excellence to conduct such efforts on the School's behalf.

2. Arrange and supervise any minor improvements or repairs to the School's facilities consistent with the School budget at the School's sole cost and expense.
3. After considering the recommendations and guidance to be provided by Excellence and the School Leadership (where applicable), the Board shall create and adopt policies of the School, which shall be consistent with the Charter and applicable law.
4. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with Excellence to approve the annual budget within thirty (30) days of submission of the proposed budget by Excellence to the Board in accordance with this Agreement.
5. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer or other governmental authority, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter or any applicable law or regulation the Board shall immediately notify Excellence of the alleged violation and shall thereafter work diligently with Excellence to investigate such alleged violation, determine whether such alleged violation in fact exists, promptly respond to the complaining party and to correct any violation found to exist.
6. The Board, in consultation with Excellence, the Principal and Director of Operations, shall establish a procedure for the receipt and timely review of complaint or grievances by any parent, community individual or institution.

iii. Human Resources and Employment.

1. Interview Principal candidates and select and hire a Principal from the group of qualified candidates presented to the School by Excellence when a vacancy for such position exists. Notwithstanding the foregoing, the selection of a Principal shall be mutually agreed upon by the School and Excellence.
2. Interview teacher and other staff candidates and select teachers and other staff from the group of qualified candidates presented to the School by Excellence. Notwithstanding the foregoing, Excellence's approval of a teaching or staff candidate is required prior to the School hiring any such candidate.

3. Design, implement and monitor professional development activities for the School's instructional personnel.
4. Develop and deliver ongoing teacher and support staff training, including in areas such as college and career readiness and socio-emotional growth.
5. Cooperate with Excellence with any administrative tasks associated with the School's employee benefit plans.
6. Maintain personnel records for employees in accordance with applicable law.
7. Track teacher certification/NCLB HQ and employee fingerprint clearances for School staff.

iv. Budget, Financial Services and Reports.

1. Arrange and pay for an annual audit of the School to be conducted in compliance with applicable law and regulations, showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant recommended by Excellence and selected by the Board.
2. With assistance from Excellence, if desired, arrange and pay for its own legal services, as necessary.
3. To enable Excellence to perform such financial management services outlined in Section 5(a)(vi) and in accordance with the School's Financial Policy and Procedures, the School will provide reasonable access to the School's bank account and any other accounts including the authority to sign checks on behalf of the School and such other assistance as may be needed from time to time to effectively provide the services contemplated herein. Nothing herein shall allow Excellence to sign checks or execute money transfers from the School to Excellence.

v. Providing Information & Documentation. The Board and School Leadership shall furnish Excellence with all information, documents and records necessary for Excellence to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.

vi. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration between the Parties, the Board and Excellence shall agree that, notwithstanding any claims for relief each may seek from the other, it will

require that any relief granted be consistent with maintaining the School's tax-exempt status.

- c. Additional Services.** Excellence may, but is not obligated to, provide additional services to the School upon request. Excellence and the School agree to negotiate in good faith additional compensation for such additional services. Any agreement regarding same shall be in writing and submitted to the Authorizer for approval in accordance with the Charter Agreement. The proposed budget prepared by Excellence each shall for review and approval by the Board shall provide for the payment of the costs and expenses related to such additional services. Such additional services may include, but are not limited to, special education management, tutoring program support and facilities management. Excellence may perform functions off-site, except as prohibited by State law. Excellence may utilize web-based systems to provide support and counsel to the School.
- 6. FEES.** For each school year covered by this Agreement, in consideration for the Services provided by Excellence to the School, Excellence shall be paid a service fee equal to _____ percent (___%) of all Public Revenues received by the School during the school year (the "Service Fee"). For the purposes of this Agreement, Public Revenues means, with respect to any school year, an amount equal to the sum of any funding received by any federal, State or local government, or any political subdivision thereof, including, but not limited to, any entitlement funding, excluding in-kind contributions (e.g., transportation services, food services), start-up funding (e.g. Federal Public Charter School Program Planning and Implementation Grant), funding for school means and funding for competitive grants. For the avoidance of doubt, all Public Revenues received by the School that are earmarked for a particular purpose (e.g., Special Education Funding) shall be used by the School solely for such purpose. The amount of such earmarked Public Revenues shall be used solely for the purpose of calculating the amount of the Service Fee. By way of example, if the total Public Revenues received by the School for a particular month is \$80,000, of which \$10,000 is Special Education Funding, the amount of the Service Fee owed by the School to Excellence would be \$8,000 (i.e., 10% of \$80,000). However, the School would have access to, and the right to utilize, the entire \$10,000 in Special Education Funding it received that month solely for the School's special education needs. Within fifteen (15) days of the end of each fiscal quarter, Excellence shall provide the School with an invoice detailing the amount of the Service Fee due and owing by the School to Excellence for the previous month based on the actual Public Revenues received by the School. The School shall pay all amounts due within thirty (30) days of receiving such invoice. In the event the School is required to return any Public Revenues to the federal, state or local government or a political subdivision thereof, Excellence shall reimburse the School for ___ percent (___ %) of such returned Public Revenues. In the event the School receives additional Public Revenues not accounted for by Excellence in the quarterly invoices during any fiscal year, the School shall pay Excellence ___ percent (___%) of such additional Public Revenues within thirty (30) days of the School's receipt of such Public Revenues.
- 7. PROPRIETARY WORKS.** The School acknowledges that Excellence owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training

materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) Excellence, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention utilizing ideas or products developed by Excellence (collectively, the “Proprietary Works”). The foregoing definition excludes any intellectual property developed by the School with federal funds pursuant to any CSP or dissemination grant where such property must be retained by the school or the U.S. Department of Education. Excellence hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works for the School to assign to Excellence in writing their intellectual property rights in such works. Upon Excellence’s reasonable request, the School will provide Excellence with a copy of all Proprietary Works. This Section 7 shall survive termination of this Agreement.

- 8. USE OF NAME.** Excellence hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks “Bronx Charter School of Excellence” and “Excellence” and any logos provided to the School by Excellence (the “Trademarks”) in connection with the operation of the School and all promotional activities in connection therewith, subject to the following conditions. The School agrees that it will (i) not use or register any domain name containing “Excellence;” other than those that are in use on the day of execution of this agreement; (ii) cooperate to use any website, social, wireless, mobile or other media network or application provided by Excellence for the School’s use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and YouTube), other than those that are in use on the day of execution of this agreement, without prior written consent of Excellence; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by Excellence; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with Excellence. Excellence shall have pre-approval rights for each form and manner of public display of the Trademarks. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of Excellence and, at Excellence’s request, to provide Excellence with representative samples of materials used by the school bearing the Trademarks. If Excellence objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition to the Authorizer to revise its Charter to formally change the name of the School to remove any reference to Excellence and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return

all materials promptly to Excellence. This Section 8 shall survive the termination of this Agreement.

9. INDEMNIFICATION AND EXCULPATION

- a. Indemnification.** The School and Excellence do hereby agree that each Party shall be solely responsible for such Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as Indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys (acting as Indemnified Persons), from and against any and all claims, actions, damages, liabilities, penalties, fines, expenses, losses or awards ("Claim"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, which directly result from any action taken or not taken by the Indemnitor which action or inaction constitutes fraud, willful misconduct or willful material breach by the Indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Article 10. Notwithstanding anything herein to the contrary, Excellence's liability under this Agreement shall be limited to the extent of its insurance coverage limits applicable to this Agreement.
- b. Notice and Defense.** The Party to be indemnified (Indemnatee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this Agreement except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 9 with respect to such Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such third party claim. The Indemnatee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnatee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnatee other than as a result of money damages or other money payments, (i) the Indemnatee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnatee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnatee a release from all liability in respect of such Claim.
- c. Failure to Defend.** If the Indemnitor, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnatee with respect to such Claim or fails to defend such Claim actively and in good faith, then the Indemnatee will (upon written notice to the Indemnitor) have the right to undertake the defense, compromise or settlement of such Claim

or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnitor, and the Indemnitor shall thereafter have no right to challenge the Indemnatee's defense, compromise, settlement or consent to judgment therein.

- d. Exculpation.** The parties hereto agree that in no event: (i) will Excellence (or its directors, trustees, officers, employees or agents in their capacity as such) be liable to the School for monetary damages hereunder other than in respect of losses directly resulting from action taken or not taken by them which action or inaction constitutes fraud, willful misconduct or willful material breach by them of any of the terms, conditions, warranties, representations or undertakings contained in or made pursuant to this Agreement; and (ii) will the School (or its directors, trustees, officers, employees or agents in their capacity as such) be liable to Excellence for monetary damages hereunder other than in respect of losses directly resulting from action taken or not taken by them which action or inaction constitutes fraud, willful misconduct or willful material breach by them of any of the terms, conditions, warranties, representations or undertakings contained in or made pursuant to this Agreement.

10. INSURANCE

- a. Insurance Coverage.** At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Agreement. The School shall also maintain such workers compensation and disability insurance as required by State law and school leaders/errors and omissions insurance. Excellence shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including general liability insurance of \$1 million per occurrence/\$3 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices liability insurance, automobile liability insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on their commercial general liability, automobile liability and crime insurance policies and the School shall name Excellence as an additional insured on its employment practices liability insurance policy and school leaders/errors and omissions insurance policy. To the extent legally permissible and permitted by the insurance carrier, the School authorizes Excellence to bind any insurance required by the School, at the School's expense, through a master policy held by Excellence.
- b. Subcontractors.** Excellence shall require that its subcontractors, if any, shall maintain insurance commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name Excellence and the School as additional insured's (except on workers compensation and disability policies, which is not permitted by law).
- c. Contractors.** The School shall require that its contractors, if any, shall name Excellence and the School as additional insured's under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. Notice of Change.** The insurance policies maintained by each Party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled,

or reduced, in coverage or limits, except after thirty (30) days prior written notice to Excellence and the School. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

11. TERMINATION

a. Termination by School. The School may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i) and (ii) below:

- i. if Excellence materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from the School, unless such breach is incapable of being reasonably cured within ninety (90) days in which case this Agreement may be terminated if Excellence fails to initiate and continue a cure for such breach within ninety (90) days after receipt of such written notice; or
- ii. if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.
- iii. For the School's convenience upon no less than 120 days prior written notice, with such termination to be effective at the conclusion of the academic year in which such notice is provided.

b. Termination by Excellence. Excellence may terminate this Agreement for any of the reasons set forth in subparagraphs (i), (ii), (iii) or (iv) below:

- i. If the School materially breaches any of the material provisions of this Agreement and fails to remedy such breach within ninety (90) days after receipt of written notice of such breach from Excellence, unless such breach is incapable of being cured within ninety (90) days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within ninety (90) days after receipt of such written notice;
- ii. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would have a material adverse effect on Excellence's ability to provide Services to the School in accordance with its budget, this Agreement or the Excellence School Model; or

- iii. The School refuses or willfully fails to follow any material direction of Excellence related to the implementation of Excellence's Services contemplated by this Agreement; or
 - iv. The Authorizer or the New York State Board of Regents revokes the School's Charter.
 - v. For Excellence's convenience upon no less than 120 days prior written notice, with such termination to be effective at the conclusion of the academic year in which such notice is provided.
- c. **Termination Upon Agreement of the Parties.** This Agreement may be terminated upon written agreement of the Parties; provided, however, that each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual circumstances and other than pursuant to Sections 11(a)(ii), 11(b)(ii) or 11(b)(iii), the termination will not become effective until the end of the school year.
- d. **Procedures upon Expiration or Termination.** Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:
 - i. Excellence shall pay to the School any outstanding money raised specifically for the School that Excellence owes to the School pursuant to Section 5(a)(iii)(7).
 - ii. The School shall have the right to use Excellence's Proprietary Works and other intellectual property, as described under Sections 7 and 8 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year.
 - iii. Excellence shall provide the Board with originals and copies of all student records, financial reports, employee records, and other School data in Excellence's possession and not currently in the possession by the Board.
 - iv. Excellence shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to Excellence all fees, expenses and other costs of Excellence consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.

- v. In the event that this Agreement is terminated or not renewed at a time when Excellence has loaned funds to the School, guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to Excellence until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to Excellence, all in accordance with the term therein.

12. Dispute Resolution. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the resolution of disputes that arise under this Agreement shall be submitted to mediation. An initial meeting to resolve the dispute shall be conducted by the parties at a meeting to be held at the School's offices within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the parties be unable to informally resolve a dispute, the Parties agree, subject to Section 13(p), to submit any dispute to the American Arbitration Association (the "AAA"), to take place in New York, New York, to be adjudicated in accordance with AAA's expedited procedures, if the dispute is of such nature and/or amount that is permissible under such expedited procedures.

13. MISCELLANEOUS PROVISIONS

- a. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of Excellence shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by Excellence.
- b. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, failure of communications systems (electronic or otherwise) or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- c. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time.
 - i. If to the School, to:

Bronx Charter School for Excellence

[ADDRESS]

Attn:

ii. If to Excellence, to:

- d. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the State of New York.
- e. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.
- f. Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- g. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.
- h. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties and then subject to approval of the Authorizer in accordance with the Charter Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- i. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

- j. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.
- k. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.
- l. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- m. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- n. Survival. The provisions of Sections 6, 7, 8 and this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; *provided* that any provisions that is stated to extend for a specific period of time shall survive only for such specified period of time.
- o. Confidentiality. The School shall treat the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by applicable federal and State law including the New York Freedom of Information Law (“FOIL”) and by the Authorizer. To the extent that the School wishes to voluntarily disclose this Agreement to an educational consultant, academic or university, the School agrees to require such consultant to execute a non-disclosure agreement in a form acceptable to Excellence. Notwithstanding the above, the School agrees not to voluntarily provide a copy of this Agreement to any board of trustees’ member or prospective board of directors member of any existing or prospective charter school except as required by law. A response to a FOIL request shall not be considered voluntary hereunder.
- p. Specific Performance. In addition to all of the remedies otherwise available to Excellence, including, but not limited to, recovery of damages and reasonable attorneys’ fees (if awarded by a court or arbitrator) incurred in the enforcement of Articles 7 and 8, Excellence shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Article 7 or 8 of this Section. All of Excellence’s remedies for breach of Articles 7 and 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that Excellence’s rights under Articles 7 and 8 are special and unique and that Excellence would not adequately be compensated by money damages if the event of a violation of Articles 7 or 8 by the School.

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

[Excellence Schools, Inc.]

By: _____

Name:

Title: Board Chair

Date:

BRONX CHARTER SCHOOL FOR EXCELLENCE

By: _____

Name:

Title: Board Chair

Date:

Response 13: Governance

Incorporated by reference: Subsequent Renewal Application of 2014, Response G, Benchmarks 2C - 2E, Response J Benchmarks 3A-3D, Response M Benchmark 4C Plans for Governance. Additional information is also provided in this proposal under Response 10(b) School Leadership and Management and Response 11(c) Staff Recruitment and Retention, the accompanying Business Plan, as well as the elaborations that follow.

13(a) Education Corporation Board Roles and Responsibilities

This response is incorporated by reference as indicated above.

Elaboration

The BCSE Board of Trustees (BOT, Board) is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs and policies of the school. The BOT's primary responsibility has been to develop the policies and framework for the school, while delegating the school's day-to-day decision-making and supervision to the school's leadership team. By centralizing some of these operations with its CMO, the Board can alleviate some of its roles and responsibilities to the CMO to allocate more time to governing BCSE and its replication school. It should be noted that while the exchange of information will occur primarily between the CMO and Board, and to a lesser extent with the school leadership, the CMO will report directly to the Board as a provider of services for fees. A fully executed contract between the Board and CMO established upon proposal approval will outline the terms, scope and services, the cost structure, and the deliverables due to the Board from the CMO. The Board will annually assess the CMO relationship to ensure that adequate support is provided.

13(b) Education Corporation Board Design

This response is incorporated by reference as indicated above.

Elaboration

The Board will establish a metric of accountability goals and benchmark targets throughout the year. The Board will utilize a schedule of deliverables used to measure and monitor the progress of each school towards monthly, quarterly, and annual performance benchmarks. The Board will convene formally on a monthly basis (possibly alternating sites and offering remote connectivity for public access), and through its committees and subcommittees on a more frequent basis as needed, to discuss the school's academic, organizational, and fiscal progress, as well as long- and short-term goals and priorities for resource allocation. At each meeting, each Principal will provide a comprehensive and detailed report that covers all aspects of the school's operations. Additionally, each committee will report on their respective activities. Based on the information and data that is compiled for the meetings, the

Board will collaboratively review each school's academic, organizational, and fiscal performance, discuss the implications, and develop or adopt recommendations for improvement. For example, a school's Finance Committee and Operations Manager (OM) will provide information regarding the school's financial performance in accordance with the school's policies through statements, comparing the approved budget to actual year-to-date and year-end projections, enrollment and marketing data, cash flow projections, and audits. The Board will also hire an independent auditing firm to review the school's financial status at the conclusion of each fiscal year. The Education and Accountability Committee will work with each principal to present student achievement data, analyze progress against year-end goals, and discuss those implications to the Board. Based on these discussions, the committee will provide recommendations to the Board to ensure further improvement and resource allocations. The Principal and OM may discuss issues in Personnel or Facility improvements, while the Development Committee may report on community outreach efforts. Each of these committees and task forces will be responsible for keeping the Board apprised of each school's ongoing performance. Any deliberations that require Board decisions will be conducted through a majority vote, which will represent a quorum, at Board meetings. Board decisions, whether held openly, in committees, or in executive session, will be recorded in the meeting minutes, approved by the Board, and posted on the school's website. A representative of the CMO will be present at each Board meeting, if possible, and provide centralized organizational support to the leadership teams and Board throughout the network of schools (in this case, to BCSE and BCSE2). It is important to note that the BCSE Board of Trustees is the existing education corporation that is seeking to replicate its model school with support from and under the management of its CMO, The Friends of the Bronx Charter School for Excellence, Inc. BCSE2's relationship with its CMO is further articulated in the Business Plan submitted with this proposal.

13(c) Stakeholder Participation

This section is incorporated by reference as indicated above.

**Bronx Charter School for Excellence
By Laws**

Amended and Restated _____ 2015

ARTICLE I

NAME

The name of the Corporation is the Bronx Charter School for Excellence (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Bronx Charter School for Excellence. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers . The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, General Municipal Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

- B. Number of Trustees**. The number of Trustees of the Corporation shall be not less than five (5) nor more than twenty five (25). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. On December 4, 2008, the Board of Trustees amended the fixed number of seats at thirteen (13).

C. Election of Trustees.

1. **Election** . The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

2. **Eligibility** . The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. **Interested Persons**. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. In addition, no more than forty percent (40%) may be affiliated with any other single entity with the exception of another charter school.

4. **Term of Office** .

a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation's Charter or the Bylaws or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. **Time of Elections** . The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees . The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee . A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings either in person, by video-conferencing or by phone, without an excuse accepted as satisfactory by the Board shall be deemed to have resigned, and that vacancy shall be filled.

F. Vacancies . A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees . Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Bronx Charter School for Excellence, c/o: 1960 Benedict Avenue, Bronx, NY 10462; or at such other place as the Board may select by resolution or

amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings . Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings . An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings . Regular Meetings shall be held 5 times throughout the year and other times as the Board determines.

D. Special Meetings . A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board, or by the Chair, or in his or her absence, the senior Trustee, upon written request of three (3) Trustees.

E. Adjournment . A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices . Notices of all Board Meetings shall be given as follows:

1. Notice of the time and place of every meeting shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee.

If a Trustee waives notice as set forth below, notice may be provided as follows:

2. Annual Meetings and Regular Meetings may be held without notice to the Board if the Bylaws or the Board fix the time and place of such meetings.

3. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice . Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum . Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board .

1. Actions Taken at Board Meetings . Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe.

C. Committees .

1. Appointment of Committees . The Board may create committees for any purpose, and the Chair of the Board shall designate the chairs of such Committees. A Board Standing Committee will consist of not less than three (3) Trustees, and shall be elected by a majority of the entire board, and alternates may also be elected by resolution of the entire Board. They shall include at the minimum a Finance Committee and a Discipline Committee. A Standing Executive Committee shall consist of not fewer than five (5) members. Committees that do not have the authority of the Board shall be committees of the Board and the Chair of the Board may appoint the members of such committees, which shall not be able to bind the Corporation.

2. Authority of Board Committees . The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The appointment of other Board committees, or the members of the committees; and
- f. The amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

3. Procedures of Committees . The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the State Open Meetings Law.

D. Standard of Care .

1. Performance of Duties . Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others . In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments . In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its

present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection . Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting . Subject to applicable limitations in the Not-For-Profit and General Municipal Laws, every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **Chair** . Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair** . If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary** . The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer** . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office .

1. **Election** . The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility** . A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. **Term of Office** . Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation . The Board may remove any Officer, with cause, at any time in accordance with the Education Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Bronx Charter School for Excellence may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except in accordance with the General Municipal and Not-For-Profit Corporation Laws, and as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year . The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments . Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount. This shall not be at odds, however, with Subparagraph C which follows.

C. Checks and Notes . Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may

be signed by the Executive Director, Principal or Treasurer. Checks in excess of \$5,000 must be signed by two authorized signatories.

D. Construction and Definitions . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest . All Trustees, Officers, and employees are subject to the Corporation's Code of Ethics. Failure to follow the Code of Ethics shall be grounds for removal from office or employment. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.

F. Interpretation of Charter . Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, such material amendments being subject to approval by the Board of Trustees of the State University of New York or its designee.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Bronx Charter School for Excellence, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

Dated: _____

Bronx Charter School for Excellence Code of Ethics

The Trustees, officers and employees of the Bronx Charter School for Excellence (the “school”) will be held to the highest standards of professional and ethical conduct. The following is the Code of Ethics applicable to the Trustees, officers and employees of our school.

CODE of ETHICS

Board Provisions

- The Board of Trustees (the “Board”) shall conduct or direct the affairs of the school and exercise its power, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, General Municipal Law, the school’s charter and its by-laws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
- Not more than 49% of the people serving on the Board may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Trustees, officers, or employees of any other organization other than another charter school shall hold no more than 40% of total seats comprising the Board.
- Subject to the following limitations, every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussions and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest (see below); (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee’s interest in the matter will be reflected in the Board minutes.

Conflicts of Interest

- Trustees, officers, or employees shall not permit conflicts of interest to exist or continue. Contracts entered into that are subject to a conflict of interest may be null, void and wholly unenforceable.
- For purposes of this Code of Ethics, a “conflict of interest” means a situation where a person has a conflicting or competing interest in a contract, decision or other matter within the scope of his or her duties for the school, or a conflicting fiduciary duty or duty of loyalty. This definition includes a “self-dealing transaction” as defined herein.
- “Interest” means a direct or indirect pecuniary or material benefit accruing to a Trustee, officer or employee as the result of a contract with the school. A Trustee, officer or employee shall be deemed to have an interest in the contract of (a) his or her spouse, minor children and dependents, except a contract of employment with the school, (b) a

firm, partnership or association of which such Trustee, officer or employee is a member or employee, (c) a corporation of which such Trustee, officer or employee is an officer, director or employee and (d) a corporation any stock of which is owned or controlled directly or indirectly by such Trustee, officer or employee. A person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the school.

- Exceptions to the foregoing definition include the following and any other exceptions set forth in General Municipal Law § 802:
 - the designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the school except when the chief fiscal officer, treasurer, or his or her deputy or employee, has an interest in such bank or trust company;
 - a contract with a person, firm, corporation or association in which a school Trustee, 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;
 - purchases pursuant to a contract in which a Trustee has a prohibited interest, where:
 - the Trustee is elected;
 - the purchases, in the aggregate, are less than five thousand dollars(\$5000) in one fiscal year and the Board of Trustees has followed its procurement policies and procedures adopted by resolution of the Board and in accordance with the school’s charter and the procurement process indicates that the contract is with the lowest dollar offer; and
 - the contract for the purchases is approved by resolution of the Board by the affirmative vote of each Trustee except the interested Trustee who shall abstain;
 - a contract with a corporation in which a Trustee, officer or employee has an interest by reason of stockholdings when less than five per centum (5%) of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, officer or employee;
 - a contract for the furnishing of public utility services when the rates or charges therefor are fixed or regulated by the NYS Public Service Commission;
 - a contract for the payment of a reasonable rental of a room or rooms owned or leased by a Trustee, officer or employee when the same are used in the performance of his or her official duties and are so designated as an office, and specifically approved by the Board;
 - a contract for the payment of a portion of the compensation of a private employee of a Trustee or officer when such employee performs part time service in the official duties of the school; and
 - a contract in which a Trustee, 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 fifty dollars (\$750).

- The following transaction is not a self-dealing transaction, is a waivable conflict of interest, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- No Trustee, officer or employee shall have an interest in any contract with the school, when such officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder, (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above.
- No chief fiscal officer, treasurer, or his or her deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the school. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any school officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.
- Any Trustee, officer or employee who has, will have, or later acquires an interest in or whose spouse has, will have, or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the school (i.e., a "self-dealing transaction"), shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the Board audit committee or, if there is no audit or similar committee, to the Board, as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest.
- A Trustee, officer or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval or ratification shall not be present at or participate in the Board or committee deliberation or vote on the matter. Such persons shall also not attempt to improperly influence the deliberation or vote on the matter.
- Trustees representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
- Any conflict, and the resolution of the conflict, must be documented in the Corporate records. In addition, a disclosure must also be set forth in the Board minutes of any meeting where the conflict is discussed or voted upon.
- In no instance shall a Trustee, officer or employee of have an interest in any for-profit contract or business relationship with the school including a for-profit management entity for the duration of such business relationship provided, however, that this provision shall not apply if both the General Municipal Law and the Not-For-Profit Corporation Law would permit the transaction.

- Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Related Party Transactions

- A Trustee, officer or employee may only engage in a not-for-profit (or in rare cases, for-profit) transaction where the Trustee, officer or employee has a financial interest in a transaction, agreement or other arrangement where the school or affiliate is a participant when the Board determines it to be fair, reasonable and in the school's best interest at the time of the decision.
- Related Party Transactions shall be at fair market value or better in favor of the school.
- In such cases, the Board shall:
 - consider alternative transactions prior to entering the transaction;
 - approve the transaction by majority vote of those present; and,
 - document the basis for approval and considered alternatives contemporaneous with the final decision.
- Related parties may not participate in the deliberations or voting related to the transaction; however, they may be asked by the Board to make a presentation about the transaction prior to any deliberations or vote.

Other Provisions

- No Trustee, officer or employee shall hold investments in conflict with official duties. When the conflict arises because the school contracts with the investment entity, the investment shall not be prohibited if less than five per centum (5%) of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, officer or employee.
- No Trustee, officer or employee shall engage in, or solicit or accept future, private employment in conflict with official duties.
- No Trustee, officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him or her, or could reasonably be expected 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, unless the gift is for the use of the school.
- Trustees, officers and employees shall not disclose confidential information acquired in the course of official duties or use such information to further their personal interests.
- No Trustee, officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, any school committee, agency or administrator, or of any school, committee or agency over which he or she has jurisdiction or to which he or she has the power to appoint any member, officer or employee.
- No Trustee, officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school, or any school committee or agency, whereby his or her compensation is to be dependent or contingent upon any action by the school or such committee or agency with

respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

- Trustees, officers or employees may never ask a subordinate, or a student, a student's parent to work on or give to any political campaign.

Disclosure Statements

- Prior to election and annually thereafter, all Trustees will be required to file with the Board secretary a written statement identifying any entity for which the corporation has a relationship with and for which the Trustee is an officer, director, trustee, member, owner or employee. The Trustee will also be required to identify any transaction with which the Trustee may have a conflict. Conflict statements by Trustees must be submitted to the chair of the Board audit [or similar] committee, or if there is no audit committee, to the chair of the Board.

Distribution

- This Code of Ethics shall be distributed to each new Trustee, officer and employee upon election or employment. Material amendments of this Code of Ethics shall be distributed in a like manner.

Violations

- Violations of this Code of Conduct that also constitute a violation of the General Municipal Law may result in criminal prosecution as a misdemeanor with penalties exceeding Board penalties of fine, suspension and dismissal from office or employment.

Response 13f: Complaint Policy

Complaint Policy and Procedures of Bronx Charter School for Excellence 2

Purpose and Scope

This policy pertains to both formal and informal complaints. Informal complaints would include complaints about instructional materials, personnel, teacher vacancies or misassignments. Formal complaints would include violations of law or of the school's charter related to the management and operation of the school. This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. This policy is not to be used for an emergency or urgent facilities condition that poses a threat to the health and safety to pupils or staff. In such cases, school leadership should be immediately notified or emergency responders contacted.

Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate, and be free of conflicts. In the event of a conflict, the staff position above or below the conflicted staff member will handle the complaint as determined by the Head of School or Principal. The Bronx Charter School for Excellence 2 (BCSE2) shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter Schools Institute; and the mission, charter, and philosophy of BCSE2.

In addition, BCSE2 maintains that this policy will serve as a uniform complaint procedure for investigating complaints of: (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, for complaints that address unlawful discrimination or lack of compliance with certain federal and state programs may have additional avenues of complaint governed by state and/or federal authority.

Bronx Charter School for Excellence 2 encourages informal and formal resolution to complaints whenever possible. Many issues are best resolved through communication between the parties most immediately involved. Informal complaints will be resolved at the school level with an appeal to the Board of

Trustees. While formal complaints may be resolved at the school level, any person with a formal complaint may have it resolved by the Board of Trustees directly.

Complaint forms are available at the main office and will be forwarded to the Leadership Team.

Informal Complaints - Parent/Guardian Concerns

Concerns raised by parents/guardians should be resolved as quickly as possible. Therefore, parents or guardians of students of BCSE2 are urged to fill out a complaint form and discuss their concerns directly with the leadership team when concerns surface.

The Head of School/Principal/Leadership Team will seek the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. To aid in a timely investigation, monitoring, and logging of complaints, it is important that BCSE2 distribute the compliant policy and complaint form to staff via the staff handbook, to parents/guardians via the family handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs. A complaint about problems beyond the authority of the BCSE Leadership Team shall be forwarded to the Board of Trustees in a timely manner, but not to exceed ten (10) working days for resolution.

The Head of School shall provide a copy of the disposition to the Board of Trustees if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. The school will maintain a complaint log when either type of complaint is received.

Procedures

All complaints and responses are subject to disclosure under the Freedom of Information Law (FOIL) but shall be redacted to protect personal privacy information under FOIL and the Family Educational Rights and Privacy Act. Complainants or scholar of complainant shall not be subject to retaliation as a result of the filing of a complaint. Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

Step 1: Filing the Complaint

Complaints are registered on the complaint form by complainant. Informal complaints may also be verbally communicated with the Head of School/Principal and/or appropriate Leadership Team member(s); however, a record of a complaint must be in written form as indicated. If for any reason a complainant is unable to put a complaint in writing, the appropriate Leadership Team member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or

translated and affirmed by the complainant. The complaint should state the date of the subject action of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint. The complainant shall be provided a copy of his/her complaint form and this complaint policy and procedure if complainant has not already received one. These materials will be translated into another language upon request, or a translator will be used to accommodate persons who do not speak or write English.

Step 2: Investigation of the Complaint

Head of School/Principal and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to: interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint; records review; and other evidence review.

Step 3: Response and Final Decision

Head of School/Principal and/or appropriate Leadership Team member(s) shall complete the investigation of a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received. The Head of School/Principal or appropriate Leadership Team member shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant as well as place a copy in complaint log and teacher/student file, if applicable.

The reported decision shall be written in English and translated into the language of the complainant if the complainant does not speak or write English.

To the extent practicable, the complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process and Formal Complaints

BCSE2 has provided the above as a procedure for resolving informally complaints brought by BCSE2 parents/guardians/school community. However, BCSE2 understands that any individual or group may bring a formal complaint to the Board of Trustees of the BCSE2 alleging a violation of the provisions of Article 56 of the Education Law (i.e. the New York Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school.

If a complaint is not able to be brought to resolution by the BCSE2 Leadership Team, or wishes to initially file a formal complaint, then the complainant(s) has/have the right to bring the complaint(s) to the Board of Trustees for resolution during a regularly scheduled Board Meeting. In the case of a formal complaint handled by

the BCSE2 Leadership Team, the complainant(s) has/have the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision.

Complaints received at least five (5) business days in advance of a Board of Trustees meeting will likely be addressed at the next Board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled Board of Trustees meeting. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board of Trustees may need to go into Executive Session to resolve the complaint. The Board of Trustees, as necessary, shall direct the Head of School/Principal and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing to include:

- (a) its written determination, including any remedial actions to be taken;
- (b) a written notice to the complainant that he or she may file an appeal with the SUNY Charter Schools Institute if the complaint involves a violation of law or charter; and
- (c) a copy of the SUNY Charter Schools Institute's Grievance Guidelines (available at: <http://www.newyorkcharters.org/contact/>).

If, after presentation of complaint to the Board of Trustees and receiving its written response, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter Schools Institute, which shall investigate and respond. Contact information for the SUNY Charter Schools Institute is as follows:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207
charters@suny.edu

If, after presentation of complaint to SUNY Charter Schools Institute, the individual or group determines that SUNY Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the New York State Board of Regents through the New York State Education Department, which shall investigate and respond. SUNY Charter Schools Institute and the Board of Regents have the power to take appropriate remedial action to address complaints.

Response 14: District and School Relations

As indicated in Response 3(c) – Community Outreach, BCSE2 launched a public awareness campaign with a variety of community stakeholders through meetings, phone calls, written correspondence, and distribution of marketing materials with local politicians, Community Board members, business owners, community based organizations, places of worship, and public libraries. These stakeholders were selected as part of a preliminary door-to-door campaign, but more importantly are residents, merchants, business owners, employees, and representatives within the community that BCSE2 intends to serve and thus, will likely impact.

Although this proposal does not include a letter of endorsement from CSD 11, BCSE has maintained a positive rapport with its host district and surrounding communities. During each of its public hearings for both renewals and throughout any events that solicited public comment, including those for expansion, BCSE has not received any negative comments, nor any attempts to impede progress from any representatives of the district or the private school sector. BCSE is deeply committed to collaborating with both its public and non-public peer schools in order to share best practices and afford the families of CSD 11 with high quality educational options, regardless of their school of enrollment. Towards that end, BCSE has participated in initiatives such as a state funded partnership with PS 85 to share best practices and resources for improved literacy instruction. The school also worked with Catholic schools to support curriculum, teacher, and leadership development. Our staff has also engaged with fellow charter schools and charter organizations to advance the movement by sharing charter-specific knowledge and best practices at statewide and national conferences, as well as participating in a variety of advocacy events. Likewise, we have encouraged our parent and community partners to participate in advocating for the charter movement and equitable education for all children.

Another way that BCSE has partnered with the district is with our work to set our scholars on the road to admission into the top public, private, and parochial high schools. Our Department of HS Placement and Alumni Services provides a roadmap for scholars and families to navigate the admissions process, while also coaching parents on how to successfully support their child's academic achievement. To achieve this, we engage with public, private, and parochial high schools to ensure that students are on the right pathway towards successful admissions. We educate families about the high school admissions process for independent day, boarding and Catholic high schools. These efforts have yielded an increase of 16% in the number of scholars applying to these schools. Additionally, we coordinate an annual high school fair where over 30 independent day, boarding, and catholic schools come to recruit our scholars. Furthermore, we have established relationships with other community-based organizations to prepare and support our scholars through the high school admissions process. BCSE scholars participate in TEAK Fellowship, Oliver Scholars, Breakthrough New York, Fordham STEP, Harlem Educational Activities Fund, Fieldston Enrichment Program, and the Hark Society. We also engage our BCSE alumni community to assist our scholars who are currently matriculated. As we prepare our scholars for success at the secondary levels and

beyond, we place tremendous value on our partnerships with local high schools and community organizations that allow us to ensure a smooth transition for our graduates.

BCSE has also supported community development by helping to reinvigorate local architecture and businesses that would have otherwise been riddled with high crime. Our flagship school currently occupies a building that is owned by Our Lady of Solace Parish and will be the site for BCSE2 upon approval. The building was previously shuttered and presented 18,000 square feet of unused and degenerating space. Upon leasing agreement, BCSE renovated the space in 2010 and now provides the Parish with additional revenue and covers 90% of its operating cost in utilities. The school also collaborates with the Parish each year by aligning calendars to allow several community based organizations to safely and securely use designated areas for functions that support community residents such as AA and NA meetings and celebratory events. In doing so, BCSE and the local diocese partner to provide a free and valuable community resource. Additionally, by virtue of opening its doors, BCSE has created a drug free school zone, thereby supporting the community in decreasing crime and promoting cleaner and safer real estate. Moreover, BCSE is one of the biggest operating “businesses” in the area, which increases foot traffic of families and employees to local merchants and businesses. These are just some of the ways that BCSE has had a positive impact, built relationships with local organizations, and invested in community development.

As BCSE2 grows to capacity and begins to broaden its scope of work through its emerging CMO, BCSE and BCSE2 hope to galvanize meaningful and lasting partnerships with our district, parochial, and private school colleagues. Organizing a network under the management of our CMO will allow us to develop controlled incubators for research, innovation, and development within our schools; a practice that is not always available to our district and private school peers. Our goal is to advance student achievement by continually refining and improving upon our model and identifying those practices and key factors that provide the greatest impact. We would welcome opportunities for cooperative initiatives to expand our efforts and to share our lessons learned. We are in the process of identifying potential educational partners towards this endeavor. (Our criteria for identifying low-performing schools are included in our CMO Business Plan.) BCSE and BCSE2 are cognizant that our peer schools will not always welcome these opportunities. Additionally, we will have to secure the appropriate resources to facilitate these collaborations. Nevertheless, our resolve is deep and we will continue to engage our fellow community schools in the best interests of our scholars. In the short term, we hope these partnerships will yield universal improvement in the educational options for our community. In the long term, we hope that these efforts will ultimately diminish and close the achievement gaps that have persisted for historically underserved and under-resourced children. Further information on our growth plan and plans to establish meaningful collaborations are described in our Business Plan submitted in conjunction with this proposal.

Response 15: Student Demand, Recruitment and Retention

15(a) General Student Population

As described in Response 1(a), BCSE2 will serve residents of CSD 11 and its surrounding communities. As our admissions policy explains, applicants will have the option of enrolling in either BCSE or BCSE2 depending upon seat availability. Applicants who are returning students, have siblings already attending BCSE and BCSE2, and those residing in the 11th District are given preference in that order for vacancies on a first-come, first-served basis. Once the list of returning, sibling, and 11th District applicants has been exhausted, we will offer preference to children of employees of the education corporation or CMO (up to a 15% set aside). In 2014-15, we received over 4,300 applications for just 122 available seats in grades K-8 at BCSE. The school currently notes a waiting list of 3,354 applicants. BCSE maintains low levels of attrition and it will only be possible to serve a small fraction of the families on the waiting list based on limited seat availability. While the applicant group recognizes that a large waiting list does not necessarily guarantee enrollment at BCSE2, we believe this as an indication of public interest in BCSE's successful model, which BCSE2 proposes to replicate. Moreover, based on our analyses of BCSE performance comparisons to other educational options currently available to the community, we believe BCSE2 will provide significant educational benefits to the students of CSD 11 and its surrounding neighborhoods.

Response 3(c) describes our ongoing community outreach efforts intended to build awareness of the proposed school, assess community interest, and provide meaningful opportunities for community input. We commenced a public awareness campaign with a variety of stakeholders through meetings, phone calls, written correspondence, and distribution of marketing materials. These efforts included email to action campaigns, social media broadcasts, dissemination of flyers, and community chats. BCSE also supported the proposed school's outreach efforts by posting announcements, links, flyers, and information on its website. Each of these forums request and provide instructions for submitting feedback and input for consideration. This is particularly important as over 3,000 families on our waiting list were also contacted. Although the school is continuing to receive feedback, initial analytics indicated a favorable response from 27 families with school-aged children (specifically those on our waiting list) with comments of support and interest. We believe our substantial waiting list, combined with additional interest expressed within the community, are more than sufficient to evidence our ability to meet our proposed enrollment.

15(b) Target Population Enrollment

The following table details BCSE2's enrollment targets:

BCSE2 – Enrollment and Retention Targets¹					
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	120	180	240	300	360
Grades Served	K-1	K-2	K-3	K-4	K-5
Enrollment Target – FRPL %	82.9	84.7	85.5	86.0	86.3
Enrollment Target – LEP %	6.7	8.2	9.4	10.3	10.7
Enrollment Target – SWD %	9.3	11.1	12.3	13.4	14.1

BCSE2 does not have any currently enrolled students and is, therefore, unable to calculate retention targets for target populations. However, the following information pertains to our model school, BCSE, and their record of enrolling and retaining student populations.

BCSE Enrollment Rates	2014-15	2013-14	2012-13	2011-12	2010-11
% English Language Learners	6	7	8	5	3.7
% Special Education	10.3	10.5	11.4	10.8	9.9
% Eligible for FRPL	76.4	76	79	77	73

Our population of students eligible for FRPL has remained consistent with figures reported by the local district. (Please refer to page 2 of Response 1(a) for a table showing comparisons.) We saw an increase in our ELL and SWD populations in 2012-13, and have observed a slight decline in recent years. We attribute this in part to the success of our model as students have advanced through our program and tested out of criteria, particularly our ELL students. We will continue to focus our outreach efforts in high-needs communities to ensure that we are providing equal access and enrolling comparable proportions of students in these target populations.

It is automatic enrollment for our existing families. Our goal is to continuously maintain a retention rate of 90% or more. We have been able to successfully meet our target goal with decreasing rates of attrition. This means that more families are not only choosing BCSE, but are staying with BCSE year to year.

BCSE Student Attrition Rates	2014-15	2013-14	2012-13	2011-12	2010-11
Total number of students leaving	10	21	26	18	23
Highest Number Enrolled (July 1 - June 30)	644	554	519	438	385
Total Percent Attrition	1.6%	3.8%	5.0%	4.1%	6.0%

Although BCSE2 will does not intend to enact an enrollment preference for special populations at this time, the school will deliberately extend its outreach efforts in high needs communities to attract and retain a student body that is

¹ <http://www.newyorkcharters.org/enrollment-retention-targets/>

reflective of the community it serves, to include comparable or greater enrollment of target populations.

BCSE2 will utilize a variety of strategies to attract a diverse student body and broaden the scope and depth of recruitment efforts with outreach, which may include:

- Meetings with representatives of the local and surrounding districts, as well as community-based organizations to establish a positive rapport and cultivate a collaborative relationship
- Attendance at open houses, public meetings, meet-and-greets, and presentations at various community organizations such as preschools, daycare centers, head start programs (FRPL), ESL programs for adults with school-aged children (ELLs), county health centers (FRPL, SWD), doctors' offices (SWD), libraries, family service providers (SWD), housing authorities and associations (FRPL), counseling centers and support groups (SWD), tutoring groups (SWD), and places of worship (churches, mosques, temples, etc.)
- Neighborhood canvassing, especially in areas with higher concentrations of public housing developments (FRPL) and multicultural communities (ELL)
- Distribution of flyers and mailings in English, Spanish, and prevailing languages (ELL)
- Local media stations (radio and internet) that target both English and non-English speaking audiences (ELL)

BCSE2 will engage the community and host events such as open houses and meetings with the students, families, and community members. As community members play a critical role in the growth and development of the school, BCSE2 will also strive to develop lasting relationships with members and organizations within the various communities to support the school's students and programs beyond this initial recruiting year. If possible and during subsequent years, BCSE2 will also elicit the support of bilingual staff members to support the recruiting efforts for families whose native language is one other than English.

BCSE2 proposes a program that begins with kindergarten, enrolling students at approximately 4-5 years of age. Although the school's initial year of enrollment will include grades K and 1, students of this age typically will not have extensive academic or behavioral records. Some students may have previously received early screening and interventions for academic, social, or behavioral difficulties. BCSE2 will continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model. Targeted outreach to specific populations such as families with children identified with special needs or English language learners will receive more specific information about the programs and services that BCSE2 has to offer. Finally, the school will ensure that comprehensive information is always available on the school's standing marketing materials, such as the school's website and social media pages. This will allow families to access the information at any time. Specific information about our programs designed for our special populations are included in Response 07.

ELL students will be identified through a survey administered with every student's household during the annual enrollment period, which is designed to identify students who may have limited English proficiency. This survey will be the Home Language Questionnaire issued by the New York City Department of Education.

If, based on answers to the Home Language Questionnaire, it is determined that the student's native language or the home language is other than English, then appropriate school staff or hired translators will conduct an informal interview in the student's native language and/or English. If the interviewer determines that the student speaks no English, that pupil will be classified as an ELL student, and the pupil will be tested using the Language Assessment Battery- Revised (LAB-R). In addition to the informal interview, the teachers at BCSE2 will receive training on educating ELL students and will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency.

As part of BCSE's outreach process every year, the operations team is responsible for advertising in City News, Bronx Times and Parkchester News. During this time, bilingual staff members from BCSE visit various early childhood education centers to distribute applications and share knowledge about what the school has to offer for students who are English Language Learners (ELL). In addition to the above, our applications are translated in both Spanish and Bengali to reach out to those families who may not completely read, write or speak English. Additionally, the outreach process would include having translated information on our website.

Bronx Charter School for Excellence 2 will mainstream students with special needs in an inclusion model, where students receiving special education services mandated from their IEP are provided those services within the general education environment. Additionally, BCSE 2 will serve students who have special learning needs and provide services including: Integrated Co-Teaching (ICT), Special Education Teacher Support Services (SETSS), Counseling, Speech, Occupational Therapy and Physical Therapy. As with our ELL population, our students with disabilities will receive support in addition to, rather than in lieu of, the regular course curricula. This way, all students will be able participate in activities with their English Proficient and non-disabled peers.

For all students, to include those who are considered at-risk, BCSE2 will provide flexible small group instruction in an inclusive environment to target individual students' needs. Using ongoing and real-time data, teachers and support staff will identify students' current performance levels, advance achievement in their zone of proximal development, and monitor outcomes to inform further instruction. This applies to the accelerated learner, the most reluctant and struggling student, the student who is learning English, and the student who has special needs. Because our collaborative approach ensures that teachers at each grade level are accountable for the achievement of the entire grade level cohort, our students will benefit from this cooperative approach, whereby differentiation will occur not only within one classroom, but across classrooms in order to address a broader spectrum of needs. Therefore, flexible and strategic groupings will not be limited to one class, but rather address the entire grade level cohort taught by a

team of lead teachers and certified educational associates. Additionally, teachers will utilize differentiated strategies and modalities to build upon students' strengths and strengthen any areas of deficit. Each student will have a comprehensive portfolio that will allow teachers to monitor student progress. Additionally, school-wide data will be analyzed in aggregate and disaggregated by student, class, grade level, and pertinent subgroups, to include targeted populations. These measures not only allow teachers to monitor student, class, and grade level progress, but the school to evaluate curriculum, program, and instructional efficacy as well. In turn, this continual evaluation of program effectiveness allows the leadership and Board to maximize appropriate resource allocations.

15(d) Community Support

Describe support for this proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Although the school is continuing to receive feedback, initial analytics indicated a favorable response from 27 families with school-aged children (specifically those on our waiting list) with comments of support and interest. (Include community chat feedback and the number of families interested in enrolling.)

Evidence of email correspondence, feedback, and a letter of endorsement are included with this proposal in Response 3(g).

Social Media Accounts also provide a link to an online petition to the local officials in support of the proposal.

Response 15c: Evidence of Demand

15(c) Evidence of Demand

Please refer to R-03g – Outreach Evidence, which includes evidence of demand.

Response 15e: Evidence of Support

15(e) Evidence of Support

Please refer to R-03g-Outreach Evidence, which includes evidence of support.

One additional letter of support has been provided as Response 15e-2.

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THE COUNCIL OF
THE CITY OF NEW YORK
RITCHIE TORRES

COUNCIL MEMBER, 15TH DISTRICT, BRONX

CHAIR
PUBLIC HOUSING

COMMITTEES
GENERAL WELFARE
GOVERNMENT OPERATIONS
HOUSING & BUILDINGS
LAND USE
PUBLIC SAFETY

DEPUTY LEADER OF
THE NEW YORK CITY COUNCIL

September 11, 2015

To Whom It May Concern,

I am writing to give my support to Bronx Charter School for Excellence in their effort to open a charter school in the eastern part of City Council District 15. Recently, the school, in partnership with Friends of Bronx Charter School for Excellence, has submitted an application to the SUNY Trustees to establish a school in the Morris Park section of the Bronx.

The mission of Bronx Charter School for Excellence is to prepare the youth of New York City to compete for seats in high school and to successfully continue their educational career once enrolled. They offer a challenging curriculum to ensure acceptance in various types of high schools, including public and private. Not only are they focused on academic achievement, but they also concentrate on creating a supportive and positive atmosphere for all students, faculty and staff. This past school year, the Bronx Charter School for Excellence has 3,354 families on the waiting. The high amount on the waiting list exemplifies the need of an additional school in the neighborhood and speaks great volume of the work being done.

As a result, I fully support Bronx Charter School for Excellence opening in the Morris Park section of the Bronx at 1804 Holland Avenue. Not only will they provide a well-rounded education for their students, but also alleviate the need for open seats in School District 11.

If you have any questions, please do not hesitate to contact my Special Assistant Luisa Benedetto at (718) 842-8100 or lbenedetto@council.nyc.gov.

Best regards,

A handwritten signature in black ink that reads "Ritchie Torres".

Ritchie Torres
Council Member Ritchie Torres
New York City Council, District 15

Response 15f: Admissions Policy

15(f) Admissions Policy

BCSE's admissions policy will be revised with consideration to the addition of applicants for the proposed school. Upon approval, applicants will have the option of attending either BCSE or BCSE2 based on seat availability. Enrollment preferences for returning students and their siblings will apply to those students matriculated in BCSE and BCSE2. The revised admissions policy is below, and applies to BCSE and BCSE2 upon approval.

A lottery process will be used to determine admission to Bronx Charter School for Excellence (BCSE) and Bronx Charter School for Excellence 2 (BCSE2). BCSE and BCSE2 will maintain an open enrollment policy and shall not discriminate on the basis of race, ethnicity, sex, gender identity or expression, religion, national origin or sexual orientation. BCSE and BCSE2 will accept applications from legal guardians of all age and grade eligible students. All incoming kindergarten students must be the age of five years on or before December 1st of the year in which they first attend Kindergarten. The annual application submission process begins in mid-January and continues through April 1. Applications may be submitted electronically or in hard copy. Downloadable applications are available in English, Spanish, and Bengali. The online application may also be translated into other languages. The lottery takes place in late April to early May. Applicants who are returning students, have siblings already attending BCSE or BCSE2, and those residing in the 11th District are given preference in that order for vacancies on a first-come, first-served basis. Once the list of sibling applicants and 11th District applicants has been exhausted, we will offer preference to children of employees of the education corporation or CMO (up to a 15% set aside). Once the list of returning, sibling, 11th District, and employee applicants has been exhausted, any remaining spaces are filled through the lottery process. Applicants will be given the option to enroll their child into either BCSE or BCSE2 based on available seats. Once all vacancies are filled through the lottery, a waiting list will be created. Applicants who have siblings already attending a BCSE school will be given preference for any vacancies that occur during the school year. Enrollment packets will clearly articulate the documentation that must be submitted, to include appropriate proofs of identification, residency, and health records, etc.

Response 16: Facilities

16(a) Facility Needs

BCSE2 is proposing to locate at a facility in the Van Nest/Morris Park section of the Bronx, which is the neighboring community to BCSE's flagship school of Parkchester. BCSE2 will open with grades K and 1 with two classes per grade level, for a total of four general education classrooms in Year 1. The school will add one grade level with two classes per grade for each subsequent year. Thus, there will be a total of six general education classrooms in Year 2, eight for year 3, and so forth. BCSE will also require a gymnasium for physical education, and space for two other specialty classes such as art and technology. Additionally, the facility will need to include a main office suite for administrative functions, a nurse's office, a cafeteria, a staff lounge/prep space, restrooms, and a dedicated resource space for counseling and support services such as occupational, speech, and physical therapy. BCSE2 does not require additional classroom space for special education or ELL services, as the program incorporates inclusive approaches to instruction using ICT and immersion respectively. Therefore, services for our special populations, as well as remediation and enrichment, will be provided within the general education classrooms.

16(b) Facility Selection

BCSE2 has already identified and secured a facility to satisfy its programmatic requirements for space. BCSE2 will lease a three-story building located in the Bronx CSD 11 at 1804 Holland Avenue, Bronx, NY 10462. It is neither a public facility space, nor a co-location in a NYCDOE facility.

The building was renovated in 2010. It is approximately 18,000 square feet and up to code under the NYC Department of Buildings. Previously, all floors were utilized by BCSE to facilitate programs for its middle school. However, since BCSE is completing construction on its new middle school facility, the property will be available by July 2016 to accommodate the proposed school. The first floor, which contains a total of four classrooms, will serve as a homeroom for each of the two proposed Kindergarten and first grade classes, and two classrooms on other floors will be used for specials. All classrooms and facilities are configured for the safety and instruction of our young scholars. Bathrooms are currently up to code and easily accessible by a short flight of stairs. There is a gymnasium, nurse's office, and cafeteria on site. The gymnasium is at ground level and the cafeteria is located on a sublevel. The office suite will remain as the main office and the administrative offices. BCSE will ensure the facility remains in compliance with all federal, state, and municipal codes, to include ADA, fire and safety, DOHMH, and OCFS regulations. Documentation of compliance shall remain on file at the site. A city park situated within walking distance one block from the physical plant will be utilized as outdoor space for gross motor development.

As the school grows to serve grades 4 and 5, BCSE 2 will need to provide additional classroom space to accommodate its growing needs. The school is currently considering the option of either reconfiguring specialty classes to push in,

thereby freeing additional general education classroom space, and/or leasing and renovating the neighboring building to accommodate our older grade levels.

Our pre-opening plan pending charter approval is to appoint our Principal by winter, hire staff and faculty throughout the spring, and begin preparing the space for a younger population. Because the facility is already up to code, the only expenses we anticipate to refurbish for our young scholars is ordering furniture and minor visual alterations (billboards, décor, etc.) to appeal to a younger, more developmentally appropriate aesthetic. These modifications and purchases will be modest, particularly for the school's first year of operation and are reflected in the budget.

Based on a real estate study conducted by Jones Lang LaSalle, a financial and professional services firm specializing in commercial real estate services, the average asking rent range for the Bronx is \$24.53 per square foot¹. For the 2015-16 school year, which we intend to use as a planning year pending charter approval, we negotiated a one-year lease for the amount of \$168,000, or \$14,000 per month. At \$168,000 for 18,000 square feet, our cost is approximately \$9.33 per square foot. Therefore, we believe our rental rate to be highly favorable and financially reasonable. If our charter is awarded, we will negotiate a longer-term lease with the expectation that there will be a slight and incremental fee increase over time as the school grows in capacity. Based on our four-year history with the facility owner and the solid rapport we have established, we believe that we will be able to negotiate a favorable rental rate that makes financial sense as historically, our rate has remained respectably below average rental costs in the Bronx.

16(c) Facility Related Conflicts of Interest

The building is currently owned by Our Lady of Solace Parish. BCSE currently holds an annually renewable lease with the Parish, which has agreed to lease to BCSE2 upon approval. BCSE has maintained a very solid and positive relationship with the parish, which also owns the neighboring building, which is under consideration for potential space expansion if needed. There are no existing conflicts of interest as the building is owned by the Parish and leased by the Board, without any conflicting or potentially conflicting affiliations.

¹ Please refer to the Real Estate Study included with our FOBCSE Business Plan for details.

SECOND EXTENSION OF LEASE

This SECOND EXTENSION OF LEASE (the "Second Extension"), made as of the 1st day of September, 2015 (the "Effective Date") between THE CHURCH OF OUR LADY OF SOLACE, a New York Religious Corporations Law Corporation with an office at 731 Morris Park Avenue, Bronx, New York 10462, as landlord ("Landlord"), and BRONX CHARTER SCHOOL FOR EXCELLENCE, New York Education Law corporation, with an office at 1960 Benedict Ave, Bronx, NY 10462, as tenant ("Tenant").

WHEREAS, Landlord and Tenant entered into a written Lease Agreement dated as of August 1, 2010 (the "Lease") for the entire Our Lady of Solace school building which includes a school and gymnasium comprising of approximately 12,032 square feet, located at 1804 Holland Ave., Bronx, New York 10462 (the "Premises"), for a term of four (4) years commencing on August 1, 2010 and ending on July 30, 2014 (the "Term") and Landlord and Tenant entered into a Lease Extension Agreement as of June, 2014 to extend the lease for one additional year from July 31, 2014 to July 1, 2015.

WHEREAS, Tenant desires to extend the terms and conditions of the Lease and Landlord is willing to do so on the terms and conditions hereinafter set forth.

NOW, THEREFORE, in consideration of the premises and the conditions and covenants herein contained, the parties hereto agree as follows:

- (1) The Term of the Lease is to be extended for one year from July 1, 2015 to June 30, 2016 (the "Second Extension Term").
- (2) RENT – Effective as of July 1, 2015, the annual rent set forth in paragraph 1(b) of

the Lease shall be reduced to \$168,000 per annum, payable in equal monthly installments of \$14,000 each.

(3) Except as amended herein, all other terms and conditions of the Lease and First Extension shall remain in full force and effect, unaffected hereby. This Second Extension shall override and supersede all sections of the Lease and First Extension in conflict herewith and shall be binding upon and inure to the benefit of the parties hereto their successors and permitted assigns. All capitalized terms used herein and not otherwise defined herein shall have the respective meanings ascribed in the Lease and First Extension. This Second Extension may be signed in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Second Extension to be executed as of the date above.

**THE CHURCH OF OUR LADY OF SOLACE,
LANDLORD**

By:



Name: Fr. Robert Badillo
Title: Secretary-Treasurer

**BRONX CHARTER SCHOOL
FOR EXCELLENCE,
TENANT**

By: _____

Name:
Title:

Response 17: Food Services

BCSE2 will be adopting the same food services as the replicating school, BCSE. Below is a description. Additional information regarding our school lunch program is included on page 24 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.

Food Services

Breakfast, lunch and after school snacks will be provided to BCSE2 students by the NYC DOE Office of School Food and Nutrition Services.

BCSE2's food services system will ensure that all students who are eligible receive free or reduced meals under the federally subsidized meal program based on income eligibility. Prior to the start of school, the administrative assistant will obtain the website URL for the Free and Reduced Lunch form issued by the NYC DOE Office of School Food and Nutrition Services and send a letter home to all families of students enrolled at the school requesting that they fill out the form online. The secretary will monitor families' compliance with this request with the Office of School Food and Nutrition Services and contact families who do not submit the form.

Students living in households receiving food stamps or Temporary Assistance to Needy Families (TANF) are affiliated with the state's *"Direct certification process"* and automatically qualify to receive free meals. In instances where a parent/guardian submits a direct certification on behalf of a child, the parent does not have to complete and submit a lunch application. Under the USDA child nutrition regulation, the Principal can complete a lunch application for a student known to be eligible for free or reduced-price meals if a parent or guardian fails to apply even after repeated attempts by the school to obtain the application. The Principal invokes this privilege to assist a student who is at an obvious economic disadvantage but due to certain circumstances (*e.g.*, alien status, substance abuse, and lack of understanding and fear of authority) did not submit an application.

Student meal status information is available after lunch form processing in the ATS data system. This information will be regularly updated in the PowerSchool student information system. If a change is needed, the Principal and/or administrative assistant must write the reason(s) for the change on the application, initialing each change or attaching a memorandum to the application stating that changes were made based on information supplied by an authorized household member.

On a weekly basis, the lunch accounting aide obtains and completes the "Meals Served Report Form" from the Office of School Food and Nutrition Services.

Previously, BCSE2's sister school, BCSE, participated in the universal lunch program. The guidelines for participation are under review by the DOE. BCSE2 intends to pursue participation in that program, which would allow all students to eat free of charge based on the school-wide level of free and reduced lunch status.

Until such a program is available to students at the school, families with full-paying or reduced lunch eligibility will be billed on a monthly basis for student meals eaten at the school. School lunches eaten will be tracked daily in PowerSchool by the lunch accounting aide. Breakfasts eaten, though provided free, will also be tracked in PowerSchool. Lunch fee payments will be recorded in PowerSchool and parents will receive an update on their account status every month and upon request at any time.

Response 18: Health Services

BCSE2 will be adopting the same health services as the replicating school, BCSE. Below is our policy. Additional information regarding our nursing services and medications is included on pages 19-20 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.

Health Services

Health services will be provided to students by the NYC Department of Health and Mental Hygiene (DOH). DOH nurses provide health services to DOE students at each DOE school. Accordingly, the school will follow all of the New York City Department of Education procedures for health services. With the exception of those students who have properly executed self-medication forms on file with the school for asthma inhalers or epi-pen administration, the DOH nurses are responsible for the administration of all medicine to students. The DOH also is responsible for screening students for vision.

Student health records will be separated from academic records and kept in locked storage in the office of the school nurse. Health/Immunization tracking and compliance are performed by the school administrative personnel who will coordinate and collect health forms and enter immunization information on the NYC DOE ATS system. BCSE2 will maintain an Operations Manual, which will set forth in detail all protocols related to health requirements, for immunization, 504 forms and self administration forms. For example, the office will provide notice to parents of students who have not provided evidence of immunizations that they will be barred from school after 14 days. The school Office Manager also will use PowerSchool to track compliance with state physical requirements. Currently, the school requires physicals of every student in kindergarten and first grade with the exception of students whose families hold a sincere religious belief against physical examinations. Families who object to required immunizations or physicals are required to submit a notarized written explanation of their sincere religious beliefs, which is reviewed and must be approved by the Board to be considered valid.

Response 19: Transportation

BCSE2 will be adopting the same transportation policy as the replicating school found below. Bus policies and additional information regarding our transportation program is included on pages 21-23 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.

Transportation

The NYC DOE Office of Pupil Transportation (OPT) in conjunction with BCSE2 is responsible for ensuring that all eligible students receive transportation to and from school via school bus or MetroCard for buses and subways. Transportation eligibility guidelines are provided by OPT. Students with IEPs receive transportation as mandated in their IEPs. OPT bus service is available only for K-5 students or those with an IEP which mandates such services. The Special Needs Coordinator directs the process of determining special education student transportation eligibility with the school Office Manager. The families of students who do not qualify for bus service or for a full or half-fare MetroCard will be responsible for providing transportation to and from BCSE2. In addition, the families of students who participate in any of the BCSE2 after-school programs will be responsible for arranging for transportation home from school.

When students are enrolled at the school, parents will be informed that they must make transportation requests prior to admission. Each June before the school year begins, the Office Manager will use the ATS system to register students for transportation with OPT and request new student bus stops. In September before school begins, the Office Manager will visit the OPT Office of New Schools website (<http://www.opt-osfns.org/opt/>) to determine bus routes. The Office Manager will contact students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. Additionally, OPT delivers MetroCards to the school the week before the start of school for all eligible students. The Office Manager will provide each classroom teacher with their students' MetroCards. Each MetroCard will be assigned a number and each student will sign next to the number he/she receives.

Response 20: Insurance

BCSE's insurance renews on August 15, 2015 at which time, we will receive a new copy of our policy. Until then, we offer the Schedule of Insurance as R-20b- Schedule of Insurance.



Schedule of Insurance
Bronx Charter School for Excellence

As of July 28, 2015

Carrier	Policy Number	Expiration Date	Coverage	Limit	Deductible	Premium	Remarks
Philadelphia Indemnity Insurance Company	PHPK1217955	08/15/15	Commercial Package <i>General Liability</i> General Aggregate \$ 2,000,000 Products & Completed Operations \$ 2,000,000 Personal & Advertising Injury \$ 1,000,000 Each Occurrence \$ 1,000,000 Damage to Rented Premises (Each Occurrence) \$ 100,000 Medical Payments (Any One Person) \$ 5,000 Employee Benefits Liability (claims made) \$ 1,000,000 Sexual or Physical Abuse or Molestation \$ 1,000,000 Hired or Borrowed/Non-Owned Auto \$ 1,000,000 <i>Property - 1960 Benedict Avenue</i> Building \$ 4,300,000 \$ 1,000 Business Personal Property \$ 330,000 \$ 1,000 Improvements & Betterments \$ 1,865,000 \$ 1,000 Business Income \$ 615,000 72 hours Ordinance coverage B and C \$ 500,000 <i>Property - 1804 Holland Avenue</i> Building \$ 2,200,000 \$ 10,000 Business Personal Property \$ 400,000 \$ 1,000 Business Income \$ 500,000 72 hours Improvements & Betterments \$ 385,000 \$ 1,000 <i>Property - 2000 Benedict Avenue</i> Business Personal Property \$ 100,000 \$ 10,000 Ordinance Coverage B \$ 500,000 Ordinance Coverage C \$ 500,000 Earthquake \$ 1,000,000 10% or \$5,000 minimum Flood \$ 1,000,000 \$ 100,000 <i>Crime</i> Employee Theft \$ 600,000 \$ 2,500 Forgery or Alteration \$ 600,000 \$ 2,500 Computer Fraud \$ 600,000 \$ 2,500			\$ 57,615.00	80% Coinsurance Valuation: Replacement Cost Perils: Special Form EBL Retroactive Date 08/15/2013 Loss Payee: Sobert Realty 2700 Westchester Ave Ste 407, Purchase, NY 10577-2554 De Lage Landen PO Box 41601, Philadelphia, PA 19101-1601 Lenders Loss Payable: U.S. Bank National Association 100 Wall St Ste 1600, New York, NY 10005-3701 Build NYC Resource Corporation 110 William St, New York, NY 10038-3901 Additional Insureds: Sobert Realty 2700 Westchester Ave Ste 407, Purchase, NY 10577-2554 The Charter Schools Institute; The State University of New York 41 N Pearl St Ste 700, Albany, NY 12207-2703 Friends of Bronx Charter School for Excellence 1960 Benedict Ave, Bronx, NY 10462-4402 Trinity Episcopal School Corp aka Trinity School Ms. Sonia Bhoorasignh Trinity School Realty Holding Corp Trinity Housing Corporation 139 W 91st St, New York, NY 10024-1326 De Lage Landen PO Box 41601, Philadelphia, PA 19101-1601 U.S. Bank National Association 100 Wall St Ste 1600, New York, NY 10005-3701 Build NYC Resource Corporation 110 William St, New York, NY 10038-3901
Philadelphia Indemnity Insurance Company	PHUB470840	08/15/15	Excess Liability Each Occurrence \$ 7,000,000 \$ 10,000 General Aggregate \$ 7,000,000 Products/Completed Operations \$ 7,000,000 <i>Underlying Insurance</i> General Liability (PHPK127955) \$2M/\$1M Automobile (PHPK127955) \$1M Employee Benefits Liability (PHPK127955) \$1M/\$1M/\$1M			\$ 9,058.00	
The State Insurance Fund	X13604723	07/01/16	Workers Compensation Statutory			\$ 62,539.62	This policy is direct with company
Philadelphia Indemnity Insurance Company	PHSD985622	10/11/15	Directors & Officers Liability Directors & Officers Liability \$ 1,000,000 \$ 5,000 Employment Practices \$ 1,000,000 \$ 5,000 Fiduciary Liability \$ 1,000,000 \$ - Aggregate (All Parts) \$ 1,000,000			\$ 4,501.00	Prior or Pending Litigation Date: 10/11/2007
Markel Insurance Company	4102AH267355-11	08/15/15	Accident and Medical Aggregate \$ 250,000 Accident Medical Expense Benefit - 104 Weeks \$ 25,000 \$ - Accidental Death and Dismemberment Benefits - Principal Sum \$ 5,000			\$ 891.00	Coinsurance: 10%
Construction Policies							
State National Insurance Company	PUG1300430	09/28/15	General Liability General Aggregate \$ 2,000,000 \$ 10,000 Products & Completed Operations \$ 2,000,000 Personal & Advertising Injury \$ 1,000,000 Each Occurrence \$ 1,000,000 Damage to Rented Premises \$ 50,000 Medical Payments \$ 5,000			\$ 18,000.00	Policy is auditable based on hard costs Rate \$3.60 per \$1,000 Policy Term: 03/28/15 - 09/28/15
RLI Insurance Company	RXL0261891	03/28/15	Excess Liability CSL - BI and/or PD - Other than Automobile \$ 10,000,000			\$ 9,058.00	Follow form Policy Term: 03/28/15 - 09/28/15
Continental Casualty Company	C6016032647	03/28/15	Builders Risk Loc# 1, Bldg#1 1958 & 1960 Benedict Ave, Bronx, NY 10462 Property Hard Costs \$ 13,000,000 \$ 5,000 Property in Transit \$ 100,000 \$ 5,000 Temporary Storage \$ 250,000 Ordinance or Law Limits of Insurance Ordinance or Law Undamaged Portion of Building Included Ordinance or Law Demolition Cost, and Increased Cost of Construction \$ 250,000 Soft Cost \$ 1,000,000 72 hours Additional Coverage \$ 5,000 Employee Theft \$ 25,000 Equipment Breakdown and Testing Included Trees, Shrubs, Lawns, Sod and Plants - Occurrence \$ 100,000 - Per Item \$ 25,000 Arson and Crime Reward Payments \$ 50,000 Debris Removal including Recycling Additional Expense \$ 250,000 Fire Department Service Charge and Extinguishing Expense \$ 50,000 Loss Adjustment Expense \$ 50,000 Machinery, Tools and Equipment - Other than Itemized - Per Occurrence \$ 50,000 - Per Item \$ 25,000 Recharge of Fire Protection Equipment \$ 50,000 Temporary Structures - Additional Covered Property \$ 25,000 - Costs to Dismantle and re-erect \$ 25,000 Valuable Papers and Records \$ 250,000 Property and Time Element - Decontamination Expense \$ 10,000 - Fungi Limited Coverage Annual Aggregate \$ 25,000 - Pollutant Cleanup and Removal Annual Aggregate \$ 25,000 - Radioactive contamination Annual Aggregate \$ 25,000 - Unintentional Errors and Omissions \$ 25,000 Earth Movement \$ 2,000,000 \$ 25,000 Flood \$ 2,000,000 \$ 25,000			\$ 12,074.00	Policy Term: 03/28/15 - 09/28/15

NOTE: We are not the Broker of Record on the NYS Disability Policy

Response 21: Fiscal Soundness

21(a) Budget

Please note that a budget for our entire network is included with our Business Plan for FOBCSE.

Revenue

- The General Education Charter School per pupil rate for state and local revenue being used is a base of \$14,027 estimated rates determined by New York State Education Department (NYSED) for 2016-17 and subsequent years. (Please note that the corrected Budget Template provided for the RFP is configured for a per pupil rate of \$13,877. Therefore, we will use this figure in our calculations.)
- In NY for Title I and Title II monies, the rates used in the financial model are \$466 and 19, respectively. For IDEA, per pupil rate used is \$845. To be conservative, no cost of living adjustment was applied to federal entitlements
- For the NY schools, SPED funding for serving students that receive special education services between 20% and 60% of the week as mandated by an IEP (Individual Education Plan) are calculated at \$10,390 per eligible student and \$19,049 per eligible student receiving special education services in excess of 60% of the week
- Other per pupil entitlements included in the New York schools' financial model are as follows:
 - o NY State Textbook Law (NYSTL) \$58.25
 - o NY State Software Law (NYSSL) \$14.98
 - o NY State Library Law (NYSLIB) \$ 6.25
 - o Combined total is \$79.48 which is the figure used in the budget template
- Startup monies through the Department of Youth and Community Development (DYCD) for the NY schools are included in the first year of operations only as dictated with \$51K flat rate plus a per pupil allotment of \$391 for K-5 students;
- The school anticipates to qualify for at least \$350,000 in CSP funding over 2 years.
- Other revenue assumptions are based on historical trends at the BCSE 1 for fundraising and contributions

Expenses

- Cost of living adjustment for expenditures and salaries are assumed at 3% per year, with benefits at 20% of salary a year in accordance with BCSE 1 trends;
- The school will not provide transportation.

- The school will occupy a currently held facility at \$14,000 per month, or \$168,000 per year, in rent with a 3% annual increase
- The current school models ensure that schools will have staffing necessary to obtain similar academic results as shown at BCSE 1. Average school-wide teacher to student ratios will be maintained at approximately 12:1

21(b) Financial Planning

Incorporated by reference: Renewal Application, Response J Benchmark 3A Budgeting and Long Range Planning.

BCSE and BCSE2 will have its own Principal(s) and Operations Manager(s) at each site to manage the fiscal operations at each location. Each school will collaborate with the Finance Committee of the Board to ensure that all practices are compliant with controls, policies and procedures. The Board will treat each school as its own, independently operating and self-sustaining entity. However, the Board will also receive support from the CMO and its operational staff to ensure the network of schools (in this case BCSE and BCSE2) is fiscally sound. Please refer to the accompanying Business Plan for additional information.

21(c) Fiscal Audits

Incorporated by reference: Renewal Application, Exhibit 6, Financial Policies and Procedures Manual. Our updated FPP and an addendum are included as supplemental documents, R-23b-03 and R-23b-04.

21(d) Dissolution Procedures

BCSE2 was guided by the State University of New York Charter School Institute for the framework and structure of its Dissolution Plan. New Jersey and Central Michigan University plans were also reviewed for strategies. In the unlikely event of dissolution, the specific details of the plan will be reviewed and adjusted to reflect the realities of the situation. This proposed plan is meant as a guideline only. A complete plan would be developed in full coordination with the school and the authorizer to ensure the smooth transfer of all the school's obligations.

In the event the school's charter is dissolved, the BCSE2 Board will consult with legal counsel and manage the dissolution process in accordance with Education law §2851(2)(t). The Board and administration would hold town hall meetings with parents and faculty to provide information on the dissolution and transition processes. The meetings would be an open forum to address questions and concerns of all constituents. At these meetings a timeframe for the dissolution process would be clearly outlined with specific deliverables, responsible individual(s) assigned to complete specific tasks and due dates. BCSE2 would work with other schools, districts, other charter schools and the NYC DOE to secure appropriate placements for all students.

BCSE2 would designate an individual with the specific task of completing the transfer of all student records to the appropriate schools and parent or legal guardian. This/ese individual/s would coordinate these activities with the NYC DOE to ensure the integrity of the student record transfer.

The transfer of all students would be coordinated by the Principal with Board support. Working with the NYC DOE, BCSE2 would notify parents/guardians of the procedures to follow to enroll their child(ren) in specifically designated district schools. In addition, parents/guardians choosing non-public school alternatives would be supported with the transfer of all student records. All parents/guardians would be notified that enrollment of children in their district of residence or other school is mandatory under state law.

Please refer to the Dissolution Plan for detail description of how BCSE2 would transfer the school's assets to another school within our prospective district. The school's budget reflects a commitment to establish an escrow account of no less than \$75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This commitment can be found in \$25,000 increments in the school's first three years of existence.

The BCSE Board of Trustees will take the applicable required actions under the SUNY Closure Plan, in consultation with legal counsel and the Schools' Authorizer ("Authorizer"), in the event of the dissolution of the school.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRONX CHARTER SCHOOL FOR EXCELLENCE II					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		15,233,554	15,701,884	16,540,413	17,478,971	18,417,557	BCSE I and II Combined
Total Expenses		12,742,320	13,920,767	14,942,454	15,922,216	16,890,524	BCSE I and II Combined
Net Income (Before Cash Flow Adjustments)		2,491,235	1,781,117	1,597,959	1,556,755	1,527,033	BCSE I and II Combined
Budgeted Student Enrollment		930	990	1,050	1,110	1,170	BCSE I and II Combined with upper collar 5% to 10% historical actuals factored in.
REVENUE		Year 1 2016-17	Year 2	Year 3	Year 4	Year 5	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		Basic Tuition (2015-16)					
PRIMARY School District: NYC CHANCELLOR'S OFFICE		13,877	12,905,610	13,738,230	14,570,850	15,403,470	16,236,090
Other District 1:		-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	13,877	12,905,610	13,738,230	14,570,850	15,403,470	16,236,090
Special Education Revenue			1,062,934	1,131,511	1,200,087	1,268,663	1,337,240
Grants							6% of total per pupil at 60% or more services
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			414,630	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			14,383,174	14,869,741	15,770,937	16,672,133	17,573,330
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			39,293	41,828	44,363	46,898	49,433
Title I			433,380	461,340	489,300	517,260	545,220
Title Funding - Other			17,670	18,810	19,950	21,090	22,230
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			250,000	100,000	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			740,343	621,978	553,613	585,248	616,883
LOCAL and OTHER REVENUE							
Contributions and Donations			50,000	50,000	50,000	50,000	50,000
Fundraising			50,000	50,000	50,000	50,000	50,000
Erate Reimbursement			-	30,980	31,910	32,867	33,853
Earnings on Investments			-	-	-	-	-
Interest Income			500	500	500	500	500
Food Service (Income from meals)			-	-	-	-	-
Text Book			9,538	78,685	83,454	88,223	92,992
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			110,038	210,166	215,864	221,590	227,345
TOTAL REVENUE			15,233,554	15,701,884	16,540,413	17,478,971	18,417,557

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRONX CHARTER SCHOOL FOR EXCELLENCE II					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		15,233,554	15,701,884	16,540,413	17,478,971	18,417,557	BCSE I and II Combined
Total Expenses		12,742,320	13,920,767	14,942,454	15,922,216	16,890,524	BCSE I and II Combined
Net Income (Before Cash Flow Adjustments)		2,491,235	1,781,117	1,597,959	1,556,755	1,527,033	BCSE I and II Combined
		930	990	1,050	1,110	1,170	BCSE I and II Combined with upper collar 5% to 10% historical actuals factored in.
Budgeted Student Enrollment							
		Year 1 2016-17	Year 2	Year 3	Year 4	Year 5	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management		-	-	-	-	-	
Instructional Management		1.00	703,834	724,949	746,697	769,098	792,171
Deans, Directors & Coordinators		-	-	-	-	-	
CFO / Director of Finance		-	-	-	-	-	
Operation / Business Manager		1.00	70,000	72,100	74,263	76,491	78,786
Administrative Staff		1.00	80,000	82,400	84,872	87,418	90,041
TOTAL ADMINISTRATIVE STAFF		3.00	853,834	879,449	905,832	933,007	960,998
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		39.00	2,340,000	2,530,200	2,726,106	2,927,889	3,135,726
Teachers - SPED		12.00	744,000	828,320	915,170	1,004,625	1,096,763
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants		23.00	966,000	1,078,980	1,195,349	1,315,210	1,438,666
Specialty Teachers		10.00	680,000	768,400	859,452	885,236	911,793
Aides		-	-	-	-	-	-
Therapists & Counselors		1.00	226,536	233,332	240,332	247,542	254,968
Other		-	-	-	-	-	-
TOTAL INSTRUCTIONAL		85.00	4,956,536	5,439,232	5,936,409	6,380,501	6,837,916
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	-
Librarian		-	-	-	-	-	-
Custodian		1.00	216,601	223,099	229,792	236,686	243,786
Security		-	-	-	-	-	-
Other		1.00	269,648	277,737	286,070	294,652	303,491
TOTAL NON-INSTRUCTIONAL		2.00	486,249	500,836	515,862	531,337	547,278
SUBTOTAL PERSONNEL SERVICE COSTS		90.00	6,296,619	6,819,518	7,358,103	7,844,846	8,346,192
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			713,235	801,293	864,577	921,769	980,678
Fringe / Employee Benefits			1,077,600	1,363,904	1,471,621	1,568,969	1,669,238
Retirement / Pension			182,102	204,586	220,743	235,345	250,386
TOTAL PAYROLL TAXES AND BENEFITS			1,972,937	2,369,782	2,556,941	2,726,084	2,900,302
TOTAL PERSONNEL SERVICE COSTS		90.00	8,269,556	9,189,300	9,915,044	10,570,930	11,246,493
CONTRACTED SERVICES							
Accounting / Audit			217,371	223,892	230,609	237,527	244,653
Legal			41,305	42,544	43,820	45,135	46,489
Management Company Fee			1,392,080	1,486,974	1,577,094	1,667,213	1,757,333
							Assumes 10% of per pupil revenue including special education
Nurse Services			-	-	-	-	-
Food Service / School Lunch			409,050	421,322	433,961	446,980	460,389
Payroll Services			27,003	27,813	28,648	29,507	30,392
Special Ed Services			-	-	-	-	-
Titlement Services (i.e. Title I)			-	-	-	-	-
Other Purchased / Professional / Consulting			503,915	519,032	534,603	550,642	567,161
TOTAL CONTRACTED SERVICES			2,590,724	2,721,578	2,848,735	2,977,004	3,106,418

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRONX CHARTER SCHOOL FOR EXCELLENCE II					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
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Budgeted Student Enrollment	930	990	1,050	1,110	1,170	BCSE I and II Combined with upper collar 5% to 10% historical actuals factored in.
	Year 1 2016-17	Year 2	Year 3	Year 4	Year 5	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	143,996	154,200	142,710	127,135	46,357	Assumes \$40K per year for new classrooms plus 5% replenishment
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	115,117	78,685	83,454	88,223	92,992	Equals Textbook Revenue
Supplies & Materials other	48,000	50,400	50,520	50,526	50,526	Assumes \$40K per year for new classrooms plus 5% replenishment
Equipment / Furniture	97,396	102,396	107,396	112,396	117,396	
Telephone	33,420	34,423	35,455	36,519	37,615	Assumes 3% increase
Technology	53,702	55,313	56,972	58,682	60,442	
Student Testing & Assessment	43,640	46,455	49,271	52,086	54,902	\$72 per student
Field Trips	24,383	25,114	25,868	26,644	27,443	Assumes 3% increase
Transportation (student)	-	-	-	-	-	
Student Services - other	58,744	60,506	62,322	64,191	66,117	Assumes 3% increase
Office Expense	58,100	59,843	61,638	63,487	65,392	
Staff Development	103,243	106,340	109,530	112,816	116,201	
Staff Recruitment	7,705	7,936	8,174	8,419	8,672	
Student Recruitment / Marketing	1,200	1,236	1,273	1,311	1,351	
School Meals / Lunch	45,954	48,919	51,884	54,848	57,813	\$22 per student
Travel (Staff)	17,300	17,819	18,354	18,904	19,471	
Fundraising	-	-	-	-	-	
Other	101,327	104,366	107,497	110,722	114,044	
TOTAL SCHOOL OPERATIONS	953,226	953,952	972,319	986,912	936,733	
FACILITY OPERATION & MAINTENANCE						
Insurance	81,349	108,194	143,898	191,385	254,542	33% increase based on student population increase annually
Janitorial	71,431	82,146	94,467	108,638	124,933	15% increase per year
Building and Land Rent / Lease	168,000	173,040	178,231	183,578	189,085	3% increase per year
Repairs & Maintenance	251,731	289,491	332,914	382,851	440,279	15% increase per year
Equipment / Furniture	8,569	8,569	8,569	8,997	8,997	Assumes 3 year lease with 5% increase at year 4 for renewal
Security	35,971	35,971	35,971	37,770	37,770	
Utilities	311,762	358,526	412,305	474,151	545,274	15% increase per year
TOTAL FACILITY OPERATION & MAINTENANCE	928,813	1,055,937	1,206,356	1,387,370	1,600,880	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	<u>12,742,320</u>	<u>13,920,767</u>	<u>14,942,454</u>	<u>15,922,216</u>	<u>16,890,524</u>	
NET INCOME	<u>2,491,235</u>	<u>1,781,117</u>	<u>1,597,959</u>	<u>1,556,755</u>	<u>1,527,033</u>	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRONX CHARTER SCHOOL FOR EXCELLENCE II					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH					
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.						*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	15,233,554	15,701,884	16,540,413	17,478,971	18,417,557	BCSE I and II Combined
Total Expenses	12,742,320	13,920,767	14,942,454	15,922,216	16,890,524	BCSE I and II Combined
Net Income (Before Cash Flow Adjustments)	2,491,235	1,781,117	1,597,959	1,556,755	1,527,033	BCSE I and II Combined
Budgeted Student Enrollment	930	990	1,050	1,110	1,170	BCSE I and II Combined with upper collar 5% to 10% historical actuals factored in.
	Year 1 2016-17	Year 2	Year 3	Year 4	Year 5	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	930	990	1,050	1,110	1,170	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	930	990	1,050	1,110	1,170	
REVENUE PER PUPIL	16,380	15,860	15,753	15,747	15,742	
EXPENSES PER PUPIL	13,701	14,061	14,231	14,344	14,436	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	2,491,235	1,781,117	1,597,959	1,556,755	1,527,033	
Beginning Cash Balance	-	2,491,235	4,272,352	5,870,311	7,427,065	
ENDING CASH BALANCE	2,491,235	4,272,352	5,870,311	7,427,065	8,954,098	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of Districts Total Budget
Year 1 (2016-17)	120	13,877	1,665,240	137,153	1,802,393	21,800,000,000	0.008%
Year 2 ()	180	13,877	2,497,860	205,729	2,703,589	21,800,000,000	0.012%
Year 3 ()	240	13,877	3,330,480	274,306	3,604,786	21,800,000,000	0.017%
Year 4 ()	300	13,877	4,163,100	342,882	4,505,982	21,800,000,000	0.021%
Year 5 ()	360	13,877	4,995,720	411,458	5,407,178	21,800,000,000	0.025%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

Second Largest Enrollment District: NONE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Number of Students	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for ??? School District	Projected Impact (% of Districts Total Budget
Year 1 (2016-17)	-	-	-	-	-	-	#DIV/0!
Year 2 ()	-	-	-	-	-	-	#DIV/0!
Year 3 ()	-	-	-	-	-	-	#DIV/0!
Year 4 ()	-	-	-	-	-	-	#DIV/0!
Year 5 ()	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

Response 21f: Letters Of Commitment

This response does not apply.

Although our flagship school and CMO have both received private contributions, grants, and philanthropic funds, they are not included in the budget as BCSE2 will be self-sufficient. Information listing private funding and the total amount of contributions is included in our business plans.

Response 21g: Non-SUNY Financials

This request is not applicable.

Our school in Connecticut opens in the fall of 2015.

Response 22: Action Plan

BCSE2 is not submitting an Action Plan at this time.

Bronx Charter School For Excellence



Family Handbook 2014-2015

Expecting Excellence From Our Children

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The Mission

The mission of the Bronx Charter School for Excellence is to prepare young people from New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school will accomplish this by offering a challenging and rigorous academic curriculum which at the earliest of grades will have an eye towards college preparation. To achieve this, we will create a supportive and caring environment that at all times maintains high expectations of our students.

Educational Approach and School Design

Bronx Charter School for Excellence (BCSE) opened its doors in 2004 to 50 kindergarten students and 50 1st grade students. By adding a new kindergarten class each year, we have now grown to serve a full K-8th grade population. BCSE focuses on a classical liberal arts education providing the rigorous academic foundation necessary for our students to compete against their more advantaged peers. The majority of school time is devoted to the mastery of the core subjects—English Language Arts, Mathematics, Science and Social Studies. A rigorous curriculum program for grades K-8 will allow students to advance in all academic subject areas. Students, better known as scholars, also study Art, Music, Dance, Graphic Design, Physical Education and Spanish.

Homework is an essential part of the Bronx Charter School for Excellence educational program. It is designed to reinforce skills taught in the classroom, to help students develop a deeper understanding of concepts, and to promote good study habits. **Homework will be assigned every night at BCSE. Homework will include at least 20 minutes of required reading every night (including weekends and holidays). Homework must be completed in full *and* in accordance with BCSE's high standards for hard work and quality presentation.**

Research shows that **Independent Reading** improves a student's reading skills. The students who read a lot outside of school are the students who are the best readers and who score the highest on reading tests. We strongly encourage that you make sure to supervise your child in reading at least 20 minutes every night and each day on the weekends. You can support your child's reading by asking him or her to read out loud to you. Stop him or her occasionally and ask some questions about what is being read. Doing so can help ensure that your child understands what he or she is reading. Students may be tempted to cut corners; skipping this important reading requirement will only hurt your child in the long run. There are no short cuts. Supporting your child's independent reading at home is the #1 way to help him or her improve the speed, accuracy, vocabulary, and comprehension of their reading.

Hours of Operation

- BCSE **Elementary School** operates from 7:45 am until 4:00 pm Monday through Friday.
- BCSE **Middle School** operates from 7:25 am until 4:15 pm Monday through Friday.
- All scholars are required to arrive at school on time and to remain in school until dismissal.

School Uniforms

In order to make every effort to select a durable uniform of quality fabric that is easy-to-care-for, and long-lasting, BCSE parents chose Flynn and O'Hara as our uniform company.

Elementary School Proper Uniform

Boys:

- White BCSE logo collared shirt
- Navy blue pants
- Navy blue / black dress shoes (no boots or sneakers)
- White or black socks
- Grey Sweater

Girls:

- White collared shirt under plaid jumper
- Navy or black shoes (no sneakers)
- White or navy blue stockings / socks (knee high)
- Grey sweater

Physical Education or Dance Days Uniform:

- Logo navy blue sweat pants
- School emblem t-shirt
- Blue, black, grey or white sneakers only **(scholars MAY NOT have any other colors in their sneakers such as red, yellow, pink, orange etc. Also no bright colored shoe laces, only the colors mention above are allowed.)**

Note: Change of Clothes for Kindergarten scholars: Parents of Kindergarten scholars are required to bring an extra uniform on the first day of school. Please label the bag with the scholar's name.

Middle School Proper Uniform

Boys:

- A white collared shirt and school tie
- Sweater vest with the school logo
- Navy blue pants
- Navy or black shoes (no boots or sneakers)
- White or black socks

Girls:

- A white collared shirt,
- Plaid skirt (right above the knee)
- White or navy blue stockings/knee high socks
- School bolero (vest with school logo)
- Navy or black shoes (no sneakers)

Physical Education Days Uniform:

- Logo navy blue sweat pants
- School emblem t-shirt
- Blue, black, grey or white sneakers only (**scholars MAY NOT have other colors in their sneakers such as red, yellow, pink, orange etc. Also no bright colored shoe laces, only the colors mentioned above are allowed.**)

****Inclement Weather Modifications for Elementary and Middle School****

- Boys may wear short pants or mesh shorts when the temperature is above 75 degrees F
- Scholars may wear boots during snow/rain, but must be changed upon entering school
- Girls can wear navy blue pants when the temperature is below 40 degrees F
- Girls may wear leggings or sweats to school, but must be changed upon entering school

The following items are NOT ALLOWED at BCSE Elementary and Middle Schools:

- **Make-up (including lip gloss)**
- **Any colored nail polish and/or fake nail extensions, and/or jeweled, decorative nail ornaments**
- **Boots (They may be worn to school in bad weather, but shoes must be put on upon arrival.)**
- **Sneakers (except on Physical Education/dance days)**
- **No sneakers that light up or glow**
- **Any colored dress shoes other than navy blue or black**
- **Exposed body/tongue piercing jewelry**
- **Hoop earrings must be smaller than a quarter, post earrings preferred**
- **Exposed body art and or tattoos**
- **Elaborate/exotic/dyed hair styles or large hair ornaments (bows, flowers, etc.)**
- **Wigs of any kind (except for medical reasons)**
- **Haircuts (no mohawks or fohawks), engraved cutouts, symbols, or graphics**
- **Dying of hair, highlights or colored streaks of any kind**
- **Excessive jewelry or anything distracting (necklace, rings, bracelets, etc.)**
- **Sweaters/Hooded sweatshirts (other than the BCSE uniform sweater)**
- ***Anything deemed inappropriate by BCSE is subject to reprimand***

All students are required to come to school in their proper uniform every day. New York State schools operating with a uniform policy adhere to a state mandate that declares that, "The mandatory uniform policy is intended to promote a more effective learning climate; foster school unity and pride; improve student performance; foster self-esteem; eliminate label competition; simplify dressing and minimize costs to parents; teach children appropriate dress and decorum in their "work" place; and help to improve student conduct and discipline." Uniforms may not consist of clothing which constitutes a health or safety hazard (hoodies) or that is disruptive to the education process and or environment.

BCSE School Wide Uniform Infraction Policy

Type of Infraction	Consequence
1 st Uniform Infraction	Call home to bring change of clothes
2 nd Uniform Infraction	Call home and detention
3 rd Uniform Infraction	Call home and in school suspension
4 th Uniform Infraction	Call home and out of school suspension
5 th Uniform Infraction	Call home and out of school suspension as well as removal from school events
6 th & every Infraction thereafter...	A consequence chosen by the Principal or Head of School

- **All parents and scholars will sign a uniform policy at the beginning of the school year in order to insure complete understanding of the policies in place.**
- **When the parent is called, they will be asked to bring a change of clothes or missing uniform item to school for the scholar.**
- **If a parent cannot bring the item to school that morning, the corresponding consequence will be carried out for scholar.**
- **All BCSE staff members have the right to enforce the school wide uniform policy regardless of their title or grade they teach.**
- **Infractions will occur if your scholar is not in the proper uniform on a given day, or has violated one of the restricted items listed above.**

Attendance

Your child shouldn't miss a day of school except for the following **reasons** (but still will be marked absent):

- Illness with a doctor's note
- Death in the family
- Religious observance
- Quarantine
- When required to be in court
- Attendance at health clinics
- Absence approved by the Principal in advance

An **Unexcused Absence** occurs in the event of (these are not reasons your child should not miss school):

- Busing issues (bus late, bus did not show, bus broke down, etc.)
- Truancy
- When the student is absent from school with the knowledge and consent stated (or implied) of his/her parent/guardian for other than legal reasons. (Such excuses as "visiting, away, went hunting, vacation, shopping, work needed at home, parent was sick" are examples.)

When your child will not be in school due to illness, the school must be notified before 8:15 a.m.

Please send a note in with your child ahead of time if he or she is going to be out for any reason.

Refer to the list of excused and unexcused absences above. Upon your child's return to school, please make sure that a note is provided regarding their absence.

If a student is absent ten times in a year, the student is considered a truant. At this point, the student is at risk of not being promoted to the next grade because of habitual absences. Attendance is a part of the promotional criteria. The parent/guardian will be called to the school to meet with the Dean of Students and/or Principal. In addition, the Principal/Dean of Students is required by law to file a report with the **Administration of Child Services (ACS)** if a child misses an excessive amount of school days (educational neglect). Please note:

- **There are plenty of opportunities during the school year to take family vacations: Thanksgiving, holiday break, February's Mid-Winter break, April's spring break, and/or July and August.**
- Our poorest performing students often have the worst attendance and lateness. It pays to be in school everyday to maintain continuity. Predictability for children is healthy.
- If one sibling is ill, the other sibling(s) should be in school. Do not keep them home.
- Always have a back up plan if your child's bus does not show up. They still must report to school. If you fail to plan, then you plan to fail. We promote routine and structure.
- Late students will miss out on lessons, as well as make teachers forfeit their prep and free time to catch the scholar up to speed.
- **All scholars MUST be present on the last day of school in order to receive their report cards and summer projects. Neither item will be handed out before the last day of school.**
- **Scholars must turn in all missing books or pay for any lost ones by the last day of school. Report cards will not be given out until the balance is paid.**

- Scholars and families must pay outstanding lunch balances before report cards are distributed.

Scholar Tardiness (Drop off)

Elementary School

- Doors open at 7:45 am each morning. Students must arrive between 7:45 am and 8:10 am. Students arriving after 8:10 am are considered late (tardy).
 - Breakfast is served from 7:45 – 8:07 am. You may send them a breakfast meal from home.
 - Instruction begins at 8:15 am.
-

Middle School

- Doors open at 7:25 am each morning. Students must arrive between 7:25 am and 7:40 am. Students arriving at 7:45 am or alter are considered late (tardy). Doors will be closed.
 - Breakfast is served from 7:25 – 7:35 am. You may send them with a breakfast meal from home.
 - Instruction begins promptly at 7:45 am.
-

In cases when a school bus arrives late, those students riding a late bus are not considered tardy. Attendance at school is the most basic requirement for learning. In order for scholars to reach their personal best, they must show up and give their strongest effort at school each and every day. Regular attendance is required, and poor attendance will not be tolerated. Our curriculum is an ambitious one; every day is essential for students to keep pace. Parents are expected to ensure that their child is in school. PLEASE do not allow your child to miss a day of school except for legal absences listed above. Excessive absences will be considered a violation of the parent-school-student contract.

Note: If a student is late twenty (20) times in a year, the student will be also considered a habitual truant. The Administration has to right by law to file a written complaint with a relevant court or ACS.

BCSE School Wide Lateness (Drop Off) Policy

Type of Infraction	Consequence
5 Total Late	Detention or removal from school event
10 Total Late	2 Detentions or removal from 2 school events
15 Total Late	3 Detentions or removal from 3 school events
20 Total Late	4 Detentions or removal from 4 school events
21 or more Late	A consequence chosen by the Principal or Head of School

If tardiness becomes a chronic issue, a meeting will be called with the parents or guardians of the scholar to meet with the Dean, Assistant Principal, Principal or Head of School.

Scholar Tardiness (Pick Up)

All students must be picked up at the school during the designated times. Scholars that do not take the bus home will be dismissed from school at 4:00 pm (**Elementary**). Parents will have till 4:20 pm to pick up their scholar before it is marked as a late pick up. At the Middle school scholars will be dismissed at 4:15 pm (**Middle**). Parents or guardians will have till 4:25 pm before it is marked down as a late pick up. Only the adults listed on the scholars emergency contact form will be allowed to pick up the scholar from school.

BCSE School Wide Lateness (Pick Up) Policy

Type of Infraction	Consequence
3 Total Late	Detention or removal from school event
6 Total Late	2 Detentions or removal from 2 school events
8 Total Late	3 Detentions or removal from 3 school events
10 Total Late	A consequence chosen by the Principal or Head of School

If tardiness becomes a chronic issue, a meeting will be called with the parents or guardians of the scholar to meet with the Assistant Principal, Principal or Head of School.

Discipline

Our approach to discipline is rooted in a belief that the learning environment is sacred. At BCSE we believe that the foundation of our school is built upon the strength of relationships with all students, not just with academics. Our aim is to foster thought provoking conversations that will help children in many ways:

1. Think through decisions, 2. Be aware of their choices. 3. Recognize positive and negative consequences from the choice they made or need to make. Our young learners will be able to feel the predictability and reliability when speaking with the adults of BCSE. Their relationships with staff members will create a safe open dialogue to discuss and problem-solve their various needs so that they are better equipped to deal with circumstances. They will be able to count on all adults in their school building. All staff members can serve as thought-partners throughout the year in informal and scheduled meetings regarding school-wide discipline and incentives. We will use the resources and intelligence of the staff to model and meet our scholars' individual needs. It is not enough to simply have the students stay out of trouble. We require students to respect themselves, adults, their peers, our school culture and property. BCSE requires that students actively participate in class, produce top quality work, help their classmates, come to school every day on time and prepared to learn.

This is a strict school. The vision of BCSE is to produce highly motivated and excited scholars who can read, write, communicate, compute, express themselves artistically, use technology, think analytically and critically and conduct themselves with a strong sense of self, morality and ethics. We love our students and expect them to behave up to our high standards everyday, in school, on the bus, at recess, on field trips and in the neighborhood. Just as we represent more than ourselves, our students represent their parents, race, gender, culture, spiritual beliefs, etc. and now the students learn to walk, talk, dress and carry themselves understanding that they represent more than themselves... they represent BCSE!

We have high expectations for behavior in all grades to **establish good habits.**

- We **sweat the small stuff.**
- Excellent behavior ensures that our children are **SAFE** at school.
- We want **no disruptions** in the classroom. This allows their teachers to teach.
- We may be **addressing behaviors that may not have been addressed before.**
- **Expect frequent phone calls** and meetings when necessary.
- For scholars that ride the bus, their school day starts when they get on the bus and vice versa. They must stay in their seat and behave properly.
- We have **no tolerance for lying, theft, or cheating.** It dishonors the school culture, especially if it is done to avoid punishment at home or in school.

Motto: Responsibility Integrity Success Etiquette Unity Pride

Values

- Respect
- Citizenship
- Team work
- Honesty
- College-Bound Attitude

Recognition Systems /Awards: On a daily basis, teachers engage students via recognition and awards. Values are taught, practiced, and used in class discussions to foster pro-social behaviors and healthy

relationships. As thought-partners, teachers reinforce values and highlight model students through classroom recognitions, school-wide assemblies and informal moments of praise.

Common Language of BCSE promotes unification in the delivery of healthy messages. It is the norm to have these phrases spoken by the staff, volunteers and interns. The phrases below are to be used to communicate clear expectations and/or directives:

- o Scholars
- o RISE UP! (responsibility integrity success etiquette unity pride)
- o Take Pride, Take Ownership, Deliver Excellence
- o Criss cross applesauce
- o Stand up tall and proud
- o Sit up tall and proud
- o The quiet hand gets chosen.
- o Scholars don't slouch.
- o Hands out of your pocket.
- o All Greetings (Good morning, Good afternoon, Hello, may I help you? etc.)
- o Use your polite words, or Use your kind words.
- o First landing... next landing/continue
- o Choices, decisions and consequences
- o Sir/Ma'am
- o Tuck in your shirts
- o Silent lunch
- o We expect from our children.
- o Time on task
- o Bobcats up!

General Guidelines (Discipline):

These general guidelines are set to ensure that the BCSE mission is upheld. Teaching students appropriate behavior is as much a part of an educator's job as teaching literacy and math. A considerable amount of time is used to build classroom community. It is essential that the teachers promote and expect the best of each scholar. All teachers are to insist on pro-social behaviors. Scholars are provided with guidance and direction. In addition, all classroom rules are established and followed consistently. Daily routines provide positive reinforcement for scholars to demonstrate appropriate behavior. Any students with a disability with an Individualized Education Program (IEP) will be disciplined in accordance with the IEP, any behavioral intervention plan in the IEP and the Individuals with Disabilities Education Act. Please see the Students with Disabilities Discipline Policy for more information.

Discipline Procedures:

In order to deal more effectively with scholars who demonstrate inappropriate behaviors, the following procedures and guidelines for BCSE Staff have been established (in no particular order):

- Anecdotal record of student's behavior by the teacher
- Private thought-provoking conversations with student about undesired behaviors with teacher and/or AP, Principal
- Use of interventions
- Development of behavior modification plan for student and/or change of intervention
- Contact with student's parent by phone or note
- Schedule formal parent-teacher conference/intervention review
- Request meeting with the parent-teacher-AP/Principal
- Additional referral to Principal/AP/Social Worker/Special Education Team
- Detention
- Request formal evaluation with review of anecdotal records as evidence of previous intervention methods used
- In-house suspension and out of school suspension
- Possible expulsion, depending on severity of infraction/s

School Rules and Consequences

Discipline Code

The Bronx Charter School for Excellence follows the New York City Department of Education *Citywide Behavioral Expectations to Support Student Learning*. We are committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. A safe and supportive school depends upon the efforts of all members of the school community—teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria, custodial and bus staff—to treat one another with mutual respect.

This guide covers infractions and the range of possible disciplinary and other responses for grades K-5 and grades 6-12, plus how students/families can appeal decisions. It also includes the Student's Bill of Rights and Responsibilities. The guide is available in English, Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu.

The CITYWIDE BEHAVIORAL EXPECTATIONS TO SUPPORT STUDENT LEARNING can be found at <http://schools.nyc.gov>. Click on the Rules and Policies tab on the left side of the screen, and then on the Discipline Code link on the left hand side. There you will find the list of infractions citywide and the appropriate consequences BCSE will use in the event of an incident. Please note that BCSE cannot impose disciplinary transfers to any public school except another BCSE charter school. Please also note that BCSE will follow the federal Gun-Free Schools Act, 20 United States Code § 7151, which imposes a mandatory one year suspension for bringing a firearm to school.

****Anything BCSE deems inappropriate or unethical, BCSE reserves the right to enforce any consequences necessary based upon the severity of the infraction****

Homework

Elementary School:

All students are provided with homework folders. Homework folders are designed to teach students essential organizational skills. There are high standards for homework. All homework must be neat, clean, and thoroughly completed. Homework is checked daily by each teacher. **If a student's homework is late, missing, incomplete, or of poor quality, the student may face in-school consequences listed below. For example, the student may be required to make up the work during recess, or after school.** Moreover, since bringing all necessary books and supplies is a part of homework, students may also face consequences if they do not bring all necessary books and supplies back to school each day. Parents/guardians may receive a phone call if their child has missed assignments. We expect and need parental support to make sure all the homework gets done according to our standards. Promoting ownership of one's learning and responsibility is a value of BCSE.

Middle School:

All students will be given a middle school planner. The planner is essential for organizational skills. Homework must be written down for each subject in this planner and signed after completion of the assignment. **If a student's homework is late, missing, incomplete, or of poor quality, the student may face in-school consequences.** We expect and need parental support to make sure all the homework gets done according to our standards. Promoting ownership of one's learning and responsibility is a value of BCSE.

Summer Projects that are assigned to each scholar are considered an assignment. If this assignment is not completed in full by the first day of school the following year, the scholar's grade will result in a 0. This means that in every subject area, the scholars first test grade will be a 0 which will be averaged in for the remainder of the year.

BCSE School Wide Homework Policy

Type of Infraction	Consequence
3 missing homeworks	Detention or removal from school event
6 missing homeworks	2 Detentions or removal from 2 school events

9 missing homeworks	3 Detentions or removal from 3 school events
12 missing homeworks	4 Detentions or removal from 4 school events
13 or more missing homeworks	A consequence chosen by the Principal or Head of School

- The Elementary School will keep track of all homeworks missed regardless of the subject area of the assignment.
- At the ES, after each trimester the scholar will start from 0 with the number of missing homework assignments.
- At the Middle School the homeworks will have to be missed in the same subject area in order for the scholar to receive a detention in that subject. For example, is a scholar is missing two homework assignments in Math and one in Science, that will not count as three until they miss their third homework in Math. This would give them a total of three missing assignments in Math alone.
- At the MS, after each quarter the scholar will start from 0 with the number of missing homework assignments.

Progress Reports

On a bi-weekly basis your child will receive an academic progress report. This progress report communicates your child's current academic standing any important notes from the teacher. Our intention is to ensure that parents and guardians are kept abreast of their child's performance. This report must be signed and returned the following school day.

Any student that does not return his or her progress report Monday morning after they were given out will be assigned a mandatory afterschool detention.

Make-Up Work

After returning from an absence, scholars are expected to complete any missed assignments. The time generally allowed to complete this work will be the number of days the student was absent, except in the case of an extended illness. For example, if a student was absent for one day, then he or she will have one day to make up any missed work. In the event of a planned absence (one known in advance), parents/guardians should notify the teachers several days in advance so that they can prepare a packet of work for the extended absence. The planned absences need to be discussed with the principal or deans of the school before a packet may be designed. Again, absences from school directly hurt a child's academic progress. A child should only be absent in the case of serious illness or a family emergency. If the work is not made up in time by the scholar, he or she will result with a 0 for that assignment, and it will be documented that sufficient time was

given in order to complete it. ****Any child that is out of school with valid reasoning, homework will be set aside so that the scholar will not be behind in their school work. Parents can come to the school to pick up homework or any assignment that is assigned.***

Cell Phones/Electronic Devices

Students are not allowed to use any electronic devices during school hours. If your child has a cell phone, it must remain in their book bag and off during school hours. That includes lunch, recess, on field trips, bathrooms, and any other time your scholar is under our supervision. If a cell phone is seen or used during school hours, the following actions will be taken:

Prohibited devices include, but are not limited to:

- Cell phones
- BlackBerry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

Type of Infraction	Consequence
1 st Infraction	Cell phone will be taken away and a parent will have to come to school to retrieve the cell phone. Detention will also be given.
2 nd Infraction	Detention will be given to the scholar and again the parent will need to come to school in order to retrieve the phone. At this time the parent or guardian will also have to sign a contract stating that if this occurs again, the cell phone will be taken away from the scholar until the last day of school.
3 rd Infraction	After a hearing, the cellular phone may be confiscated until the last day of school when a parent must come to school to retrieve the phone.

- **A scholar's warning will be given on the first day of school by their teacher.**
- **Cell phones offer many families the ability to communicate with their children, however students are in school, cell phones must remain turned off**

and out of sight. If you need to communicate with your child during the day, please call the office of the school.

- **The Bronx Charter School for Excellence is not responsible for any lost or damaged electronic device that is brought to school by the scholar. It is his or her property and should be taken care of accordingly.**



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY

TEST SECURITY UNIT

To: District Superintendents
Superintendents of Schools
Principals of Public, Nonpublic, and Charter Schools

From: Tina Sciocchetti, Executive Director

Re: Prohibition of Cell Phones and Electronic Devices in New York State Assessments

Date: June 12, 2014

Prohibition of Cell Phones and Electronic Devices in New York State Assessments

Currently, students are prohibited from using cell phones and other communications devices while taking New York State assessments. However, State Education Department policy does not prohibit students from possessing the devices in exam locations. To further ensure the integrity of State assessments, the current policy is being enhanced to prohibit all students from bringing cell phones and certain other electronic devices into a classroom or other location where a New York State assessment is being administered.

Prohibited devices include, but are not limited to:

- Cell phones
- BlackBerry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks or any other personal computing devices
- Cameras or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content.

Test proctors, test monitors, and school officials, shall have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them while the test is being administered, including break periods. Admission to the test shall be denied to any student who refuses to relinquish a prohibited device.

Some students with disabilities may use certain recording/playback devices provided that such an accommodation is specified in the student's IEP or 504 Plan. Prohibited devices further may be allowed if there is documentation from a medical practitioner on file at the school that a student requires such a device during testing. In all other cases, the prohibition as provided above remains in effect and the student may not enter the exam room with any prohibited device.

This policy is effective immediately for all New York State assessments, including Regents Exams, Regents Competency Tests, Grades 3-8 Tests in English Language Arts and Mathematics, Grades 4 and 8 Science Tests, NYSESLAT, and the NYS Alternate Assessment. The Directions for Administering Regents Examinations for August 2012 and the School Administrator's Manual, 2012 Edition, will be amended by July 31, 2012, to incorporate this new cell phone and electronic devices policy.

Communication

BCSE is a very demanding school with high expectations for academics and behavior. All of us – parents, the leadership team and teachers – are working hard to help our scholars climb “the mountain” to college. Thus, we believe that the staff and parents are partners. It has been proven that when adults partner work cooperatively together we can ensure the success of each scholar. Communication is a vital component to our partnership.

- If there's a problem or concern, speak with the teacher first to solve it together.
- We encourage you to ask clarifying questions to learn all the facts.
- We are a Charter School. Therefore, we put all of our resources into classroom instruction. The principal and the leadership team are in the classrooms during the day and are rarely sitting at their desks able to answer the phone. If you wish to speak with someone of the leadership team and they are not able to take your phone call, please leave a message.
- It is BCSE policy for a staff member to make every attempt to get back to you within 24 hours after receiving your call or email.

In order to be effective partners, we must communicate. Teachers/staff vary their methods of communication. The following is a list of ways we will communicate with you throughout the year:

- **Weekly Updates/Newsletters**
- **Monthly Behavior Alert/Progress or Academic Alert/Progress**
- **Phone Calls** (Please response by phone or in writing within 24 hours.)
- **Meetings**
- **Report Card Conferences**
- **Emailing**

Promotion to the Next Grade

BCSE has tough standards for promotion. Students are expected to perform at or above grade level in all subject; level 3 or 4. It is not automatically assumed that scholars will pass from one grade to the next. The student must earn promotion by demonstrating mastery of essential knowledge and skills. Promotion decisions will be based on a student's grades, standardized test scores, attendance, homework completion record, appropriate pro-social behaviors, and other scholastic assessments. The principal will solicit, analyze

and evaluate the data from all assessment tools, but the principal retains the authority to make the final decision on all promotion decisions. Students being retained are those who have performed significantly below grade-level standards. We will look carefully at student test scores, student work, teacher observation/anecdotal notes, and other assessment tools before making these promotion decisions.

Students who have IEPs will be promoted to the next grade based on successful completion of the goals of the IEP. Students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs may be retained for these reasons in addition to performing significantly far below grade-level standards.

Nursing Services & Medication

As a member of our community and school, we want you to be aware of the following specific health requirements for your child. **Please read them carefully and call our school nurse if you have any questions or concerns.**

1. **A doctor's copy of your child's immunization record is needed.** This should list all immunizations that your child has received and the dates for each immunization. If your child is not immunized, he/she will not be allowed to enter school. They are required to have DTap or DTP, IPV or OPV, MMR, Hepatitis B, and Varicella. Documentation of booster doses must be submitted to the nurse to keep records current.

2. **State Education Law mandates physical examinations upon entrance to school and upon entrance to grades 1, 3, 7 and 10.** Since your family physician knows your child, it is better that he/she does the examination, especially since immunizations need to be updated and tuberculin testing should be done yearly. Students may be excluded from physical education or playground activities until a medical is received. All medical conditions should be noted (e.g., asthma, epilepsy, allergies, any medications administered regularly at home, etc.). Please forward a copy of the health exam to the school nurse.

4. To make sure that we are able to reach you in the event your child becomes ill, **we need to have your home telephone number, work number(s), and two local (emergency) telephone numbers of relatives, friends, or neighbors who will take responsibility for your child if you are unavailable. Someone must be available to come and pick up your child.**

5. **In the event that your child is exposed to or is ill with a contagious disease (e.g., strep throat, impetigo, pink eye), a doctor's note indicating that he/she is not infectious is necessary for your child to return to school.** In the case of strep, a child must be on an antibiotic for 24 hours before returning to school.

6. **If your child is injured at home, after school, or in school,** and is seen either by a doctor or in the emergency room of a hospital, **please send in a doctor's note or the emergency room sheet to the school nurse.** This should include a diagnosis and any restrictions indicated.

7. **If your child is unable to participate in physical education** or needs limited physical education activities for health reasons, a doctor's note stating the reason for this limitation needs to be sent to the school nurse. When the student is able to resume the usual physical education activities, a doctor's note is also needed.

8. Medications that are prescribed when your child is ill may be given to your child at school. **All medications, including aspirin and Tylenol, cannot be given in school without a doctor's order and a parent's written permission.** An in-school medication sheet is available in the nurse's office. If a student is found to have any type of medication (even cough drops) and no permission notes or doctor's orders have been sent in, the medication will be confiscated, not administered, and parents will be notified. All medication must be in the original container with a pharmacy label on it.

*** 504 information with a new form must be completed every year with new medication**

9. If your child is sent home with a fever by the school nurse DO NOT send him/her back to school the following day. **Please keep your child home until the temperature is normal (98.6) for twenty-four hours.** This ensures complete recovery and reduces the chances of spreading a contagious or infectious condition.

10. If your child is not coming to school you must call the school at:

Elementary School (718) 828-7301

Middle School (718) 892-1276

Phone calls should be made to the office by 8:15 am or a phone call will be made inquiring into where the scholar is that day.

School Calendar & Closings

Please use the BCSE calendar for the scheduled school days and closings for this school year.

BCSE will only close school in cases of extreme weather conditions. In such situations, we will follow the NYC Department of Education closings. Please listen to local radio and television stations to find out about school closings. If the NYC announces a delayed opening or a closing, BCSE will also be delayed or closed.

Parents who are not at home during the day should make provisions for their child to go to the home of a friend or neighbor if an early school closing is necessary. The children should be made aware of these arrangements and the school must have an update emergency contact form indicating where your child should be sent and who should be contacted.

Lost and Found

The school will keep a small lost and found box in each school. Parents may come in any day between 7:45 am-4:00 pm to search the Lost and Found baskets. At the end of every quarter, items left in the box will be donated to a local charity.

School Bus Transportation

Busing to and from BCSE is provided by the New York City Department of Education (DOE). The Department of Education may provide busing for student who lives between ½ mile and 5 miles from BCSE. However, the right to free transportation is not guaranteed and is dependent on where the DOE draws the bus routes and on the student's good behavior while waiting for and riding upon the school bus. Students who do not behave on the school bus may have their riding privileges suspended or expelled. If there are issues with the bus running late, you may call the bus company. If you have other concerns regarding driver safety or shared busing, then you should call the Office of Pupil Transportation (OPT). The school can assist with these complaints, but the only ones we can really solve are those involving scholar to scholar interactions.

While OPT determines the eligibility of a student for bus service, BCSE reserves the right to suspend or expel an eligible student from the bus if he or she in any way threatens the safety and well-being of him/herself and/or peers on the bus. We believe that the right to free transportation is a privilege and is contingent upon a scholar's behavior while riding to and fro on the school bus.

- **Poor Bus Behavior** – Bus drivers must focus on the road to make sure all students arrive to school and home safely. On the bus, students must remain in their seats, using inside voices (low volume), refrain from eating, drinking or doing homework, and follow all directions given by the bus driver. Students must not behave poorly on the bus or compromise the safety of themselves and others. **Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.**

Type of Infraction	Consequence
Pre-Suspension Warning	Detention at lunch with the Dean
1 st Infraction of bus policy	Bus Suspension (1 day)
2 nd Infraction of bus policy	Bus Suspension (2 days)
3 rd Infraction of bus policy	Bus privileges revoked for the remainder of the school year

Note: All parents/guardians of scholars who ride the school bus must sign the BCSE bus policy.

Below is the bus policy all scholars must sign in order to have busing for the year

****If you do not wish for scholar to take the bus on a certain day, a phone call must be made to the office no later than 3:30 pm. Any phone calls made after that time does not guarantee that your child will not be put on the bus****



School Year 2014-2015 Bus Policy

Busing to and from BCSE is provided by the NYC Department of Education's Office of Pupil Transportation (OPT). OPT may provide busing for student who lives between ½ mile and 5 miles from BCSE. However, the right to free transportation is not guaranteed and is dependent on where OPT draws the bus routes and on the scholar's good behavior while waiting for and riding the bus. Scholars who do not behave on the bus may have their riding privileges suspended or expelled (for the remainder of the school year). If there are issues with the bus running late, you may call the bus company. If you have other concerns regarding driver safety or shared busing, then BCSE can assist with complaints involving scholar to scholar issues.

While OPT determines the eligibility of a student for bus service, BCSE reserves the right to suspend or expel an eligible student from the bus if he or she in any way threatens the safety and well-being of him/herself and/or peers on the bus. We believe that the right to free transportation is a privilege and is contingent upon a scholar's behavior while waiting for and riding to and fro on the school bus.

Bus drivers must focus on the road to make sure all students arrive to school and home safely. The bus drivers will only pick up and drop off your child (ren) at the designated bus stop. If you miss the bus, please do not follow the bus and attempt to place your child (ren) on the bus at the next or another bus stop. If you miss the bus, bring them to school directly. **BCSE Bus Policy** states that scholars riding the bus must: 1) remain respectfully seated, 2) use inside voices (low volume), 3) refrain from eating, drinking or doing homework, and 4) follow all directions given by the bus driver for safe traveling. Scholars must not behave poorly or compromise the safety of themselves and others. **Poor bus behavior will result in a suspension or termination of bus transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.**

Pre-Suspension Warning - Detention

1st infraction of bus policy - Bus suspension (1 day)

2nd infraction of bus policy - Bus suspension (2 days)

3rd infraction of bus policy - Bus privileges revoked for the remainder of the school year.

The following page should be read, signed and returned to the school before or by Friday.

Failure to sign and submit can result in child's removal from the bus until the bus policy is signed.



School Year 2014-2015 Bus Policy

I, _____, have reviewed the Bronx Charter School for Excellence (BCSE) bus policy and the consequences associated with the bus policy. I understand that it is my responsibility to re-enforce to my child/scholar that he/she maintains desirable, pro-social behaviors and to make healthier choices. As a parent partnered with BCSE, I understand that the bus policy was designed to bridge together the mission of BCSE and the bus rules and regulations of NYC Department of Education's Office of Pupil Transportation (OPT). I understand and agree that OPT determines the eligibility of a student for bus service and that BCSE reserves the right to suspend or expel an eligible student from the bus if he or she in any way threatens the safety and well-being of him/herself and/or peers on the bus. I understand and agree that the right to free transportation offered by OPT is a privilege and for my child to continue to ride the bus is contingent upon his/her behavior while waiting for and riding on the school bus.

I understand that my child should clearly demonstrate behaviors that uphold the BCSE mission and the rules and regulations of OPT. I understand that by having on-going conversations with my child will help him/her to understand that he/she is expected to honor him/herself, our family, and the BCSE school culture and community.

I understand that my child/scholar is expected to reflect impulse control, respect for authority and boundaries, and use appropriate language/actions while riding the bus, as expected in school. I understand that I must re-enforce that he/she must be cordial and act in compliance with the federal School Violence and Prevention Act of 2001 as well as BCSE mission and its philosophy of **R**esponsibility **I**ntegrity **S**uccess **E**tiquette **U**nity **P**ride.

I understand and agree to adhere to the BCSE bus policy and consequences associated with making an infraction. I have read the bus policy and have discussed it fully with my child.

Parent/Guardian Signature

Date

Child's Name

Grade/Class

School Lunch Program & General Lunch

Breakfast and lunch are available at BCSE. As part of our participation in the School Foods Program (a federal program that subsidizes student meals), BCSE **MUST** collect completed lunch application from each student yearly. The lunch application form is used to determine eligibility and level of assistance that a child will receive. The main office will be in touch to review the costs and set up a payment plan.

Parents may send lunch to school with 100% juices only, water or milk. If you send lunch to school with your child, we ask that you send nutritious foods in appropriate child portions. Please do not send unhealthy drinks (e.g., sodas or beverages heavy in sugar) or unhealthy snacks (junk foods high in fats/sugar). BCSE reserves the right not prohibit students to consume unhealthy foods/drinks at school.

Recommended Snack List at Bronx Charter School for Excellence

Pastry/ Snack Options

Kelloggs Nutri-Grain Bars (Apple, Blueberry, and Strawberry)
General Mills Oat and Honey Granola bars
Quaker Oat Chewy Granola Bars
Pretzel Mix (peanut-free)
Austin Zoo Animal Crackers
Fat Free Fig Newtons
Trail Mix (No Peanuts)
Nut N' Yogurt Mix (No Peanuts)
Oatmeal bars

Beverages

Any 100% fruit juice drinks
Dole 100% Juices
Raisins and other Dried Fruit
Any Variety of Water
Capri Sun -100% Juice
Coconut water
Tomato juice

Miscellaneous

Low-Fat Cheese Sticks
Yogurt
Go-Gurt

Chips/ Crackers

Baked Lays
Baked Doritos Nacho Cheese
Baked Bugles
Rold Gold Fat Free Pretzels
Sun Chips
100 Calorie Pack Baked Chips
Tortilla chips
Rice cakes
Crackers

Fruits and Vegetables

Canned Fruits in Light Syrup
Fresh Fruit
Applesauce
Fresh Vegetables
Squeezable fruit pouches
Hummus dip

***** Reminder*****

Bronx Charter School for Excellence is a Peanut and ALL Nut Free Zone.

School Visitor Policy

Visitors, especially parents, are a vital part of the BCSE community. We welcome them as volunteers, observers, and partners in the education of our students. Unfortunately, unannounced visits can be disruptive to our educational program. **Parents who would like to visit should call one day in advance and schedule a class-visit appointment. Upon arriving, all visitors must sign in the Main Office.** They should enter classes during transition, but may leave at any time during the lesson. Visitors may not talk to a child or a teacher during the lesson. They may call the teacher after school to discuss observations.

If a visitor comes to drop something off for a student or to leave a message, we require that the visitor leave the item/message in the main office. In accordance with the BCSE Safety Plan, we cannot allow unannounced visitors to roam the building.

Additional Policies

School Supplies

Bronx Charter School for Excellence will purchase all of the school supplies needed for the classroom. The only supplies you will need to purchase for your student are 1) the supplies listed on the teacher's class list and supplies for homework at home, 2) a book bag that is big enough to fit a full-sized folder and books. Please do not purchase a rolling back pack since these can be very dangerous when used on staircases for Elementary School scholars. Also, these book bags are often too heavy for small children. At the Middle School rolling back packs are allowed to be used but must be put on the scholar's back the second they walk into the school. If this does not occur the scholar will lose the opportunity to use this kind of bag.

Birthday Celebrations (Elementary School ONLY)

At BCSE, every minute counts, therefore, we ask that if you choose to celebrate your child's birthday in school, please let us know at least one week in advance. Celebrations can only occur during Snack & Pack (3:15-3:45) time. Only children who do not have serious behavior issues, attendance or lateness issues, or homework incompleteness issues will be allowed to celebrate with their class during Snack & Pack time. Parents may only bring in cupcakes and juice boxes for the scholars. **NO GIFT BAGS ALLOWED!**

Bathrooms (Elementary/Middle)

Students are to use the bathrooms located on the floor on which they are attending class. Students should go with a bathroom buddy in grades K and 1st.

We remind students that the bathroom is neither a place to socialize nor to play. If students misuse the bathroom or the resources in the bathroom, the Dean/Principal will notify parents and we will work together, either over the phone or in person, to help the student set clear goals for appropriate and respectful use of the bathroom.

****Anything BCSE deems inappropriate or unethical, BCSE reserves the right to enforce any consequences necessary based upon the severity of the infraction****

If a student ever feels uncomfortable or intimidated by using the bathroom, please let the teacher and principal know immediately. If we know, we can work together to alleviate whatever is causing the concern.

Fire Drills

- Students are to exit from the building quickly and quietly, following the direction of the teacher.
- Each teacher will review the fire drill route and procedures with students on the first day of school.
- We will help children understand that fire drills are a serious safety precaution and not a time to talk or fool around.

Hallways and Classrooms

- When students walk in the hallways, they must remain quiet and respectful of the learning of others throughout the building.
- Students must walk at all times in the building.
- When students are travelling in a group or are in the cafeteria, adults prompt them to be quiet they must listen to whichever adult is directing them.

Human Services

Below are several emergency telephone numbers that may be useful to parents/guardians and students:

New York Numbers

Child Abuse Care Line	1-800-872-2288
Domestic Violence Hotline	1-800-621-HOPE
Drug Dependence Hotline	311 or 1-800-LIFENET
Mental Health Hotline	311 or 1-800-LIFENET
Police/Fire Emergency	911
NYC Poison Control	1-800-222-1222
Rape Crisis Hotline	1-800-621-HOPE
Runaway Hotline	1-888-83R-OOTS
Suicide Prevention	1-800-273-TALK