



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information

Charter School Name: Bronx Charter Schools for Excellence 3, 4, & 5
Education Corp. Name: Bronx Charter School for Excellence
Education Corp. Status: Existing Education Corporation Proposal Type: Replication Proposal
School District (or NYC CSD): 10, 11, and/or 12
Opening Date: 8/1/2017

Proposed Grades and Enrollment

Charter Year	Grades	Enrollment
Year 1	K, 1	120
Year 2	K-2	180
Year 3	K-3	360
Year 4	K-4	450
Year 5	K-5	540

Proposed Affiliations (if any)

Charter Management Company ("CMO"):	Friends of Bronx Charter School for Excellence
CMO Public Contact Info (Name, Phone):	Dr. Charlene Reid, CEO (718) 644-5908
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

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:

Primary Phone #: Secondary Phone #: (718) 828-7301 Email:

Second Lead Applicant Name: Stacey Lauren

Applicant is a: ☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☒ Education Corp./Charter School

Applicant Mailing Address:

Primary Phone #: (718) 828-7301 Secondary Phone #: Email:

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 Email: jshipley@bronxexcellence.org

Lead Applicant Signature

Signature:

Date:

3/29/16

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.

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) 320-1572
Email: charters@suny.edu

OFFICIAL USE ONLY: Received By: Date:

MISSION STATEMENT

The Bronx Charter Schools for Excellence 3, 4, & 5 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 Bronx Charter Schools for Excellence 3, 4, & 5 will accomplish this by offering a challenging and rigorous academic curriculum, which at the earliest of grades will have an eye toward college preparation. The Bronx Charter Schools for Excellence 3, 4, & 5 will achieve this in a supportive and caring environment that maintains high expectations for all students.

KEY DESIGN ELEMENTS

The academic programs of Bronx Charter Schools for Excellence 3, 4, & 5 (BCSE 3, 4, & 5) 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 schools.

Through these key program elements, BCSE schools 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 develop scholars who use technology effectively, think critically, and conduct themselves in a respectful, appropriate manner while contributing to the well-being of their communities. The elements of BCSE 3, 4, & 5'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 lifelong 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 Schools for Excellence 3, 4, & 5 will provide teachers with professional learning environments that are optimal including ample access to curriculum resources, participation in professional learning communities, and regular professional development. At BCSE 3, 4, & 5, professional development will be ongoing, differentiated, and collaborative. Our staff will be rewarded for high performance with discretionary bonuses and performance-based salary increases.

SCHEDULE

Proposed 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):			

We are proposing to open BCSE 3 in the fall of 2017, BCSE 4 in the fall of 2018, and BCSE 5 in the fall of 2019. Each school will open serving 120 scholars in grades K and 1 in the inaugural year, and expand one grade level in each subsequent year to reach full capacity of serving 540 scholars in grades K-5 by the end of each initial term.

ACADEMIC PROGRAM OVERVIEW

The Bronx Charter School for Excellence is proposing three replication schools - BCSE 3, BCSE 4, & BCSE 5 - which will be comprehensive K-5 charter schools located in the Bronx CSDs 10, 11, and/or 12. The schools will be modeled after our flagship, the Bronx Charter School for Excellence (BCSE), which was 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.

BCSE 3, 4, & 5 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, we 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, are the hallmarks of our program.

The mission, vision, and programs of our BCSE schools 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, BCSE 3, 4, & 5 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. Each 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 each school's challenging yet supportive learning environment. The BCSE programs will cultivate lifelong scholars equipped with the skills, knowledge, and habits for success in high school, college, and chosen careers.

BCSE 3, 4, & 5 will develop a culture of caring, collaboration, and accountability that embraces diversity and provides equitable opportunities for excellence for every student. Our schools strive to deliver a premiere education that eliminates the disparities in student achievement among its economically disadvantaged, English language learning, special needs, and minority student populations. This will be achieved through the high expectations, support, and collaboration of the key stakeholders all in service to the success of the every child.

Daily common planning periods allow grade level teams to meet frequently to collaboratively plan meaningful lessons, analyze assessment data and its implications, share resources, and conduct peer reviews to promote professional growth. Each teacher receives support from his or her team, a Grade Level Chair, learning specialists, and the school's leadership for ongoing professional development and individualized professional growth plans. Assessment data is used to evaluate program and teacher effectiveness, develop individual coaching strategies, inform instructional plans, monitor student progress, and determine flexible student instructional groupings and interventions.

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 allow 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 content 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 available 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 allow BCSE schools to maximize resources to promote appropriately rigorous and supportive learning for every child.

MANAGEMENT STRUCTURE

Like our flagship school, BCSE 3, 4, & 5 will establish a clear organizational structure of staff, systems, and procedures to support the daily operations of the schools and ensure that the terms of the schools' 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) will be the steward of the schools' charter and the presiding body of the academic, organizational, and fiscal programs and policies of the schools, while the Principals will oversee the daily management of each schools' programs.

The leadership structure of each school will closely resemble that of our flagship once at full capacity for the grades served. However, as start-up schools that will be growing in scale during their first five years, we will modestly staff in accordance with an increasing student body. Each school will open with a Principal who will serve as the school's instructional leader and report directly to the Board. In year 2, we will add an Assistant Principal, who will support the Principal in providing leadership and coaching. Our Learning Specialists and Social Worker will also provide a second layer of support, with a third layer provided by grade level leaders. As with our flagship school, 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.

The Board is currently comprised of 5 dedicated volunteers with the expertise and fortitude to ensure the success of the schools. Loaning their vast expertise, the BOT will provide oversight of the schools to support their educational, organizational, and financial integrity. BCSE 3, 4, & 5 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 each schools' academic performance, as well as our schools' overall health and act responsively to any potential areas of vulnerability. Over the next three years, the Board will be increasing in size and strengthening its capacity of overseeing multiple schools within our growing network. They will be engaged in intensive board development workshops, retreats, and online programs to maintain effective oversight while building capacity and efficiency in governance. They will focus particularly on governing multiple schools, streamlining our processes, and maximizing our potential. Through their effective oversight, the Board members will ethically and responsibly safeguard the schools' fidelity to its mission, vision, charter, and high quality model.

Working with the Board's Finance Committee, the Principal and Directors of Finance and Operations will oversee and ensure the schools' responsible and ethical financial and operational management. BCSE 3, 4, & 5 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 schools' 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 scholars.

 ROLE OF CMO OR PARTNER(S)

With the success of the BCSE flagship schools, FOBCSE is an emerging CMO seeking to consolidate and unify its operations and replicate the BCSE model in order to offer its nationally recognized program to a broader scope of families and communities in need of high quality educational options. The purpose of the CMO is to codify and centralize the academic, fiscal, and organizational aspects of the BCSE model, and support the launching, growth, and continual improvement of its replicated schools. We 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 serving 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, Board, and the CMO will be perpetual.

FOBCSE is building capacity within an executive leadership team to codify our flagship model, and oversee and support our network of schools to ensure fidelity. Our CMO staff provides a live resource and incubator for

innovation and best practices. The staff provides support on-site and virtually based on the level of need. We assume much of the central office duties to allow our schools to focus on what they do best: educate children. As our CMO continues to expand and strengthen its position of overseeing our network of schools, our focus will be on maintaining the Excellence that has distinguished our model, and codifying our best practices, policies, and procedures for effective replication.

In order to prevent the dilution of the quality of our model, we have explicitly prioritized maintaining the quality over quantity of our schools. Our flagship school opened in 2004, and for 11 years was the only option that was available to our families. Since then, we successfully launched Stamford Charter School for Excellence in Stamford, Connecticut, and we were approved to open BCSE2 in the fall of 2016. In order to preserve the high caliber of instructional programs and services that we provide to our communities, we have focused on developing a CMO to protect, maintain, and improve upon the way that we educate children. We have also planned for opening only one school each year so that we may carefully measure and allocate our resources to incubating each school launch while maintaining the quality of the entire network.

A particular focus for our CMO is to develop a framework for talent recruitment, teacher development, and a leadership pipeline. These aspects are critical for ensuring that we not only replicate the BCSE model with fidelity, but that we are able to replicate and sustain the quality of our model as we expand. FOBCSE will be centralizing the teacher recruitment process to ensure that we are able to attract and screen for the best talent for candidacy within our network of schools, thereby alleviating each individual school of the financial burden and time constraints of recruiting in isolation. FOBCSE will also be able to support pre-service summer training, as well as ongoing professional development of staff with economy of scale to ensure there is consistency across our network of schools. Additionally, we are developing a formal leadership program for building capacity within existing staff and providing opportunities for growth and promotion. Because our model is so highly invested in developing our professional staff and building leadership capacity within our existing talent pool, we have been able to retain top talent within our organization, seed veteran staff within our launching schools, and safeguard the longevity of our organization.

Facility

SCHOOL FACILITY PLANS

We have submitted a formal request for public facility space in CSD 10, 11, and/or 12 to the NYCDOE Office of District Planning. Based on a conversation held on February 18, 2016 with Drew Patterson, Senior Director of Policy and Strategy for the Office, we anticipate hearing a response to our request by June of 2016. While the Office of District Planning will likely be focused on identifying space for schools opening this fall, we were assured, and will follow up as such, that the Office will continue to remain vigilant of any potential public spaces for our school for the fall of 2017. As directed, requests for public space for 2018 and 2019 will be submitted in subsequent years.

In the event that a public space is not availed to us, we will seek alternative school spaces or explore commercial properties that we might be able to renovate at an affordable cost. As with all of our buildings, BCSE will ensure that all properties remain 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 each site.

Bronx Charter School for Excellence Board of Trustees

Stacey Lauren, Board Chair. Stacey Lauren is a private tutor focused on executive functioning skills for middle and high school students and joined the Board in 2010. She assists with academic support for the history, science, and English curricula and teaches mathematic skills, reading strategies and general academic knowledge to elementary students. She also guides ISEE test preparation and tutors students at New York City private schools. Ms. Lauren previously spent ten years in marketing at Pfizer Pharmaceuticals. Ms. Lauren holds a BS in communications and political science from Northwestern University, an MBA from Harvard Business School and an MA in Elementary Education from Teachers College, Columbia University. Ms. Lauren serves on the Education and Accountability Committee of the Board.

Mardi Schecter, Secretary, 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.

Tanya Osborne, Parent Representative. A proud parent of a Bronx Charter School for Excellence scholar, Ms. Osborne has been the Parent Association president since 2013. In her leadership role in the P.A., Tanya has helped oversee the association becoming its own 501(c)3 organization. During this time and thanks to her and the other Association members, the organization has raised over \$20,000.00. This has allowed the P.A. to sponsor student dances, family nights, and a host of other activities for the school community. With a degree from Five Town College in Music, Business and Accounting, Ms. Osborne has worked as an Investment Advisor for seventeen years. Prior to joining the BCSE Board of trustees, Tanya served on the P.A. of her son's former school as well as volunteering at the Network for Teaching Entrepreneurship (NFTE).

Joyce Frost, VP, Trustee. Joyce Frost is the Founding Board Chair of BCSE and current Chair for Friends of BCSE. She also serves as Secretary, and formerly Treasurer, of the Board of Directors of New York Cares, the 2009 winner of the New York Times Nonprofit Excellence Awards. Ms. Frost is a financial professional and partner of Riverside Risk Advisors LLC, a derivatives advisory firm. Prior to starting Riverside, Ms. Frost held senior level positions at investment banking firms including Morgan Stanley, Chase, and Sumitomo Capital Markets. Ms. Frost holds an MBA in Finance from the University of Chicago and a BA in Finance from Indiana University's Kelly School of Business.

Deirdre Flynn, Treasurer. Deirdre Flynn joined the Board in 2006 and currently serves as the Treasurer of the Board of Friends of BCSE. Ms. Flynn is an independent consultant who specializes in managing finance and operations of growth companies and not-for-profits. Previously, Ms. Flynn served as the Senior Director of Finance and Operations for New York Cares, where she oversaw the organization's finance, information technology, human resource and administrative functions. Ms. Flynn began her career at Morgan Stanley, where she worked in both the investment banking division and for Morgan Stanley Venture Partners. Ms. Flynn holds an MBA from The Wharton School and a BA from Williams College.

Proposal Request	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A	
	Place an "X" in the appropriate column to indicate whether this response incorporates any documents by reference.		Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.			Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.			Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.
Response	x		x				x		Renewal Application, Response D, Benchmark 1B, Assessment Data
Need and Impact			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Elements	X		X			X			Renewal Application, Exhibit 7 Mission Statement w/ elaboration
	X		X			X			Renewal Application, Exhibit 10 Key Design Elements w/ elaboration
			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Ability Plan			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Information			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Outreach			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Selected and Concurrent			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Verification			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Essentials	X		X				X		Pre-appointment RFI's submitted for SUNY approval per trustee, Annual Reports for Disclosures
Evidence			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
			All applicants must provide a Response to this Request.			All applicants must provide a Response to this Request.			
Selection and Process	X		X				X		Renewal Application, Response D, Benchmark 1C Curriculum; Response L, Benchmark 4B Plans for Ed Program; Exhibit 11 Curriculum Framework Template
System	X		X				X		Renewal Application, Response D, Benchmark 1B Use of Assessment Data; Response L, Benchmark 4B Plans for Ed Program
Methods	X		X			X			Renewal Application, Response D, Benchmark 1D Pedagogy; Response L, Benchmark 4B Plans for Ed Program w/ Elaboration
How	X		X			X			Renewal Application, Response D, Benchmark 1C Curriculum; Response L, Benchmark 4B Plans for Ed Program; Exhibit 11 Curriculum Framework Template w/ elaborations
Graduate Policy	X		X			X			Family Handbook pgs. 7-9, 18 w/ elaboration
Audit	X		X			X			Renewal Application, Responses D-N w/ elaboration
Calendar	X		X			X			Renewal Application, Exhibit 9-1 School Calendar w/ elaboration
Rule	X		X			X			Renewal Application, Exhibit 9-2 School Schedule w/ elaboration
Assessments	X		X			X			Renewal Application, Response D, Benchmark 1F At-Risk Students; Response L, Benchmark 4B Plans for Educational Program; Exhibit 14 E&R Targets w/ elaborations
Enrichment Students	X		X			X			Renewal Application, Response D, Benchmark 1F At-Risk Students; Response L, Benchmark 4B Plans for Educational Program; Exhibit 14 E&R Targets w/ elaborations
Target Learners	X		X			X			Renewal Application, Response D, Benchmark 1F At-Risk Student; Response L, Benchmark 4B Plans for Educational Program; Exhibit 14 E&R Targets w/ elaborations
Gifted/for Gifted Students	X		X			X			Renewal Application, Response D, Benchmark 1F At-Risk Students; Response L, Benchmark 4B Plans for Educational Program; Exhibit 14 E&R Targets w/ elaborations

Proposal Request	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A	
Revision and Support	X		X				X		Renewal Application, Response D, Benchmark 1B-1F; Response L Benchmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention Renewal Application, Response D, Benchmark 1B-1F; Response L Benchmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention w/ elaborations
Development	X		X			X			Renewal Application, Response D, Benchmark 1B-1F; Response L Benchmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline
ation and Accountability	X		X				X		Renewal Application, Response D, Benchmark 1B-1F; Response L Benchmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline
Discipline	X		X				X		Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline
Policy	X		X				X		Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline
tion Policy	X		X			X			Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline w/ Elaboration
Policy	X		X				X		Family Handbook pgs. 4-6
I Chart						All applicants must provide a Response to this Request.			
and Rationale						All applicants must provide a Response to this Request.			
and Responsibilities		X	X					X	
ment and Retention		X	X					X	
Policies		X	X					X	
nation		X			X			X	No Partner Organization, See Business Plan for CMO - FOBCE and BCSE
mitment						All applicants must provide a Response to this Request.			
Roles & Responsibilities	X		X			X			Renewal Application, Response G, Benchmark 2C; Response H, Benchmark 2D; Response I, Benchmark 2E; Response J Benchmarks 3A-3D; Response M, Benchmark 4C; Exhibit 15. Pleaes also see Proposal Responses 10(b), 11(c), 13(d), and the accompanying Business Plan - w/ elaborations
orporation Board Design	X		X			X			Renewal Application, Response G, Benchmark 2C; Response H, Benchmark 2D; Response I, Benchmark 2E; Response J Benchmarks 3A-3D; Response M, Benchmark 4C; Exhibit 15. Pleaes also see Proposal Responses 10(b), 11(c), 13(d), and the accompanying Business Plan - w/ elaborations
articipation	X		X				X		Renewal Application, Response G, Benchmark 2C; Response H, Benchmark 2D; Response I, Benchmark 2E; Response J Benchmarks 3A-3D; Response M, Benchmark 4C; Exhibit 15. Pleaes also see Proposal Responses 10(b), 11(c), 13(d), and the accompanying Business Plan
s	X		X			X			Renewal Application, Exhibit 15 By Laws. Elaboration - Updated
Policy		X	X			X			Renewal Application, Exhibit 16 Code of Ethics. Elaboration - Updated
ons		X	X				X		
relations						All applicants must provide a Response to this Request.			
Demand (General)						All applicants must provide a Response to this Request.			
tion Enrollment						All applicants must provide a Response to this Request.			
demand						All applicants must provide a Response to this Request.			

SCHOOL ESTABLISHMENT

Response 01ac: Community Need and Proposed School Impact

1(a) Community Description and Need

The Bronx Charter Schools for Excellence 3, 4, & 5 (BCSE3, BCSE4, and BCSE5) are proposing to locate in Bronx Community School Districts 10, 11 and/or 12, and will, therefore, likely attract students primarily from within the districts and their surrounding communities. Each district is a community of need and offers its own unique landscape.

Parkchester and Van Nest are our current homes for BCSE and future site of BCSE 2. 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 Van Nest community is home to approximately 13,495³ 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 than 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. We currently enroll a number of families from the surrounding communities in CSDs 10 and 12. As we await notification regarding our request for a public facility, the following provides some general information of the neighborhoods that immediately surround our current sites.

Next to Van Nest is a neighborhood called East Tremont of CSD 12, a residential neighborhood with a population of 27,452⁴. The majority of its residents are Latin or African American. This community is predominantly low-income, with 45.8% of its

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

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

³ <http://www.city-data.com/neighborhood/Van-Nest-Bronx-NY.html>

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

residents living below the poverty line. The median household income in 2013 was \$22,418. Almost ½ of the population has less than a high school education. It is mostly a renter occupied area.

Another community in CSD 12 is Crotona Park East, also known simply as Crotona. This residential neighborhood is dominated by low-income housing projects and newly constructed subsidized housing developments. Its population of 37,075⁵ is majority Latin or African American. Approximately 93.5% of its residents live in renter occupied housing. The median household income in 2013 was \$23,263 with the larger portion of the population having less than a high school education. Like many low-income neighborhoods in the 1970's, Crotona Park East was ravaged by arson, causing nearly 2/3 of the population to flee. In 1977, President Jimmy Carter deemed the South Bronx, which included this community, as one of the worst neighborhoods in America.

A third neighboring community in close proximity is West Farms. Also located in CSD 12, West Farms is a small, low-income residential neighborhood of just 4,700⁶. Its population is predominantly Latin and African American, and has one of the highest concentrations of Puerto Rican residents in New York City. Median income in 2013 was \$27,131. Unfortunately, West Farms suffers from high incidents of violent crimes, drug use, and high school drop out rates.

Finally, in CSD 10 is a neighborhood called Belmont, with a population of 21,358 residents of predominantly Hispanic, Italian, and Albanian heritage, and with smaller concentrations of White and African American residents. Belmont is also known as the "Little Italy of the Bronx". The median household income in 2013 was \$22,247 and there still remains a large percentage of the population with less than a high school education. Like Crotona, there were high incidents of arson in the 1970's. From the 1990's to today, Belmont has seen increasing construction and touts thriving local businesses with markets and restaurants.

Although each of the communities described share some very challenging characteristics, CSDs 10, 11, and 12 also boast many resources that can prove beneficial to the education of our scholars. There are several natural parks and lakes in all three districts. Additionally, higher educational institutions such as Fordham University, Lehman College, and Albert Einstein College of Medicine are located nearby. Of additional benefit are sites such as the renowned Bronx Zoo and New York Botanical Gardens, which offer tremendous educational benefits. As we continue to await determination of our potential sites, one advantage of BCSE operating in CSD 11 is that we are already familiar with the surrounding landscape, the communities' needs, and the numerous resources that surround our locations. More importantly, we know that BCSE has already had a strong impact within these communities, providing a much needed and nationally recognized educational option that has proven effective with the populations we aim to serve.

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

⁵ <http://www.city-data.com/neighborhood/Crotona-Park-East-Bronx-NY.html>

⁶ <http://www.city-data.com/neighborhood/West-Farms-Bronx-NY.html>

Demographic Composition – Bronx County and the New York⁷		
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%
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.

The next table illustrates the demographic composition of Bronx CSDs 10, 11, and 12 and BCSE for the 2014-15 school year (the most recent year for which data was available for comparison).⁸:

2014-15 Demographic Comparisons – BCSE and Bronx CSDs 10, 11, & 12								
Category	BCSE (K-8)		Bronx CSD 10 (K-12)		Bronx CSD 11 (K-12)		Bronx CSD 12 (K-12)	
	#	%	#	%	#	%	#	%
Total	636	100%	53,937	100%	38,033	100%	22,936	100%
American Indian, Alaskan Native	1	0%	287	1%	453	1%	223	1%

⁷ United States Census Bureau. (2012). *Bronx County, New York*. Retrieved from <http://quickfacts.census.gov/qfd/states/36/36005.html>

⁸ Retrieved from NYS Report Cards for NYC Geographic District #10, 11 & 12 – Bronx, and Bronx Charter School for Excellence: <http://data.nysed.gov/lists.php?start=78&type=district> and <http://data.nysed.gov/enrollment.php?year=2015&instid=800000056707> respectively.

Black/African American	299	47%	9,170	17%	15,794	42%	6,008	26%
White	-	-	3,104	6%	2,926	8%	243	1%
Hispanic/Latino	225	35%	36,806	68%	15,897	42%	15,908	69%
Asian or Native Hawaiian/Other Pacific Islander	111	17%	4,140	8%	2,777	7%	504	2%
Multiracial	-	-	430	1%	186	0%	50	0%
Economically Disadvantaged Students	493	78%	44,446	82%	28,582	75%	20,599	90%
Students With Disabilities	73	11%	11,234	21%	7,912	21%	5,149	22%
Limited English Proficient Students	37	6%	11,240	21%	3,821	10%	4,410	19%

This table illustrates that BCSE shows comparable percentages of American Indian/Alaskan natives, higher percentages of African-American and Asian students, and lower percentages of Hispanic/Latino and White students. BCSE has similar percentages of economically disadvantaged students, and somewhat lower percentages of students with disabilities and limited English proficiency.

Like BCSE, we expect to attract, enroll, and retain a diverse population of learners. Beginning with grades K and 1 in each inaugural year, BCSE 3, 4, & 5 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 CSD 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, in-district residents, and children of employees. It should be noted that all BCSE schools will adhere to the Student Recruitment, Application and Admissions Guidance and Reporting Requirements (2016-17)-Revised for SUNY Authorized Charter Schools.

BCSE 3, 4, & 5 anticipate 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. Our schools embrace a culture that celebrates the diversity of its students, staff, and community, while cultivating a unified vision for the school.

We have chosen CSDs 10, 11, and 12 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 CSDs 10, 11 & 12 with greater options for a high quality education. Second, for the 2015-16 school year, we received a total of 3,524 applications and we successfully retained 96% of our student body for re-

enrollment from the previous year. We currently note a waiting list of 3,321 students for grades K-8, including at least 868 students for Kindergarten and 431 students for first grade. For the 2016-17 school year, BCSE1 has received 2,697 applications and BCSE 2 has received 681 applications, both in overwhelming excess of the number of seats available, and the number of applications is continuing to increase as we approach our lottery date. 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 BCSE 3, 4, and 5, we believe this as an indication of public interest in BCSE’s successful model, which we propose to replicate. Third, and most importantly, the families of CSD 10, 11, and 12 need and deserve better options for their children.

In February 2015, the Governor’s office released a “State of New York’s Failing Schools 2015 Report”⁹, in which he listed the 178 “priority” and “failing” schools in 17 school districts across the state. Of those 178 schools, 91 were located in New York City, and Bronx County had the largest concentration of schools with 44. Of the 40 New York City schools that have been failing for 10 or more years, 20 of them were in the Bronx. 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.”¹⁰ Of the 62 identified schools in New York City, 32 were located in the Bronx. Twenty-seven were labeled “struggling”, and five were “persistently struggling”. Twelve of those 32 schools in the Bronx were sited in CSDs 10, 11, & 12. In August of the same year, the New York State Education Department released a list of schools deemed “persistently dangerous” based on violent and disruptive incident reporting (VADIR). Of the 32 schools listed, 27 were located in New York City with the largest number, 13, operating in the Bronx. Of these 13 schools, 6 were located in CSDs 10, 11, and 12.

More recently on February 26, 2016, NYSED released its ESEA designations for schools and districts¹¹. They identified 188 priority schools, and 442 focus schools. CSDs 10, 11, and 12 were all named Focus Districts. Based on these designations, there were 96 Focus schools and 45 Priority schools designated in the Bronx. Fifty-two of the 96 Focus schools and 16 of the 45 Priority schools were located in CSDs 10, 11, and 12. Based on all of these statistics, clearly these are communities of tremendous need for better educational options. Our goal in replication is to increase access to high-quality educational options that more families so richly deserve, in the communities of greatest

⁹ <http://www.governor.ny.gov/sites/governor.ny.gov/files/atoms/files/NYSFailingSchoolsReport.pdf>

¹⁰ <http://nysed.gov/news/2015/commissioner-elia-identifies-144-struggling-and-persistently-struggling-schools-begin>

¹¹ <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

need, through a nationally recognized model proven effective for the children we intend to serve.

The following table compares the performance of BCSE students with that of CSDs 10, 11, and 12 on NYS ELA, Math, and Science exams.

Comparison of Aggregate Proficiency Rates on NYS Exams BCSE and CSDs 10, 11, & 12								
	2013-14				2014-15			
	BCSE	CSD 10	CSD11	CSD 12	BCSE	CSD 10	CSD 11	CSD 12
ELA	52%	17%	20%	11%	48%	18%	21%	12%
Math	68%	22%	24%	14%	61%	22%	25%	14%
Science	84%	60%	63%	51%	98%	66%	69%	57%

As indicated on the table, BCSE scholars have consistently outperformed their surrounding district peers in all content areas, often two, three, and four times the proficiency rates of the districts. In 2014-15, BCSE's aggregate performance surpassed that of its host district by 27 percentage points in ELA, 36 percentage points in Math, 29 percentage points in science, and outpaced aggregate proficiency rates for NYC Region Host Districts and Charter Schools, NYS Host Districts and Charter Schools, and all NYS Public Schools¹². An additional analysis of public school performance in CSD 10, 11, & 12 for 2014 and 2015 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 10, 11, & 12 Data Tables.) This means that more than 80-90% of students attending traditional public district 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 exams. A total of 182 BCSE 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

¹² http://www.necharters.org/state_testing_data

gaining entry into some of New York’s most prestigious high schools. The high school placement list includes 31% attending parochial high schools, 6% attending day and boarding schools, 10% attending charter high schools, and 53% attending competitive public high schools, including specialized high schools. Our scholars received over \$240,000 in scholarship awards in 2015, and have thus far been awarded over \$165,000 for 2016. This value is continuing to increase as our students receive notices. This year also marks the first year our first cohort has been accepted to college, with our scholars receiving offers from prestigious schools that include: University of Pennsylvania’s Wharton School of Business, Indiana University Kelley Business School, UNC-Chapel Hill, Tulane University, St. John’s University, Seton Hall, and Wesleyan. 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 three replication programs in our surrounding communities so that more students have access to the high quality educational options that we can provide. (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 10, 11, & 12 Data Tables, which includes a list of all district and charter schools located in CSD 10, 11, & 12, 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 87 district schools listed for CSD 10, 68 schools listed for CSD 11, and 57 district schools in CSD 12. These schools can be characterized according to the following chart:

District Schools	High School (9-12)	Middle School (6-8)	Elementary (PK/K-5)	Elementary/ Middle (PK/K-8)	Middle/ High (6-12)	Information Not Listed
CSD 10	25	14	34	8	5	1
CSD 11	19	17	24	6	0	2
CSD 12	14	11	20	3	4	5

CSDs 10, 11, and 12 are also the host district to charter schools. CSD 10 hosts one elementary and one middle charter school. CSD 11 hosts two elementary charter schools, one middle charter school, and 3 charter schools that serve both elementary and middle grades. CSD 11 is also the host to BCSE, 2 new schools that opened in the fall of 2015, and future host for BCSE 2 in the fall.

In CSD 12, there is one elementary charter school, one serving elementary and middle grades, one middle/high school, and one serving K-12.

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 BCSE 2. 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 2014-15 school year, there were a total of 53,937 students attending CSD 10 schools and 647 students attending charter schools located in CSD 10. Together, the sum of 54,584 will be used as a baseline total number of students attending district and charter schools in CSD 10. In CSD 11, there were 38,033 student attending district schools and 2,290 students enrolled at charter schools. Together, the sum of 40,323 will be used as a baseline for CSD 11. In CSD 12, there were 22,936 students enrolled in district schools, and 1,839 students enrolled in charter schools. Together, the sum of 24,775 will be used as a baseline for CSD 12.

BCSE 3, 4, & 5 each propose an opening enrollment of 120 students. This represents 0.2% of the total sum of students in CSD 10, 0.3% for CSD 11, and 0.5% for CSD 12. At full capacity of 540 students, our enrollment reflects less than 1% of the total student body of CSD 10, 1% for CSD 11, and 2% for CSD 12. BCSE anticipates an enrollment of 810 students at full capacity starting in 2016-17. Collectively, this represents 930 students enrolled in BCSE and BCSE2 for 2016-17, or 2.3% of the CSD 11's total population. When both schools have reached full capacity in 2020-21, BCSE will have 810 students and BCSE2 will have 540 students. Combined, this totals 1,350 students, or 3.3% of the CSD 11's population. BCSE 3, 4, & 5 will have staggered openings, with BCSE 3 opening in 2017, BCSE 4 opening in 2018, and BCSE 5 opening in 2019. However, they will not necessarily be located within the same district. At full capacity, each school will enroll 540 students in grades K-5. Collectively, this totals 1,620 scholars. Even with all three schools situated in the same district, this represents less than 3% of CSD 10, 4% of CSD 11, and 6.5% of CSD 12's total student body.

According to the NYCDOE's register for 2014-15, there were 205,901 students enrolled in Bronx schools, and 978,121 students enrolled in the five boroughs¹³. Using these figures as a baseline, each school's starting 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 all three schools combined, our 1,620 scholars will represent less than 0.8% of the Bronx student population and less than 0.02% of NYC's student population. Based on all figures, we do not believe that the enrollment plans for BCSE 3, 4, & 5 will greatly impact nor disrupt the operations of the district schools or fellow charter schools.

In 2014-15, there were 2,290 students attending elementary, middle, and high charter schools located within CSD 11. Two more charter schools opened in the fall of 2015, one of which is a charter high school. We had 3,231 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 BCSE 3, 4, & 5, we

¹³ <http://schools.nyc.gov/AboutUs/schools/data/stats/default.htm>

believe it is indicative and reflective of public interest in BCSE's successful model, which we propose 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 3,321 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.

We are not remiss of the potential dangers of replicating too quickly, which is why we have approached this process with deliberate intention. In order to prevent the dilution of the quality of our model, we have explicitly prioritized maintaining the quality over quantity of our schools. Our flagship school opened in 2004, and for 11 years was the only option that was available to our families. Since then, we successfully launched Stamford Charter School for Excellence in Stamford, Connecticut, and we were approved to open BCSE 2 in the fall of 2016. In order to preserve the high caliber of instructional programs and services that we provide to our communities, we have focused on developing a CMO to protect, maintain, and improve upon the way that we educate children. We have also planned for opening only one school each year so that we may carefully measure and allocate our resources to incubating each school launch while maintaining the quality of the entire network.

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 districts, 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, our targeted communities currently have 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 10, 11, and 12 regions with a high-quality educational option that elevates every student, family, and the surrounding community. BCSE3, 4, & 5 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 our challenging yet supportive learning environment. Our schools 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 each school 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 District's Total Budget)
Year 1 (2017-18)	120	14,027	1,683,240	137,153	1,820,393	21,800,000,000	0.008%
Year 2 (2018-19)	180	14,027	2,524,860	205,729	2,730,589	21,800,000,000	0.013%
Year 3 (2019-20)	360	14,027	5,049,720	411,458	5,461,178	21,800,000,000	0.025%
Year 4 (2020-21)	450	14,027	6,312,150	514,323	6,826,473	21,800,000,000	0.031%
Year 5 (2021-22)	540	14,027	7,574,580	617,188	8,191,768	21,800,000,000	0.038%

BCSE 3, 4, & 5 each expects to enroll 120 Kindergarten and First Graders in its inception year. The school plans to add one grade level in each subsequent year. In year 3, we will add a third class per grade level for a total of three classes with 90 students per grade. \$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. The school did not plan an increase in per pupil funding within their initial five-year period. Each school anticipates receiving \$19,049 per special education student who receives 60% or more in special education services in excess of 60% of the week. CSP funding totaling \$350,000 is assumed in the first two years of operation. Also projected is Title I and II funding 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, each school will have a 0.008% impact in Year 1, and 0.038% impact at full capacity. Based on our assessments of our schools' total enrollment when compared to the districts and private schools located in the Bronx, we anticipate that the fiscal impact will be nominal.

Response 02ac: Addressing Need

2(a) Mission Statement

Incorporated by reference: Subsequent renewal application of 2014, Exhibit 7.

The mission statement applies to BCSE and all replication schools. 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 3, 4, & 5 on all materials set forth by and representative of each school.

2(b) Key Design Elements

Incorporated by reference: Subsequent renewal application of 2014, Exhibit 10.

The Key Design Elements apply to BCSE and all replication schools. 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 3, 4, & 5 on all materials set forth by and representative of each 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, BCSE 2, 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.

BCSE 4, 5, & 5 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. Our replication schools 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 BCSE 3, 4, & 5 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 2014-15 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 large 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 did not achieve 75% proficiency rates for ELA and Math in 2014 or 2015. However, BCSE's aggregate performance did surpass that of the local district by approximately 30 percentage points, and our scholars outperformed their peers in NYC Host Districts and Charter Schools, NYS Host Districts and Charter Schools, and all NYS Public Schools for both years. This is significant as it illustrates the higher level of standards for 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, BCSE 2 and the proposed BCSE 3, 4, & 5, and these options must be available, particularly in high-need communities.

Response 02d: Draft Accountability Plan

Bronx Charter School for Excellence 3, 4, & 5

DRAFT ACCOUNTABILITY PLAN FOR THE ACCOUNTABILITY PERIOD
BCSE 3 2017- 2022 BSCE 4 2018-2023 BCSE 5 2019-2024

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 03ad: 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 Schools for Excellence 3, 4, & 5, characterized under the management of an emerging CMO, the Friends of Bronx Charter School for Excellence. Dr. Charlene Reid is the CEO of the Friends of Bronx Charter School for Excellence and is the designated primary applicant. Stacey Lauren is the Chair of the Board of Trustees of BCSE, and is thus named the nominal applicant. Dr. Charlene Reid will 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 BCSE 3, 4, & 5 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 Schecter	Vice-Chair	N/A	Lawyer, handles relevant legal matters on pro bono basis	Y	N/A
3. 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

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. Deirdre Flynn	Treasurer	N/A	Finance Background/Overses budget development and implementation/advises on all financial matters	Y	N/A
5. Tanya Osborne, 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

Our outreach, marketing, and recruitment process is 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.

We began preliminary outreach efforts for BCSE 3, 4, & 5 intended to build awareness, assess community interest, and provide meaningful opportunities for community input into the development of the school's programs and services. Our multi-tiered approach began at the civic organization level, connecting with local elected officials, meeting with the staff and directors of daycare centers and UPK programs, and most significantly, engaging with parents and guardians directly. 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 communities that BCSE 3, 4, & 5 intend to serve and thus, will likely impact. Each

stakeholder was presented with information, solicited for feedback, invited to attend upcoming community chats and open houses, and provided marketing fliers for information, distribution, and storefront display. BCSE 3, 4, & 5 will continue to collect responses throughout the start-up process, and pending approval, the charter term.

Our outreach efforts have been primarily focused in CSD's 10, 11, & 12, as they are the communities we intend to serve. Our process employed various methods to reach our target audience - the families whom we look forward to serving. As we advance in the application process, the marketing radius will expand to include outreach to the surrounding communities whose families may also be served by the proposed schools. To date, our methods have included:

- Attendance at Community Board and other civic organization meetings to generate awareness, solicit feedback, and gauge support
- One-on-one meetings and email correspondence with local elected officials who represent residents within our targeted school districts to gauge the temperament of their constituents for our proposed replications
- Distribution of marketing materials, phone calls, meetings, written correspondence, and neighborhood canvassing to engage various community stakeholders and neighborhood groups including the Van Nest Neighborhood Alliance, local business owners, community based organizations, and places of worship
- Translation of informational fliers to the languages of targeted families: Bengali, English, and Spanish
- Meetings with directors and staff of daycare centers and UPK programs for prescreening of our credentials in order to schedule time to meet with families for introductions, explanations of BCSE history, our success, and ongoing expansion plans
- Meet and greet parents and guardians during drop-off and pick-up of scholars at those facilities to which we were granted access
- Direct contact with parents, guardians, and community members through canvassing to gauge support and demand for additional BCSE schools in their neighborhoods
- Open houses at our existing elementary and middle schools to give families an opportunity to see first-hand what a BCSE operated school looks like and the caliber of staff employed therein
- Community chats at college campuses and community centers

BCSE 3, 4, & 5 also began a social media campaign to raise interest and awareness through our social media accounts on the BCSE website, Facebook, Twitter, Instagram, and mass emailing. BCSE also supported the proposed schools' outreach efforts by posting announcements, links, fliers, and information on its website. Each of these forums provided instructions for submitting feedback and input for consideration. These accounts also provided links to an online petition in support of the proposal and a survey for proposal input. Finally, informative fliers have been posted online. These fliers similarly share information about the proposed school and instructions for providing public comment.

Evidence of BCSE 3, 4, & 5's social media campaigns are included in the evidence we provided, and can also be found at the following links:

BCSE's website at www.bronxexcellence.org

Online Survey: [https://www.surveymonkey.com/r/BCSE Three More Schools](https://www.surveymonkey.com/r/BCSE_Three_More_Schools)

iPetition: <http://www.ipetitions.com/petition/bcse-3-5-three-proposed-charters-in-community>

Twitter: @BronxExcellence

Instagram: [https://instagram.com/Bronx Excellence](https://instagram.com/Bronx_Excellence)

In addition to providing feedback via social media, BCSE 3, 4, & 5 hosted "Community Chats" where interested parties could attend, gain information, ask questions, and provide input on the proposed model. The chats took place in CSD's 10, 11, and 12 between February and March. Moreover, BCSE 1 and 2 hosted Open Houses on March 5th, at which time attendants received information regarding our replication proposals for BCSE 3, 4, & 5. Fliers notifying the public of these events were posted online, in printed media, and in storefront displays of local businesses and offices. Samples of the announcement for the Community Chats, email correspondence, feedback, surveys, fliers, social media comments, notice of intent to submit a proposal, comment cards, printed advertisements, petitions, and letters of endorsement are included with this proposal as evidence of community outreach, support, and demand.

Interested parties were able to provide feedback for consideration using any of the above listed outlets, as well as by phone, email, or in person. Contact information was widely distributed and displayed in all forums. Our current parents also supported us in our outreach efforts by distributing fliers and attending community chats and open houses to share their experiences with future BCSE families and provide information from the parents' perspective.

Like our flagship school, BCSE 3, 4, & 5 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 local Bronx 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. BCSE 3, 4, & 5 anticipate 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. BCSE 3, 4, & 5 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, BCSE 3, 4, & 5 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. BCSE 3, 4, & 5 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, BCSE 3, 4, & 5 will engage the community and host additional 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, BCSE 3, 4, & 5 will also strive to develop lasting relationships with these individuals to support each school's students and programs beyond the initial recruiting year. If possible and during subsequent years, BCSE 3, 4, & 5 will also elicit the support of bilingual staff members and our families to support recruiting efforts for applicants whose native language is one other than English.

BCSE 3, 4, & 5 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 BCSE 3, 4, & 5 have to offer. Finally, the school will ensure that comprehensive information is always available on the schools' standing marketing materials, such as the schools' websites 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 by word of mouth, 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 schools' model. We will also carefully and thoughtfully weigh and consider the input those 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 BCSE 3, 4, & 5 families. Once in operation, the school will ensure that there are continued opportunities and avenues to maintain an open dialogue.

The feedback that we received from our outreach efforts revealed several significant points of information. In Community School District 10, which is the most overcrowded of all NYC districts, there is not only demand from parents and guardians, but also a sense of desperation at the level of government to address this situation. During our meetings at the office of City Council Member Ritchie Torres (15th District), his District Director, Ronn Jordan was brought in to speak with us. Mr. Jordan has been working in this district for many years to specifically address the issue of overcrowding in schools.

The current circumstances necessitate a multifaceted collaborative effort that crosses charter and district lines.

Another aspect that was brought to our attention during our outreach is the need for ongoing efforts to increase public awareness of what a charter school is and is not, as well as school choice in general. To this end, we will continue to attend the public meetings of community boards and civic organizations, and UPK and daycare centers, and publish information in the languages our target populations speak. Information must be easily accessible and digestible.

As we learned in our application process for BCSE 2, there exists in many communities a sense that charter schools alone are not able to offset the lack of educational opportunities for families in the Bronx. Some of this was expressed by families living in close proximity to the school of their choice, but not getting in over families that live further away due to the lottery system. We have worked to explain that as the system stands now (and we do believe it is the fairest system in given circumstances), that our best tools are creating awareness of the schools at the earliest opportunity so that they can apply, and to work to open additional high-quality schools that they demand and deserve.

For the 2015-16 school year, we received a total of 3,524 applications and we successfully retained 96% of our student body for re-enrollment from the previous year. We currently note a waiting list of 3,231 students from grades K-8, including 868 students for Kindergarten and 431 students for first grade. For the 2016-17 school year, BCSE 1 & 2 launched the application for enrollment. As of March 28th, BCSE 1 received 2,697 applications, and BCSE 2 received 681 applications, both exceeding the actual number of seats available at each school in abundance. 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. As we saw with the application for BCSE 2, and evidence by some of the comment cards we have collected, there is a frustration felt by families who have applied multiple times without success due to the lottery and limited seat availability. While the applicant group recognizes that our extensive waiting list does not guarantee enrollment at BCSE 3, 4, & 5, we believe it is indicative and reflective of public interest in BCSE's successful model, which we propose to replicate. While further interest and input will be collected for analysis, it seems clear that BCSE 3, 4, & 5 will be able to fulfill its projected enrollment.

Throughout our initial public awareness campaign, we have assessed evidence of interest in support and enrollment of families residing in CSDs 10, 11, and 12 with school-aged children and children who will be eligible for grades K and 1 in the fall of 2017, 2018, and 2019. We collected signatures through neighborhood canvassing and launched an online petition, as well as a survey to over 3,000 families to elicit feedback and comments based on our proposed charter school replication. Although the school is continuing to receive feedback, initial analytics indicate that we received a total of 19 survey responses and 531 signatures on our online and paper petitions endorsing our proposal to replicate, in addition to letters of support, comment cards, and interest in enrollment. Sample survey comments include the following:

- We truly hope that the proposals for additional schools in the district pass. We would love for other families to have the pleasure of seeing their children attend BCSE and flourish even more. –CSD 12 Parent

- BCSE has a great reputation in our community but access is [sic] very limited. Opening more schools would definitely be beneficial in education growth of our children and our communities. – CSD 12 Parent
- It will provide additional education to areas that would not otherwise have the opportunity to send their children [to] a prestige [sic] school setting. – CSD 11 Parent
- This project will be of great value to many families. – CSD 11 Parent
- I recommend anyone with children entering K to apply to this school – your child will receive a FREE world class education. – CSD 12 Parent

At one of our elementary school open houses, a father told the story of his immigration to the U.S. from Bangladesh. He explained that he had worked, gone to school, and become a physician. However, he stated that he now feared that his child would not get the same quality education that he himself had received due to limited options. During another parent engagement session at Bronx Community College, a young mother, herself a student, asked that we stop talking about all the wonderful things that BCSE has to offer saying, “Stop, please. We don’t want to hear more about the things that you have at your school if we can’t have it for our children.” In a borough known for its history of offering immigrant families and overlooked communities chances for a better life, hearing such fears and hopelessness expressed by our neighbors and community members is disheartening. However, it further strengthens our resolve and exemplifies the need for better educational options within these communities for our families who we have not yet been able to serve.

At the time this proposal was submitted, we received a total of 550 signatures on petitions and surveys in support of the school. Of the 457 respondents who signed our written petitions and the 19 who endorsed replication in our survey, participants had a total of 364 school-aged children, 352 children who will be eligible to enroll in K/1 at one of our replication schools, and all indicated interest in applying for enrollment. Of those children who will be eligible for enrollment at our replication schools, 65 of the children reside in CSD 10, 89 reside in CSD 11, 113 reside in CSD 12, and 85 reside in another district. These figures represent interest in enrollment prior to an active and strategic marketing campaign, which would take place after approval. Given these mounting numbers and as our outreach efforts continue to build momentum, we believe that BCSE 3, 4, & 5 demonstrate an overwhelming demand for our schools.

BCSE 3, 4, & 5 will continue its outreach after the proposal has been submitted, and pending approval, 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 opened in the fall of 2015. Additionally, an

application was submitted for Bronx Charter School for Excellence 2, and was approved in October 2015. The school will open in the fall of 2016.

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 BCSE 3, 4, or 5 rejected.

Response 03f: Founder Credentials

3(f) Founder Credentials

All Board members are currently approved trustees of the SUNY authorized existing education corporation, the Bronx Charter School for Excellence. We are in the process of recruiting new members to add for Board membership, and seeking individuals with experience and expertise that will enhance the Board's capacity. We will ensure that any new members are appropriately screened and approved by the Board and its authorizer.

Please refer to Response 3(b) of this application for our current list of Board members. Additional information regarding credentials, biographies, RFI's, Disclosure forms, and Assurance statements were previously submitted to the authorizer as a part of the approval process and annual reports, and may also be available for reference.

Updated resumes for the lead applicant, Dr. Charlene Reid, and current Board members, as well as their biographical statements, were submitted in conjunction with the Letter of Intent.

For	Stakeholder	For/ Against Proposal	Outreach	Demand	Support	Outcomes
Community Board 7 General Meeting – Norwood University, University Heights, Jerome Park, Bedford Park, Fordham and Kingsbridge Heights	Community Leaders, clergy, local elected officials, community residents and business owners	For	X		X	CB 7 members in support of the proposal, in addition to support from CM Andrew Cohen and CM Fernando Cabrera. Adaline-Walker Santiago, Chair, in support of proposal. Solicit community feedback.
Third Tuesday, 6:30pm						
March 8, 2016 Community Board 8 General Meeting – Fieldston, Kingsbridge, Kingsbridge Heights, Marble Hill, Riverdale, Spuyten Duyvil, Van Cortlandt Village	Community Leaders, clergy, local elected officials, community residents and business owners	For	X		X	CB 8 members support the proposal. Contact with Silvia Alexander, Chair of the Education Committee. Solicit Community feedback.
Second Tuesday, 7:30pm						
Community Board 9 General Meeting – Parkchester, Unionport, Soundview, Castle Hill, Bruckner, Harding Park, Bronx River, Clason Point	Community leaders, residents, elected local officials, community group, business owners	For	X		X	CB 10 members support our proposal. Solicit community feedback
Third Thursday, 7:00pm						
Community Board 10 General Meeting – Co-op City, City Island, Spencer Estates, Throgs Neck, Country Club, Zerega, Westchester Square, Pelham Bay, Eastchester Bay, Schuylerville, Edgewater, Locus Point, and Silver Beach	Community leaders, residents, elected local officials, community groups, business owners	For	X		X	CB 10 members support our proposal. Solicit community feedback.
Third Thursday, 7:30pm						

Community Board 11 General Meeting – Allerton, Bronx Park East, Eastchester Gardens, Indian Village, Morris Park, Olinville Parkside, Pelham Gardens, Pelham Parkway, Van Nest, Westchester Heights	Community leaders, elected officials, community groups, residents, business owners and clergy	For	X		X	Support from CB 11 members, as well as local officials. Assemblyman Mark Gjonaj, and Senator Jeff Klein.
Fourth Thursday, 7:00pm February 10 th – Meeting with Assemblyman Mark Gjonaj	Constituents of the 80 th Assembly District. Residents of Norwood, Pelham Gardens, Pelham Parkway, and Morris Park Neighborhoods of the Bronx	For	X	X	X	Letter of Support, greater awareness and communication with local civic community groups
February 12 th – meeting with Assemblyman Luis Sepulveda	Constituents of the 87 th Assembly District. Residents of Unionport, Parkchester, and Castle Hill neighborhoods of the Bronx	For	X	X	X	Greater awareness and communication with local civic community groups. Letter of support and feedback on community engagement.
March 11 th – meeting with Councilmember Ritchie Torres and Ronn Jordan, District Director	Constituents of City Council District 15 and residents of Bedford Park, Fordham, Mount Hope, Bathgate, Belmont, East Tremont, West Farms, Van Nest, Allerton, and Olinville neighborhoods of the Bronx.	For	X	X	X	Feedback on strategies for community engagement, letter of support, and contacts with community leaders and local community groups.
April 7 th – meeting with Senator Gustavo Rivera	Constituents of the 33 rd Senate District and residents of Kingsbridge Heights, East Tremont, Crotona Park, Fordham, Belmont, Van Nest, Claremont, Highbridge, Morris Park neighborhoods of the Bronx	TBD	X	X	X	Initial Meeting to share the Bronx Excellence story and solicit feedback on community outreach, in addition to increasing community awareness.

April 18 th – meeting with Assemblyman Marcos Crespo	Constituents of the 85 th Assembly District and residents of Soundview, Clason Point, Longwood, and Hunts Point neighborhoods of the Bronx.	TBD	X	X	X	Initial meeting to share the Bronx Excellence story and solicit feedback on community outreach, in addition to increasing community awareness.
To Be Scheduled – meeting with Councilmember Fernando Cabrera	Constituents of City Council District 14 and residents of Fordham, Kingsbridge, Morris Heights, West Bronx, and University Heights neighborhoods of the Bronx.	For	X	X	X	Follow-up meeting from Community Board 7 public presentation on March 15 th to discuss possible location for school.
To be scheduled – meeting with Councilmember Andrew Cohen	Constituents of City Council District 11 and residents of Bedford Park, Kingsbridge, Norwood, Riverdale, Van Cortlandt Village, Wakefield, and Woodlawn neighborhoods of the Bronx	For	X	X	X	Follow-up meeting from Community Board 7 public presentation on March 15 th to discuss need/demand in his district, community outreach strategies, and collaboration with his office.
Distribution of Flyers and signatures for the petition	Community members who patron the following NYPL branches: Francis Martin, Sedgwick, Parkchester, Pelham Bay, Throgs Neck, Westchester Square, and Morris Park neighborhoods of the Bronx	For	X	X	X	We garnered support from the librarians at the various branches and were able to document demand from community members who utilize the services of the NYPL
Van Nest Neighborhood Alliance meetings at Monsignor Fiorentino apartments Third Tuesday, 7:00pm	Community members of Van Nest, local elected officials, and community leaders of civic organizations	For	X	X	X	Attendance to the meetings has allowed us to nurture and strengthen our community ties. We have been able to leverage community events and resources for our families.
Distribution of flyers and signatures for the petition	Families of local community-based organizations and group family daycare providers; Little Scholars, Khan's Tutorial, For Kids Only Daycare, Bronx	For	X	X	X	We were able to garner support from families at community-based organizations and group family daycare centers in our local neighborhood. BCSE parents

	House, Little Angels Family Daycare, Marie's Early Learning Center, Huntington Learning Center, and BCSE Parent Team					distributed flyers for the open house and document demand from their neighbors.
Community Chats	Community members were invited to attend community chats to learn more about Bronx Excellence and our plans to open more schools in community school districts 10, 11, and 12. We held the community chats at our current locations in community school district 11: February 20 th at 10am – 1804 Holland Avenue and February 27 th at 1pm – 1960 Benedict Avenue. We also decided to go out into the community and host community chats at local Head Starts and Pre-K programs. We held two community chats; one at St. Anthony's Head Start in community school district 12 and Bronx Community College in community school district 10.	For	X	X	X	Community Residents had an opportunity to visit Bronx Excellence 1 and our location for Bronx Excellence 2. We were able to solicit feedback and answer any questions and concerns. We learned the greatest concern for many families is not getting an offer from the lottery and being put on the long waiting list. In addition, we held two more community chats to meet families where they reside because the commute to our current locations could be a challenge for some families. We were able to establish a partnership with the Head Start and Pre-K programs, as well as speak with families regarding our education model and plans to expand in community school districts 10 and 12.
Open House on March 5 th at both 1960 Benedict Avenue and 1804 Holland Avenue at 1:00pm	We invited the community to the locations for Bronx Excellence 1 and Bronx Excellence 2 to learn more about our education model and tour the school building.	For	X	X	X	We were able to solicit feedback from the families who were in full support of us opening more Bronx Excellence schools, with the hopes that they will be offered a seat at the time of the lottery.
Meet and Greet at local Head Start, UPK, and daycare centers	Families of young children who would be eligible to apply for Bronx Excellence 3, 4, or 5.	For	X	X	X	We were able to increase community awareness and educate families about Bronx Excellence. We

	February 25th – Tolentine Zeiser, Bronx Community College, B’Above, Trabajamos Center 5, Brightside Academy 1 February 29th – Bronx River Day Care Center March 1st – Sound Dale Center for Early Childhood Education March 4th – Bronx Community College Early Childhood Center March 7th – St. Anthony’s Head Start Program March 8th – Sound Dale Day Care Center March 9th – Little Scholars Nursery and North Bronx National Council of Negro Women Child Development Center March 10th – Bronxdale Nursery March 24th – Belmont Community Day Care, Trabajamos Center 5, Trabajamos Center 2, LSS Early Life Children’s Center					addressed demand from families and answered questions regarding charter schools.

OUTREACH

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Bronx Excellence
@BronxExcellence
Bronx Charter School for Excellence.
2012 National Blue Ribbon School.
Follow us! Retweets do not equal
endorsements
Bronx, NY
bronxexcellence.org
Joined August 2012
30 Photos and videos

TWEETS 259 FOLLOWING 297 FOLLOWERS 151 LIKES 49 Edit profile

Tweets Tweets & replies Photos & videos

Bronx Excellence @BronxExcellence · 3h
Support the Bronx Charter School for
Excellence as we propose the opening of
three more charter...
[instagram.com/p/BCQtnotwAh2/](https://www.instagram.com/p/BCQtnotwAh2/)

Bronx Excellence @BronxExcellence · Feb 23
What do you think about BCSE 3, 4, & 5? We need your feedback!
Sign a petition and let us know what you think...
[ipetitions.com/petition/bcse-...](https://www.petitions.com/petition/bcse-...)

Bronx Excellence @BronxExcellence · Feb 17
More #AcademicExcellence for more families in the community! Learn
more & show your support by filling out a survey:
[surveymonkey.com/r/BCSE_Three_M...](https://www.surveymonkey.com/r/BCSE_Three_M...)

Bronx Excellence @BronxExcellence · Feb 17
BCSE proposes to open 3 more schools in 3 years! Click the link to
learn more & show your support: [ipetitions.com/petition/bcse-...](https://www.petitions.com/petition/bcse-...)
#CharterSchools

2/26/2016

Bronx Charter School for Excellence Alumni

4.5 of 5 stars
0 reviews



Joseph Pignone

5 - Am so glad I'm a part of this school. Thank you for the great help that was given to my sons. God bless you.
November 7, 2014



Jahiel E. Nufiez

2
April 17, 2015

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Bronx Charter School for Excellence Alumni

February 19 at 6:45am

Rising 11th and 12th grade girls check out this summer opportunity at Princeton University!



Summer Academy For Minority Teen Girls at Princeton University Gears Up for Fifth Year

For the fifth straight year, the At the Well Young Women's Leadership Academy will be held on the campus of Princeton University in Princeton, New Jersey. The...

BLACKNEWS.COM

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Luisa Jimenez, Yulza Juana, Jennifer Marie and 2 others like this.



Bronx Charter School for Excellence Alumni

February 17 at 9:07am

BCSE needs your support! In an effort to serve even more families in the Bronx, BCSE is proposing to open three more charter schools in the next three years. The proposal would open BCSE 3 in the fall of 2017, BCSE 4 in the fall of 2018, and BCSE 5 in the fall of 2019. By opening three more schools, BCSE will be able to provide even more deserving scholars with a Blue Ribbon education, but we need your support and your feedback first!

Here's how you can help:

• Sign an o... See More



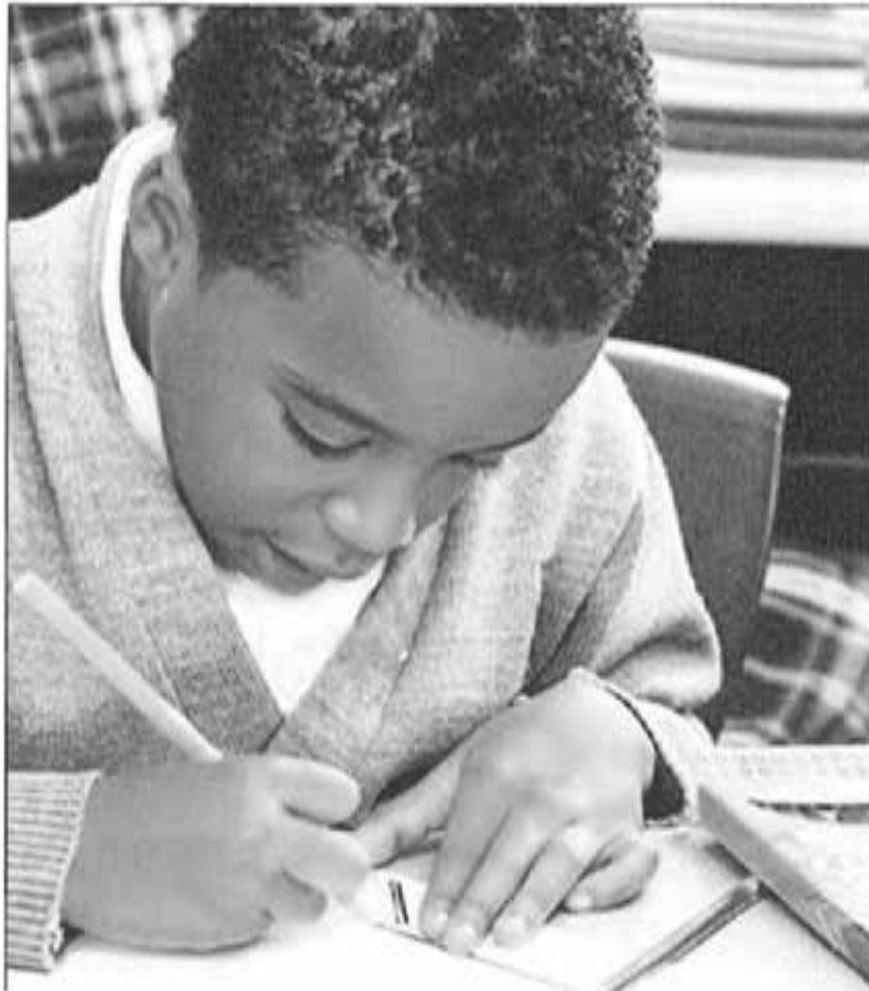
BCSE 3-5: Three Proposed Charters in Community School Districts 10, 11 & 12

I just signed a petition at iPetitions.com. Please join me in supporting this important cause!

IPETITIONS.COM

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Bronx Charter School for Excellence Alumni like this.



bronx_excellence
Bronx Charter Scho...

FOLLOW

13 likes

4w

bronx_excellence Support the Bronx Charter School for Excellence as we propose the opening of three more charter schools in community school districts 10, 11, & 12! We believe every single child deserves a free, quality academic option and we need your support! Click the link in our bio to sign a petition in favor of the proposal. #MoreSeatsForMoreScholars #BronxExcellence #CharterSchool   

Jenny__arena I support the proposal, we need more charter schools in districts 10, 11, and 12!!!!

J_parks8 I support this proposal! More #CharterSchool's in these districts would be amazing! Let's make this happen!

instagraeme1291 Let's make it happen!

Kristine Rivera

Sent: Friday, March 25, 2016 4:42 PM
To: Patrick Meenaghan
Importance: High
Attachments: image001.png (14 KB)

Kristine Rivera
Director of Community and Family Engagement
Bronx Charter School for Excellence
917-570-0282

From: Kristine Rivera
Sent: Tuesday, March 22, 2016 6:30 PM
To: [REDACTED]
Subject: Follow-up from Community Board 7 meeting - Bronx Charter School for Excellence needs your support!

Greetings Councilman Cabrera,

It was such a pleasure meeting you at the CB7 meeting. As I presented at the meeting, the Bronx Charter School for Excellence is planning to expand its National Blue Ribbon model. Currently we have one K-8 school in the Parkchester area of the Bronx, and in September 2016, we will have a second school in the Morris Park community, which was recently approved by our authorizer, SUNY. However with over 4000 names on our waitlist, the need for additional schools is evident. To address this demand, we are currently drafting a proposal to open three more schools by 2019. We are targeting Community School District 10 due to the dire need of quality schools in one of the most overpopulated school districts.

As an elected official, you clearly understand the need for high-performing schools that are rooted in the community and not only educates children, but supports the family. We would greatly appreciate a letter of support from your office expressing the need for high-performing schools based on your knowledge and experience working with the community. We would like to include your letter with our application and welcome an opportunity to meet with you to further discuss our award winning model. We would also be interested in speaking with you regarding space and real estate. We will give you a call to follow-up.

Please let me know your earliest availability and we look forward to working with you to further our community outreach efforts.

Many thanks for your time, support and efforts on behalf of our work for the community.

Warmest regards,
Kristine

Kristine Rivera
Director,
Community and Family Engagement

Apply Now at www.bronxexcellence.org Application deadline April 1st!

Bronx Charter School for Excellence 84X255
Middle School
1804 Holland Avenue

SENT: Tuesday, March 15, 2016 11:29 AM
TO: Yianna Munoz-Justo [REDACTED]
CC: Patrick Meenaghan

Hello Yianna,

Thank you for reaching out! Yes, we would like to meet with Assemblyman Crespo to discuss our plans for expansion. Our families and I had the pleasure of hearing Assemblyman Crespo speak at Charter School Advocacy Day and we know he is a champion for families, children and choice.

My colleague, Patrick Meenaghan and I look forward to our meeting on Monday, April 18th at 2pm.

Again, thank you for getting us on his calendar.

Best,
Kristine Rivera
Director of Community and Family Engagement
[REDACTED]

From: Yianna Munoz-Justo [REDACTED]
Sent: Monday, March 14, 2016 4:49 PM
To: Kristine Rivera
Subject: Office of Assemblyman Marcos A. Crespo

Kristine,

My name is Yianna Justo, Bronx Office Chief of Staff and Scheduler for Assemblyman Marcos A. Crespo, who represents the 85th Assembly District in the County of The Bronx.

I understand you had a conversation with Ms. Taisha Guy from our Bronx office regarding scheduling a meeting.

I am reaching out to find out if you would be available on Monday, April 18th at 2pm in our district office.

Looking forward to your reply.

Best,
Yianna Justo
Bronx Office Chief of Staff
Assemblyman Marcos A. Crespo, 85th Assembly District
1163 Manor Avenue
Bronx, New York 10472
718-893-0202
718-842-8731 (fax)

Sent: Tuesday, March 22, 2016 5:23 PM
To: [REDACTED]
Importance: High

Greetings Councilmember Cohen,

Although we did not have the opportunity to speak, it was a pleasure seeing you at the CB7 meeting last week. As I presented at the meeting, the Bronx Charter School for Excellence is planning to expand its National Blue Ribbon model. Currently we have one K-8 school in the Parkchester area of the Bronx, and in September 2016, we will have a second school in the Morris Park community, which was recently approved by our authorizer, SUNY. However with over 4000 names on our waitlist, the need for additional schools is evident. To address this demand, we are currently drafting a proposal to open three more schools by 2019. We are targeting Community School District 10 due to the dire need of quality schools in one of the most overpopulated school districts.

As an elected official, you clearly understand the need for high-performing schools that are rooted in the community and not only educates children, but supports the family. We would greatly appreciate a letter of support from your office expressing the need for high-performing schools based on your knowledge and experience working with the community. We would like to include your letter with our application and welcome an opportunity to meet with you to further discuss our award winning model.

Please let me know your earliest availability and we look forward to working with you to further our community outreach efforts.

Many thanks for your time, support and efforts on behalf of our work for the community.

Warmest regards,
Kristine

Kristine Rivera
Director,
Community and Family Engagement

Apply Now at www.bronxexcellence.org! Application deadline April 1st!

Bronx Charter School for Excellence 84X255
Middle School
1804 Holland Avenue
Bronx, NY 10462
Tel: 718-892-1276
Fax: 718-239-2439
www.bronxexcellence.org



A 2012 National Blue Ribbon School

Sent: Tuesday, March 22, 2016 3:08 PM
To: Patrick Meenaghan

From Ronn Jordan

Kristine Rivera
Director,
Community and Family Engagement

Apply Now at www.bronxexcellence.org! Application deadline April 1st!

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A 2012 National Blue Ribbon School

From: Jordan, Ronn [mailto: [REDACTED]]
Sent: Tuesday, March 22, 2016 2:41 PM
To: Kristine Rivera
Cc: Sandra Lobo ([REDACTED])
Subject: RE: Thank you for your support!

Hi Kristine,

You did an amazing job dealing with a hostile crowd and by the end of your presentation you had won them over, I spoke to CM Cohen and was pleased to see he went over and introduced himself to you. I would like to email introduce you to Sandra Lobo (copied here), she is the Executive Director of the NWBCCC.

Sandra, Kristine is the Director of Community and Family Engagement of the Bronx Charter School for Excellence. I had the pleasure of meeting with her and would love to see a quality school in the Northwest Bronx. This school takes a holistic approach to education and encourages family involvement.

I think you both will click and work together extremely well.

Best,

Ronn

To: Jordan, Konn

Subject: Thank you for your support!

Importance: High

Greetings,

It was such a pleasure meeting with you at Councilmember Torres office and seeing you at the CB7 meeting last week. I was so delighted to see you at the meeting and appreciated the nod of support after my presentation. As I presented at the meeting, the Bronx Charter School for Excellence is planning to expand its National Blue Ribbon model. Currently we have one K-8 school in the Parkchester area of the Bronx, and in September 2016, we will have a second school in the Morris Park community, which was recently approved by our authorizer, SUNY. However with over 4000 names on our waitlist, the need for additional schools is evident. To address this demand, we are currently drafting a proposal to open three more schools by 2019. We are targeting Community School District 10 due to the dire need of quality schools in one of the most overpopulated school districts.

As a community leader, you clearly understand the need for high-performing schools that are rooted in the community and not only educates children, but supports the family. We would greatly appreciate a letter of support from you expressing the need for high-performing schools based on your knowledge and experience working with the community. We would like to include your letter with our application. It would be helpful to discuss strategies to further our community outreach. Is it possible for you to connect us with a contact at the Northwest Bronx Community and Clergy Coalition?

Many thanks for your time, support and efforts on behalf of our work for the community.

Warmest regards,
Kristine

Kristine Rivera
Director,
Community and Family Engagement

Apply Now at www.bronxexcellence.org! Application deadline April 1st!

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A 2012 National Blue Ribbon School



Bronx Charter School for Excellence 3, 4, & 5

Three New **Charter Proposals** for Bronx Community Districts 10, 11 & 12



Learn More About Bronx Excellence 3, 4 & 5

Based on a proven, nationally-recognized Blue Ribbon School model that can boost student achievement and prepare more students for high performing high schools, college & jobs of the future, Bronx Excellence 3, 4, & 5 would provide a high performing academic option for community families.

Key Elements of the Education Model

- High academic standards focused on preparing scholars for high performing high schools, college & 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

Comment Now

Should Bronx Excellence offer **another high performing option** for area families in Bronx CSD 10, 11, & 12? Bronx Excellence needs your feedback on the charter proposal, the educational program, and student programmatic needs of BCSE 3, 4, & 5. Share your comments by sending a message to **PMeenaghan@bronxexcellence.org**, or leave us feedback on social media:

Twitter: @BronxExcellence

Instagram: https://instagram.com/Bronx_Excellence

Also, check out our website, **www.bronxexcellence.org**.

Community Engagement

We believe **community engagement** is vital for the BCSE 3, 4, & 5 charter proposals. Check our website, **www.bronxexcellence.org** to learn about any upcoming community events.



Bronx Charter School for Excellence

1960 Benedict Avenue
Bronx, NY 10462

For questions, contact
PMeenaghan@bronxexcellence.org
or call (718) 828-7301



BRONX CHARTER SCHOOL FOR EXCELLENCE 1 & 2

EXPECTING EXCELLENCE FROM OUR CHILDREN

The Bronx Charter School for Excellence (Bronx Excellence) is the **6th highest performing** K-8 charter school in **New York State**. In 2012, Bronx Excellence gained recognition as a **National Blue Ribbon School** – the U.S. Department of Education's highest honor for schools across the country.

In 2014, Bronx Excellence began an expansion project, adding a third classroom to grades Kindergarten through 4. The expansion continued in the Fall of 2015, as a third classroom was added to grades 5 through 8, increasing the school's capacity to **775**. This upcoming spring, the Middle School tower will open for grades 5 through 8, uniting the Elementary School and Middle School to a single, state of the art campus.

In October, the SUNY Board Trustees' Charter School Committee approved the application for Bronx Charter School for Excellence 2. The school will open in the Fall of 2016, making the waiting list even shorter for Bronx CSD 11! The school will be located in Morris Park at our current middle school space and will serve 120 students from Kindergarten through grade 1, and will grow to 360 students through grade 5 during the initial five year charter term.



Enrollment

2015-2016: **762** Scholars
3,100+ Applicants on Waiting List
2014-2015: **643** Scholars
2014-2015: **4,300+** Applicants
for 122 Spots

English Language Learners (ELL)

2013-2014: 7%
2014-2015: 6%
Total: 37

Number of non-English languages represented: 15

Racial/Ethnic Composition

2014-2015:
17% Asian
48% Black or African American
35% Hispanic or Latino

2015-2016:
22% Asian
34% Latino
44% Black or African American

Daily Attendance

2013-2014: 97.4%
2014-2015: 97.4%

September 2015-2016:
97.9%

Free/Reduced Lunch

2013-2014: 76%
2014-2015: 76.4%
402 Free
89 Reduced

Number of Staff

Administration: 4
Classroom Teachers: 53
Resource Teachers/Specialists: 9

Management: 3
Support Staff: 6
Facility & Office: 4

Total: 79

Student-Teacher Ratio: 12:1

Special Education

2013-2014: 10.5%
2014-2015: 10.0%



Academic Life AT BRONX EXCELLENCE

Active in School & After School Programs:

- Yoga, Crochet, Guitar
- Alvin Ailey Dance Program
- Sports in Middle School - 2014 Charter School Basketball Champs!

Bronx Excellence Programs

STEM & Shakespeare Institute

- Week long college immersion program
- Provides incoming 8th-11th grade scholars/alumni with an intensive college experience
- Free program
- Must apply and be accepted to attend



Summer Bridge Program

- Equips scholars with the tools necessary for success in middle school and prepares them for the rigors of high school
- High school and college campus visits
- Free program during the summer months



Enrichment Programs outside of Bronx Excellence

Our scholars are accepted into some of the most competitive and selective external programs. These programs provide tutoring, middle and high school preparations, high school placement, mentoring, and SAT preparations:

TEAK Fellowship, Breakthrough NY, Fieldston Enrichment Program, Fordham STER, A Better Chance, Khan's Tutorials, DREAM SHSI

Alumni Support

The Hark Society Mentoring Program

- Four-year non-financial commitment that provides alumnus with an ongoing one-on-one relationship with a mentor
- Activities include attending baseball games, ice-skating at Bryant Park, and rock climbing

Alumni attend the following types of schools:

- 31% parochial high schools
- 53% competitive public high schools, including specialized high schools
- 6% day and boarding schools
- 10% charter high schools

Our alumni attend top New York high schools like LaGuardia, Fieldston, Fordham Prep, Bronx Science, & Rudolf Steiner among many others.



2015-2016 Mentor/Mentee Kick-off Event

Scholarships & Financial Aid

2015: Scholars were awarded with a total amount of \$242,400
2016: Scholars were awarded with a total amount of \$165,150

Bronx Excellence Scholarship Program: Students can apply for a high school scholarship through Bronx Excellence, and earn their award through internships and work study programs at Bronx Excellence.

The Passion Project Scholarship: High school scholarship program in partnership with the Hark Society - scholars must apply to be awarded with the Passion Project Scholarship

Our first class of high school graduates, the 2009 cohort, is heading off to college in the fall of 2016! Some of the acceptances include:

UPENN Wharton Business School, Indiana University Kelley School of Business, UNC - Chapel Hill, Tulane University, Iona College, University of New Haven, Fordham University, St. John's University, Seton Hall, Wesleyan, Washington University, SUNY - Albany, and SUNY - Fredonia



Bronx Charter School for Excellence 3, 4, & 5

ব্রক্স চার্টার কমিউনিটি ডিস্ট্রিক্টস 10, 11 ও 12 এর জন্য তিনটি মতুল চার্টার প্রস্তাব



ব্রক্স চার্টার স্কুল ফর এক্সেলেন্স 3, 4 ও 5 এর সম্পর্কে আরো জানুন

একটি প্রমাণিত উপর ভিত্তি করে, জাতীয়ভাবে পরিচিত রু রিবন স্কুল যা শিক্ষার্থীদের কৃতিত্বে উৎসাহদান করতে পারে এবং খুব ভালো ফলাফল করা ছাত্র স্কুল, কলেজগুলিতে আরো বেশি শিক্ষার্থীদের প্রস্তুত করতে পারে এবং ভবিষ্যতের কাজ, ব্রক্স এক্সেলেন্স 3, 4 ও 5 কমিউনিটি পরিবারগুলির জন্য ভালো ফল করা একাডেমিক বিক্রয় প্রদান করবে।

শিক্ষা মডেলের মূল উপাদানসমূহ

- খুব ভালো ফলাফল করা ছাত্র স্কুল, কলেজ ও এবং ভবিষ্যতের কাজগুলিতে স্কলারদের প্রস্তুত করার উপরে উচ্চ শিক্ষা স্ট্যান্ডার্ডগুলি দৃষ্টি নিবদ্ধ রয়েছে
- বর্ধিত স্কুল দিবস
- রত লিবারাল আর্ট এডুকেশন যা সুস্থ ভাবনার দক্ষতাগুলি শেখাতে জোর দেয়।
- ডেটা পরিচালিত নির্দেশনা
- কঠোর পিতামাতার নিযুক্ততা
- কমিউনিটির সাথে খোলা সহযোগ

এখন মতামত জানান

ব্রক্স এক্সেলেন্সের কি রঙিন কমিউনিটি স্কুল ডিস্ট্রিক্ট 10, 11 ও 12 এলাকার পরিবারগুলির জন্য অপর উচ্চ সম্পাদিত শিক্ষা বিক্রয়গুলি প্রদান করা উচিত? ব্রক্স এক্সেলেন্সের চার্টার প্রস্তাব, শিক্ষা কর্মসূচি, এবং BCSE 3, 4 & 5 এর শিক্ষার্থী কর্মসূচিগত প্রয়োজনীয়তার উপরে আপনার অভিমত প্রয়োজন। PMeenaghan@bronxexcellence.org -তে মেল করে আপনার মতামত জানান, অথবা সোশ্যাল মিডিয়াতে আমাদের অভিমত পাঠান।

টুইটর: @BronxExcellence

ইনস্টাগ্রাম: https://instagram.com/Bronx_Excellence

এছাড়াও আমাদের ওয়েবসাইট, www.bronxexcellence.org দেখুন।

কমিউনিটি এনগেজমেন্ট

আমরা বিশ্বাস করি ব্রক্স এক্সেলেন্স 3, 4 ও 5 এর জন্য কমিউনিটির যুক্ত হওয়া খুব জরুরি। আগত কোন কমিউনিটি অনুষ্ঠানের সম্পর্কে জানতে আমাদের ওয়েবসাইট www.bronxexcellence.org পরীক্ষা করুন।

**Bronx Charter School for
Excellence**

1960 Benedict Avenue
Bronx, NY 10462

PMeenaghan@bronxexcellence.org
(718) 828-7301

BRONX CHARTER SCHOOL FOR EXCELLENCE 1 & 2

EXPECTING EXCELLENCE FROM OUR CHILDREN

ব্রক্স চার্টার স্কুল ফর এক্সেলেন্স (ব্রক্স এক্সেলেন্স) নিউ ইয়র্ক সিটির ৫ষ্ঠ সর্বোচ্চ সম্পাদন করা K-8 চার্টার স্কুল। 2012 সালে, সারা দেশের স্কুলগুলির জন্য ইউ.এস ডিপার্টমেন্ট অফ এডুকেশনের সর্বোচ্চ সম্মান -- ব্রক্স এক্সেলেন্স ন্যাশানাল ব্লু রিবন স্কুলের মর্যাদা লাভ করে।

2014 সালে, ব্রক্স এক্সেলেন্স কিন্ডারগার্টেন থেকে গ্রেড 4 -এ তৃতীয় শ্রেণীকক্ষ যুক্ত করে, একটি সম্প্রসারণ প্রকল্প শুরু করেছে। সম্প্রসারণটি 2015 ভেও জারি রয়েছে, স্কুলের ক্ষমতা বাড়িয়ে 775 করতে গ্রেড 5 থেকে 8 পর্যন্ত সম্প্রসারিত করতে একটি তৃতীয় শ্রেণীকক্ষ যুক্ত হয়েছে। এই আসন্ন বসন্তে, এলিমেন্ট্রি স্কুল এবং মিডিল স্কুলকে যুক্ত করে একটি স্বয়ংসম্পূর্ণ ক্যাম্পাস সহ মিডিল স্কুল টাওয়ার গ্রেড 5 থেকে 8 পর্যন্ত খুলবে।

অক্টোবরে, সানি বোর্ড ট্রান্সিজ চার্টার স্কুল কমিটি ব্রক্স চার্টার স্কুল ফর এক্সেলেন্স 2 এর জন্য আবেদন মঞ্জুর করেছে। CSD ব্রক্স সিএডি 11 এর জন্য অপেক্ষমান ভালিকাটিকে অধিকতর হ্রাস করতে স্কুলটি 2016 এর শুরুতে খুলবে। স্কুলটি আমাদের বর্তমান মিডিল স্কুলের স্থানে মরিস পার্কে অবস্থিত হবে এবং 120 জন শিক্ষার্থীকে কিন্ডারগার্টেন থেকে গ্রেড 1 পর্যন্ত পরিষেবা দেবে, এবং প্রাথমিক পাঁচ-বছরের চার্টার সময়কালের মধ্যে গ্রেড 5 এর মধ্যে দিয়ে 360 জন শিক্ষার্থীতে সম্প্রসারিত হবে।



নথীভুক্তি

2015-2016: 762 জন স্কলার
(অপেক্ষা ভালিকায় 3,100+ আবেদনকারী)

2014-2015: 643 জন স্কলার
(122 খালের জন্য 4,300+ আবেদনকারী)

রেসিয়াল/জাতিগত গঠন

2014-2015:

17% এশীয়;

48% কৃষ্ণ বা আফ্রিকান আমেরিকান;

35% হিস্পানিক বা ল্যাটিন

2015-2016:

22% এশীয়;

44% কৃষ্ণ বা আফ্রিকান আমেরিকান;

34% হিস্পানিক বা ল্যাটিন

দৈনিক উপস্থিতি

2013-2014: 97.4%

2014-2015: 97.4%

সেপ্টেম্বর 2015: 97.9%

বিনামূল্য/কম মূল্যের মধ্যাহ্ন ভোজন:

2013-2014: 76%

2014-2015: 76.4%

(402 বিনামূল্যে, 89 কম মূল্যে)

ইংরাজি ভাষা শিক্ষার্থী (ELL)

2013-2014: 7%

2014-2015: 6% (মোট: 37 জন স্কলার)

প্রদান করা ইংরাজি দ্বারা অন্যান্য ভাষাগুলি সংখ্যা: 15

বিশেষ শিক্ষা

2013-2014: 10.5%

2014-2015: 10.0%



একাডেমিক জীবন

BRONX EXCELLENCE

ব্রক্স এক্সেলেন্স প্রোগ্রাম

স্কুল কার্যক্রমের পরে চালু:
যোগাযোগ, ক্রোশেই, গিটার, আলভিন অ্যাঙ্গেল নৃত্য কর্মসূচি,
মিডিল স্কুল স্পোর্টস - 2014 চার্টার স্কুল বাস্কেটবল চ্যাম্পিয়ানশিপ।



S.T.E.M. গ্যাপ সেক্সপিয়াল ইনসিটিউট

- সমগ্র ব্যাপক কলেজ নির্মাণ কর্মসূচি
- নির্দিষ্ট কলেজ অধিভুক্তি সহ আগন্ত 8th-11th গ্রেড স্কলারশিপ/অ্যালাইন প্রদান করে
- বিনামূল্যে কর্মসূচি
- আবেদন করা এবং উপস্থিত হতে সম্মত হওয়া আবশ্যিক

দ্য সানার গ্রিন্স কর্মসূচি

- মিডিল স্কুলে মাধ্যমের জন্য প্রযোজনীয় সরঞ্জামের সাথে স্কলারশিপের সম্বন্ধ করে এবং তাদের হাই স্কুলের কঠিনতার জন্য প্রস্তুত করে
- হাই স্কুল এবং কলেজের ক্যাম্পাস পরিদর্শন
- গ্রীষ্মের মাসগুলিতে বিনামূল্যে কর্মসূচি



ব্রক্স এক্সেলেন্সের বাইরে সমৃদ্ধশালী করার কর্মসূচি

আমাদের স্কলাররা সবচেয়ে প্রতিযোগিতামূলক এবং বাধ্য করা বহিরাগত কর্মসূচিগুলির কিছু গ্রহণ করেছে। এইসকল কর্মসূচিগুলি পড়ানো মিডিল ও হাই স্কুলের প্রস্তুতি, হাই স্কুলে স্থান লাভ, পরামর্শদান, এবং স্যাট এর প্রস্তুতি প্রদান করে।

TEAK Fellowship, Breakthrough NY, Fieldston Enrichment Program, Fordham STEP, A Better Chance, Khan's Tutoring, DREAM SHSI

এলামনাই

দ্য হার্ব সোসাইটি মেন্টরিং প্রোগ্রাম

- চার বছরের অ-আর্থিক অগ্রীকার বা প্রাক্তনীনের একজন পরামর্শদাতার সাথে একটি চলমান একজন সাথে একজনের সম্পর্ক স্থাপনা করে
- বিপন্ন পরামর্শদাতা এবং পরামর্শদাত্রী কার্যকলাপের মধ্যে রয়েছে বেসবস গেমস, ব্রাসপট পার্কে আইস-স্কেটিং, এবং পর্বতারোহণ।



2015-2016 দ্য হার্ব সোসাইটি মেন্টরিং প্রোগ্রাম

প্রাক্তনীরা নিয়মিত ধরনের স্কুলগুলিতে যোগদান করে:

- 31% বাজকগারীসংক্রান্ত হাই স্কুল
- বিশেষ উচ্চ বিদ্যালয় সহ, 53% প্রতিযোগিতামূলক পাবলিক উচ্চ বিদ্যালয়
- 6% ডে এবং বোর্ডিং স্কুল
- 10% চার্টার হাই স্কুল

আমাদের প্রাক্তনীরা সেরা মিউ ইয়র্ক হাই স্কুলগুলিতে যোগদান করে।

LaGuardia, Fieldston, Fordham Prep, Bronx Science, Rudolf Steiner

বৃত্তি এবং আর্থিক সহায়তা:

2015: স্কলারদের প্রদান করা মোট রপি \$242,400

2016: স্কলারদের প্রদান করা মোট রপি \$165,150

ব্রক্স এক্সেলেন্স স্কলারশিপ প্রোগ্রাম: শিক্ষার্থীরা ব্রক্স এক্সেলেন্স এর মাধ্যমে একটি বৃত্তির জন্য আবেদন করতে পারে, এবং ব্রক্স এক্সেলেন্স ইন্টারশিপ এবং ওয়ার্ক স্টাডি কর্মসূচির মাধ্যমে তাদের পুরস্কার অর্জন করতে পারে।

গ্যাপন প্রজেক্ট স্কলারশিপ: দ্য হার্ব সোসাইটি এর মাধ্যমে বৌধ উত্তরে হাই স্কুল স্কলারশিপ প্রোগ্রাম। স্কলারদের গ্যাপন প্রজেক্ট স্কলারশিপে পুরস্কৃত হতে আবেদন করা আবশ্যিক।

2009 কোহর্টের জন্য কলেজের স্বীকৃতি

UPENN Wharton Business School, Indiana University Kelley School of Business, UNC - Chapel Hill, Tulane University, Iona College, University of New Haven, Fordham University, St. John's University, Seton Hall, Wesleyan, Washington University, SUNY - Albany, and SUNY - Fredonia



Bronx Charter School for Excellence 3, 4, & 5

Tres nuevas propuestas de escuelas independientes para los distritos
comunitarios 10, 11 y 12 del Bronx



Conozca más sobre Bronx Excellence 3, 4 y 5

Con base en un modelo probado y con reconocimiento nacional de Escuela de Listón Azul que puede impulsar los logros de los alumnos y preparar a más alumnos para preparatorias de alto desempeño y para las universidades y los trabajos del mañana, Bronx Excellence 3, 4 y 5 ofrecerían otra opción académica de alto desempeño para las familias de la comunidad.

Elementos clave del modelo educativo

- Altos estándares académicos enfocados en preparar a los alumnos para las preparatorias de alto desempeño y las universidades y empleos del futuro
- Horario escolar ampliado
- Educación extensa en artes liberales que enfatiza la enseñanza de habilidades de pensamiento crítico
- Instrucción impulsada por datos
- Riguroso involucramiento de los padres
- Colaboración abierta con la comunidad

Opine ahora

¿Debería Bronx Excellence ofrecer otras **opciones académicas de alto desempeño** para familias locales de los distritos escolares 10, 11 y 12 de la comunidad del Bronx? Bronx Excellence necesita su retroalimentación sobre la propuesta de escuelas independientes, el programa educativo y las necesidades académicas de BCSE 3, 4 y 5. Envíenos sus comentarios en un mensaje a **PMeenaghan@bronxexcellence.org** o deje sus opiniones en redes sociales:

Twitter: @BronxExcellence

Instagram: https://instagram.com/Bronx_Excellence

Visite también nuestro sitio web, **www.bronxexcellence.org**.

Participación de la comunidad

Creemos que la participación de la comunidad es vital para las propuestas de escuelas independientes Bronx Excellence 3, 4 y 5. Visite nuestro sitio web, **www.bronxexcellence.org**, para enterarse de los eventos comunitarios próximos.



**Bronx Charter School for
Excellence**

1960 Benedict Avenue
Bronx, NY 10462

PMeenaghan@bronxexcellence.org
(718) 828-7301



BRONX CHARTER SCHOOL FOR EXCELLENCE 1 & 2

EXPECTING EXCELLENCE FROM OUR CHILDREN

Bronx Charter School for Excellence (Bronx Excellence) es la 6a. escuela independiente K-8 con mejor desempeño en el Estado de Nueva York. En 2012, Bronx Excellence obtuvo reconocimiento como Escuela Nacional de Listón Azul - el máximo honor que otorga el Departamento de Educación de Estados Unidos a las escuelas de todo el país.

En 2014, Bronx Excellence comenzó un proyecto de expansión, añadiendo una tercera aula a sus grados, desde el jardín de niños hasta el 4o. grado. La expansión continuó en el otoño de 2015, cuando se añadió una tercera aula a los grados 5o. a 8o., aumentando la capacidad de la escuela a 775 alumnos. Esta primavera próxima, la torre de la escuela secundaria se abrirá para los grados 5o. a 8o., uniendo a la escuela primaria y la secundaria en un solo campus con tecnología de vanguardia.

En octubre, el Comité de Escuelas Independientes de la Junta de Fideicomisarios de SUNY aprobó la solicitud de la Bronx Charter School for Excellence 2. La escuela abrirá en otoño de 2016, ¡con lo que la lista de espera para la Bronx CSD 11 será aún más corta! La escuela se ubicará en Morris Park en el espacio de nuestra actual escuela secundaria y dará servicio a 120 alumnos desde jardín de niños hasta 1er. grado, y crecerá hasta 360 alumnos hasta 5o. grado durante su periodo inicial de cinco años.



Inscripciones

2015-2016: 762 alumnos
mas de 3,100 solicitantes en la lista
de espera

2014-2015: 643 alumnos
mas de 4,300 solicitantes para
122 espacios

Alumnos de Idioma Inglés (por sus siglas en Inglés, "ELL")

2013-2014: 7%
2014-2015: 6%
Total: 37 alumnos

Número de idiomas distintos al
Inglés representados: 15

Composición racial/étnica

2014-2015:
17% asiática
48% negra o
afroamericana
35% hispana o latina

2015-2016:
22% asiática
44% negra o
afroamericana
34% hispana o latina

Asistencia diaria

2013-2014: 97.4%
2014-2015: 97.4%

Septiembre de 2015: 97.9%

Almuerzos gratuitos o con descuento:

2013-2014: 76%
2014-2015: 76.4%
(402 gratuitos, 89 con des-
cuento)

Numero de empleado

Administración: 4
Maestros: 53
Maestros de recursos/
especialistas: 9

Gestión: 3
Personal de apoyo: 6
Instalaciones y oficina: 4

Total: 79

Educación especial

2013-2014: 10.5%
2014-2015: 10.0%

Estudiante-Maestro
Proporción: 12:1



Vida Académica

EN BRONX EXCELLENCE

Programas activos extraescolares:

- Yoga, tejido con gancho, guitarra
- Programa de baile Alvin Ailey
- Deportes en escuela secundaria - ¡campeones de baloncesto entre escuelas independientes 2014!

Programas de Bronx Excellence

STEM y Shakespeare Institute

- Programa de inmersión por una semana para la universidad
- Ofrece a los alumnos entrantes de 8o. a 11o. grados una experiencia universitaria intensiva
- Programa gratuito
- Debe presentar solicitud y ser aceptado para asistir



El Programa Summer Bridge

- Equipa a los alumnos con las herramientas necesarias para el éxito en la escuela secundaria y los prepara para los rigores de la preparatoria
 - Visitas a preparatorias y campus universitarios
- Programa gratuito durante los meses de verano

Programas de enriquecimiento fuera de Bronx Excellence

Nuestros alumnos son aceptados en algunos de los programas externos más competitivos y selectivos. Estos programas ofrecen tutoría, preparación para la secundaria y la preparatoria, colocación en preparatorias, mentores y preparación para el SAT.

TEAK Fellowship, Breakthrough NY, Fieldston Enrichment Program, Fordham STEP, A Better Chance, Khan's Tutorials, DREAM SHSI



Los Alumnos

El Programa de Mentores de Hark Society

- Compromiso no financiero a cuatro años que proporciona a los alumnos una relación continua y personalizada con un mentor.
- Las actividades previas entre mentores y protegidos incluyen la asistencia a partidos de béisbol, patinaje sobre hielo en Bryant Park y escalar rocas.



2015-2016 El Programa de Mentores de Hark Society

Nuestros ex alumnos asisten a los siguientes tipos de escuelas:

- 31% a escuelas parroquiales
- 53% a preparatorias públicas competitivas, incluyendo preparatorias especializadas
- 8% a escuelas de tiempo completo e internados
- 10% a preparatorias independientes

¡Nuestros ex alumnos asisten a las MEJORES preparatorias de Nueva York! LaGuardia, Fieldston, Fordham Prep, Bronx Science, Rudolf Steiner y otras.

Becas y ayuda financiera

2015: se otorgó un total de \$242,400 a los alumnos
2016: se otorgó un total de \$165,150 a los alumnos

Programa de Becas de Bronx Excellence: Los alumnos pueden solicitar una beca a través de Bronx Excellence, y ganarse la cantidad otorgada por medio de pasantías y programas de trabajo-estudio en Bronx Excellence.

Beca Passion Project: Programa de beca para preparatoria en colaboración con The Hark Society. Los alumnos deben presentar una solicitud para obtener la Beca Passion Project.

Grupo de aceptación a la universidad para 2009:

UPENN Wharton Business School, Indiana University Kelley School of Business, UNC - Chapel Hill, Tulane University, Iona College, University of New Haven, Fordham University, St. John's University, Seton Hall, Wesleyan, Washington University, SUNY - Albany, and SUNY - Fredonia

BRONX/RIVERDALE

March 20

FRE

Family

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MEDIA ASSOCIATION
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Award Winner**
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Competition



WHERE WILL YOUR CHILD GO TO SCHOOL?

Consider Bronx Charter School for Excellence 3, 4, & 5

The **Bronx Charter School for Excellence (Bronx Excellence)** is proposing three new charter schools in the Bronx community school districts 10, 11, and 12. If approved, Bronx Excellence 3, Bronx Excellence 4, and Bronx Excellence 5 would open in the fall of 2017, 2018, and 2019, respectively. Each school will begin enrollment with kindergarten and first grade, growing one grade each subsequent year.

It's never too early to start thinking about your child's education.

**If you have a child turning 4, 3, or 2 years old in 2016,
your child will be eligible for kindergarten at BCSE 3, 4, or 5.**

Join us for a community chat to learn more:

Receive an email notification with the dates & locations of our upcoming community chats by sending your name and email address to jshipley@bronxexcellence.org

DEMAND

Signatures

1. Name: Nikki mitchell on 2016-02-12 22:10:13
Comments:

2. Name: DESIREE on 2016-02-12 22:45:44
Comments:

3. Name: Dawn Dean on 2016-02-13 02:09:05
Comments:

4. Name: Andrea Fleming on 2016-02-13 03:18:09
Comments:

5. Name: Melissa Ramos-Navarro on 2016-02-13 23:26:40
Comments:

6. Name: Melissa Martinez on 2016-02-15 13:48:16
Comments: Please support BSCE and open up more much needed charter schools for our children so that each child has access to great schools.

7. Name: Freddie Mulero on 2016-02-15 18:18:56
Comments: This is a much needed academic improvement for the community and the The Bronx.

8. Name: Nilda mulero on 2016-02-15 19:14:43
Comments: Excellent schools open a path for excellent future

9. Name: Betty Bonet on 2016-02-17 17:27:37
Comments:

10. Name: Erlene Ramirez on 2016-02-17 18:05:45
Comments:

11. Name: Farida Yahia on 2016-02-17 18:17:37
Comments: We truly hope that this petition for additional schools pass, so that other families like us, will also get the chance to see their children flourish even more.

12. Name: Joan Boh on 2016-02-17 18:17:50
Comments:

13. Name: Tabitha Sierra on 2016-02-17 18:52:59
Comments:

-
14. Name: Phebe Attobrah on 2016-02-17 19:34:29
Comments:
-
15. Name: Marcia Davis on 2016-02-17 19:45:59
Comments:
-
16. Name: Erica DeJesus-Caban on 2016-02-17 19:50:13
Comments:
-
17. Name: Abdulahad Chowdhury on 2016-02-17 20:11:23
Comments: This is the road to see our community is shining over.
-
18. Name: selassie on 2016-02-17 20:31:37
Comments:
-
19. Name: Danielle Moten on 2016-02-17 21:58:49
Comments:
-
20. Name: Gregory Rodriguez-Appeldorn on 2016-02-17 22:44:42
Comments:
-
21. Name: Lena dallas on 2016-02-17 23:45:49
Comments:
-
22. Name: Nadia Estevez on 2016-02-18 01:21:39
Comments:
-
23. Name: Lynette collazo on 2016-02-18 01:33:56
Comments:
-
24. Name: Jana Stewart on 2016-02-18 02:25:08
Comments: More students deserve the opportunity to receive such an excellent education.
-
25. Name: Diana Nelson on 2016-02-18 06:21:40
Comments:
-
26. Name: Mario Jimenez on 2016-02-18 16:45:42
Comments: Great school that would definitely needs to reach more kids !!
-
27. Name: Saleh Uddin on 2016-02-18 18:41:01

Comments: As a parent, following is our proposal to open more charter schools:

Bronx Charter School for Excellence 3 (BCSE 3) in the fall of 2017, Bronx Charter School for Excellence 4 (BCSE 4) in the fall of 2018, and Bronx Charter School for Excellence 5 (BCSE 5) in the fall of 2019.

-
28. Name: Jendy Mateo on 2016-02-18 19:39:37
Comments: Im a parent of two kids. We do need more charter schools in District 11.
-
29. Name: Mofiqul on 2016-02-18 21:06:40
Comments: Great schools provide academic strength and support.
-
30. Name: Yasmin Rodriguez on 2016-02-22 12:09:51
Comments: I love BCSE
-
31. Name: Nigar Choudhury on 2016-02-23 03:59:06
Comments: Welcome and congratulation for opening 3 more schools.
-
32. Name: Kristine Rivera on 2016-02-23 14:45:11
Comments: Bronx children deserve a excellent schools!
-
33. Name: shaorn singh on 2016-02-23 21:22:01
Comments:
-
34. Name: Greg Dean on 2016-02-24 01:35:08
Comments:
-
35. Name: Lincoln Harper on 2016-02-24 05:06:08
Comments: Let's do it BCSE!!!
-
36. Name: Judith Sanjurjo on 2016-02-24 09:49:17
Comments: Both my daughters are excelling @BCSE, THE SCHOOL CHALLENGES THEM, and they are making strides for a bright future. Thank you BCSE.
-
37. Name: delilah colon on 2016-02-24 13:56:56
Comments:
-
38. Name: Jessica Mendez on 2016-02-24 15:04:53
Comments:
-
39. Name: Triniece Garvin on 2016-02-24 15:05:36
Comments:
-

40. Name: Daina Flowers on 2016-02-24 17:00:30
Comments:
-
41. Name: jennelle lowe on 2016-02-24 17:51:14
Comments:
-
42. Name: Noverlyn Leslie on 2016-02-24 20:27:29
Comments:
-
43. Name: LaToya Laury on 2016-02-25 17:18:52
Comments:
-
44. Name: JoyAnn Jordan on 2016-02-25 17:42:42
Comments:
-
45. Name: Aleisha Rodriguez on 2016-02-25 18:38:03
Comments:
-
46. Name: Linda Haas on 2016-02-25 18:40:55
Comments:
-
47. Name: Nicole Vincenty on 2016-02-25 18:41:40
Comments:
-
48. Name: Bill Haas on 2016-02-25 18:42:05
Comments:
-
49. Name: Richie Haas on 2016-02-25 18:43:39
Comments:
-
50. Name: christa leighton on 2016-02-25 18:43:47
Comments:
-
51. Name: adije marshall on 2016-02-25 18:50:48
Comments:
-
52. Name: Lynette Parker on 2016-02-25 20:10:58
Comments:
-
53. Name: Barry Cleckley on 2016-02-25 20:20:18
Comments:
-

54.	Name: Chris Brignola	on 2016-02-26 00:08:30	Comments:
55.	Name: Jeanette Rios	on 2016-02-26 00:57:33	Comments:
56.	Name: D Sebastiano	on 2016-02-26 01:30:00	Comments:
57.	Name: Charmaine Boothe	on 2016-02-26 02:12:58	Comments:
58.	Name: Jamie Beltran	on 2016-02-26 02:28:06	Comments:
59.	Name: Julissa Gaddis	on 2016-02-26 02:28:19	Comments: The children are our future.
60.	Name: Anthony Powell	on 2016-02-26 02:29:51	Comments: Great school, dedicated teachers, and an outstanding principal! I absolutely love it at BCSE! Thank you for the support and consistency!!
61.	Name: ahmed chowdhury	on 2016-02-26 02:43:31	Comments: we want more !
62.	Name: Delilah Alonzo	on 2016-02-26 02:43:58	Comments:
63.	Name: Kelly Pirnie	on 2016-02-26 02:48:25	Comments: Please don't close the schools. Thank you!!
64.	Name: Yvette Venero	on 2016-02-26 02:49:47	Comments:
65.	Name: Barbara Velez	on 2016-02-26 02:53:03	Comments:
66.	Name: Rebeca diaz	on 2016-02-26 02:59:48	Comments:
67.	Name: Maegan Quinones	on 2016-02-26 03:02:34	Comments:

-
68. Name: Steve on 2016-02-26 03:16:19
Comments:
-
69. Name: Natalie McFarland-Dixon on 2016-02-26 03:24:40
Comments:
-
70. Name: Abigail De La Rosa on 2016-02-26 03:24:43
Comments:
-
71. Name: Sandra on 2016-02-26 04:09:48
Comments:
-
72. Name: latia diaz on 2016-02-26 06:00:37
Comments: Ziocode 10467
-
73. Name: Anthony J Powell on 2016-02-26 06:50:03
Comments:
-
74. Name: Tiffany Rivera on 2016-02-26 16:30:16
Comments:
-
75. Name: Jennifer Arena on 2016-02-26 19:34:32
Comments: I support the proposal, we need more charter schools in districts 10, 11, and 12!!
-
76. Name: Mia Mia on 2016-02-26 22:51:53
Comments:
-
77. Name: Nicole Adams on 2016-02-27 00:48:42
Comments: Please open Bronx School of Excellence in District 12....we have been forgotten.
-
78. Name: P Humes on 2016-02-27 01:24:18
Comments: Our children deserve good schools.
-
79. Name: Millicent Spence on 2016-02-27 08:31:56
Comments: We need many charter schools like this in our community to providing a better education for our children
-
80. Name: Stephanie Salgado on 2016-02-27 16:16:31
Comments:

-
81. Name: Cederia Perkins on 2016-02-27 22:22:13
Comments: I could not have picked a better school for my children to attend
-
82. Name: latisha ingram on 2016-02-28 04:32:42
Comments:
-
83. Name: Kendrea Ciscart on 2016-02-28 22:06:54
Comments: BCSE is a great school! My son attended this school for eight years and I am grateful for the experience.
-
84. Name: christina cruz on 2016-02-29 13:19:16
Comments:
-
85. Name: Chrystal Joseph on 2016-02-29 16:04:08
Comments:
-
86. Name: Velma Rosario on 2016-02-29 19:33:55
Comments: More schools like this is what is desperately needed in our community.
-
87. Name: Karen Gotay Santana on 2016-02-29 23:23:11
Comments:
-
88. Name: Gervasia Payano on 2016-03-01 02:28:35
Comments:
-
89. Name: Ana Lucero on 2016-03-01 03:25:03
Comments: 10452
-
90. Name: Kayon Moodie on 2016-03-02 18:13:39
Comments:
-
91. Name: Maryann Iuso on 2016-03-03 12:25:47
Comments: 10461
-
92. Name: Charmel Mcfarlane on 2016-03-04 20:29:13
Comments:
-
93. Name: Sherese campbell on 2016-03-10 15:41:29
Comments:
-
94. Name: Arlene Collman-Pierre on 2016-03-10 23:45:05

Comments:

95. Name: Redy Skepple on 2016-03-12 08:27:03
Comments:

96. Name: Drew Mceachin on 2016-03-13 12:51:37
Comments: Zip: 10469

Pleased to sign in support of more Excellence for the Bronx!

97. Name: Joyce Rich on 2016-03-14 19:16:52
Comments:

98. Name: Natasha Bascoe on 2016-03-17 20:20:02
Comments:

444

NY

Petition for BCSE 3,4,5 in CSD 10,11,12

12 no kids DATE 2/25/2016
 1st did ones + 1 w did = 13
 w no kids
 or didn't specify

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Dimitris Great	Dimitris Great	[REDACTED]	9-11	4yo	Y
Mauri Glen	Mauri Glen	[REDACTED]	11	5	Y
Chanda Strauder	Chanda Strauder	[REDACTED]	10	3 1/2	Yes
Lauren Best	Lauren Best	[REDACTED]	11	3	Yes
Deborah M. Hand	Deborah M. Hand	[REDACTED]	11	3 1/2	
Lenis Nunez	Lenis Nunez	[REDACTED]	11	3	Yes
Angelique Ngo	Angelique Ngo	[REDACTED]	10	4	Yes
BEATRIZ ROSARIO	BEATRIZ ROSARIO	[REDACTED]	11		
Moderne Torres	Moderne Torres	[REDACTED]	11	4	Yes

We appreciate your interest in enrolling your child(ren) at one of our schools. Please note that a signature on this page does not supplant the application and lottery process required for enrollment pursuant to New York State charter law. It also does not guarantee a seat for your child(ren).

= Entered by BCSE
 10:25 11:16 12:00 2:10

DATE: 2/25/2016

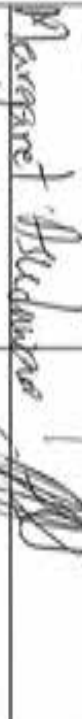
Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Shayana Hollis	Shayana Hollis	[REDACTED]	10	3	Y
Lillian Montoya	Lillian Montoya		11	3	Y
Tashara McLean	Tashara McLean		12	3	Y
Tiera Sorlin	Tiera Sorlin		11	5	Y
Haareem Harrison	Haareem Harrison		11	3, 6	Y
Mylin Shay	Mylin Shay		11	2, 6	Y
Quanda Beale	Quanda Beale		11	3	Y
Maria Hunter	Maria Hunter		11	5	Y
Theron Ray	Theron Ray		11	5	Y
Trace Freeman	Trace Freeman		11	3, 8, 11	Y
Rasha Jones	Rasha Jones	[REDACTED]	11	4	Y
Theresa Campbell	Theresa Campbell		11	1 1/2	Y
Diana Quirpi	Diana Quirpi		11	3, 9	Y
Tyrene Boone	Tyrene Boone		11	4	Y
Josie Evans	Josie Evans		11	3	Y

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10.31 11.18 12.11

2:21

DATE: 2/25/2016

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Doras Muech Dymowski			11	3 1/2, 2 1/2, 2	Yes ✓
Wena Smith of Dore			11	18 mos	Yes ✓
Margaret Hudson			11	3 & 4	Yes ✓
Ad's D's			0 - 3 1/2		Yes ✓

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12:30 11:21 12:11 2:31

DATE: 2/19/10

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Nem Valer	Nem Valer	[REDACTED]	11	7 ³ / ₁₀	Y
Jessica Clark	Jessica Clark		12	1	Y
Leo Fleming	Leo Fleming		12	3, 5, 8	Y
SPRUELL GARY	SPRUELL GARY		12	4	Y
Dwight Henry	Dwight Henry		12	2	Y
S. Council	S. Council		11	1	Y
Sheryl Jones	Sheryl Jones		11	3 ³ / ₈	Y
T. Flory	T. Flory		11	8	Y
Tosmin Hair	Tosmin Hair		12	8 months	Y
Cassandra Watson	Cassandra Watson		12	14 months	Y
Tameen Geaus	Tameen Geaus	[REDACTED]	12	2 yrs	Y
Alexandra Nestor	Alexandra Nestor		11	3 & 8 months	Y

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10:24 11:26 12:06 2:31

Petition for BCSE 3,4,5 in CSD 10,11,12

DATE 2/1 February 2012

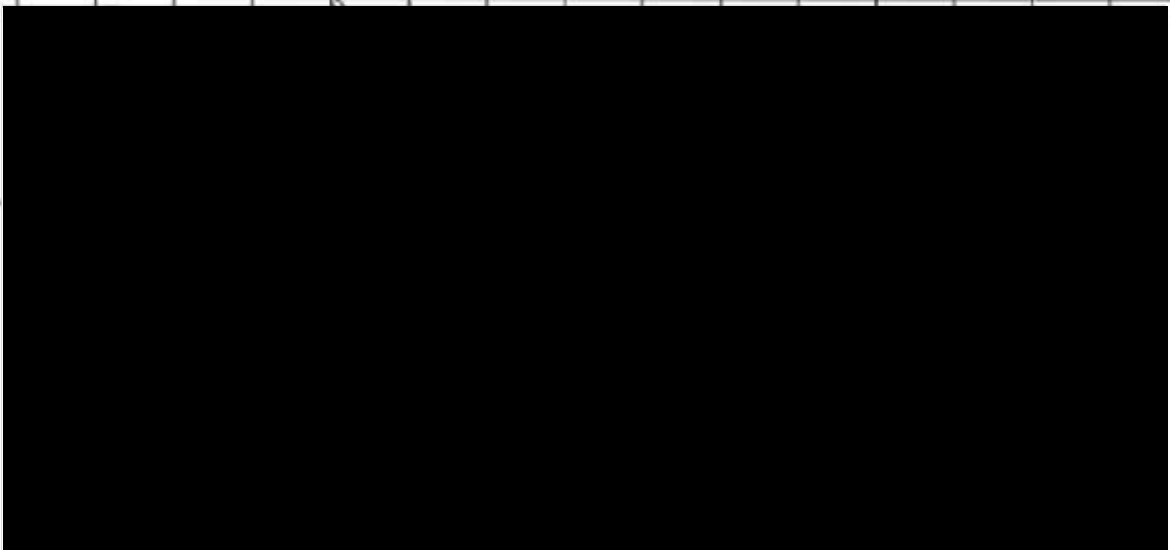
Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Brian Standish	<i>Brian Standish</i>	[REDACTED]			
Angela Standish	<i>Angela Standish</i>	[REDACTED]			
Erinnee Tate	<i>Erinnee Tate</i>	[REDACTED]	10	3	Y
Ashley Rodriguez	<i>Ashley Rodriguez</i>	[REDACTED]	0	3	Y
Russell Castillo	<i>Russell Castillo</i>	[REDACTED]	0	4	Y
Fredrick Alei		[REDACTED]	0	2	H/A
Darien Reed	<i>Darien Reed</i>	[REDACTED]			
Susan Fontaine	<i>Susan Fontaine</i>	[REDACTED]	0	4	
Caroline R. May	<i>Caroline R. May</i>	[REDACTED]	0	4	Y
Marilyn Heschel	<i>Marilyn Heschel</i>	[REDACTED]	0	7-9	Y

We appreciate your interest in enrolling your child(ren) at one of our schools. Please note that a signature on this page does not supplant the application and lottery process required for enrollment pursuant to New York State charter law. It also does not guarantee a seat for your child(ren).

9
10:41
11:30
12:00
2:12
81

DATE: _____

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Melania Fernandez	Melania Fernandez		04		Y
Tatiana Lopez	Tatiana Lopez		09		Y
Kristal Bolton	Kristal Bolton		01		Y
Juan Carlos Hector	Juan Carlos Hector		01		Y
Charlene Hector	Charlene Hector		01		Y
Colleen Williams	Colleen Williams		20	3-4	Y
Janet Woods	Janet Woods				
Donna Hayes	Donna Hayes				
Donna Alvarez	Donna Alvarez		10	2	Y
Samantha Rodriguez	Samantha Rodriguez		04	3	Y
Maura Hernandez	Maura Hernandez		01	4	Y
Yelina	Yelina				
Eloisa Pardo	Eloisa Pardo		01	4	Y
Thelma Bado	Thelma Bado		01	5, 3, 3	Y
Marcos V.	Marcos V.		01	7, 5, 3	Y

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10:7 ✓ 11:26 ✓ 12:01 ✓ 2:24 ✓ 11:00

DATE: _____

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Ashley Salinas	<i>Ashley Salinas</i>			14, 8	Y
Diego Castro	<i>Diego Castro</i>				
Monica Caido	<i>Monica Caido</i>			4	Y

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FNU

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10-7-11:26 12:8 3: 27

(18)

Petition for BCSE 3,4,5 in CSD 10,11,12

DATE 2/26/16

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
RAHIMA SAYEED	Rahima Sayeed	[Redacted Address]	11	3 yrs 10 mos	Yes
~~RAHIMA SAYEED~~	~~Rahima Sayeed~~		11	3 yrs 10 mos	Yes
Deborah Williams	Deborah Williams		12	22 months	Yes
Joyce Williams	Joyce Williams		12	7, 10, 11	Yes
Victoria Givens	Victoria Givens		11	7	Yes
Diane Brown	Diane Brown		12	12 yrs / 10 yrs	Yes
Amelia Jacobs	Amelia Jacobs		12	3-10 yrs	Yes
Sarah Francis	Sarah Francis		12	1-7 yrs	Yes
Verna White	Verna White		12	5 yrs	Yes
Rosea Adams	Rosea Adams		12	10-17	Yes

We appreciate your interest in enrolling your child(ren) at one of our schools. Please note that a signature on this page does not supplant the application and lottery process required for enrollment pursuant to New York State charter law. It also does not guarantee a seat for your child(ren).

201 107/ 1128/ 12-14 3:29

DATE: _____

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Deisi Rios Santos Olney Rio Santos	<i>[Signature]</i>		12	6 & 9	Y
INGRID	<i>[Signature]</i>		12	8, 3, 2	Y
Fer Medina	<i>[Signature]</i>		12	6, 4	Y
Alba Mejia	<i>[Signature]</i>		12	3, 10	Y
Nick Zein Kisek Zein	<i>[Signature]</i>		12	6, 8	Y
Naura Reiz J. Perez	<i>[Signature]</i>		12	10, 16, 3, 4, 5	Y
Silvestre Antonio SANCHEZ	<i>[Signature]</i>		12	6 & 16	Y
Christophen Chumbupan	<i>[Signature]</i>		12	6	Y
Tomasz Rydz Lecunars	<i>[Signature]</i>		12	5, 9, 14	Y
Patricia Turner-Lipkowitz	<i>[Signature]</i>		12	16, 12	Y
Alicia	<i>[Signature]</i>		12	10-20 years ^(2 children)	Y
Jose Domestice	<i>[Signature]</i>		12	2 years	Y
Ron Quijano	<i>[Signature]</i>		12	9 years	Y
Semir Sultan	<i>[Signature]</i>		11	8 and 13 y.	Y
A. Luis	<i>[Signature]</i>		11	6, 7, 9	Y

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10-7-11:30 PM 12:21 3:29

Petition for BCSE 3,4,5 in CSD 10,11,12

DATE: 2/17/16

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Yvonne Adams	[Signature]	[Redacted]	12	2	Y
SUGANA	[Signature]	[Redacted]	12	3	Y
Wynona Dyer	[Signature]	[Redacted]	12	1	Y
Alphonse	[Signature]	[Redacted]	12	8, 4	Y
Yolene Torres	[Signature]	[Redacted]	11	4	Y
Atiya King	[Signature]	[Redacted]	11	2/8	Y
maria	[Signature]	[Redacted]	12	2/2	Y
Jessica Torres	[Signature]	[Redacted]	9-8, 4	4	Y
GUDA BOATENG-NATEH	[Signature]	[Redacted]	12	4	Y
Monne Robinson	[Signature]	[Redacted]	11	4	Y
Nicole Stodum	[Signature]	[Redacted]	11	17mo	Y

We appreciate your interest in enrolling your child(ren) at one of our schools. It also does not guarantee a seat for your child(ren) and lottery process required for enrollment pursuant to New York State charter law.

This page does not supplant the application

NY 10:7 11:34 12:33 3:30

Petition for BCSE 3,4,5 in CSD 10,11,12

We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.

We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

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22 108' 11:24' 12:35' 2-31 ✓

[illegible]

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7th 10.8 11:37 12:33 2:35

Petition for BCSE 3,4,5 in CSD 10,11,12

DATE 2/19/16

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
~~John Doe~~	~~[Signature]~~	~~[Address]~~	~~11~~	~~1, 6, 15~~	~~Y~~
Martha Cruz	[Signature]	[Redacted]	11	2	Y
Domice Lopez	[Signature]	[Redacted]	12	8	Y
John Doe	[Signature]	[Redacted]	11	3	Y
Mina Lopez	[Signature]	[Redacted]	11	3, 15	Y
Matthias	[Signature]	[Redacted]	08	2, 4	Y
B. Rodriguez	[Signature]	[Redacted]	12	4	Y
Thomas S. L.	[Signature]	[Redacted]	11	2	Y
Edie Leonard	[Signature]	[Redacted]	12	1	Y
Jaime Dublin	[Signature]	[Redacted]	12	5	Y
Raula Sibi	[Signature]	[Redacted]	11	1	Y

We appreciate your interest in enrolling your child(ren) at one of our schools. Please note that a signature on this page does not supplant the application and lottery process required for enrollment pursuant to New York State charter law. It also does not guarantee a seat for your child(ren).

10:21 11:43 12:37 7:36

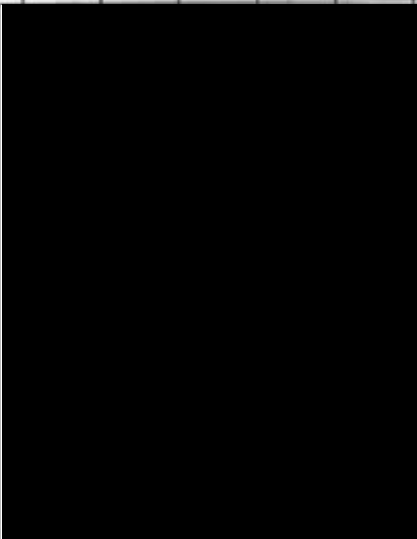
Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

3/10/16

5

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Mary Brown	<i>M. Brown</i>		12	3, 5	Y
Rivera Harry	<i>Harry Rivera</i>		10	4	Y
Klen Melloe	<i>Klen Melloe</i>		8	4	X
Linda Smith	<i>Linda Smith</i>		12	4, 10	Y
Kim Brown OK Bar	<i>Kim Brown</i>		12	4	Y

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7

Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

3/10/2016

(Signature)

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Desonia Couvare	Desonia Couvare	[Redacted]	12	4	Yes
Magda Bates	Magda Bates	[Redacted]	8	4	Yes
Rafaela Dom	Rafaela Dom	[Redacted]	12	4	Yes
Shamara Webb	Shamara Webb	[Redacted]	12	10	Yes
Ms. Limes	Ms. Limes	[Redacted]	11	6 and 12	Yes
Rosalya Paz	Rosalya Paz	[Redacted]	12	5 and 16	Yes
Debra Nicastro	Debra Nicastro	[Redacted]	12	5	Yes
Cesar Chavez	Cesar Chavez	[Redacted]	12	4	Yes
Shaniqua Lemay	Shaniqua Lemay	[Redacted]	12	4, 7, 9	Yes
Estela	Estela	[Redacted]	12	2 años 5 años	Yes

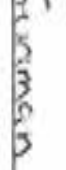
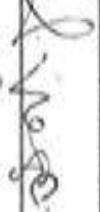
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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE 3/10/16


(11)

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Yuneli			12	4	
Kyrese Lopez			8	4	Y
Rayelle			12	5	Y
Magdalena			8	4	Y
Bryan White			12	4	Y
Alma Vega			12	4	Y
Dommy D. N. B.			12	5	Y
Debra Nicese			12	5	Y
Rosalyn Boz			12	5	Y
Delina Pousen			11	4	Y
Flora Petersen			12	5	Y

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Rm 9.

DATE: 3/3/16

Petition for BCSE 3,4,5 in CSD 10,11,12

(7)

Petition summary and background	We are seeking to expand school choice in community school districts 10,11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Rosely Colon	<i>Rosely Colon</i>	[REDACTED]	8	4	
Norma Avila	<i>Norma Avila</i>		11	5	Y
Gamen Torres	<i>Gamen Torres</i>		12	4	Y
Yomayrosa	<i>Yomayrosa</i>		12	4	Y
Huth Thomas	<i>Huth Thomas</i>		12	4	Y
Yadira Fial	<i>Yadira Fial</i>	[REDACTED]	12	4	Y
Cristina Pless	<i>Cristina Pless</i>		9	5	Y
Algea	<i>Algea</i>		11	4	Y

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3/3/2006

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

[illegible]

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DATE: March 3, 2016

Petition for BCSE 3,4,5 in CSD 10,11,12

(10)

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Bernice Roman	<i>BRM</i>		12	5	
Tatiana Torres	<i>J. Torres</i>		12	4	
Angelica Ortiz	<i>Angelica Ortiz</i>		12	4	
Marye Anderson	<i>Marye Anderson</i>		11	4	
Isabella Brown	<i>Isabella Brown</i>		12	4	
Terrence Edwards	<i>Terrence Edwards</i>		8	5	Y
MORICH	<i>MORICH</i>		12	4	Y
EB JZ	<i>EB JZ</i>		12	4	Y
Katherine Smith	<i>Katherine Smith</i>		12	4	
Bryan Lewis	<i>Bryan Lewis</i>		12	4	

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

3/9/2016

(19)

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.		
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.		

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Angelique Ruff	ARuff		11	4	✓
Leahere Walle	Leahere Walle		11	4+1	✓
Mavis Martin	Mavis Martin		11	6+5	✓
Sabrina Kellat	Sabrina Kellat		11	5x8	✓
Joachim Soto	Joachim Soto		11	2+4	✓
Ayria Allen	Ayria Allen		11	2-4	✓
Berlie Hanson	Berlie Hanson		11	4+1	✓
Syrekha Williams	Syrekha Williams		11	5+1	✓
Shamek Blair	Shamek Blair		11	4 yrs	✓
Janet Wilmsht	Janet Wilmsht		11	4-5-9	✓

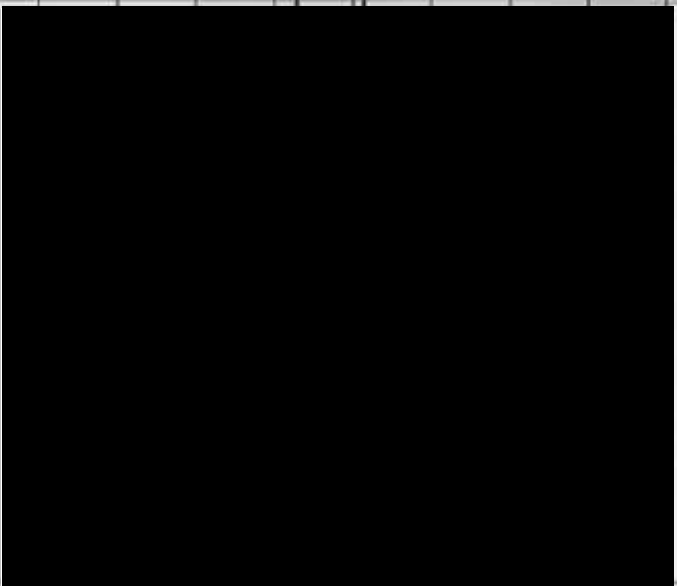
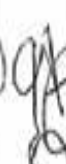
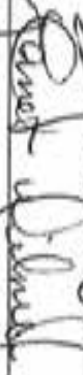
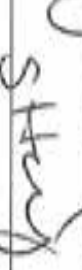
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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE: 3.9.16



Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Arianna Jackson			11	4	Y ✓
Mishya Howard			11	6	Y ✓
Julio Rivas			11	4-5	Y ✓
Esther Monson			11	None	N ✓
Larson Thomas			11	9	Y ✓
Bony Nelson			11	4	Y ✓
Janet Wilkink			11	4-5-9	Y ✓
Shayon Henry			11	4	Y ✓

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DATE: _____

(16)

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Melissa Lopez	Melissa Lopez	10472	12	9	Y
Julian Quefenes	Julian Quefenes		8	9 + 5	Y
Peter Forbes	Peter Forbes		12	9 + 6	Y
Leslie Laughlin	Leslie Laughlin		8	1	Y
Nusneet Pannin	Nusneet Pannin		11	4	Y
Enric Alfaro	Enric Alfaro		2022 28	4 5	Y
Danish Bagle	Danish Bagle		12	4 + 6	Y
Roda Disk	Roda Disk		8	7	Yes
Ramela Humes	Ramela Humes		12	5	yes
Gesslie Dixon	Gesslie Dixon		11	8, 6	Yes
Amada Johnson	Amada Johnson		8	10	yes.
Shirley Williams	Shirley Williams		8	5	yes.
Karenfine Rose	Karenfine Rose		8	4	Y
Sharasia Keys	Sharasia Keys		12	4	Y
Shirley Apollon	Shirley Apollon		12	4	Y
Ashtey Hill	Ashtey Hill		12	4	yes

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

3/5/2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
PLAUSSA REXES	HRZ		11	10	X
ADRIAN ROSENBERG			11	10	Y
ANTHONY MCEL	Emery		11	10	Y
CHRISTINA DEAN-PAUL	V. Paul		11	7 & 10	Y
ITALIA BILLY	A. Paul		11	4	Y
NIDA MERO	Nida Mero		11	1	Y
NEEMI SIMPSON	Neemi Simpson		11	9	Y
HAYD PARKER	Hayd Parker		12	2	Yes
DAVID HERNANDEZ	David Hernandez		12	10	Yes

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE: 3/5/2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
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Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Myra Ortiz	[Signature]	[Redacted]	8	6	N
Quely Garcia	[Signature]	[Redacted]	8	5	N
Belkis Delacruz Bell	[Signature]	[Redacted]	11	6	Y
Nicole Nichols	[Signature]	[Redacted]	11	5	N
Brenda Haskett	[Signature]	[Redacted]	12	4, 6	Y
Carolyn Leonard	[Signature]	[Redacted]	12	5, 6	Y
Carol Vaca	[Signature]	[Redacted]	11	5, 10	N
Maria Gonzalez	[Signature]	[Redacted]	7	1, 13	NO
Julia Irujo	[Signature]	[Redacted]	12	0, 5	Y
Renee Sandoz	[Signature]	[Redacted]	12	4	N

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

2/29/2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
6					
Glady's Sinchi	Glady's Sinchi		12	4 3	✓
William Gutierrez	William Gutierrez		8	4.5	✓
Esther Lopez	Esther Lopez		12	4	✓
Nube Aguiza	Nube Aguiza		12	5	✓
Maria Perez	Maria Perez		12	5	✓
Web e Aguiza	Web e Aguiza		8	4	✓
Garis Perez	Garis Perez		12	3:6 years	✓
Elizabeth	Elizabeth		12	9 6 5	✓
Mario Vega	Mario Vega		12	4, 16 years	✓
Al Seatia Thomas	Al Seatia Thomas		12	4	✓

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DATE: 9 March 2016

Petition for BCSE 3,4,5 in CSD 10,11,12

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD 10	Age(s) of children	Interest in Enrollment (Y/N)
Poor Stewart			0453	4	☒
Yokasta MORA			10	4.	Yes ☒
Lerna Chambers			10	3	yes ☒
Shironea Seal			10	4	Yes ☒
Melissa Rodriguez			10	4	yes ☒
Katherine Jane Holt			10	4, 4	YES ☒

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466

[illegible]

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100

We appreciate your interest in enrolling your child(ren) at one of our schools. Please note that a signature on this page does not supplant the application and lottery process required for enrollment pursuant to New York State charter law. It also does not guarantee a seat for your child(ren).

Petition for BCSE 3,4,5 in CSD 10,11,12

DATE

March 2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Mary Dillon	<i>[Signature]</i>		10	4	Yes ✓
Islam Shabazz	<i>[Signature]</i>		10	4	Yes ✓
Jessica Andreu	<i>[Signature]</i>		10	4	Yes ✓
Yimmi Contreras	<i>[Signature]</i>		9	4	Yes ✓
Stephanie Vargas	<i>[Signature]</i>		8	4	Yes ✓
Selma Truinforski	<i>[Signature]</i>		10	4	Yes ✓
Bianca Castle	<i>[Signature]</i>		10	4	Yes ✓

We appreciate your interest in enrolling your child(ren) at one of our schools. Please note that a signature on this page does not supplant the application and lottery process required for enrollment pursuant to New York State charter law. It also does not guarantee a seat for your child(ren).

DATE: 10/11/12 W. Thachoban

Petition for BCSE 3,4,5 in CSD 10,11,12

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
MINORITE SINGLE PARENT 21			12	5	☒
NABBY HERNANDEZ			12	5	☒
DAIGN LAMICA CANDRIDGE			11	7	☒
JOSE ARACENA			8	9	☒
CELINA FRANCO			12	5	☒
OLEVINKA BADERINA			12	11	☒
JANET BOATTO			12	7	☒
LATOCHA ROBINSON ALDRICH			8	5	☒
NALLEA ALMOND			11	4	☒
KASSIO V. LIPPE			11	7	☒
ANGELA JACKSON			12	4	☒

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

3/7/16

Petition summary and background	We are seeking to expand school choice in community school districts 10,11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Venny Amador	[Signature]	[Redacted]	8	7	Y
Florencia Ibanez	Florencia Ibanez	[Redacted]	12	1	Y
Ires cogetti	Ires cogetti	[Redacted]	12	1	
Axel Alvarado	Axel Alvarado	[Redacted]	12	4	Y
Elizabeth Chavez	Elizabeth Chavez	[Redacted]	12	4	Y
Jonathan Alvarado	Rosa Alvarado	[Redacted]	12	5	Y
Maria Amador	Maria Almonte	[Redacted]	12	2	Y
Jessica Ilesu	Jessica Ilesu	[Redacted]	12	5	Y
Guillemina Ilesu	Guillemina Ilesu	[Redacted]	12	4	yes
Maima Ilesu	M. Ilesu	[Redacted]	12	4, 7, 10	Y

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DATE 2/29/2016

[illegible]

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DATE 3/5/16

[illegible]

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE

3/5/2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Maribel Bergueta	Maribel Bergueta		12	4	N
Conas Hoxie	Conas Hoxie		12	5	N
Okema Hoxie	Okema Hoxie		8	4	N
Lattisha Wright	Lattisha Wright		11	16; 8	N
Fadima	Fadima		11	4	N
Annie Valle	Annie Valle		8	5	Y
Cindy Vaca	Cindy Vaca		11	10	Y
Olya Sanhiao	Olya Sanhiao		11	3 & 5	Y
Lakerna Davis	Lakerna Davis		11	9 & 6	Y
Brenda Soriano	Brenda Soriano		12	4	N

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11-11-14 K=31

DATE: 3/7/16

[illegible]

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DATE: _____

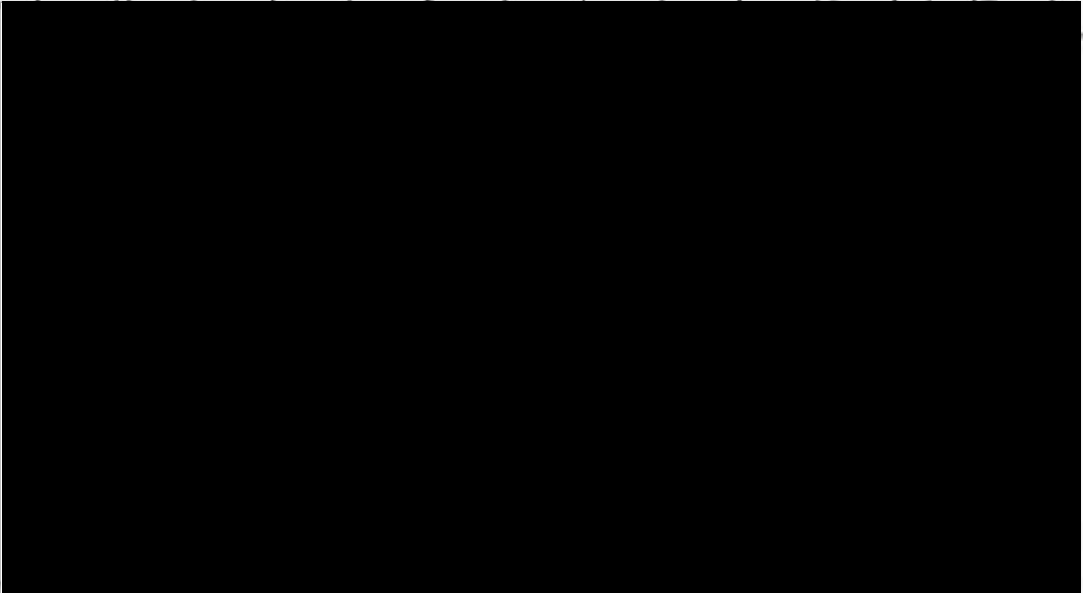
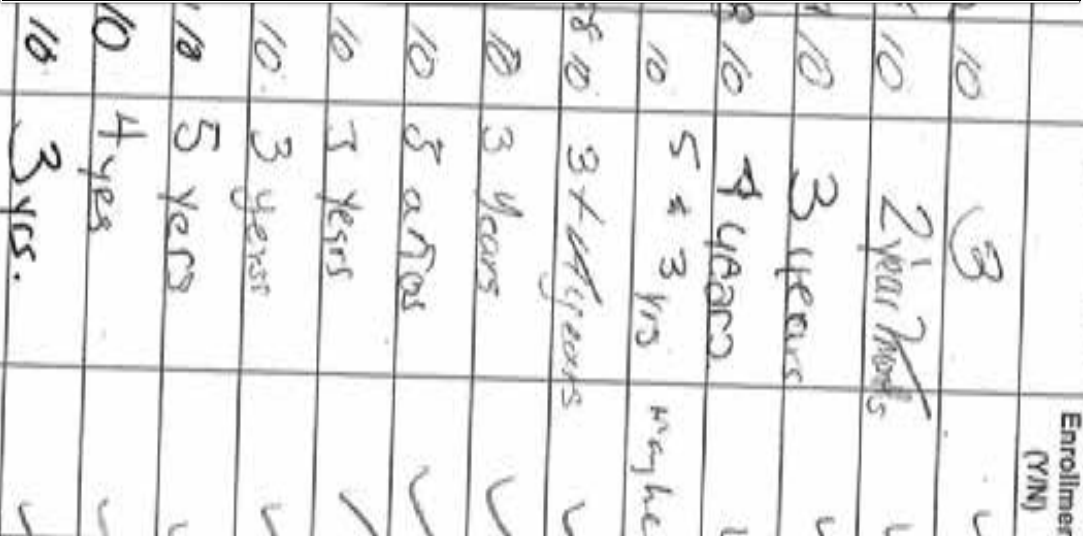
Petition for BCSE 3,4,5 in CSD 10,11,12

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 in the Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Rosina Robinson	Rosina Robinson		10	4 yrs old	Y
Rosa Rodriguez	Rosa Rodriguez		10	4 yrs old	Y
Lenin Delas	Lenin Delas		10	41 Old	Y
Alison Craft	[Signature]		10	9 yrs	Y
Dorothy Williams	[Signature]		10	4 yrs	Y
Haydee Hernandez	Haydee H		8/10	5 Old	Y
Cesar Perez	Cesar Perez		8/10	5 yrs	Y
Ana Perez	[Signature]		8/10	5 yrs	Y
Acqueline Ad	[Signature]		10	7 yrs	Y
Alonso,	[Signature]		10	4 yrs	Y

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DATE: _____

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Agracia Berto	Agracia Berto		10	3	✓
Marcia Cruz	Marcia Cruz		10	2 1/2 years	✓
Allura Asencio	Allura Asencio		10	3 years	✓
Marion Pagan	Marion Pagan		10	4 years	✓
Eman Silveira	E. Silveira		10	5 & 3 yrs	✓
Kenny Vargas	Kenny Vargas		10	3 + 4 years	✓
Elizabeth Diaz	Elizabeth Diaz		10	3 years	✓
Delmy Alias	Delmy Alias		10	5 yrs	✓
Jermiah Smith	Jermiah Smith		10	3 years	✓
Adela Estrada	Adela Estrada		10	3 years	✓
Tris Perez	Tris Perez		10	5 years	✓
Shane Thompson	Shane Thompson		10	4 years	✓
Jairo Rosario	Jairo Rosario		10	3 yrs.	✓

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE: 3/24/2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Claudia Ayala	Claudia Ayala		10	4 and 7	Yes ✓
Kenia Vargas	Kenia Vargas		10	4	Yes ✓
Sherry Abinador	Sherry Abinador		10	4	Yes ✓
Sidarta Hernandez	Sidarta Hernandez		10	10-6-4	Yes ✓
Mellie Geny	Mellie Geny		10	4	Yes ✓
Quisile Sufred	Quisile Sufred		10	4	Yes ✓
Alma Marden	Alma Marden		10	4	Yes ✓
Karim's	Karim's		10	6, 4, 8	Yes ✓
GOYA Ruiz	GOYA Ruiz		10	4, 5	Yes ✓

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE: 3/24/16

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Naomi Ortiz	[Signature]	[Redacted]	9	4	Y ✓
Stephanie Byles	[Signature]	[Redacted]	10	4	Y ✓
Emerald Delacruz	[Signature]	[Redacted]	10	4	Y ✓
Anais Diaz	[Signature]	[Redacted]	10	4	Y ✓
Alicia Javier	[Signature]	[Redacted]	10	4	Y ✓
Harold Jimenez	[Signature]	[Redacted]	10	4	Y ✓

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Petition for BCSE 3,4,5 in CSD 10,11,12

DATE:

3/24/2016

Petition summary and background	We are seeking to expand school choice in community school districts 10, 11, and 12 by replicating the nationally recognized Bronx Charter School for Excellence model and opening BCSE 3, 4, & 5 in 2017, 2018, and 2019, respectively. Our flagship school, Bronx Charter School for Excellence, is a National Blue Ribbon school that currently serves 800 K-8 children in CSD 11 and 12 Parkchester and Morris Park sections of the Bronx. With over 4,000 applicants on our waiting list, our goal is to expand to other communities in the Bronx to offer more families the opportunity for a high-quality education that will prepare their children for college and their future career.
Action petitioned for	We, the undersigned, are concerned citizens who urge our leaders to approve the opening of Bronx Charter School for Excellence 3, 4, & 5 in our community school district.

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Alejandro Nave	[Signature]	[Redacted]	9	3-5-7	SI ✓
Maria Trujillo	[Signature]	[Redacted]	9	4-10	SI ✓
Anton Leach	[Signature]	[Redacted]	9	1-4	Yes ✓
Thermon Jones	[Signature]	[Redacted]	9	4	SI ✓
Fatima Collins R	[Signature]	[Redacted]	10	4	Yes ✓
Chaotai Henry	[Signature]	[Redacted]	10	4	Yes ✓
Minecu Lopez	[Signature]	[Redacted]	10	5, 7, 3	Yes ✓
Shannan	[Signature]	[Redacted]	9	4	Yes ✓
Lisavet Amato	[Signature]	[Redacted]	9	5	Yes ✓
Ophelia Amato	[Signature]	[Redacted]	9	7, 5	Yes ✓

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14

DATE: 3-9-16

Printed Name	Signature	Address	CSD	Age(s) of children	Interest in Enrollment (Y/N)
Rita Richards	[Signature]	[Redacted Address]	11	4 (twins)	2016-17 ✓
Mary Appich	[Signature]		11	5 1/4	2016-17 ✓
Robert Campbell	[Signature]		11	4	2016-17 ✓
Shelby Clark	[Signature]		11	4	2016-17 ✓
Alexa Bennett	[Signature]		11	(4) (1/4)	2016-17 ✓
Lamarcus Conner	[Signature]		11	4, 3	2-yr ✓
Lyndia Blane	[Signature]		11	4	2016-17 ✓
SITAKA ANKUS	[Signature]		11	4	2016 ✓
BO JOYAN LARINE	[Signature]		11	4	2016-17 ✓
Jodi Ann Zilly	[Signature]		11	3	2017 ✓

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BCSE 3-5: What Do You Think?

#1



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, February 12, 2016 10:19:21 PM
Last Modified: Friday, February 12, 2016 10:24:36 PM
Time Spent: 00:05:15
IP Address: 172.59.35.181

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

I believe it should be replicated. It seems like a great school that is very well organized and the children seems very receptive to learn.

Q2: If BCSE 3, 4, & 5 are approved, would you apply?

Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2?

Yes,

If yes, how many times have you applied? twice

Q4: Do you have school-aged children

Yes,

If yes, what age and grade will your child be in the fall of 2016?

7 yrs old in 2 grade

Q5: Do you have any younger children?

Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age? 2020

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

District 11

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Respondent skipped this question

BCSE 3-5: What Do You Think?

#2



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, February 13, 2016 11:18:37 AM
Last Modified: Saturday, February 13, 2016 11:22:13 AM
Time Spent: 00:03:35
IP Address: 108.54.109.3

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, it should. I have heard some much great things about this school, I have applied two times trying to get my children in. Better teachers better education equals better students.

Q2: If BCSE 3, 4, & 5 are approved, would you apply?

Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2?

Yes,

If yes, how many times have you applied? 2

Q4: Do you have school-aged children

Yes,

If yes, what age and grade will your child be in the fall of 2016?

One is 6 years old going to 1st grade, second will be 5 years a old going to kindergarten

Q5: Do you have any younger children?

Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age?
2016 yes

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

District 12

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Has submitted signed this question

BCSE 3-5: What Do You Think?

#3



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 15, 2016 12:53:37 PM
Last Modified: Monday, February 15, 2016 1:13:19 PM
Time Spent: 00:19:42
IP Address: 50.29.112.94

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, After attending the open house on February 6, 2016, I was convince that this is where I would love my daughter to attend school based on the model, curriculum and atmosphere explained by the principle.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 1

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
1st grade

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

District 11?

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

It will provide additional education to areas that would not otherwise have the opportunity to send their children a prestige school setting.

BCSE 3-5: What Do You Think?

#4



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Wednesday, February 17, 2016 1:07:12 PM

Last Modified: Wednesday, February 17, 2016 1:10:54 PM

Time Spent: 00:03:42

IP Address: 66.67.117.179

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

Yes! Because they are doing great work with our kids and we need more schools that show excellence

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 2

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?

8 yrs - 3 rd grade and 4 yrs old - PreK

Q5: Do you have any younger children? Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age?
2017 - yes I will apply

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

[REDACTED]

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Respondent skipped this question

BCSE 3-5: What Do You Think?

#5



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Wednesday, February 17, 2016 12:55:47 PM

Last Modified: Wednesday, February 17, 2016 1:15:47 PM

Time Spent: 00:19:59

IP Address: 108.41.163.6

PAGE 1: introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, we truly do feel there should be more BCSE school thorough out the district. We currently have one of our daughters, Thoyeba Yahia attending BCSE middle school and are absolutely in love with their teaching methods, their classes and programs. Our daughter has grown so much in the past few months. Each teacher gives individual attention to their students. The different classes and their teaching methods are geared towards getting the students a jump start to High School and even colleges. We are already currently looking at potential high schools and colleges to apply to in the future.

Their motto of "sweating the small stuff" is a wonderful motto. The principal-Ms. Hunter is so wonderful that she greets each students by their name with a smile every morning. This is truly a family-orinated school. They work with the parents to meet and accommodate all their needs.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied?
We applied for a second time for our 2nd daughter Ariana Yahia for BCSE middle school next year 2016/2017

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
Thoyeba Yahia will 12yr old and will be attending 7th grade. Ariana Yahia will be 11 years old next year and hope will be attending BCSE 6th grade.

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

We are in district 12. Our address is [REDACTED] Bronx, NY 10472

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

We truly hope that the proposals for additional schools in the other district pass. We would love for other families to have the pleasure of seeing their children attend BCSE and flourish even more.

BCSE 3-5: What Do You Think?

#6



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, February 17, 2016 1:31:33 PM
Last Modified: Wednesday, February 17, 2016 1:33:56 PM
Time Spent: 00:02:23
IP Address: 38.126.132.133

PAGE | Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

I think BCSE should be replicated because of how well school is structured. I have seen how bright the children who go to BCSE are and other children should get the opportunity to get that type of education.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 2

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
6

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

11

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

None/already applied/like
operation

BCSE 3-5: What Do You Think?

#7



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Wednesday, February 17, 2016 3:25:26 PM

Last Modified: Wednesday, February 17, 2016 3:30:07 PM

Time Spent: 00:04:40

IP Address: 24.187.12.122

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

Yes definitely.

Because its such an excellent school that is giving children opportunities they would otherwise not have.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 3times

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?

1st and 2nd grade

Q5: Do you have any younger children? Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age?

Yes

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.



Q7: Additional comments, suggestions, or questions regarding the three charter proposals?

Respondent skipped this question

BCSE 3-5: What Do You Think?

#8

COMPLETE



Collector: Web Link 1 (Web Link)
Started: Wednesday, February 17, 2016 6:22:32 PM
Last Modified: Wednesday, February 17, 2016 6:26:05 PM
Time Spent: 00:03:33
IP Address: 172.56.19.12

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

To more family a better chance of be accepted

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? twice

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
1st grade 6 year old

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

12

Q7: Additional comments, suggestions, or questions regarding the three charter proposals?

Respondent skipped this question

BCSE 3-5: What Do You Think?

#9



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, February 17, 2016 7:07:14 PM
Last Modified: Wednesday, February 17, 2016 7:30:05 PM
Time Spent: 00:22:51
IP Address: 172.56.10.155

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

It has excellent method of teaching.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? Twice

Q4: Do you have school-aged children? No,

If yes, what age and grade will your child be in the fall of 2016?
Age 8 third grade

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

11

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Respondent skipped this question

BCSE 3-5: What Do You Think?

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, February 18, 2016 1:14:22 AM
Last Modified: Thursday, February 18, 2016 1:17:48 AM
Time Spent: 00:03:25
IP Address: 173.2.95.105

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

Yes. We need more charter schools for our kids

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? Twice

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?

Second grade and pre-k

Q5: Do you have any younger children? Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age? 2017. Yes

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

12

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Respondent skipped this question

BCSE 3-5: What Do You Think?

#11



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Thursday, February 18, 2016 1:44:06 AM

Last Modified: Thursday, February 18, 2016 1:51:54 AM

Time Spent: 00:07:48

IP Address: 69.126.94.52

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

That's very important and necessary in our community to get much better.

Q1: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? Four times

Q4: Do you have school-aged children? No

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

Response skipped this question

Q7: Additional comments, suggestions, or questions regarding the three charter proposals?

Response skipped this question

BCSE 3-5: What Do You Think?

#12

COMPLETE



Collector: Web Link 1 (Web Link)
Started: Thursday, February 18, 2016 11:45:55 AM
Last Modified: Thursday, February 18, 2016 11:47:54 AM
Time Spent: 00:01:59
IP Address: 38.96.183.63

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, Both my kids graduated from BCSE and they were prepared for HS and are doing well. Without BCSE I do not think they would have been as prepared.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? No

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? No

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
10,15

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

10460

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Respondent skipped this question

BCSE 3-5: What Do You Think?

#13

COMPLETE



Collector: Web Link 1 (Web Link)
Started: Thursday, February 18, 2016 4:04:09 PM
Last Modified: Thursday, February 18, 2016 4:05:12 PM
Time Spent: 00:01:03
IP Address: 74.108.94.57

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Commitment to professionalism and focus on academic success.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes

Q4: Do you have school-aged children? Yes

Q5: Do you have any younger children? Yes

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

12

Q7: Additional comments, suggestions, or questions regarding the three charter proposals.

Resident signed this form.

BCSE 3-5: What Do You Think?

#14

COMPLETE



Collector: Web Link 1 (Web Link)
Started: Wednesday, February 24, 2016 2:56:46 PM
Last Modified: Wednesday, February 24, 2016 3:26:09 PM
Time Spent: 00:29:22
IP Address: 47.18.56.204

PAGE 1: Introduction:

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, I believe BCSE should be replicated because I believe that not only my child, but all children should have the opportunity to obtain a decent education without it having to be paid for. I have been applying to this charter school since my daughter was in daycare and I'm still waiting to get picked up. It is becoming harder and harder to maintain parochial school tuition. I'm looking for a better option than what I currently have.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 3 times

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2018?

age 7; 2nd grade

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

District 12

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

BCSE has a great reputation in our community but access is very limited. Opening more schools would definitely be beneficial in the educational growth of our children and our communities.

BCSE 3-5: What Do You Think?

#15

COMPLETE

Answers Entered Manually

Collector: Web Link - Manual Entry 1 (Web Link)

Started: Friday, February 26, 2016 11:39:16 AM

Last Modified: Friday, February 26, 2016 11:40:11 AM

Time Spent: 00:00:54

IP Address: 74.108.166.159

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

n/a

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
4 y/o - pre-K

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Responsible signed this answer

BCSE 3-5: What Do You Think?

#16



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 28, 2016 2:40:02 PM
Last Modified: Sunday, February 28, 2016 2:41:54 PM
Time Spent: 00:01:52
IP Address: 47.18.58.25

PAGE 11 Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, so there is more opportunity for students to receive a better education.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 3

Q4: Do you have school-aged children

Yes,

If yes, what age and grade will your child be in the fall of 2016?

11, 6th Grade

Q5: Do you have any younger children?

Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age?
2017, yes

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.



Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

Intentional skipped this question

BCSE 3-5: What Do You Think?

#17



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Sunday, February 28, 2016 5:07:30 PM
Last Modified: Sunday, February 28, 2016 5:14:49 PM
Time Spent: 00:07:19
IP Address: 72.80.91.201

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Yes. There is a need for replicated BCSE schools in our community.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied?
1 time and my son was accepted.

Q4: Do you have school-aged children? No

Q5: Do you have any younger children? Yes,

If yes, in what year will your younger child(ren) turn 5? Do you plan to enroll your younger child(ren) at a BCSE school when s/he reaches school age?
2019 my daughter will be 5. I definitely plan to enroll her at BCSE.

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

District 11

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

This project will be of great value to many families.

BCSE 3-5: What Do You Think?

#18

COMPLETE

Collector: Web Link 1 (Web-Link)
Started: Monday, February 29, 2016 2:48:36 PM
Last Modified: Monday, February 29, 2016 2:53:12 PM
Time Spent: 00:04:35
IP Address: 69.121.170.48

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

YES! The instructional model this school has in place absolutely prepares students for Career and College Readiness. The added bonus is that it is done in a very caring and loving environment where there is a true sense of community.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? No

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied?
My child currently attends BCSE

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?
3rd

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

CSD 12

Q7: Additional comments, suggestions, or questions regarding the three charter proposals:

I recommend anyone with children entering K to apply to this school-your child will receive a FREE world class education.

BCSE 3-5: What Do You Think?

#19



COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, February 29, 2016 6:23:57 PM
Last Modified: Monday, February 29, 2016 6:25:38 PM
Time Spent: 00:01:41
IP Address: 172.56.10.210

PAGE 1: Introduction

Q1: Do you think BCSE should be replicated? Please explain why.

Yes, bcse is a great school. We need more schools like that.

Q2: If BCSE 3, 4, & 5 are approved, would you apply? Yes

Q3: Do you plan to, or have you already applied to BCSE 1 or 2? Yes,

If yes, how many times have you applied? 2 times

Q4: Do you have school-aged children? Yes,

If yes, what age and grade will your child be in the fall of 2016?

3rd grade and sixth grade

Q5: Do you have any younger children? No

Q6: What is your community school district? If you do not know your community school district, please provide us with your home address.

District 8

Q7: Additional comments, suggestions, or questions regarding the three charter proposals.

Required or skipped this question.



Bronx Charter School for Excellence 3, 4, & 5: What do you think?

Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

I work in a public school that's the reason
I want my son to go to a Charter school.
The extra curriculum that the Charter school
provided for the student help them exceeds
the needs of a child education. Public
school limited the expansion of the child.



Bronx Charter School for Excellence 3, 4, & 5: What do you think?
Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

Our children are the leaders of the future of this country. As a parent I do beyond my abilities ~~for~~ to provide the best for my child. But I can't do that alone, my son's education is in your hands. My son has the right for a good education and I will do my best to let him have it. Having a school with the excellent performance that you have in this district is the best ~~decision~~ decision for my child.



Bronx Charter School for Excellence 3, 4 & 5: What do you think?

Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

our children have potential next needs
to be develop. our district needs
and is deseparete for more charter
school, for better Quality Education
that provides the same vision of
success



Bronx Charter School for Excellence 3, 4 & 5: What do you think?

Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

As a parents I would say, I am the
unfortunate dad for my kid's. Keep trying to 5 Yrs
to get in BCHE But couldn't get due to
lottery issue. I think if schools number or
Number of Seat can be increased I might have
good chance for my kids.



Bronx Charter School for Excellence 3, 4 & 5: What do you think?

Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

I lived in this location 6 years. I was
applied from 5 years. I have 3 kids -
10 years, 7 years and 8 Month. I want to
my kids will get this school.



Bronx Charter School for Excellence 3, 4 & 5: What do you think?

Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

Yes absolutely Bronx Charter School for Excellence needs to expand to provide the quality of education needed in our districts. This school provides the best education meeting children's needs academically in an individualized manner. My son started here in second grade and graduated from Jr. High School, this is a school that needs to be expanded and continue to grow for the overall academic benefit of the children in this community.



Bronx Charter School for Excellence 3, 4, & 5: What do you think?
Should BCSE offer more high performing options for area families in Bronx Community School Districts 10, 11, & 12? BCSE needs your feedback on the charter proposals, the educational program, and student programmatic needs of BCSE 3, 4, & 5.

My name is Ann Marie Bräthwaite. I
Am the Children's Librarian at the
Parkchester Library. For the Past several
years my library has a great relationship
With Bronx Charter School for excellence.
Students along with their Teachers
visit us to get their books which helps build
their literacy skills. Having this school and people
more would be great for the community.

RE: Charter school dates.

Jennifer Shipley

Sent: Friday, March 11, 2016 12:11 PM

To: BabyGirl [REDACTED]

Good afternoon Leasha,

Thank you for expressing your interest. I will add you to our mailing list to keep you informed of any upcoming community events. Here is a little more information about the three new schools we plan to open:

Bronx Excellence is proposing to open three more charter schools in the next three years. The proposal would open Bronx Charter School for Excellence 3 (Bronx Excellence 3) in the fall of 2017, Bronx Charter School for Excellence 4 (Bronx Excellence 4) in the fall of 2018, and Bronx Charter School for Excellence 5 (Bronx Excellence 5) in the fall of 2019. Each school would begin by serving scholars in Kindergarten and 1st grade. If your twins turned 3 in 2016, they will be eligible for Kindergarten at one of our schools in the fall of 2018. Or if they are currently 3 and turning 4 in 2016, they will be eligible for Kindergarten at one of our schools in the fall of 2017.

But we still need help from our community - you can help us gain approval to open these three new schools! Please consider taking a minute to [fill out an interest survey by clicking here](#). You can also help by [signing this petition in favor of our application by clicking here](#).

To learn more about the Bronx Excellence community, visit our website: www.bronxexcellence.org. Thank you for reaching out.

Best regards,

Jennifer Shipley

Development Associate

Friends of Bronx Excellence

jshipley@bronxexcellence.org

From: BabyGirl [REDACTED]**Sent:** Thursday, March 10, 2016 3:16 PM**To:** Jennifer Shipley**Subject:** Charter school dates.

Hello, My name is Leasha Barrett, PLEASE send me the information on the dates and locations of the community chat. I have 3 year old twins and I love for them to attend a charter school.

RE: Coummity Chat

Jennifer Shipley

Sent: Friday, March 11, 2016 12:14 PM

To: Stephanie Melvin [REDACTED]

Good afternoon Stephanie,

Thank you for expressing your interest. I will add you to our mailing list to keep you informed of any upcoming community events. Here is a little more information about the three new schools we plan to open:

Bronx Excellence is proposing to open three more charter schools in the next three years. The proposal would open Bronx Charter School for Excellence 3 (Bronx Excellence 3) in the fall of 2017, Bronx Charter School for Excellence 4 (Bronx Excellence 4) in the fall of 2018, and Bronx Charter School for Excellence 5 (Bronx Excellence 5) in the fall of 2019. Each school would begin by serving scholars in Kindergarten and 1st grade.

But we still need help from our community - you can help us gain approval to open these three new schools! Please consider taking a minute to [fill out an interest survey by clicking here](#). You can also help by [signing this petition in favor of our application by clicking here](#).

To learn more about the Bronx Excellence community, visit our website: www.bronxexcellence.org. Thank you for reaching out.

Best regards,

Jennifer Shipley

Development Associate

Friends of Bronx Excellence

jshipley@bronxexcellence.org

From: Stephanie Melvin [REDACTED]**Sent:** Friday, March 11, 2016 7:27 AM**To:** Jennifer Shipley**Subject:** Coummity Chat

Hi,

Please add me to the community chat.

Stephanie Frank

[REDACTED]

Sent from my iPhone

RE: Info

Jennifer Shipley

Sent: Friday, March 25, 2016 5:27 PM

To: Kimberly [REDACTED]

Good afternoon Kimberly,

Thank you for expressing your interest. I will add you to our mailing list to keep you informed of any upcoming community events. Here is a little more information about the three new schools we plan to open:

Bronx Excellence is proposing to open three more charter schools in the next three years. The proposal would open Bronx Charter School for Excellence 3 (Bronx Excellence 3) in the fall of 2017, Bronx Charter School for Excellence 4 (Bronx Excellence 4) in the fall of 2018, and Bronx Charter School for Excellence 5 (Bronx Excellence 5) in the fall of 2019. Each school would begin by serving scholars in Kindergarten and 1st grade.

But we still need help from our community - you can help us gain approval to open these three new schools! Please consider taking a minute to [fill out an interest survey by clicking here](#). You can also help by [signing this petition in favor of our application by clicking here](#).

To learn more about the Bronx Excellence community, visit our website: www.bronxexcellence.org. Thank you for reaching out.

Best regards,

Jennifer Shipley

Development Associate

jshipley@bronxexcellence.org

From: Kimberly [REDACTED]**Sent:** Sunday, March 20, 2016 8:36 PM**To:** Jennifer Shipley**Subject:** InfoKimberly Rijo
[REDACTED]

Interested for school information for my 5 year old. Starts kindergarten Sept 2016. We live in Riverdale/Marble Hill location. District 10.

Thank You,
Kimberly Rijo

Sent on my Virgin Mobile Samsung Galaxy S® 5

RE: New BCSE Schools

Jennifer Shipley

Sent: Thursday, March 10, 2016 12:59 PM**To:** Arlene Collman-Pierre [REDACTED]

Good afternoon Arlene,

Thank you for expressing your interest. I will add you to our mailing list to keep you informed of any upcoming community events. Here is a little more information about the three new schools we plan to open:

Bronx Excellence is proposing to open three more charter schools in the next three years. The proposal would open Bronx Charter School for Excellence 3 (Bronx Excellence 3) in the fall of 2017, Bronx Charter School for Excellence 4 (Bronx Excellence 4) in the fall of 2018, and Bronx Charter School for Excellence 5 (Bronx Excellence 5) in the fall of 2019. Each school would begin by serving scholars in Kindergarten and 1st grade. Your son will be eligible for Kindergarten at one of our schools in the fall of 2018.

But we still need help from our community - you can help us gain approval to open these three new schools! Please consider taking a minute to [fill out an interest survey by clicking here](#). You can also help by [signing this petition in favor of our application by clicking here](#).

To learn more about the Bronx Excellence community, visit our website: www.bronxexcellence.org. Thank you for reaching out.

Best regards,

Jennifer Shipley

Development Associate

Friends of Bronx Excellence

jshipley@bronxexcellence.org

From: Arlene Collman-Pierre [REDACTED]**Sent:** Wednesday, March 09, 2016 9:50 PM**To:** Jennifer Shipley**Subject:** New BCSE Schools

Hello I have a son Tyler is turning 3 years old this year. I'm interested in receiving information on the new schools you plan on opening. Thank you.

Best Regards

Arlene Collman-Pierre

RE:

Jennifer Shipley

Sent: Wednesday, March 09, 2016 11:49 AM**To:** Samantha Landin [REDACTED]

Hello Samantha,

Thank you for reaching out. I will add you to the mailing list and make sure you are informed for any upcoming events. Throughout March, we will be attending and speaking a lot of community board meetings.

If your 2-year-old daughter turns the age of 5 by December 31, 2018, she will be eligible for Kindergarten at our proposed school Bronx Excellence 4. If she turns the age of 5 by December 31, 2019, she will be eligible for Kindergarten at our proposed school Bronx Excellence 5.

Until then, if you would like to apply for Bronx Excellence 1 for your 7-year-old daughter, [here is a link to our website](#), where you will find the application on the front page.

As you've expressed your interest in Bronx Excellence, I hope you'll be interested in filling out a survey ([click here for survey](#)) and signing a petition ([click here for petition](#)) for our three charter proposals. It will help us get the three new schools approved.

I appreciate your help and your interest in our schools and organization!

Have a great day,

Jennifer Shipley

Development Associate

Friends of Bronx Excellence

jshipley@bronxexcellence.org

From: Samantha Landin [REDACTED]**Sent:** Tuesday, March 08, 2016 2:25 PM**To:** Jennifer Shipley**Subject:**

Hi,

I saw your email address on Bronx Family Magazine. I am sending you my information so I can join the mailing list for upcoming openings and events. I have two daughter 2 years old and 7 years old and would love for them to be part of the BCSE school program.

Samantha Landin

ABA Intake Coordinator

New York Center for Infants and Toddlers

NOTE: This e-mail is meant only for the use of the intended recipient. It may contain confidential information which is legally privileged or otherwise protected by law. If you received this e-mail in error or from someone who was not authorized to send it to you, you are strictly prohibited from reviewing, using, disseminating, distributing, or copying the e-mail. If you have received this communication in error,

Upcoming Community Chats

Jamilet Rivera [REDACTED]

Sent: Saturday, March 12, 2016 12:10 PM**To:** Jennifer Shipley

I am interested in the Kindergarten Program! Please let me know when its the next community chat.

--

Mrs. J. Rivera

Elementary Teacher

Family Life Academy Charter School I
[REDACTED]

**Bronx Charter School for Excellence 3, 4, & 5:
Proposed Charters for Bronx Community School Districts 10, 11, & 12
Community Chat**

Saturday, February 27th, 2016 – 1:00pm @ 1960 Benedict Ave, Bronx, NY 10462

[illegible]

Name	Child's Grade Level	Phone	Email

12 kids 10.8 - 11:30 12:30 2:35

Cardinal McCloskey
COMMUNITY SERVICES**Cardinal McCloskey Community Services**CENTER: St. AnthonyTRAINING/WORKSHOP: Kindergarten W/Shop DATE: 3/7/16CONDUCTED BY: Kristine Rivera TITLE: Director**ATTENDANCE - PARENTS**

1.	Haris Bourdon	16.	J. Spence
2.	Angela Lampugn	17.	
3.	Esther Alvarado	18.	
4.	Faustin Khon	19.	
5.	Maimuna Jalloh	20.	
6.	Idalia Sevilla	21.	
7.	Venny Amaya	22.	
8.	Maria Almonte	23.	
9.	Jessica L. Rosas Pastor	24.	
10.	Rosa Alvarado	25.	
11.	Ines Coyote	26.	
12.	Guillermina Lobato	27.	
13.	Yvonne Hernandez	28.	
14.	Rhynias Chan	29.	
15.	Angela B.	30.	

STAFF IN ATTENDANCE

1.	Rhynias Chan
2.	
3.	

SUPPORT

Tolentine Zeiser Community Life Center

2331 University Avenue * Bronx, NY 10468

Tel. (718) 933-6935 * Fax. (718) 733-1653

March 28, 2016

Dear SUNY CSI Trustees:

This letter is to certify our support of the application for Bronx Charter School for Excellence to open three additional charter schools in the Bronx. We were approached by Bronx Charter School for Excellence several months ago for an opportunity to speak to our families at the Tolentine Zeiser Early Learn Program. As an organization with over 30 years serving the families of the Fordham /University section of the Bronx, we are well aware of the desperate need for additional quality schools in our area. This section of the Bronx is in Community School District 10 which is the most overcrowded in all of New York City. It is critical that this shortfall be addressed.

With the results that Bronx Charter School for Excellence has shown, we are confident that they would be a welcomed asset to our community and help alleviate the lack of educational opportunities our families are facing. We look forward to the opportunity to collaborate with Bronx Charter School for Excellence in addressing the education deficit affecting our communities and seeing one of their schools in our neighborhood.

Sincerely Yours,



Sister Margaret McDermott, O.P., Director

Tolentine Zeiser Day Care/Universal Pre-Kindergarten Program

To: Mrs. Joyce Frost
Foundress of the Bronx Charter School for Excellence

Dear Joyce,

I have come to know of the plans for establishing another three Bronx Charter Schools for Excellence between now and 2019.

Although I am conducting a spiritual retreat for Roman Catholic priests of the Diocese of Mannar in Sri Lanka, I wanted to take this brief opportunity, in between retreat events, to express my support for this project to expand the ideals and style of the Bronx Charter Schools into other communities in the Bronx.

Accordingly, please be assured that Our Parish is strongly in support of the application for BCSE 3,4,5. My personal experience in having BCSE as a tenant has helped the parish and economic viability of the neighborhood. Indeed, working with the school leadership has been a positive relationship. Judging from the parents in our parish and community wishing to register their children in your brand of Charter School is an indicator of the need there is for such schools dedicated to the highest academic standards and values together with the development of the human and social dimension of the students.

May Providence assist you in your worthy endeavors.

Receive my expression of esteem for you and your dedicated staff.

Cordially,

Fr. Robert Badillo, M.Id

--

Fr. Robert Badillo, M.Id

Provincial Superior of the Idente Missionaries, U.S.

Pastor, Parish of Our Lady of Solace-St. Dominic

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

To: Bernadette Ferrara [REDACTED]

Bernadette,

It has been tough breaking through to the daycare centers, etc. They are, and rightly so, protective of whom they allow in to meet with their families. But in the last couple of days, doors have begun to open and we are starting to engage the families directly. Well worth the efforts and we are thrilled to know that the families are receptive to more quality schools in the neighborhoods. Van Nest/Morris Park should continue the traditions of great schools of all types. We are also advertising in the local papers.

If you can shoot me over an email of support by Monday, I would like to include it with our Letter of Intent to Apply to SUNY on Monday. I will also make sure that in this application as with the last, the concerns of families nearest the school itself not getting in is brought to the attention of our authorizer. In the meantime, we will continue with the direct outreach, etc.

Again, most grateful for all your support and guidance in this process. The ongoing dialogue is critical. You are directly helping children get the education they deserve.

Kind regards,

Patrick

From: Bernadette Ferrara [REDACTED]

Sent: Friday, February 26, 2016 2:00 PM

To: Patrick Meenaghan

Subject: Re: FW: Apply Now for Pre-K for All!

Hi Patrick,

Yes Happy Friday it is!

I will send you by email a letter of support, definitely.

How has community response been?

Have you been able to place fliers locally?

We still need to get some out to the local stores. This weekend!

Keep me posted,

--

Bernadette Ferrara

President, Van Nest Neighborhood Alliance

www.facebook.com/VanNestNeighborhoodAlliance

Community Board 11

B.A.S.E. CoFounder

animalssavedbygrace.petfinder.com

Computer Graphic Designer

Bernadette,

Happy Friday. I hope you are well. Just wanted to follow up and see if we can have a letter of support from the Van Nest Neighborhood Alliance for our application to open additional schools. A brief acknowledgement of our outreach efforts and responses to the community concerns would be greatly appreciated.

Please let me know if this is possible .

Many thanks,

Patrick

From: Bernadette Ferrara [mailto: [REDACTED]]
Sent: Friday, February 26, 2016 1:50 PM
To: Bernadette Ferrara
Subject: Fwd: FW: Apply Now for Pre-K for All!

Subject: Apply Now for Pre-K for All!

Hello,

Through the expansion of Pre-K for All, New York City has become a nationwide leader in early childhood education. We are now pleased to remind you that the **Pre-K for All application is currently open!**

All children born in 2012 are eligible to attend free, full-day, high-quality pre-Kindergarten in the fall. In pre-K, children learn to problem-solve, ask questions, and work together.

The **pre-K application deadline is Friday, March 4, 2016**. Eligible families must apply by the deadline in order to receive a full-day pre-K offer from the NYC Department of Education.

Apply one of three ways:

- Online (the application is available in English, Spanish, Chinese, Russian, Creole, Arabic, Bengali, Urdu, Korean, and French)
- Over the phone by calling [REDACTED] between 8am and 6pm.
- In person at a Family Welcome Center between 8am and 3pm.

If you are not sure where you would like your child to attend pre-K, use the Pre-K Finder or Pre-K Directory to explore available options.

If you have questions or need additional assistance, please contact the Pre-K for All Outreach Team at pre-k@schools.nyc.gov or [REDACTED]

Don't have an eligible child? Please help us spread the word about this exciting opportunity!

Thank you!

The Pre-K for All Outreach Team

[REDACTED]
Pre-K@schools.nyc.gov

Please do not reply to this message.

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Dear SUNY CSI Trustees,

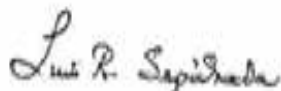
It is with great enthusiasm that I write a letter of support for the Bronx Charter School for Excellence proposal to the Trustees of the State University of New York.

We attest our strong belief in the educational model and proven track record of Bronx Charter School for Excellence. Our office strongly supports the application to open an additional three schools. In consideration of the diverse educational needs of our community, Bronx Charter School for Excellence has continued to meet those needs and we are confident they will continue to do so. BCSE has also continued to be a beacon in our community, attending the meetings of various organizations such as community boards, civic organizations and other public events. We are extremely proud to have a National Blue Ribbon School in our district.

As the elected official serving the 87th Assembly District in the Bronx, we have been approached by many of our constituents who want alternative choices for their children's education. Many specifically have asked about charter schools and what they can do to have their children enrolled. With a waiting list numbering over 4000, and relatively few spots available, the only alternative is the opening of additional BCSE schools. Quality school choice is vital to the success of our future generations.

Please contact us if there is anything we can do to assist in the approval of this application.

Best regards,



Luis R. Sepulveda
Assemblymember
Assembly District 87

DISTRICT OFFICE
573 East Fordham Road
(Entrance on Hoffman Street)
Bronx, NY 10458
(718) 842-8109
FAX: (347) 597-8578

CITY HALL OFFICE
250 Broadway, Suite 1750
New York, NY 10007
(212) 788-4766
FAX: (212) 788-8977



THE COUNCIL OF
THE CITY OF NEW YORK
RITCHIE TORRES

COUNCIL MEMBER, 15TH DISTRICT, BRONX

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GOVERNMENT OPERATIONS
HUMAN & BUSINESS

LAND USE
PUBLIC SAFETY

DRIFTY LEADER IN
THE NEW YORK CITY COUNCIL

February 25, 2016

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.

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 expanding their presence in the community. If you have any questions, please do not hesitate to contact my Special Assistant Luisa Benedetto at [REDACTED] or [REDACTED]

Best regards,

Ritchie Torres
Council Member Ritchie Torres
New York City Council, District 15



Mark Gjonaj
Assemblymember 80th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

March 21, 2016

Dear SUNY CSI Trustees,

Please consider this letter of support for the Bronx Charter School for Excellence to open three additional charter schools in the Bronx. We strongly support the Bronx Charter School for Excellence proposal to the Trustees of the State University of New York.

The Bronx Charter School for Excellence has been serving the Morris Park and Parkchester communities for over 10 years providing an outstanding education for the children in community school districts 11 and 12. Bronx Excellence has been a beacon in our community, as a National Blue Ribbon School. We strongly support the Bronx Charter School for Excellence to open additional schools in our district, serving the Allerton and Bedford Park communities of the Bronx.

As the representative of the 80th Assembly District in the Bronx, many of our families are fighting for more options to provide a quality education for their children. Many families are interested in enrolling their children in a charter school. My office is pleased to have Bronx Excellence 2 open in September 2016; however, with a waiting list numbering over 4000, and only a few spots available, there is a dire need for additional Bronx Excellence schools.

Please contact us if there is anything we can do to assist in the approval of this application.

Best regards,

Mark Gjonaj
80th Assembly District

Response 04: Enrollment

BCSE 3, 4, & 5 are proposing comprehensive K-5 programs for their initial charter term. The schools will have staggered openings. BCSE 3 will open in 2017-18, BCSE 4 in 2018-19, and BCSE 5 in 2019-20. Each school will open with 120 children in grades K-1, and add one grade level each subsequent year until the school grows to capacity by Year 5 as K-5 programs. In Years 1 and 2, each grade level will consist of two classes per grade with approximately 30 students in each class totaling 60 students per grade level. In Year 3, we will continue to grow one grade level each year, but also add a third class to each grade level, resulting in 90 students per grade. The following tables illustrates each school's proposed growth plan over each school's initial charter term:

BCSE 3 PROPOSED CHARTER ENROLLMENT BY GRADE						
GRADES	AGE RANGE	2017-18	2018-19	2019-20	2020-21	2021-22
Kindergarten	4-5	60	60	90	90	90
1 st Grade	5-6	60	60	90	90	90
2 nd Grade	6-7		60	90	90	90
3 rd Grade	7-8			90	90	90
4 th Grade	8-9				90	90
5 th Grade	9-10					90
TOTALS		120	180	360	450	540

BCSE 4 PROPOSED CHARTER ENROLLMENT BY GRADE						
GRADES	AGE RANGE	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	4-5	60	60	90	90	90
1 st Grade	5-6	60	60	90	90	90
2 nd Grade	6-7		60	90	90	90
3 rd Grade	7-8			90	90	90
4 th Grade	8-9				90	90
5 th Grade	9-10					90
TOTALS		120	180	360	450	540

BCSE 5 PROPOSED CHARTER ENROLLMENT BY GRADE						
GRADES	AGE RANGE	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	4-5	60	60	90	90	90
1 st Grade	5-6	60	60	90	90	90
2 nd Grade	6-7		60	90	90	90
3 rd Grade	7-8			90	90	90
4 th Grade	8-9				90	90
5 th Grade	9-10					90
TOTALS		120	180	360	450	540

The following tables illustrate the approved enrollment plans for BCSE 1 and 2 over the next five years:

BCSE 1 CHARTER ENROLLMENT BY GRADE						
GRADES	AGE RANGE	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	4-5	90	90	90	90	90
1 st Grade	5-6	90	90	90	90	90
2 nd Grade	6-7	90	90	90	90	90
3 rd Grade	7-8	90	90	90	90	90
4 th Grade	8-9	90	90	90	90	90
5 th Grade	9-10	90	90	90	90	90
6 th Grade	10-11	90	90	90	90	90
7 th Grade	11-12	90	90	90	90	90
8 th Grade	12-13	90	90	90	90	90
TOTALS		810	810	810	810	810

This table assumes another subsequent renewal FOR BCSE.

BCSE 2 CHARTER ENROLLMENT BY GRADE						
GRADES	AGE RANGE	2016-17	2017-18	2018-19	2019-20	2020-21
Kindergarten	4-5	60	60	90	90	90
1 st Grade	5-6	60	60	90	90	90
2 nd Grade	6-7		60	90	90	90
3 rd Grade	7-8			90	90	90
4 th Grade	8-9				90	90
5 th Grade	9-10					90
TOTALS		120	180	360	450	540

This table assumes an enrollment amendment to increase to 90 students/grade in Year 3.

This following table shows the growth plan for the education corporation for the next six years, assuming approved renewals for BCSE 1 and BCSE 2. (Please refer to our FOBCSE Business Plan for a full elaboration on our network enrollment and growth model.):

BCSE 1-5 – TOTAL CHARTER ENROLLMENT BY GRADE							
GRADES	AGE RANGE	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	4-5	150	210	300	390	420	450
1	5-6	150	210	300	390	420	450
2	6-7	90	150	240	330	420	450
3	7-8	90	90	180	270	360	450
4	8-9	90	90	90	180	270	360
5	9-10	90	90	90	90	180	270
6	10-11	90	90	90	90	90	180
7	11-12	90	90	90	90	90	90
8	12-13	90	90	90	90	90	90
TOTALS		930	1110	1470	1920	2340	2790

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 each school 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, our students' ages range in typical manner as with their traditional public school peers in grades K-8.

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 our 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 our current and proposed host districts. 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 a BCSE school, and those residing in the host district are given preference in that order for vacancies on a first-come, first-served basis. Once the list of sibling applicants and host 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 any of the BCSE schools 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, BCSE 3, 4, & 5 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.

Statistical Overview – Existing Schools

Requested Data	2012-13	2013-14	2014-15
Enrollment¹			
Total Enrollment	519	554	643
Number of Students with Disabilities	60	65	73
Number of English Language Learners	40	32	37
Number of Economically Disadvantaged Students	412	419	496
Retention²			
Total Number of Students Eligible to Return from Previous Year ³	438	470	504
Total Number of Eligible Students Who Returned from Previous Year	423	454	495
Number of Students with Disabilities Eligible to Return from Previous Year ⁴	43	61	67
Number of Students with Disabilities Who Returned from Previous Year	42	50	59
Number of English Language Learners Eligible to Return from Previous Year ⁵	23	37	39
Number of English Language Learners Who Returned from Previous Year	23	34	35
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	412	380	451
Number of Economically Disadvantaged Students Who Returned from Previous Year	407	370	355
Number of Out of School Suspensions (Occurrences)	0	0	0
Number of Out of School Suspensions (Individual Students)	0	0	0
Number of Expulsions	0	0	0

[1] All enrollment data should reflect BEDS day information.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program, or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

ACADEMIC SUCCESS

Response 05ae: 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 Schools

In order to prepare students for 21st century learning and global perspectives, instruction will be supported by technology integration. In different courses at BCSE schools, 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.

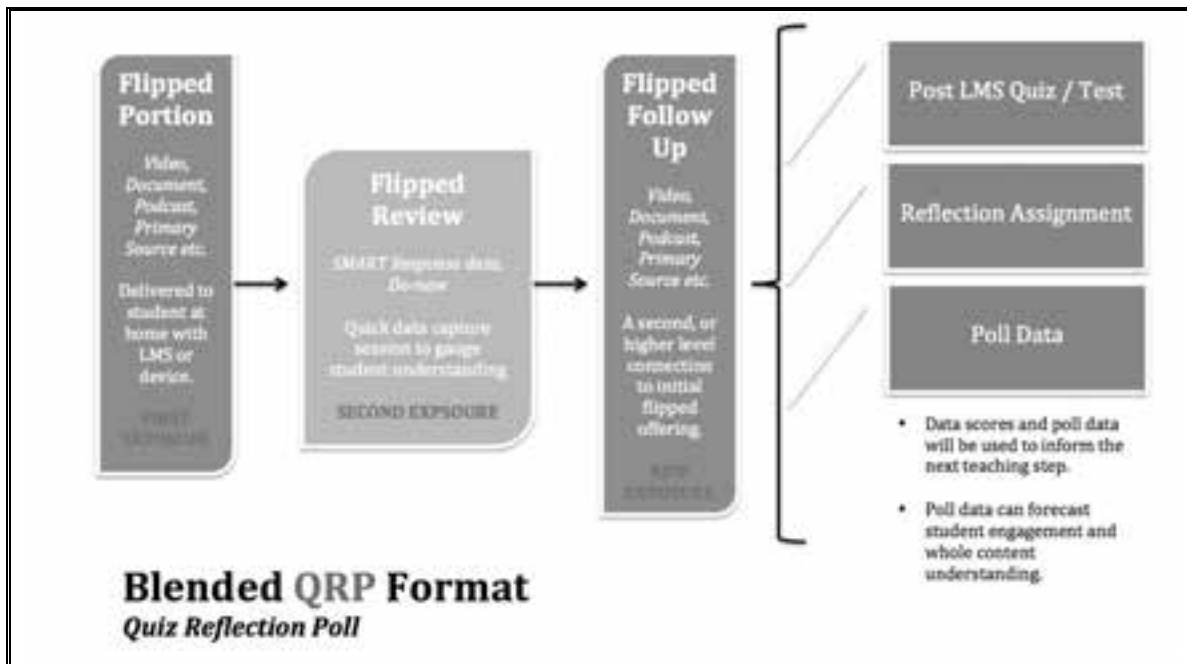


Figure 1.1 – Quiz Reflection Poll (QRP) format. Source: BCSE Technology Christopher Brignola

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.

Our 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 schools 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 schools 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 schools, 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 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.

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>

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

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 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

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

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 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.

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

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.

BCSE has tough standards for promotion. Students are expected to perform at or above grade level in all subjects: level 3 or 4. It is not automatically assumed that scholars will pass from one grade level 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 IEP's who have significant attendance or behavioral problems unrelated to their IEP's may be retained for those reasons in addition to performing significantly far below grade level standards.

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, BCSE schools will submit an Accountability Plan Progress Report to its authorizer (SUNY) and an Annual Report to the state (SED). 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, our schools 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 each school 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 Assistant Principal, Social Worker, 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, each school will also monitor graduation rates, and rates of admission into competitive middle and high school programs.

BCSE schools 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, which may include the extension of the management contract. 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 06ac: 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 2016-17 school year. The first day of school is scheduled for September 6th and the last day will be approximately June 23rd. These dates will be similarly adjusted for the 2017-18 school year. There will be 180 days of school in total.

6(b) Sample Student 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. Each school 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, BCSE 3, 4, & 5 are proposing 2 classes for each grade level for the first two years. Thus, the schedule will have slight variations to accommodate for fewer classes for specials, for example. Students' daily schedules, 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.

6(c) Sample Teacher Schedule

Please refer to Exhibit 9-3 of BCSE's Subsequent Renewal Application.

The schedule may be slightly adjusted each year as the school grows to capacity. Each school will open with grades K and 1, and add a grade level each subsequent year to serve grades K-5 at full capacity. Exhibit 9-3 shows a schedule with 3 classes per grade level. However, BCSE 3, 4, & 5 are proposing 2 classes for each grade level for the first two years. Thus, the schedule will have slight variations to accommodate for fewer classes for specials, for example. Teachers' daily schedules, however, will remain the same.

Response 07ad: Specific Populations

7(a) 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, Assistant Principal, Social Worker, 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 Assistant Principal/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 Assistant Principal/ 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 Social Worker 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) Students With Disabilities

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 08ad: 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

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:

BCSE 3, 4, & 5 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 each school 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.

BCSE 3, 4, & 5 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>

Response 09b: Discipline Policy (General Education)

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

BCSE 3, 4, & 5 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>

Response 09c: Special Education Discipline Policy

9(c) Special Education Discipline Policy

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

BCSE 3, 4, & 5 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.

Elaboration

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. (Education Code 48903; 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 <http://schools.nyc.gov/NR/ronlyres/CD69C859-524C-43E1-AF25-C49543974BBF/0/DiscCodebookletApril2015FINAL.pdf>

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 Principal or designee 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 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 Governing Board'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. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

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 District Superintendent 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. (Education Code 48203)

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 district's code of student conduct may nevertheless

assert any of the protections under IDEA, if the school and school district had knowledge of the student's 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 district supervisory or 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 district's director of special education or other supervisory school personnel about a pattern of behavior demonstrated by the student.

However, the district 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.

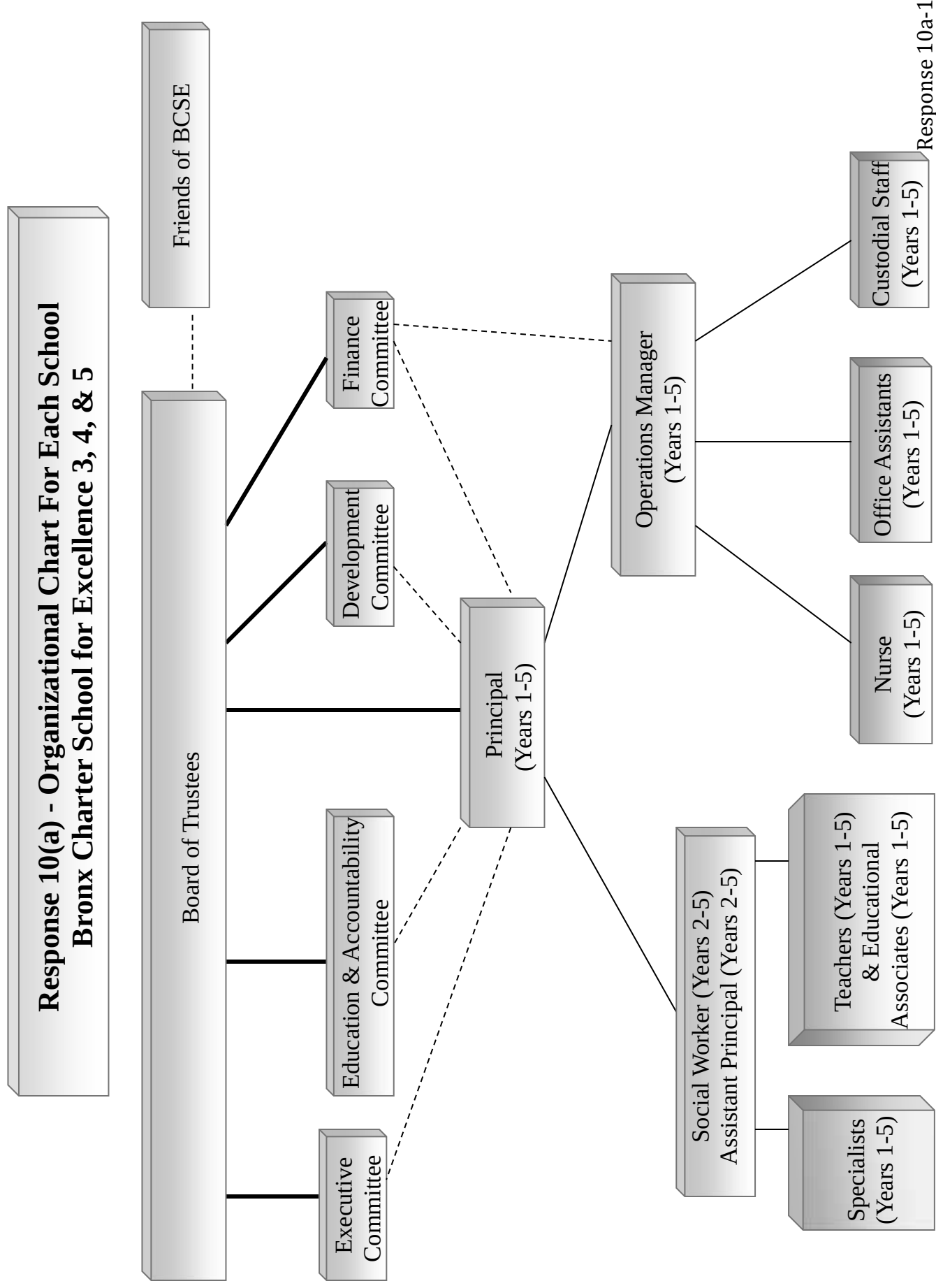
When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

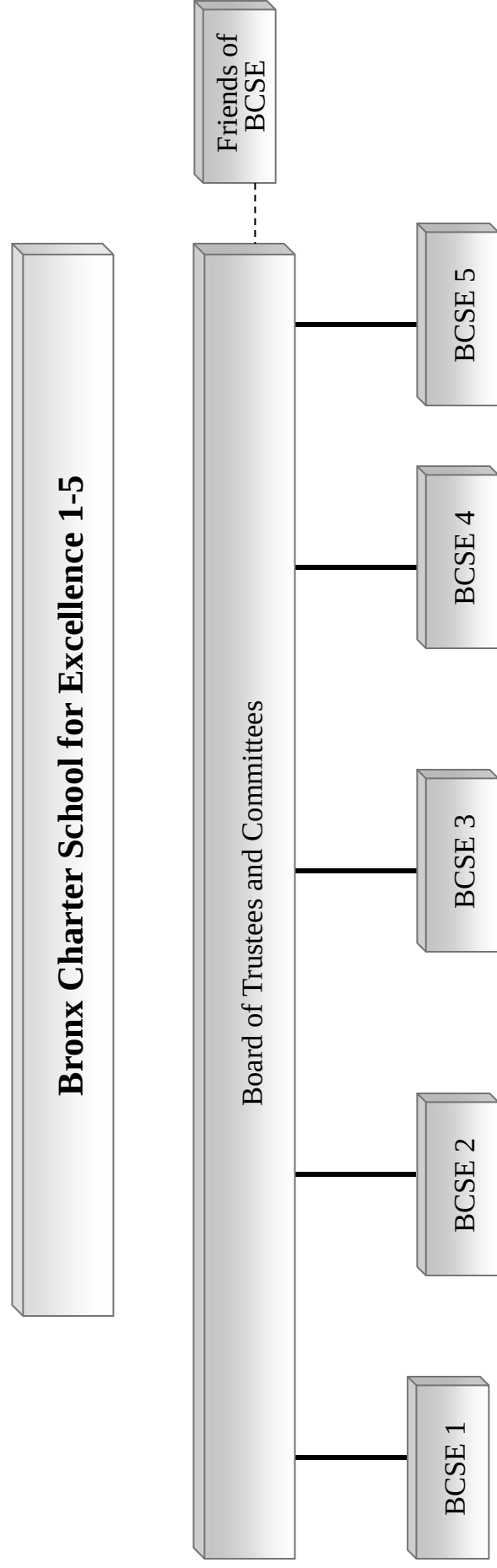
If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement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

Response 09d: Dress Code Policy

9(d) Dress Code Policy

BCSE 3, 4, & 5 will be adopting the same dress code policy as the replicating school, BCSE. Additional information regarding our school uniform policy is included on pages 4-6 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.





ORGANIZATIONAL VIABILITY

Response 10(b): School Management and Leadership

10(b) School Leadership and Management Structure

Like our flagship school, BCSE 3, 4, & 5 will establish a clear organizational structure of staff, systems, and procedures to support the daily operations of the schools and ensure that the terms of the schools' 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) will be the steward of the schools' charter and the presiding body of the academic, organizational, and fiscal programs and policies of the schools, while the Principals will oversee the daily management of each schools' programs.

The leadership structure of each school will closely resemble that of our flagship once at full capacity for the grades served. However, as start-up schools that will be growing in scale during their first five years, we will modestly staff in accordance with an increasing student body. Each school will open with a Principal who will serve as the school's instructional leader and report directly to the Board. In year 2, we will add an Assistant Principal, who will support the Principal in providing leadership and coaching. Our Learning Specialists and Social Worker will also provide a second layer of support, with a third layer provided by grade level leaders. As with our flagship school, 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 academic 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.

The Board is currently comprised of 5 dedicated volunteers with the expertise and fortitude to ensure the success of the schools. Loaning their vast expertise, the Board of Trustees will provide oversight of the schools to support their educational, organizational, and financial integrity. BCSE 3, 4, & 5 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 each school's academic performance, as well as our schools' overall health and act responsively to any potential areas of vulnerability. Over the next three years, the Board will be increasing in size and strengthening its capacity of overseeing multiple schools within our growing network. Current members are conducting a needs assessment to determine which fields of focus will increase the Board's capacity for effective management. These may include education, business, marketing, real estate, financial management, public relations, and law. Each member will leverage professional and personal affiliations to identify potential candidates to add to the Board. Each candidate will be carefully screened, nominated, voted in, and inculcated in accordance with our By-Laws. Concurrently, the Board will also ensure that new members submit the requisite forms to the authorizer for approval.

Once each member is officially approved and voted into membership, s/he will be trained on the model, policies, and regulations guiding Board governance.

The Board will also be engaged in Marci Cornell-Feist's Board on Track program, participating in intensive board development workshops, retreats, and online programs to maintain effective oversight while building capacity and efficiency in governance. They will focus particularly on governing multiple schools, streamlining our processes, and maximizing our potential. Through their effective oversight, the Board members will ethically and responsibly safeguard the schools' fidelity to its mission, vision, charter, and high quality model.

Working with the Board's Finance Committee, the Principal and the schools' Finance and Operations teams will oversee and ensure the school's responsible and ethical financial and operational management. They will also receive central office support from the CMO's Directors of Finance and Operations, as well as our financial management contractor, Charter School Business Management (CSBM). Day-to-day operations and financial accounting will be conducted by each school, while the CMO will work with each team to support the long-term network-wide goals, management, and policies.

BCSE 3, 4, & 5 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 schools' 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 scholars.

With the success of the BCSE flagship school, the Friends of Bronx Charter Schools for Excellence (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 proven 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 report 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 CMO will provide a recruiting staff to identify an initial pool of qualified teacher candidates for all schools. However, the school will have final determination for 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.

Some charter schools and organizations have been plagued with high teacher attrition and turnover rates, which can potentially diminish the quality of instruction, overburden already scarce resources to mitigate, and ultimately endanger an organization's endurance. A particular focus for our CMO is to develop a framework for talent recruitment, teacher development, and a leadership pipeline. These aspects are critical for ensuring that we not only replicate the BCSE model with fidelity, but that we are able to replicate and sustain the *quality* of our model as we expand. FOBCSE will be centralizing the teacher recruitment process to ensure that we are able to attract and screen for the best talent for candidacy within our network of schools, thereby alleviating each individual school of the financial burden and time constraints of recruiting in isolation. FOBCSE will also be able to support pre-service summer training, as well as ongoing professional development of staff with economy of scale to ensure there is consistency across our network of schools. Additionally, we are developing a formal leadership program for

building capacity within existing staff and providing opportunities for growth and promotion. Because our model is so highly invested in developing our professional staff and building leadership capacity within our existing talent pool, we have been able to retain top talent within our organization, seed veteran staff within our launching schools, and safeguard the longevity of our organization.

The Board of Trustees (BOT, Board) is the steward of the schools' 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. 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. BCSE'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 our model, and fidelity to the mission and vision of the schools.

BCSE cognizant and embraces its accountability to a variety of constituents. Our schools 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 BCSE'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 BCSE schools, 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 BCSE 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 10, 11, and/or 12 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 schools

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. The Principal will be identified within 6 months of each school's opening.

The Friends of Bronx Charter School for Excellence Leadership Development program builds capacity in each existing and rising school leader. The purpose of the program is to provide leaders with a pedagogical and methodological model for maintaining school success and the "Excellence Community Schools" model. The program is designed for educators currently in teacher or secondary leadership roles. The candidates at BCSE and SCSE are in roles as lead teachers, department chairs, coordinators/directors, and assistant principals. The program is conceptualized for educators currently in leadership because their daily experiences serve as part of the curriculum for the program. Educators within the organization who have expressed interest and/or have demonstrated leadership are given an opportunity to build capacity. Candidates who are attending graduate school work with CMO staff to align class assignments with their daily roles or responsibilities. We also create projects and assignments for them to get building leadership experience. The candidates either have New York State Building or District certification and a Master's degree in Educational Leadership or are currently enrolled in leadership graduate studies. This is a requirement of the principals, as we believe this sets a foundation in the scholarship and basic knowledge of school leadership.

The three current principals within the Friends of Bronx Charter School for Excellence CMO and one principal in another organization were identified as either teacher leaders or secondary leaders and trained to become principals. We also have two leaders, one a current assistant principal and the other a leadership intern, who were identified as teacher leaders and have been trained for their secondary roles. The process can take two to five years for an educator to matriculate from identification, teacher leadership, role transition/leadership internship, assistant principal, to principal. There are currently six candidates being trained in our leadership program with three candidates eligible for consideration for a leadership role at the proposed replications.

The Leadership Development program addresses leadership components that align major school calendar events, as well as ongoing development of organizational and instructional leadership skills. The areas of leadership development are as follows:

- 1) Hiring
- 2) Selecting curriculum and monitoring curriculum implementation
- 3) Monitoring student assessments and data effectively
- 4) Maintaining compliance in special education; English language learners; Teacher certification
- 5) Observing and supporting teachers-aligning professional development/growth opportunities
- 6) Creating a student, parent, and teacher culture of high integrity and trust
- 7) Developing relationships with parents and community
- 8) Practicing moral and ethical decision-making
- 9) Developing school budgets, purchasing, and inventory

10) Becoming a research practitioner

The leadership development program recognizes that leaders are recruited and trained with different leadership developmental levels. As the organization grows, however, qualified leaders may be hired from nationwide searches. We have established a growth pyramid with 5 stages of development that require differentiated support. The stages are below:

- 1) Stage One-Entry level (1-2 years) leaders that are learning the competencies, discovering who they are as leaders, systems driven approach to decision-making, and require real-time support and feedback from supervisors and coaches
- 2) Stage Two-(2-5 years) leaders that are continuing to build competencies, learning new content, relies on coaching and peer support, and continues to be a systems driven decision maker
- 3) Stage Three-(5-8 years) leaders that are competent with leading, peer support network, collaborative inquiry groups/critical friends, begins to create new leadership experiences, less systems driven, and questions decisions/systems
- 4) Stage Four-(8-10 years) leaders that are experienced, continue life-long learning, formal education programs, supported by executive coach
- 5) Stage Five (10+ years) leaders that are confident, new responsibilities/new titles, small support group

When external leaders are hired, those leaders become part of the ongoing development program established by the Friends of Bronx Charter School for Excellence CMO. New schools will receive support from its CMO and network affiliations to 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 BCSE'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.

FOBCSE is also building capacity within its executive leadership team to codify our flagship model, and oversee and support our network of schools to ensure fidelity. Additionally, our CMO staff provides a live resource and incubator for innovation and best practices. The staff provides support on-site and virtually based on the level of need. We assume much of the central office duties to allow our schools to focus on what they do best: educate children. As our CMO continues to expand and strengthen its position of overseeing our network of schools, our focus will be on maintaining the Excellence that has distinguished our model, and codifying our best practices, policies, and procedures for effective replication. The most important way to ensure that the model is effectively replicated is to build a strong leadership pipeline that is either trained internally or external candidates that can be trained well in advanced of a school opening.

Below is an example of our current leadership pipeline:

Name	Leaders	Current Position	Experience	Notes
Internal Has been with BCSE since 2007 as SPED coordinator/learning specialist, academic dean, and principal. Leadership training at BCSE with C. Reid.	Leader 1	Elementary Principal	• 3 years principal • 3 years academic dean • 5 years SPED coordinator/learning specialist • Master's/Cert in building and district leadership	• Possible Director of SPED at CMO • BCSE 2 principal • 2 year floater principal • Stay at BCSE 1 for 1-2 years
Internal Has been with BCSE since 2006 as teacher, leadership intern, and assistant principal. Leadership training at BCSE with C. Reid.	Leader 2	Assistant Principal	• 2 years assistant principal • 1 year leadership intern • 5 years grade level chair • 7 years early childhood teacher • Master's/Cert in building and district leadership	• BCSE 1 principal • BCSE 2 principal • BCSE 3 principal (2017)
Internal Has been with BCSE since 2009 as teacher, leadership intern, and assistant principal starting 2016.	Leader 3	Leadership Intern	• 6 years as grade level chair • Teacher coach • Master's/Cert in building and district	• BCSE 4 principal • BCSE 5 principal

Leadership training at BCSE with C. Reid.			leadership	
External TFA	Leader 4	Director of Instruction	• 1 year principal • 2 director of instruction • 1 year leadership intern • 1 year alternative leadership program	• BCSE 2 principal • BCSE 3 principal (2017) after a 1 year dean position • Dean at BCSE 1
External Leadership training at district school with C. Reid.	Leader 5	Assistant Principal	• 11 years assistant principal • 11 years supervisor of SPED • Adjunct professor for new teachers/SPED • Master's/Cert in building and district leadership	• Director of SPED at CMO • BCSE 3 principal • BCSE 4 principal • BCSE 5 principal
External Leadership training at district school with C. Reid.	Leader 6	Assistant Principal	• 9 years assistant principal • 5 years as lit. coach • Adjunct professor for new leaders • Master's/Cert in building and district leadership	• BCSE 3 principal • BCSE 4 principal • BCSE 5 principal
External Mercy College	Leader 7	Director of Academics	• 3 years as Dir of Academics • Master's/Cert in building and district leadership	• BCSE 3 principal • BCSE 4 principal • BCSE 5 principal

Based on the candidates above, BCSE and CMO staff feel confident that we will be able to place strong leaders for BCSE 3, 4, and 5. And once the leaders are placed, our leadership development program will support their development and retention through personalized growth plans, continued formal training, direct feedback and coaching, school visits, collaborative walkthroughs, mid-year evaluations, performance-based bonuses, and a transparent career ladder.

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

		Year 1	Year 2	Year 3	Year 4	Year 5
BCSE 3, 4, & 5 STAFFING PLAN FOR EACH SCHOOL - FTE	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	120.00	180.00	360.00	450.00	540.00

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	4.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	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	2.0
Administrative Staff	1.0	1.0	1.0	1.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	5.0	5.0	5.0	10.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	12.0	15.0	18.0
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	12.0	15.0	16.0
Specialty Teachers	2.0	3.0	4.0	5.0	6.0
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	33.0	41.0	47.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	2.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	1.0	1.0	2.0
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	4.0

TOTAL PERSONNEL SERVICE FTE	18.0	26.0	40.0	48.0	61.0

		Year 1	Year 2	Year 3	Year 4	Year 5
BCSE 1-5 STAFFING PLAN	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Grades	K-8	K-8	K-8	K-8	K-8
	Enrollment	1110	1470	1920	2340	2790

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	7.0	9.0	11.0	12.0	13.0
Deans, Directors & Coordinators	3.0	3.0	3.0	3.0	6.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	2.0	3.0	4.0	4.0	5.0
Administrative Staff	8.0	10.0	11.0	11.0	12.0
TOTAL ADMINISTRATIVE STAFF	20.0	25.0	29.0	30.0	36.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	45.0	57.0	73.0	85.0	99.0
Teachers - SPED	15.0	19.0	24.0	28.0	32.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	29.0	40.0	54.0	67.0	79.0
Specialty Teachers	13.0	17.0	20.0	22.0	24.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	3.0	4.0	5.0	6.0	6.0
Other	1.0	1.0	1.0	1.0	1.0
TOTAL INSTRUCTIONAL	106.0	138.0	177.0	209.0	241.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	4.0	4.0	4.0	4.0	4.0
Security	0.0	0.0	0.0	0.0	0.0
Other	7.0	7.0	7.0	7.0	7.0
TOTAL NON-INSTRUCTIONAL	11.0	11.0	11.0	11.0	11.0

TOTAL PERSONNEL SERVICE FTE	137.0	174.0	217.0	250.0	288.0

The tables above illustrate the anticipated staffing plan for each replication (BCSE 3, 4, & 5) and the combined plan for BCSE 1-5. These plans assume renewals for BCSE 1 and 2, as well as approval for enrollment expansion and growth to middle grades for BCSE 2 for the next charter term. It is also assumed that grades K-4 will be housed in one facility, while grades 5-8 will be in a second facility, as is the case for BCSE 1. As such, the staffing plan takes into account the need for personnel in separate facilities. Please note that the replication tables will vary slightly from those presented in R-21e – 01-03 Budget Template for each replication school. The replication tables shown here are the actual number of individuals who will be instated in each position, whereas the budget is expressed as multipliers of the allocated salaries for each position. For example, these tables show one school leader in Year 1, whereas the budget will reflect a 0.6 position indicating that the Principal's salary in Year 1 will approximate 60% of the total wages allocated to the school's instructional management salaries. The combined BCSE 1-5 personnel will mirror that in the education corporation budget template.

In Year 1, each 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, with support from the CMO staff. There will be one office assistant overseeing critical aspects such as student applications, records, scheduling, and clerical tasks. 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 teachers for two specials that will be offered, and one special education teacher for each grade level ICT class who will manage and provide instruction for our students with special needs. One of our special education teachers will also be designated as our Learning Specialist, who will act as the school's Special Education Coordinator. Each school 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, each school will add an Assistant Principal who will collaborate with the Principal to oversee the instructional program and school culture as the school continues to increase in scale. We will also hire a Social Worker, who will manage and support a safe climate for our students, and offer counseling services as needed. We will also add two lead teachers and two educational associates, one special education teacher, and a third specials teacher.

In year 3, we will be adding one grade level for instruction, and increasing to three classrooms per grade level. As such, we will add lead teachers and educational associates for each new classroom, as well as one special education teacher for the added grade level. One specials teacher for a fourth specials class will also be identified.

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

By Year 5, each school will be serving our scholars at full capacity grades K-5. As the student body grows an additional grade level, we will add three lead teachers, one educational associate, and one special education teacher. The likelihood that we will require separate facilities as is the case for BCSE - one for grades K-4 and one for grades 5-8 - necessitates the addition of staff for a separate middle school building. Therefore, will add a MS Principal, Assistant Principal, Learning Specialist (Special Education Coordinator), Operations Manager, Office assistant, nurse, and custodian. This conservative growth plan allows time for the school to grow to scale and solidify school operations in its facility while maintaining a safe learning environment. 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 Years 2 and 3, two lead teachers or educational associates from any of our existing schools may be moved to staff a new BCSE school. Since we staff our elementary schools with highly qualified, certified lead teachers and educational associates, the impact of moving two staff members to support with building a foundation at a 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. This allows us to seed each new school with faculty members who are already fluent in our model, and can provide support to more novice staff. This is particularly important as we expect each grade level team to work cohesively in support of one another to promote the educational needs of all grade-level scholars. The majority of our new/novice certified teachers will work as educational associates and after a year, will be eligible for promotion to a lead teacher position. Our CMO will support each school in recruitment and developing a teacher and school leader pipeline, along with providing ongoing professional development for staff.

11(b) Qualifications and Responsibilities

Bronx Charter School for Excellence Key Personnel Job Descriptions

Principal
Operations Manager (OM)
Assistant Principal
Social Worker (Dean of Students)
Learning Specialist (Special Education Coordinator)
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.

Qualifications

- NYS School Administration and Supervision License
- Masters Degree in Education or related field
- Minimum 1 year of previous experience in leadership role (i.e. Assistant Principal, Dean, Grade Level Leader, etc.)
- Minimum 5 years of successful teaching experience
- Track record of accomplishment and achievement
- Experience with and commitment to improving the quality of urban education, specifically for scholars who have been traditionally underserved

Responsibilities

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 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 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 BCSE school.

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 processes.
- 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 the school.
- 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 BCSE personnel
- Make recommendations to Board on termination, suspension, or non-renewal of employees assigned to BCSE
- Work with BCSE 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 BCSE staff.

Operations Manager

Qualifications

- Bachelor's Degree or higher with concentration in Business, Project Management or other relevant field
- Minimum 3 years of previous professional experience
- Previous charter school management experience preferred
- Experience with and commitment to improving the quality of urban education, specifically for scholars who have been traditionally underserved

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 BCSE'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 BCSE schools
- 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

- NYS School Administration and Supervision License
- Masters Degree in Education or related field
- Minimum 1 year of previous experience in leadership role (i.e. Assistant Principal, Dean, Grade Level Leader, etc.)
- Minimum 5 years of successful teaching experience
- Track record of accomplishment and achievement
- Experience with and commitment to improving the quality of urban education, specifically for scholars who have been traditionally underserved

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.

Social Worker (Dean of Students)

Under the direction of the Principal, the Social Worker/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.

Qualifications

- Current NYS Certification/Licensure or reciprocity from another state in the equivalent area
- At least 1 year of experience in elementary school program
- Bachelor's Degree or higher
- Demonstrated strong behavioral and therapeutic skills

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.

Learning Specialist (Special Education Coordinator) K-5

Qualifications

- NYS Special Education Certification, or reciprocity from another state in the equivalent field
- Masters Degree in Special Education or related field
- Previous experience in leadership role preferred
- Minimum 3 years of successful teaching experience
- Track record of accomplishment and achievement
- Experience with and commitment to improving the quality of urban education, specifically for scholars who have been traditionally underserved

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

Qualifications

- NY Teacher Certification or reciprocity from another state in the equivalent area
- At least 1 year of teaching experience
- Bachelor's Degree or higher
- "Highly Qualified"

Responsibilities

- Develops weekly written lesson plans that correlate with BCSE'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 BCSE schools
- 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

Responsibilities

- Plans and teaches with other teachers 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 Learning 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 and uses the data to both inform instruction and measure student growth.
- 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 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

Educational Associate

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

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

Qualifications

- NY/CT Special Education Teacher Certification or reciprocity from another state in the equivalent area
- At least 1 year of teaching experience
- Bachelor's Degree or higher
- "Highly Qualified"

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)

A grade level chair is a lead teacher whose role it 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

BCSE 3, 4, & 5 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, Social Worker/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, AP, and Social Worker, and will collaboratively hold authority to hire, appraise, and dismiss all personnel under their purview.

Some charter schools and organizations have been plagued with high teacher attrition and leader turnover rates, which can potentially diminish the quality of instruction, overburden already scarce resources to mitigate, and ultimately endanger an organization's endurance. A particular focus for our CMO is to develop a framework for talent recruitment, teacher development, and a leadership pipeline. These aspects are critical for ensuring that we not only replicate the BCSE model with fidelity, but that we are able to replicate and sustain the *quality* of our model as we expand. FOBCSE will be centralizing the recruitment process to ensure that we are able to attract and screen for the best talent for candidacy within our network of schools, thereby alleviating each individual school of the financial burden and time constraints of recruiting in isolation. FOBCSE will also be able to support pre-service summer training, as well as ongoing professional development of staff with economy of scale to ensure there is consistency across our network of schools. Additionally, we are developing a leadership program for building capacity within existing staff and providing opportunities for growth and promotion. Because our model is so highly invested in developing our professional staff and building leadership capacity within our existing talent pool, we have been able to retain top talent within our organization, seed veteran staff within our launching schools, and safeguard the longevity of our organization. Further information on our pipeline development is provided in Response 10(b) Leadership and Management Structure, and in the FOBCSE Business Plan.

All applications for employment will be accepted online, in person, and by mail (postal or electronic) and all applicant information will be stored in a centralized Applicant Tracking System. As an equal opportunity employer, all BCSE schools 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. Similarly, any form of discrimination or harassment will not be tolerated at any BCSE schools. Any individual who violates these policies will be subject to immediate disciplinary action, which may include termination without compensation. BCSE 1-5 will embrace diversity in its personnel and hopes to attract, recruit, and hire candidates with an array of talents, experiences, and backgrounds. All BCSE schools will comply with all federal, state, and local regulations and requirements for hiring personnel.

As described in Response 10(b) and our Business Plan, FOBCSE will recruit and identify an initial pool of candidates for all school-based positions. As the CMO is also cultivating a leadership pipeline, some of the strongest and most qualified candidates for leadership roles may be promoted from within the organization from existing staff who have demonstrated with increasing capacity their readiness to become school leaders or model teachers who are seeded in new schools. The Board may also elicit the

support of existing BCSE schools and community affiliations to support the search for candidates. To identify our school leaders, once a candidate pool is provided by the CMO, the Education and Accountability Committee of the Board will assume the responsibility of performing the initial round of screening for the Principal. 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 Responses 10(b), the ideal candidate will also fulfill the requirements outlined in the Principal's job description included in Response 11(b). BCSE 3, 4, & 5 will follow a similar process for developing a pool of candidates for the other leadership positions, including the Assistant Principal, Social Worker and OM. Once a pool of qualified candidates is identified by the CMO, the Principal will perform the duties of interviewing and checking credentials to ensure the applicant fits the needs of the school. 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.

FOBCSE will recruit teachers who are passionate about the school's mission, vision, and philosophies. To recruit the school's faculty members, our CMO will use the criteria and qualifications detailed in the job descriptions included in Response 11(b) to establish a broad and diverse pool of applicants by recruiting through a variety of means. These 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 Principal will have authority to recruit, hire, train, and dismiss employees for faculty positions. 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 any BCSE school with a grade level, content area, or specialization identical or similar to the one for which the candidate has 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, the school 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, including pre-service training provided by the CMO and school leadership staff.

All BCSE 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 BCSE property upon leaving.

At will employees may be terminated at any time with or without notice. BCSE 1-5 will exercise this prerogative in the event that there is a breach of any policies, laws, regulations, or standards under which BCSE schools operate. 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, BCSE 1-5 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. BCSE schools are 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.

BCSE 1-5 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. BCSE schools 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, our schools 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 BCSE schools 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. BCSE schools 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. BCSE 1-5 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***

BCSE 3, 4, & 5 – Charter Replication Application 3.29.16

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 personal 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- [REDACTED] Email; [REDACTED] 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.

Chair of the Board of Trustees

Principal

Response 12: Partner Organizations

12(a) Partner Information

BCSE 3, 4, & 5 are 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 Bronx Charter School for Excellence (FOBCSE), submitted in conjunction with this proposal.

Response 12b: Partner Commitment

12(b) Partner Commitment

BCSE 3, 4, & 5 are 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.

Response 13ac: Governance

Incorporated by reference: Subsequent Renewal Application of 2014, Response G, Benchmark 2C Organizational Structure, Response H Benchmark 2D Governance, Response I Benchmark 2E Legal Requirements, Response J Benchmarks 3A-3D, Response M Benchmark 4C Plans for Governance, and Exhibit 15. Additional information is also provided in this proposal under Response 10(b) School Leadership and Management, Response 11(c) Staff Recruitment and Retention, Response 13(d) By-Laws, and the accompanying Business Plans, 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

Please refer to *Response 10(b) – School Management and Leadership*, which includes descriptions of the following: Selection of the school leader and the CMO's role in the process; Monitoring school performance; Evaluating the school leader; and, the CMO's role and relationship with the Board and school leadership. Additional information is included in *Response 13(b) Education Corporation Board Design*.

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

Pursuant to our By-Laws, the Board of Trustees must be comprised of 5-25 volunteer members sufficient to constitute a quorum. There are currently 5 trustees seated on

the Board. These members represent the areas of expertise required for the successful oversight of the school. Additional, ex-officio members may also attend regular meetings such as the Principal and Operations Manager, to report on the school's progress and provide information regarding the school's day-to-day management required for appropriate oversight.

The Officers of the Board consist of a Board Chair, Vice Chair, Secretary, and a Treasurer. The Board may also elect additional Officers for ad hoc committees and task forces as needed. The Chair nominates and the Board elects the Officers annually, or as vacancies occur. Officer roles are determined based on each individual's experience, expertise, and ability to execute the duties of each role. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, disqualification from service, or until a successor is named. Officer roles and responsibilities are included in *Response 13(d) - By-Laws*

The Board performs its primary functions in committees comprised of 3-5 members. Each committee reports back to the full Board and all reports are included in the living documents that record the Board's activities and decisions. Standing committees include the Executive, Education and Accountability, Finance, and Development Committees. As needs arise, the Board may also create additional ad hoc committees and task forces to facilitate specific initiatives. Non-Board members may also be recruited on occasion to serve on task forces as non-voting members, to include parents, staff, and community members. The Board will maintain oversight over all of the school's operations (academic, fiscal, and organizational) while delegating responsibility of the day-to-day management and implementation to the Principal and supporting staff. The authorities and functions of each committee are included in the By-Laws.

The following table presents the current Board membership, along with offices held by and committees on which each Trustee member serves.

Trustee's Name	Board Position
Stacey Lauren	Board Chair, Finance Committee, Education and Accountability Committee, Executive Committee
Mardi Schechter	Vice Chair/Secretary, Executive Committee
Deirdre Flynn	Treasurer, Finance Committee, Executive Committee
Joyce Frost	Vice President, Finance Committee, Executive Committee
Tanya Osborne	Board (Member) Parent Association

A representative of the CMO will be present at Board meetings as a non-voting member. The purpose of attendance is to maintain the ongoing exchange that is critical to sustain a positive and beneficial relationship. Thus, the CMO representative will

provide information and deliverables to inform and support Board decisions, and the Board will provide the CMO with information to ensure successful delivery of support services to the school. In consultation and communication with the Board and/or school leader, the CMO will be responsible and accountable for providing educational and operational services detailed in the “Duties and Obligations” section of the management contract attached to the FOBCSE Business Plan. Based on these contractual obligations, which go into effect upon charter approval and signing of the management contract, the Board will hold the CMO accountable to the terms of the contract. The CMO’s performance will be monitored at each monthly Board meeting based on the provision of services and deliverables, with contract evaluations and renewals determined annually. A summary of the roles and responsibilities between FOBCSE and BCSE Schools are appended as *R-23b-05 – Supplemental Doc – Roles and Responsibilities FOBCSE and BCSE*. Additional information is also available in *Response 10(b) – School Management and Leadership*, as well as the *Draft Management Contract*, which is included as attachment *BPA S06b* within the FOBCSE Business Plan.

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 under its authority 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, when appropriate, will provide centralized organizational support to the leadership teams and Board throughout the network of schools. 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. Each BCSE schools' relationship with its CMO is further articulated in the Business Plan submitted with this proposal.

The Board ensures appropriate access to information and notice of public meetings as permitted by law. The Board also provides public notice of all scheduled meetings and posts meeting minutes and agendas to the school's website. Board members and contact information will also be provided on the school's website.

Over the next three years, the Board will be increasing in size and strengthening its capacity of overseeing multiple schools within our growing network. The Board will strive to recruit and retain mission-aligned volunteers whose fields of expertise enhance the Board's effective oversight of the school. The Board routinely assesses its capacity and performance. When a Trustee resigns, the Board recruits, nominates, and inducts the new member in accordance with the Board election and orientation process described in the Bylaws. Minimally, the Board will seek to recruit individuals who exhibit the following characteristics:

- A commitment to providing a high quality charter option for the families of the Bronx community
- Mission- and vision-aligned
- Prepared to attend and contribute to all Board meetings
- Invested in supporting school-wide efforts, to include developing resources, attending major events, researching community-based partnerships, and fundraising
- Ability to contribute to one or more functions of the committees and make decisions that serve the best interests of the students, staff, and organization, to include analysis of student achievement data, financial reports, and real estate developments
- Committed to advocating on behalf of students, families, staff, community, and charter schools
- Dedicated to elevating the quality of education for every student, family, and the community

Additionally, the school will maintain legal representation on retainer as needed. Once the school is in operation and the staff and Parent Association (PA) have been established, the Board will nominate and appoint one parent representative for membership. The Board will ask the PA President, or designee thereof, to represent the parent constituency as a non-voting member. The Board will seek an individual who is invested in the continual improvement of the school and its programs, but who also has relevant knowledge and experience that can enhance Board membership. The PA President will serve at the Board's pleasure for approximately one-year terms, which may be extended to two years to coincide with the term of PA President. The Board of

Trustees will continually ensure that a broad range of skills and expertise are represented for effective oversight and stewardship of the school.

We are not remiss of the potential dangers of replicating too quickly, which is why we have approached this process with deliberate intention. In order to prevent the dilution of the quality of our model, we have explicitly prioritized maintaining the quality over quantity of our schools. Our flagship school opened in 2004, and for 11 years was the only option that was available to our families. Since then, we successfully launched Stamford Charter School for Excellence in Stamford, Connecticut under a separate education corporation, and we were approved to open BCSE2 in the fall of 2016. In order to preserve the high caliber of instructional programs and services that we provide to our communities, we have focused on developing a CMO to protect, maintain, and improve upon the way that we educate children. We have also planned for opening only one school each year so that we may carefully measure and allocate our resources to incubating each school launch while maintaining the quality of the entire network.

To that end, the Board of Trustees for BCSE, SCSE, the CMO, and the CEO will be engaged in Marci Cornell-Feist's Board on Track program over the next year, participating in intensive workshops, retreats, and online software to maintain effective oversight while building capacity and efficiency in governance. We will focus particularly on governing multiple schools, streamlining our processes, and maximizing our potential. The Board will receive a year of structured support designed to identify strengths and vulnerabilities, establish effective governance structures focused on oversight of expanding models, continual reflection and assessment of practices, and formulating a strategic plan for implementation to ensure optimal efficacy in Board composition, operations, roles and responsibilities, and decision-making processes. This will allow the Boards to amalgamate best practices of existing high-quality Boards governing multiple schools within the context of the BCSE vision, as well as the growing CMO to galvanize a strong, sustainable model for effective governance with multiple constituents working cohesively. Concurrently, the CEO will be engaged in customized coaching and professional development through their CEO on Track program to strengthen her partnership with the Board, manage multiple structures within the growing organization, and to harness their collective capacities.

13(c) Stakeholder Participation

This section is incorporated by reference as indicated above.

Response 13d: By-Laws

Incorporated by reference: Renewal Application, Exhibit 15, By-Laws.

Elaboration: Updated By Laws appended

**Bronx Charter School for Excellence
By Laws**

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: _____

Response 13e: Code of Ethics

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 3, 4, & 5

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 Principal. The Bronx Charter School for Excellence schools 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 our schools.

In addition, BCSE 3, 4, & 5 maintain 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 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 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 BCSE 3, 4, & 5 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

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

BCSE 3, 4, & 5 have provided the above as a procedure for resolving informally complaints brought by BCSE 3, 4, & 5 parents/guardians/school community. However, BCSE 3, 4, & 5 understand that any individual or group may bring a formal complaint to the Board of Trustees 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 BCSE 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 BCSE

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 14ab: District and School Relations

14(a) District Relations

BCSE has maintained a positive rapport with its host district and surrounding communities. Although this proposal does not include a letter of endorsement from CSD 10, 11, or 12, we have received letters of support from local officials and community organizations. During each of our public hearings for both BCSE renewals and throughout any events that solicited public comment, including those for expansion, we have not received any negative comments or any attempts to impede progress from any representatives of the district or the private school sector. Additionally throughout our public awareness campaigns, we have received overwhelming support from the residents, merchants, business owners, employees and representatives from within each community that we intend to serve.

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 in the Bronx with high quality educational options, regardless of their school of enrollment. As illustrated most clearly in *Response 1(a) Community Description and Need*, our targeted communities host several priority, struggling, persistently struggling, and persistently dangerous schools, some of which are on the brink of shuttering or conversion. Despite their efforts and best intentions, these schools have continued to struggle to meet the needs of their children, their families, and communities. Because we believe that every child deserves access to high-quality educational programs, we consider it our civic duty to extend a collaborative hand to our struggling neighbor schools in an effort to share practices that have proven successful for the children and families we serve.

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. This was a three-year partnership with a CSD 10 school that was approved by the District Superintendent and endorsed by the school Principal. Throughout the three years, we were able to cultivate a relationship with the school, and through that, establish connections with other community-based organizations. Secondary to this opportunity to disseminate best practices, this experience allowed us to promote stronger ties within the district, gain greater insight into the community, and develop a deeper understanding of its needs.

BCSE has established other local educational collaborations including our work with Catholic schools to support curriculum, teacher, and leadership development. Additionally, we recently submitted another proposal for a Dissemination Grant to promote parent engagement and increase parent knowledge to support their children in their academic achievement at another local district school. 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 provide 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 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 Prep 9. 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.

14(b) Community Relations

BCSE has 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 BCSE 2 in the fall of 2016. 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. Our middle school program will be relocating to a newly constructed facility. BCSE 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 our schools grow to capacity and begin to broaden their scope of work through our emerging CMO, we hope to galvanize meaningful and lasting partnerships with our district, parochial, and private school colleagues. Our Director of Family and Community Engagement has helped us mobilize our current and alumni parent constituency on

multiple levels. She has also secured several partnerships with various local organizations, district schools, and the broader community to enhance the opportunities we provide for our scholars, our families, our community, and the charter movement. The scope of her work includes: Supporting the HS Placement team and Alumni Services, coordinating large parent groups to attend advocacy and political events, establishing partnerships with district schools for best practice dissemination, fostering relationships with early childhood centers to develop an enrollment pipeline, and coordinating events as our scholars prepare for graduation and high school admissions. This role is vital to our model as it requires a deep understanding of the needs of the scholars and families we serve, as well as a larger understanding of the landscape and resources available to them.

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 have received more interest from local district schools seeking our support to improve their own programs through the dissemination of our best practices. We have already submitted one proposal and are awaiting approval. As we continue to refine our model, we will continue to uphold our civic duty in collaborating with our district peers to share our practices that have proven successful. We will also continue to seek opportunities to elevate our communities through strategies secondary to practices that improve the quality of education for our scholars.

There are some challenges that inherently accompany our vision of being a school that is deeply entrenched in the community and thus seeks to elevate it. We are cognizant that some of our peer schools will not always welcome opportunities for collaboration, or they may not possess a mindset necessary in order to truly facilitate improvement. We must also secure the appropriate resources to facilitate these collaborations and we approach these collaborations with measure to ensure that we do not exceed our capacity at the expense of our model. Nevertheless, our resolve is deep and we will continue to engage our fellow community schools in the best interests of all 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), BCSE 3, 4, & 5 will serve residents of CSD 10, 11, and/or 12 and its surrounding communities. As our admissions policy explains, applicants will have the option of enrolling in any of the BCSE schools depending upon seat availability. Applicants who are returning students, have siblings already attending a BCSE school, and those residing in the host district are given preference in that order for vacancies on a first-come, first-served basis. Once the list of returning, sibling, and host district applicants has been exhausted, we will offer preference to children of employees of the charter school or CMO (up to a 15% set aside). For the 2015-16 school year, we received a total of 3,524 applications and we successfully retained 96% of our student body for re-enrollment from the previous year. We currently note a waiting list of 3,321 students for grades K-8, including at least 868 students for Kindergarten and 431 students for first grade. For the 2016-17 school year, BCSE1 has received 2,697 applications and BCSE 2 has received 681 applications, both in overwhelming excess of the number of seats available, and the number of applications is continuing to increase as we approach our lottery date. 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 one of our schools, we believe this as an indication of public interest in BCSE's successful model, which we propose to replicate. Moreover, based on our analyses of BCSE performance comparisons to other educational options currently available to the community, we believe BCSE 3, 4, & 5 will provide significant educational benefits to the students of CSD 10, 11, and/or 12 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. Throughout our initial public awareness campaign, we have assessed evidence of interest in support and enrollment of families residing in CSDs 10, 11, and 12 with school-aged children and children who will be eligible for grades K and 1 in the fall of 2017, 2018, and 2019. We collected signatures through neighborhood canvassing and launched an online petition, as well as a survey to over 3,000 families to elicit feedback and comments based on our proposed charter school replication. Although the school is continuing to receive feedback, initial analytics indicate that we received a total of 19 survey responses and 531 signatures on our online and paper petitions endorsing our proposal to replicate, in addition to letters of support, comment cards, and interest in enrollment. Sample survey comments include the following:

- We truly hope that the proposals for additional schools in the district pass. We would love for other families to have the pleasure of seeing their children attend BCSE and flourish even more. –CSD 12 Parent

- BCSE has a great reputation in our community but access if [sic] very limited. Opening more schools would definitely be beneficial in education growth of our children and our communities. – CSD 12 Parent
- It will provide additional education to areas that would not otherwise have the opportunity to send their children [to] a prestige [sic] school setting. – CSD 11 Parent
- This project will be of great value to many families. – CSD 11 Parent
- I recommend anyone with children entering K to apply to this school – your child will receive a FREE world class education. – CSD 12 Parent

At one of our elementary school open houses, a father told the story of his immigration to the U.S. from Bangladesh. He explained that he had worked, gone to school, and become a physician. However, he stated that he now feared that his child would not get the same quality education that he himself had received due to limited options. During another parent engagement session at Bronx Community College, a young mother, herself a student, asked that we stop talking about all the wonderful things that BCSE has to offer saying, “Stop, please. We don’t want to hear more about the things that you have at your school if we can’t have it for our children.” In a borough known for its history of offering immigrant families and overlooked communities chances for a better life, hearing such fears and hopelessness expressed by our neighbors and community members is disheartening. However, it further strengthens our resolve and exemplifies the need for better educational options within these communities for our families who we have not yet been able to serve.

At the time this proposal was submitted, we received a total of 550 signatures on petitions and surveys in support of the school. Of the 457 respondents who signed our written petitions and the 19 who endorsed replication in our survey, participants had a total of 364 school-aged children, 352 children who will be eligible to enroll in K/1 at one of our replication schools, and all indicated interest in applying for enrollment. Of those children who will be eligible for enrollment at our replication schools, 65 of the children reside in CSD 10, 89 reside in CSD 11, 113 reside in CSD 12, and 85 reside in another district. These figures represent interest in enrollment prior to an active and strategic marketing campaign, which would take place after approval. Given these mounting numbers and as our outreach efforts continue to build momentum, we believe that BCSE 3, 4, & 5 demonstrate an overwhelming demand for our schools.

BCSE 3, 4, & 5 will continue its outreach after the proposal is submitted, and pending approval, 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.

15(b) Target Population Enrollment

The following table details BCSE 3, 4, & 5’s enrollment targets:

BCSE 3, 4, & 5 – Enrollment and Retention Targets¹					
	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	120	180	360	450	540
Grades Served	K-1	K-2	K-3	K-4	K-5
Enrollment Target – FRPL %	85.1	85.9	86.4	86.4	86.4
Enrollment Target – LEP %	10.0	10.1	10.0	9.9	9.9
Enrollment Target – SWD %	13.1	14.1	15.0	15.8	16.4

BCSE 3, 4, & 5 do not have any currently enrolled students and are, 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	2015-16	2014-15	2013-14	2012-13	2011-12
% English Language Learners	8	6	7	8	5
% Special Education	10	10	11	11	10.8
% Eligible for FRPL	73	76	76	79	77

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 observed a slight decline in 2014-15. 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 SWD scholars. This year, our ELL population increased. However, based on historical patterns, we anticipate that many of our ELL scholars will likewise be declassified as they gain language proficiency within our programs. 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
Total number of students leaving	10	21	26	18
Highest Number Enrolled (July 1 - June 30)	644	554	519	438
Total Percent Attrition	1.6%	3.8%	5.0%	4.1%

¹ <http://www.newyorkcharters.org/enrollment-retention-targets/>

Although we do not intend to enact an enrollment preference for special populations at this time, each school will deliberately extend its outreach efforts in high needs communities to attract and retain a student body that is reflective of the community it serves, to include comparable or greater enrollment of target populations.

BCSE 3, 4, & 5 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, Bangla, and prevailing languages (ELL)
- Local media stations (radio and internet) that target both English and non-English speaking audiences (ELL)

BCSE 3, 4, & 5 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, our schools 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, our schools will also elicit the support of bilingual staff members to support the recruiting efforts for families whose native language is one other than English.

We propose 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. BCSE 3, 4, & 5 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 BCSE schools have 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 BCSE schools 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.

BCSE schools 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 3, 4, & 5 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 to participate in activities with their English Proficient and non-disabled peers.

For all students, to include those who are considered at-risk, BCSE 3, 4, & 5 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

Please refer to R-03c- Community Outreach for a description of community support.

Response 15c: Evidence of Demand

15(c) Evidence of Demand

Please refer to R-03g – Outreach Evidence, which includes evidence of demand.

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 schools, as well as the Student Recruitment, Application and Admissions Guidance and Reporting Requirements (2016-17). Upon approval, families will have the option of applying to any of our BCSE schools. Enrollment preferences for returning students and their siblings will apply to those students matriculated in BCSE schools. The revised admissions policy is below, and applies to all BCSE schools upon approval.

A lottery process will be used to determine admission to each Bronx Charter School for Excellence school. BCSE 1-5 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 1-5 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. Online NYSED Uniform Applications for BCSE are available in prevailing languages through a link on the BCSE website, which leads to the NYC Common Online Charter School Application site. The online application may be translated into any of the selected languages. The lottery takes place in late April to early May, is conducted by an independent third party, and in accordance with NYSED regulations. Public notice of such lottery is provided conspicuously and with sufficient notice. Applicants who are returning students, have siblings already attending a BCSE school, and those residing in the host District are given preference in that order for vacancies on a first-come, first-served basis. Once the list of sibling applicants and host district applicants has been exhausted, we will offer preference to children of employees of the charter school or CMO (up to a 15% set aside). Once the list of returning, sibling, host 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 any of the BCSE schools 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.

Although our marketing and outreach efforts target communities of need, BCSE does not employ at-risk admissions preferences or a weighted lottery

Response 16ac: Facilities

16(a) Facility Needs

BCSE has submitted a formal request for a public facility/co-location space in CSD 10, 11, and/or 12 to the NYCDOE Office of District Planning. Each replication school 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 in each subsequent year. In Year 2, we will continue to have two classes per grade level. However starting in Year 3, we intend to increase to three classes per grade level. Thus, there will be a total of four general education classrooms in Year 1, six for Year 2, twelve for Year 3, fifteen for Year 4, and eighteen for Year 5. We will also require a gymnasium for physical education, and space for two other specialty classes such as music 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. Our schools do 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. We will use the Instructional Footprint tool provided by the NYC DOE to guide us in ensuring that the space allocated to us is appropriate and adequate.

16(b) Facility Selection

BCSE has submitted a formal request for public facility/co-location space in CSD 10, 11, and/or 12 to the NYCDOE Office of District Planning. A copy of this letter is provided as *Response 16d – Facilities Documents*. Based on a conversation held on February 18, 2016 with Drew Patterson, Senior Director of Policy and Strategy for the Office, we anticipate hearing a response to our request by June of 2016. While the Office of District Planning will likely be focused on identifying space for schools opening this fall, we were assured, and will follow up as such, that the Office will continue to remain vigilant of any potential public spaces for our school for the fall of 2017. As directed, requests for public space for 2018 and 2019 will be submitted in subsequent years.

In the event that a public space is not availed to us, we will seek alternative school spaces or explore commercial properties that we might be able to renovate at an affordable cost. As with all of our buildings, BCSE will ensure that all properties remain 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 each site.

16(c) Facility Related Conflicts of Interest

There are no existing conflicts of interest as BCSE 3, 4, & 5 seek public/co-located facility spaces without any conflicting or potentially conflicting affiliations.



Mr. Drew Patterson, Senior Director of Policy and Strategy
New York City Department of Education
Office of District Planning
100 Gold St. Room 3200
New York, NY 10038

Date: February 23, 2016

Dear Mr. Patterson,

Thank you for taking the time to speak with me on the phone on February 18, 2016. As indicated during our discussion, we will be submitting an application to open three new schools: Bronx Charter School for Excellence 3, 4, & 5. As directed, we submit this letter as our formal request for a public facility space in Community School Districts 10, 11, or 12 to house our proposed Bronx Charter School for Excellence 3. We will submit requests for the remaining schools when the NYCDOE begins accepting requests for subsequent years.

Proposed Schools:

Bronx Charter School for Excellence 3, opening Fall 2017
Bronx Charter School for Excellence 4, opening Fall 2018
Bronx Charter School for Excellence 5, opening Fall 2019

Enrollment and Growth Plan for Each School:

Grades	Year 1	Year 2	Year 3	Year 4	Year 5
K	60	60	90	90	90
1	60	60	90	90	90
2		60	90	90	90
3			90	90	90
4				90	90
5					90
TOTAL	120	180	360	450	540

Each grade level will be comprised of two classes with 30 students in each class for the first two years, then expand to three classes per grade level in Years 3-5.

We thank you for your time and consideration, and look forward to hearing your response.

Please do not hesitate to contact me should you require any further information.

Respectfully,

Ayako Wakamatsu
Director of Special Projects

Friends of Bronx Charter School for Excellence
2090 7th Ave. Suite 605, New York, NY 10027

Response 17: Food Services

BCSE 3, 4, & 5 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 BCSE students by the NYC DOE Office of School Food and Nutrition Services.

BCSE'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, our flagship BCSE participated in the universal lunch program. The guidelines for participation are under review by the DOE. BCSE 3, 4, & 5 intend 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

BCSE 3, 4, & 5 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. Our schools 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

BCSE 3, 4, & 5 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 CPCS 2. In addition, the families of students who participate in any of the BCSE 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 21ad: Fiscal Soundness

21(a) Budget

Please note that additional information about the budget for our entire network, along with philanthropic funding is included with our Business Plans.

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 2017-18 and subsequent years.
- 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 and 2 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 and 2 trends;
- The school will not provide transportation.
- BCSE 3, 4 and 5 intend to be located in a public facility space provided by New York City Department of Education (NYCDOE). If the NYCDOE is unable to provide a free space, the schools will pursue a private facility under NYCDOE guidelines that allow for private facility financial support of approximately 20% of the general per pupil funding allocation.

- BCSE 3, 4 and 5 will have staffing necessary to obtain similar academic results as shown at BCSE 1 and 2. Average school-wide teacher to student ratios will be maintained at approximately 12:1

It should be noted that BCSE intends to request an amendment to our charter for BCSE 2 to include a proposal to increase grade level enrollment in Year 3 to encompass 3 classes per grade level with 30 students in each class. Accordingly, we will propose a modified staffing plan to accommodate. Our enrollment figures and budgets for our education corporation take these assumptions into consideration.

FOBCSE is in the process of securing several multi-year grants to support our growth plan and network expansion. In order to successfully launch our growth model, we have established a fundraising target of \$13.23 million over the next five years. The Charter School Growth Fund Board has already approved a \$3.425 million contribution over the next 5 years. We will also continue to seek federal support for each start-up through grants such as CSP funds, which have already been approved for BCSE 2. Additionally, FOBCSE will be hosting a number of fundraising galas to raise awareness, interest, and contributions. Moreover, we currently have six proposals in progress for multi-year grants with major foundations. With the CSGF contributions and CSP funding taken into account, our fundraising goals narrow significantly to approximately \$7.8 million over the next 5 years, or approximately \$1.56 million/year. We believe this is absolutely achievable and feasible with a combination of public, foundation, and corporate grants, as well as individual contributions. We are currently working with a consultant to help us develop relationships with new funders and those connections have already begun. Within the next few months, we will identify a full-time Director of Development, who will assume this role on a full-time basis on behalf of our network.

21(b) Financial Planning

Incorporated by reference: Renewal Application, Response J Benchmark 3A Budgeting and Long Range Planning.

BCSE schools will have their 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 1-5) 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 – Requested review by CSBM

BCSE 3, 4, & 5 were 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 BCSE 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. BCSE would work with other schools, districts, other charter schools and the NYC DOE to secure appropriate placements for all students.

BCSE 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, BCSE 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 BCSE 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.

Outlined below is a description of required actions that may be taken by the BCSE Board of Trustees (“School Board”), in consultation with legal counsel and the Schools’ Authorizer (“Authorizer”), in the event of the dissolution of the school’s charter.

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Immediate Board Actions				
1	Establish <i>ad hoc</i> School Board Committee for wind-up / restructuring ☐ Designate School contact person(s) to send and receive communications from the Authorizer; ☐ Designate employees or School Board members who will handle various aspects of winding up of School operations; and ☐ Provide contact information, and list of employees / School Board members and correspondent responsibilities to the Authorizer. ☐ Instruct contact persons to heed notification requirements for time sensitive notifications, such as notifications involving Collective Bargaining Agreements, if any. ☐ Establish a Communications Plan to: a) provide full information to parents and staff on the dissolution and transition processes and to address questions and concerns; and b) communicate with the media to promote sound impartial reporting of the dissolution			
2	Continue Current Instruction Continue instruction under current Education Program in Original Charter until end of school calendar for regular school year (end of classes) (“EOC”).			
3	Terminate Summer Instruction Program Take appropriate action to terminate any summer instruction, such as canceling teaching contracts.			
4	Reserve Funds Pursuant to the Charter, segregate by School Board resolution			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	in a separate checking account with a specified amount of funds to be used for legal, accounting and other expenses to execute the Dissolution Plan, or if the Charter is not renewed, to dissolve the School Corporation pursuant to §§ 219 or 220 of the Education Law. The Authorizer will determine the exact amount in consultation with the School.			
5	Maintain Communications and Identifiable Location During the wind-up of the School's affairs, it is anticipated that the School Board will use the School Facility, and access thereto should be maintained, even if only by advance notice in order to access assets, etc. In the event the School Facility is sold or otherwise vacated before the winding up of the School's affairs, the School must relocate its business records and remaining assets to a location with operational telephone service with voice message capability, and maintain custody of business records until all business and transactions are completed, and the School Corporation is either restructured and renewed or dissolved pursuant to §§ 219-220 of the Education Law.			
Notifications and Further Actions				
6	Notification of Parents / Guardians Within 10 days after execution of the Charter, notify parents / guardians and employees of school regarding the closure of the School, if such notification has not been made. Such notification shall include, but not be limited to, the following: ☐ Date of the last day of regular instruction; ☐ Cancellation of any planned summer school; ☐ Notice to parents that enrollment of children in their district of residence or other school is mandatory under state law;			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	☐ Optional inclusion of a listing of the names of charter, parochial, public and private schools in the area. ☐ Offer of copies of student records pursuant to the Freedom of Information Law (FOIL) before the EOC. ☐ Date, time and location of two (2) open meetings for parents/guardians to review the dissolution plan and answer questions and concerns. ☐ Provide the Authorizer with a copy of the notice.			
7	Final Report Cards and Student Records Notice Within 7 days after EOC, provide parents / guardians with copies of final report cards and notice of where student records will be sent (the school district of the School's location) and specific contact information. ☐ The notice must advise the parent/guardian to contact the school where the student intends to enroll and to have the student's new school contact the School's district of location to have the student's educational records transferred to the new school. ☐ Provide the Authorizer with a copy of the notice.			
8	Transfer of Student Records and Testing Material No later than 14 days after EOC send student records to the School's district of location, including: ☐ Individualized Education Programs (IEPs) and all records regarding special education and supplemental services; ☐ Student health / immunization records; ☐ Attendance records; and ☐ All other student records. All end of school year grades and evaluations must be completed and made part of the student records, including any IEP / Committee on Special Education meetings / progress reports.			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	As noted above, parents / guardians should be offered copies of students' records pursuant to the FOIL before EOC. Testing material, including scores, test booklets, etc. required to be maintained by the School by the State Education Department must also be forwarded to the School's district of location. ☐ To the extent that scores, etc. will come into existence after the EOC, arrangements should be made with the testing agent to forward such material to the district of location.			
9	Notification of School Districts Within 7 days after the execution of the Charter, the School must notify the Authorizer of students' residence regarding the termination of the education program and lack of future enrollment. ☐ The notice should reflect the fact that no July payment need be made to the School. ☐ The notice should inform the districts that the School will be reconciling its accounts with the district after the EOC. ☐ If applicable, notification regarding cessation of food and transportation services should be provided. ☐ Provide notice to the Authorizer that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment. ☐ Provide the Authorizer with a copy of the notice.			
10	Notification of Funding Sources / Charitable Partners All other sources of the School's operational funding must be notified in writing of the closure of the School as well as charitable partners of the School. ☐ The School should not accept further loans from management			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	companies, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the School's closure / restructuring status. ☐ Charities with property on the premises of the School should be notified to remove same as soon as possible or after EOC, whichever is appropriate.			
11	Notification of Contractors and Termination of Contracts Within 20 days after execution of the Charter, formulate a list of all contractors with contracts in effect, and notify them regarding cessation of current school operations at EOC. ☐ If applicable, instruct contractors to make arrangements to remove any contractor property from the School facility by a date certain, e.g., copying machines, water coolers, other rented property. ☐ Provide the Authorizer with a copy of such notice. ☐ Retain records of past contracts with proof that they were fully paid (see Records Retention, below) to prevent spurious claims. As appropriate, and to the extent possible, terminate contracts for goods and services as of the last date such goods or services will be needed to the extent not necessary for the educational program or wind-up of the School. ☐ Telephone, gas, electric, water, insurance (premises and D&O insurance, see below) should remain operative through the EOC and to the extent necessary to wind up the School's affairs beyond that time.			
12	Union Notification Pursuant to any CBA After consultation with legal counsel, notify any unions of termination of collective bargaining agreements (CBAs) and cessation of instruction by the earlier of (a) 7 days after execution of Charter, (b) pursuant to the notice requirements			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	set forth in any existing CBA, or notice requirements of applicable federal, state and local law. ☐ Legal counsel should be consulted with respect to the notice requirements for terminating the CBA and the legal implications with respect to termination of CBAs and the termination of employees connected to the CBAs. ☐ Provide a copy of the latest CBA to the Authorizer. ☐ Provide a copy of the notice to the Authorizer. ☐ Keep the Authorizer informed of the implications, penalties and damages in connection with any termination of a CBA and ongoing discussions and negotiations with the union in connection with termination.			
13	Notification of Employees and Benefit Providers After an employee termination date is established, but in no event later than 60 days before EOC, notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Further notify employees and providers of termination of all benefit programs, and, if allowable, terminate all programs as of the last date of service in accordance with applicable law and regulations (i.e. COBRA), including: ☐ health care / health insurance; ☐ life Insurance; ☐ dental plans; ☐ eyeglass plans; ☐ cafeteria plans; ☐ 401(k), retirement plans; and ☐ pension plans. Specific rules and regulations may apply to such programs			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	especially teacher's retirement plans so legal counsel should be consulted. Employees should be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. (In the event the School has not paid into the unemployment program on an ongoing basis, the School may have significant financial liability on an ongoing basis after the EOC, and reserve funds should be set aside therefor.) See School Wind-Up Plan and Action regarding payment of taxes, below.			
14	Notification of Food and Transportation Services and Cancellation of Contracts Within 20 days after the execution of Charter, or earlier if required by the contractual notice requirements, cancel school district or private food and/or transportation services for summer school and next school year.			
15	Notification of Authorizer Regarding Lawsuits As soon as possible after receiving notice and/or service of process regarding litigation against, or initiated by, the School, School Board or School employees, notify the Authorizer and provide copies of legal papers received. The School has an ongoing obligation to keep the Authorizer informed regarding such litigation, including bankruptcy, whether voluntary or involuntary, and to provide copies of all filings.			
Assets, Creditors and				

Item	Description of Required Actions	Responsible Party	Completion Date	Status
Debtors				
16	List of Creditors and Debtors; UCC Search Within twenty (20) days after the execution of Charter, formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. ☐ This list is not the same as the contractor list, above, but may include contractors, which should be listed. ☐ Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. Security interests may be recorded and filed pursuant to the Uniform Commercial Code (UCC) with the county and State of New York, and may include all of the assets of the School Corporation or specific assets in which a creditor has an interest as long as such debt remains outstanding. ☐ A UCC search should be performed by the School to determine if there are any secured creditors and to what assets security interests are attached. ☐ Debtors include persons who owe the school fees or credits, lessees or sub-lessees of the School, and any person holding property of the School. ☐ Provide a copy of the list of creditors to the Authorizer with the amount owed to each creditor thereon and the amount owed by each debtor.			
17	Notification to Creditors Within thirty (30) days after the execution of Charter, the School must notify all creditors of its closure. The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	To the extent possible, the School should also begin to negotiate a settlement of debts, which is ultimately consummated by a settlement agreement reflecting satisfaction and release of the existing obligations, if possible.			
18	Notification to Debtors Within thirty (30) days after the execution of Charter, the School must contact all debtors and demand payment. To the extent collection efforts are unsuccessful the School may turn the debt over to commercial debt collection agencies. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.			
19	Reconciliation with District(s) Within 7 days after EOC, the School must reconcile its billings and payments with the Authorizer, including special education payments or other “lagged” payments. ☐ If the School has not been paid by a district within a reasonable time after notification of the Authorizer, the School should contact the State Education Department and seek an intercept of the money and list the district as a debtor. ☐ Conversely, if the School owes the Authorizer money, it should list the Authorizer as a creditor and treat it accordingly.			
20	School Wind-Up Plan and Action The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the School’s board of trustees. Priority should be given to continuing the School’s educational program through the end of the school year and retaining funds to complete the wind-up process.			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	The initial plan should be adopted within 20 days of execution of the Charter, and be updated at least bi-weekly with copies to the Authorizer. The plan should include, but not be limited to, the following: ❑ Termination of non-essential personnel and cancellation of non-essential services prior to EOC. ❑ Make final federal, state and local tax payments (every employer, including the School, which pays wages to employees is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). ❑ Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. (See Liquidation of Assets, below.) ❑ Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the School enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the wind-up, including funds for a final audit, and (if the School Corporation does not submit or the Trustees do not approve a renewal application), for dissolution in accordance with Education Law §§ 219 and 220. ❑ Cancellation of corporate credit cards and lines of credit. ❑ Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and employment, contract and School Board status of those authorized to sign for the School. ❑ Status reports on the implementation of the School Wind-Up Plan to be submitted to the Authorizer through Interim Statements and a Final Statement (below).			
21	Protection of Assets; Insurance			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration. ☐ Existing insurance coverage should be maintained on the assets until the disposal of such assets in accordance with the Wind-Up Plan. ☐ Continue existing insurance for School Facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets are sold, respectively. ☐ Negotiate School Facility insurance with entities that may take possession of School Facility if possible. ☐ Appropriate security services should be obtained or maintained. ☐ Action may include moving assets to secure storage after closure or loss of the School Facility.			
22	Inventory No later than 30 days prior to EOC, <u>all</u> of the School's assets must be inventoried and/or its inventory updated. ☐ All assets of the School, not just ones over a certain dollar value must be inventoried. (Many schools and management companies only inventory assets over a certain value for purposes of accounting. As this inventory is designed for sale or auction all items belonging to the School must be inventoried.) ☐ Provide Authorizer with a copy of the inventory. ☐ Identify assets belonging to other entities (school district, county, municipality, health department, sponsoring foundation, vendors, PTA, etc.), including those borrowed or loaned. ☐ Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest. ☐ Return assets not belonging to School and document same.			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
23	Liquidation of Assets Assets must be liquidated in a commercially reasonable manner including, but not limited to, sale by way of auction, sealed bidding or other commercially reasonable sales methods to the extent permitted under agreements with existing creditors and to the extent such assets are free and clear of any liens or encumbrances. If an asset is subject to a lien, encumbrance or security interest (above), the secured party should be contacted. ❑ No asset may be given away, except as authorized by law. In cases where the cost of disposing of an asset will exceed the cost to be received at sale or auction, it may be permissible to give away or discard such assets. However, this should be cleared from the largest or sole creditor(s) in advance. ❑ School Board members and their relatives as well as employees and students of the School should not purchase any asset unless the purchase is disclosed to the School Board and the disclosure is made a matter of record in the School Board's minutes and approved by a majority of the non-interested members of the School Board.			
24	D&O Insurance Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School Corporation, or, in the case of a successful restructuring renewal application, until the new board of directors is elected (which may want to continue the policy). If no such D&O insurance exists, disclose this fact to the Trustees in any renewal application made by the School Corporation.			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
25	Interim Statements No later than 10 days after EOC, prepare, and submit to the Authorizer, an interim statement in a form satisfactory to the Authorizer, of the status of all contracts and other obligations of the School Corporation, and all funds, including principal and accrued interest, owed to, and by, the School Corporation, with supporting evidence showing: ☐ All creditors or former creditors, any amounts paid to creditors (or in-kind exchanges of assets), and any amounts of debt of the School or School Corporation outstanding, including principal and accrued interest, as of the date of the interim report; and ☐ All amounts owed to the School Corporation by debtors, any amounts paid by debtors, and whether any debtors have paid in full, and any amounts outstanding; and ☐ All income generated through sale or auction of assets and any other change in status of assets. The School will prepare and submit such statements to the Authorizer at 30-day intervals until the final statement (below) is prepared and submitted.			
26	Final Statement At a date to be determined by the Authorizer, anticipated to be no later than 90 days after EOC, but in no case later than the submission of a restructuring renewal application or, if no renewal application is filed, no later than 10 days prior to the filing of a dissolution proceeding, the School shall prepare to the full satisfaction of the Authorizer a final statement of the status of all contracts and other obligations of the School Corporation, and all funds owed to the School, audited (or confirmed) by an independent accountant, with supporting evidence showing:			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	☐ All assets and the value and location thereof, whether such asset has been distributed to creditors in satisfaction or payment of any existing debt obligation; and ☐ Each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and ☐ Statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and ☐ Each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest. ☐ This statement is submitted to the Authorizer in the form in which it will be sworn and submitted to New York State Supreme Court in the county of the School's location as part of any dissolution proceeding pursuant to Education Law § 220 in the event the School Corporation is dissolved. ☐ This statement is in addition to the final Financial Statement Audit (below).			
Corporate Records / Accounting				
27	Final Financial Statement Audit The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1 st of the calendar year in which the School ceases instruction.			
28	Charter Reports; Final Annual Report During the course of the wind-up process, the School must comply with its reporting or notice obligations under the charter (including, but not limited to, resignations of Board			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
	members, etc.), and its reporting and notice obligations under the Act and the Education Law and applicable regulations, including a final Annual Report pursuant to the Act.			
29	Closeout of State and Federal Grants State, federal and other grants must be closed out, including: ☐ Notification to the grant entity of the School closure; and ☐ Filing of any required expenditure reports or receipts and any required program reports. The School Corporation should continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The School Corporation should not seek or accept grant funds for future school years when the School will be closed. Grant status should be noted on financial statements.			
30	U.S. Dept. of Education Filings File Federal form 269 or 269a if the School was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.			
31	IRS Status; Reports The School Board must continue to take all steps necessary to maintain its I.R.C. 501(c)(3) status, including, but not limited to, the following: ☐ Notification to IRS regarding any address change of the School Corporation; and ☐ Filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). ☐ If the School Corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the Authorizer.			

Item	Description of Required Actions	Responsible Party	Completion Date	Status
32	Corporate Records In all cases, the School Board shall maintain all corporate records related to: ☐ Loans, bonds, mortgages and other financing; ☐ Contracts; ☐ Leases; ☐ Assets and asset sales; ☐ Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042. ☐ Governance (Minutes, by-laws, policies); ☐ Employees (background checks, personnel files); ☐ Accounting/audit, taxes and tax status, etc.; ☐ Personnel, ☐ Employee benefit programs and benefits; and ☐ Any items listed in this Dissolution Plan. In the event the School Corporation submits a restructuring renewal application and such application is accepted by the Trustees, the successor school board of the School Corporation will maintain custody of, and be responsible for such records In the event the School Corporation is dissolved, any and all records not previously sent to the Authorizer should be sent to the State Education Department, in accordance with the Education Law, or wherever ordered by the Supreme Court upon dissolution.			
Dissolution / Final Distribution				

of Assets				
33	Resolution of Dissolution If the School Board decides to not submit an application for restructuring renewal, or if the Trustees do not approve such an application before the expiration of the Charter, the School Board must adopt a resolution that the School Corporation be dissolved and proceed to file the same in NYS Supreme Court pursuant to Education Law Sections 219 and 220 (or if an education institution with stockholders, Sections 220 and 221), within 3 months of the expiration of the Charter as set forth below. If the School Board does not take such steps, the Authorizer will notify the State Education Department to take formal action to revoke the Charter and dissolve the School education corporation.			
34	Dissolution If the School Corporation dissolves, the School Board must follow the dissolution provisions in its provisional charter (certificate of incorporation) and the Education Laws. Once dissolved, the School Board of any School Corporation with assets must petition the Supreme Court in the jurisdiction of the School Corporation's principal office for an order directing the disposition of any and all property of the School pursuant to Education Law § 220, which shall include: ☐ a complete statement of all assets, their location and an estimate of their value; and ☐ a statement of the ascertainable debts of the education corporation. ☐ The petition must be submitted with proof that notice of the time and place of the petition has been published each week for at least four weeks in a newspaper circulated in the county in which the			

	School was located. Ed. Law § 220(3). ❑ A copy of the petition must be served on the NYS Office of the Attorney General and the Board of Regents no later than 10 days prior to the filing of an application for dissolution. ❑ As part of the dissolution the court will follow the distribution plan (to another charter school in the district or the school district) set forth in the provisional charter. Whenever the Charter or an order of dissolution is made, the members of the School Board or other custodian of the records of the School have the duty to file the permanent records of the School with the Department of Education. However, the disposition of such permanent academic records may be directed in the order filed with the Supreme Court pursuant to Section 220 of the Education Laws. Copies of all papers related to dissolution should be sent to the Authorizer. Members of the School Board are empowered to continue in office even after the expiration of the Charter and dissolution of the School Corporation for the purpose of winding-up and settling the affairs of the School Corporation, and after the dissolution of the School Corporation.			
35	Final Distribution of Assets All liabilities and obligations of the School must be paid and discharged (or adequate provision must be made therefor) to the extent of the School's assets. Any assets held subject to a lien, encumbrance, security interest or other written conditions or limitations must be disposed of in accordance with and subject to those conditions or limitations. Assets received and held by the School subject to limitations permitting their use only for charitable, benevolent, educational, or similar purposes, but not held upon condition requiring return			

	or with specific disposition instructions, shall be held until dissolution and transferred or conveyed to one or more charter schools in the school district or to the school district. If there is no dissolution, such assets will be held by the School Corporation for the successor charter school pursuant to a restructuring renewal charter. ☐ An itemized receipt must be obtained from each recipient of an asset containing the name, address and telephone number of the recipient. (In case of later question, audit or review by federal bankruptcy or state supreme court, or other governmental body.) ☐ In closing out any federal grant and accounting for any federal grant funds, property owned by the federal government or property acquired under a federal grant must be distributed in accordance with federal regulations. See 34 CFR. Part 80, subparts C and D.			



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Bronx Charter School for Excellence 3

Contact Name: Charlene Reid
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2017-18

Pre-Opening Period: January 1, 2017 - June 30, 2017

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Bronx Charter School for Excellence 4

Contact Name: Charlene Reid
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2018-19

Pre-Opening Period: January 1, 2018 - June 30, 2018

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Bronx Charter School for Excellence 5

Contact Name: Charlene Reid
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2018-19

Pre-Opening Period: January 1, 2018 - June 30, 2018

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Bronx Charter School for Excellence 1-5 (Ed Corp)

Contact Name: Charlene Reid
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2017-18

Pre-Opening Period: January 1, 2017 - June 30, 2017

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

Response 21f: Letters Of Commitment

We do not currently have any letters of commitment.

FOBCSE is in the process of securing several multi-year grants to support the growth plan and network expansion. The CSGF Board has already approved a \$3.425 million multi-year grant. We are also in the process of submitting six grant proposals, and will be hosting CMO fundraising galas. Additionally, we received approval for a CSP grant for BCSE 2. Once we receive official letters or contracts, they will be available for review.

Information listing current private funding and the total amount of contributions is included in our business plans.

Response 21g: Non-SUNY Financials

The applicant group previously submitted a proposal to the Connecticut State Board of Education in January 2014 for the Stamford Charter School for Excellence (SCSE). The charter was approved in April 2014, and the school opened in the fall of 2015. The school is fully enrolled with 168 students in grades PK-1. The school operates under a separate education corporation. However, the schools are affiliated as they are all based on the BCSE model, and receive support from our emerging CMO. Appended to this application is an IRS Form 990-EZ for SCSE. Because the school is still in its inaugural year, the financial audits and accompanying advisory letters will be provided at the conclusion of the fiscal year. Therefore, these items are not yet available.

EXTENDED TO MAY 16, 2016

Short Form

OMB No. 1545-1150

Form **990-EZ**

Return of Organization Exempt From Income Tax

2014

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Information about Form 990-EZ and its instructions is at www.irs.gov/form990.Open to Public
InspectionDepartment of the Treasury
Internal Revenue Service

A For the 2014 calendar year, or tax year beginning OCT 20, 2014 and ending JUN 30, 2015	
B Check if applicable: ☐ Address change ☐ Name change ☒ Initial return ☐ Final return/terminated ☐ Amended return ☒ Application pending	C Name of organization STAMFORD CHARTER SCHOOL FOR EXCELLENCE, INC.
	D Employer identification number 47-2465564
	E Telephone number
	F Group Exemption Number ▶
	G Accounting Method: ☐ Cash ☒ Accrual Other (specify) ▶
I Website: ▶ WWW.STAMFORDEXCELLENCE.ORG	
J Tax-exempt status (check only one) — ☒ 501(c)(3) ☐ 501(c)() (insert no.) ☐ 4947(a)(1) or ☐ 527	
K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other	
L Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ 100,001.	

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)Check if the organization used Schedule O to respond to any question in this Part I ☒

Revenue	1	Contributions, gifts, grants, and similar amounts received	1	100,000.
	2	Program service revenue including government fees and contracts	2	
	3	Membership dues and assessments	3	
	4	Investment income SEE SCHEDULE O	4	1.
	5a	Gross amount from sale of assets other than inventory	5a	
	5b	Less: cost or other basis and sales expenses	5b	
	5c	Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	
	6	Gaming and fundraising events		
	a	Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	
b	Gross income from fundraising events (not including \$ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b		
c	Less: direct expenses from gaming and fundraising events	6c		
d	Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d		
7a	Gross sales of inventory, less returns and allowances	7a		
b	Less: cost of goods sold	7b		
c	Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8	Other revenue (describe in Schedule O)	8		
9	Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8 ▶	9	100,001.	
Expenses	10	Grants and similar amounts paid (list in Schedule O)	10	
	11	Benefits paid to or for members	11	
	12	Salaries, other compensation, and employee benefits	12	
	13	Professional fees and other payments to independent contractors	13	
	14	Occupancy, rent, utilities, and maintenance	14	
	15	Printing, publications, postage, and shipping	15	
	16	Other expenses (describe in Schedule O) SEE SCHEDULE O	16	549.
	17	Total expenses. Add lines 10 through 16 ▶	17	549.
Net Assets	18	Excess or (deficit) for the year (Subtract line 17 from line 9)	18	99,452.
	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	0.
	20	Other changes in net assets or fund balances (explain in Schedule O)	20	0.
	21	Net assets or fund balances at end of year. Combine lines 18 through 20 ▶	21	99,452.

LHA For Paperwork Reduction Act Notice, see the separate instructions.

Form **990-EZ** (2014)

Part II	Balance Sheets (see the instructions for Part II)

Check if the organization used Schedule O to respond to any question in this Part II

X

		(A) Beginning of year	(B) End of year	
22	Cash, savings, and investments	0 .	22	49,452 .
23	Land and buildings		23	
24	Other assets (describe in Schedule O) SEE SCHEDULE O	0 .	24	374,800 .
25	Total assets	0 .	25	424,252 .
26	Total liabilities (describe in Schedule O) SEE SCHEDULE O	0 .	26	324,800 .
27	Net assets or fund balances (line 27 of column (B) must agree with line 21)	0 .	27	99,452 .

Part III	Statement of Program Service Accomplishments (see the instructions for Part III)

Check if the organization used Schedule O to respond to any question in this Part III

X

What is the organization's primary exempt purpose?SEE SCHEDULE O

Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.

Expenses
(Required for section 501(c)(3) and 501(c)(4) organizations; optional for others.)

28 SEE SCHEDULE O

(Grants \$) If this amount includes foreign grants, check here ☐

28a

29

(Grants \$) If this amount includes foreign grants, check here ☐

29a

30

(Grants \$ _____) If this amount includes foreign grants, check here ☐

30a

31 Other program services (describe in Schedule O)

(Grants \$ _____) If this amount includes foreign grants, check here ☐ ☐

	31a

32 Total program service expenses (add lines 28a through 31a)		32	0.

32

Part IV List of Officers, Directors, Trustees, and Key Employees (list each one even if not compensated - see the instructions for Part IV)

Check if the organization used Schedule O to respond to any question in this Part IV

[illegible]

**STAMFORD CHARTER SCHOOL
FOR EXCELLENCE, INC.**

Form 990-EZ (2014)

47-2465564

Page 3

Part V Other Information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Sch. O to respond to any question in this Part V X	

		Yes	No
33 Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O	33		X
34 Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)	34		X
35a Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?	35a		X
b If "Yes" to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O	35b	N/A	
c Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III	35c		X
36 Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N	36		X
37a Enter amount of political expenditures, direct or indirect, as described in the instructions 37a 0.			
b Did the organization file Form 1120-POL for this year?	37b		X
38a Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?	38a		X
b If "Yes," complete Schedule L, Part II and enter the total amount involved	38b	N/A	
39 Section 501(c)(7) organizations. Enter:			
a Initiation fees and capital contributions included on line 9	39a	N/A	
b Gross receipts, included on line 9, for public use of club facilities	39b	N/A	
40a Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 0. ; section 4912 0. ; section 4955 0.			
b Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I	40b		X
c Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 0.			
d Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax on line 40c reimbursed by the organization 0.			
e All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T	40e		X
41 List the states with which a copy of this return is filed NONE			
42a The organization's books are in care of CHARLENE REID Telephone no. 203-989-0000 Located at 1 SCHUYLER AVENUE, STAMFORD, CT ZIP + 4 06902			
b At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	42b		X
If "Yes," enter the name of the foreign country: See the instructions for exceptions and filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
c At any time during the calendar year, did the organization maintain an office outside of the U.S.?	42c		X
If "Yes," enter the name of the foreign country: 			
43 Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 - Check here ☐ and enter the amount of tax-exempt interest received or accrued during the tax year 43 N/A			
		Yes	No
44a Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44a		X
b Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ	44b		X
c Did the organization receive any payments for indoor tanning services during the year?	44c		X
d If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O	44d		
45a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	45a		X
b Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)	45b		

	Yes	No
46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I	46	X

Part VI Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47-49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI ☐

	Yes	No
47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Sch. C, Part II	47	X
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	48	X
49a Did the organization make any transfers to an exempt non-charitable related organization?	49a	X
b If "Yes," was the related organization a section 527 organization?	49b	

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000 ▶

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None." NONE

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation

d Total number of other independent contractors each receiving over \$100,000 ▶

52 Did the organization complete Schedule A? **Note.** All section 501(c)(3) organizations must attach a completed Schedule A ▶ ☒ Yes ☐ No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer CHARLENE REID, CHIEF EXECUTIVE OFFICER Type or print name and title	Date

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
	MICHELLE CAIN	MICHELLE CAIN	03/01/16		P00150750
	Firm's name ▶ MINGEL, METZGER, BARR & CO. LLP			Firm's EIN ▶ 16-1092347	
	Firm's address ▶ 100 CHESTNUT STREET, SUITE 1200 ROCHESTER, NY 14604			Phone no. 585-423-1860	

May the IRS discuss this return with the preparer shown above? See instructions ▶ ☒ Yes ☐ No

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2014

**Open to Public
Inspection**

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization **STAMFORD CHARTER SCHOOL
FOR EXCELLENCE, INC.**

Employer identification number
47-2465564

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 ☒ A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations _____

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see Instructions)	(vi) Amount of other support (see Instructions)
			Yes	No		
Total						

STAMFORD CHARTER SCHOOL

Schedule A (Form 990 or 990-EZ) 2014 **FOR EXCELLENCE, INC.**

47-2465564 Page 2

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2013 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2014. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
b 33 1/3% support test - 2013. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
17a 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		
b 10% -facts-and-circumstances test - 2013. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		

Schedule A (Form 990 or 990-EZ) 2014

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in Part VI when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in Part VI what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ("foreign supported organization")? If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in Part VI .		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in Part VI .		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI .		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer (b) below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):			
a ☐ The organization satisfied the Activities Test. Complete line 2 below.			
b ☐ The organization is the parent of each of its supported organizations. Complete line 3 below.			
c ☐ The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
2a			
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
2b			
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .			
3a			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.			
3b			

STAMFORD CHARTER SCHOOL

Schedule A (Form 990 or 990-EZ) 2014 **FOR EXCELLENCE, INC.**

47-2465564 Page 6

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	☐ Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2014

STAMFORD CHARTER SCHOOL

Schedule A (Form 990 or 990-EZ) 2014 **FOR EXCELLENCE, INC.**

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes		
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity		
3	Administrative expenses paid to accomplish exempt purposes of supported organizations		
4	Amounts paid to acquire exempt-use assets		
5	Qualified set-aside amounts (prior IRS approval required)		
6	Other distributions (describe in Part VI). See instructions.		
7	Total annual distributions. Add lines 1 through 6.		
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.		
9	Distributable amount for 2014 from Section C, line 6		
10	Line 8 amount divided by Line 9 amount		

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1	Distributable amount for 2014 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3	Excess distributions carryover, if any, to 2014:			
a				
b				
c				
d				
e	From 2013			
f	Total of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2014 distributable amount			
i	Carryover from 2009 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2014 from Section D, line 7: \$			
a	Applied to underdistributions of prior years			
b	Applied to 2014 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6	Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7	Excess distributions carryover to 2015. Add lines 3j and 4c.			
8	Breakdown of line 7:			
a				
b				
c				
d	Excess from 2013			
e	Excess from 2014			

Schedule A (Form 990 or 990-EZ) 2014

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered "Yes" to Form 990, Part IV, line 13,
or Form 990-EZ, Part VI, line 48.**

► **Attach to Form 990 or Form 990-EZ.**

OMB No. 1545-0047

2014

**Open to Public
Inspection**

► **Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.**

Name of the organization **STAMFORD CHARTER SCHOOL
FOR EXCELLENCE, INC.**

Employer identification number
47-2465564

Part I

- 1** Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?
- 2** Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?
- 3** Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain.
If you need more space, use Part II
- THE SCHOOL DOES NOT EXPLICITLY INCLUDE THEIR RACIALLY
NONDISCRIMINATORY POLICY IN ALL OF THEIR COMMUNICATIONS WITH
THE PUBLIC. HOWEVER THEIR RACIALLY NONDISCRIMINATORY POLICY
IS INCLUDED THE SCHOOL'S HANDBOOKS AND ON THEIR WEBSITE.**

- 4** Does the organization maintain the following?
- a** Records indicating the racial composition of the student body, faculty, and administrative staff?
- b** Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?
- c** Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?
- d** Copies of all material used by the organization or on its behalf to solicit contributions?
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.

- 5** Does the organization discriminate by race in any way with respect to:
- a** Students' rights or privileges?
- b** Admissions policies?
- c** Employment of faculty or administrative staff?
- d** Scholarships or other financial assistance?
- e** Educational policies?
- f** Use of facilities?
- g** Athletic programs?
- h** Other extracurricular activities?
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a** Does the organization receive any financial aid or assistance from a governmental agency?
- b** Has the organization's right to such aid ever been revoked or suspended?
- If you answered "Yes" to either line 6a or line 6b, explain on Part II.
- 7** Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II

	YES	NO
1	X	
2		X
3		X
4a	X	
4b	X	
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA **For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.**

Schedule E (Form 990 or 990-EZ) (2014)

Part II

Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

STATE PER PUPIL FUNDING, NCLB FUNDING, VARIOUS GOVERNMENT GRANTS

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

**STAMFORD CHARTER SCHOOL
FOR EXCELLENCE, INC.**

Employer identification number
47-2465564

FORM 990-EZ, PART I, LINE 4, OTHER INVESTMENT INCOME:

DESCRIPTION OF PROPERTY:

AMOUNT:

INTEREST

1.

FORM 990-EZ, PART I, LINE 16, OTHER EXPENSES:

DESCRIPTION OF OTHER EXPENSES:

AMOUNT:

MEETINGS AND EVENTS

203.

BANK CHARGES

190.

DUES AND SUBSCRIPTIONS

156.

TOTAL TO FORM 990-EZ, LINE 16

549.

FORM 990-EZ, PART II, LINE 24, OTHER ASSETS:

DESCRIPTION

BEG. OF YEAR

END OF YEAR

SECURITY DEPOSIT

0.

100,000.

DUE FROM AFFILIATES

0.

274,800.

TOTAL TO FORM 990-EZ, LINE 24

0.

374,800.

FORM 990-EZ, PART II, LINE 26, OTHER LIABILITIES:

DESCRIPTION

BEG. OF YEAR

END OF YEAR

DEFERRED GRANTS

0.

324,800.

FORM 990-EZ, PART III, PRIMARY EXEMPT PURPOSE - THE STAMFORD CHARTER

SCHOOL FOR EXCELLENCE PREPARES YOUNG PEOPLE IN STAMFORD, CONNECTICUT 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.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2014)

432211
08-27-14

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

STAMFORD CHARTER SCHOOL
FOR EXCELLENCE, INC.

Employer identification number
47-2465564

FORM 990-EZ, PART III, LINE 28, PROGRAM SERVICE ACCOMPLISHMENTS:

CURRENTLY IN ITS FIRST YEAR, THE ORGANIZATION SERVES 168

STUDENTS IN PRE-K THROUGH 1ST GRADE, IN SELF CONTAINED

CLASSES, WITH SERVICES INCLUDING SPECIAL ED AND ELL. THE

ORGANIZATION WILL EXPAND TO 5TH GRADE IN THE FIRST TERM OF ITS CHARTER.

FORM 990-EZ, PART V, INFORMATION REGARDING PERSONAL BENEFIT CONTRACTS:

THE ORGANIZATION DID NOT, DURING THE YEAR, RECEIVE ANY FUNDS, DIRECTLY,

OR INDIRECTLY, TO PAY PREMIUMS ON A PERSONAL BENEFIT CONTRACT.

THE ORGANIZATION, DID NOT, DURING THE YEAR, PAY ANY PREMIUMS, DIRECTLY,

OR INDIRECTLY, ON A PERSONAL BENEFIT CONTRACT.

- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box ☒ **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. STAMFORD CHARTER SCHOOL FOR EXCELLENCE, INC.	Employer identification number (EIN) or 47-2465564
	Number, street, and room or suite no. If a P.O. box, see instructions. ONE SCHUYLER AVENUE	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. STAMFORD, CT 06902	

Enter the Return code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

CHARLENE REID

- The books are in the care of **1 SCHUYLER AVENUE - STAMFORD, CT 06902**

Telephone No. **203-989-0000**

Fax No. ☐

- If the organization does not have an office or place of business in the United States, check this box ☐

- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) ☐. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and EINs of all members the extension is for.

4 I request an additional 3-month extension of time until **MAY 15, 2016**.

5 For calendar year **2014**, or other tax year beginning **OCT 20, 2014**, and ending **JUN 30, 2015**.

6 If the tax year entered in line 5 is for less than 12 months, check reason: ☒ Initial return ☐ Final return

☐ Change in accounting period

7 State in detail why you need the extension

ADDITIONAL TIME IS REQUIRED IN ORDER TO GATHER THE INFORMATION NECESSARY TO FILE A COMPLETE AND ACCURATE RETURN.

8a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$	0.
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$	0.

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature ☐

Title **CHIEF EXECUTIVE OFFICER**

Date ☐

Form **8868** (Rev. 1-2014)

Response 22: Action Plan

BCSE 3, 4, & 5 are not submitting Action Plans at this time.

Response 23a: Supplemental Narrative

BCSE 3, 4, & 5 are not submitting a supplemental narrative at this time.

Response 23b: Supplemental Attachments

The following attachments were not included in BCSE’s initial charter or subsequent renewal application and, therefore, could not be incorporated by reference. However, they are materials currently supporting BCSE’s current programs and are attached for reference to support the application narratives herein.

R-23b-01 - CSD 10, 11, & 12 Data Tables

R-23b-02 – Family Handbook

R-23b-03 – Updated Financial Policies and Procedures

R-23b-04 – Financial Policies and Procedures Addendum

R-23b-04 – Roles and Responsibilities FOBCSE and BCSE Schools

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. If a scholar is absent the day before or after a break, they run the risk of being removed or losing their seat from BCSE without the presentation of proper documentation.**
- 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. Summer projects, report cards will not be given out until the balance is paid.
- Scholars and families must pay outstanding lunch balances before summer projects and 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 **Responsibility Integrity Success Etiquette Unity Pride**.

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

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

Miscellaneous

Low-Fat Cheese Sticks
Yogurt
Go-Gurt

***** 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



BRONX CHARTER SCHOOL FOR EXCELLENCE

Financial Policies and Procedures Manual

February 2015

Facilitated by:



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INTRODUCTION

Purpose of Manual

Bronx Charter School for Excellence (the “School”) is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, transparency and accountability in accordance with the generally accepted accounting principles (GAAP) practiced in the United States of America and the rules and regulations established by the Financial Accounting Standards Board (FASB). The School will follow all the relevant laws and regulations that govern charter schools within the City and State of New York. As a nonprofit organization, the School is entrusted with funds granted by Federal, State, and City government agencies as well as Corporations, Philanthropic Foundations and Individual contributors. The policies and procedures outlined below will be part of the School’s system of internal controls designed to safeguard assets, promote operational efficiency, minimize waste, fraud and theft, and ensure accurate accounting data.

Financial Leadership and Management

The financial management team of the School consists of:

- Board of Trustees,
- Board Chairperson,
- Board Treasurer,
- Finance Committee of the Board of Trustees,
- Head of School,
- Business Manager,
- Director of Operations,
- Financial Consultant

The financial management team outlined above is accountable for fiscal oversight of the School. The financial management team will collectively work to make certain that all financial matters of the School are properly addressed with care, integrity, and accuracy in the best interest of the School.

Changes to the Financial Policies and Procedures Manual

The financial policies and procedures manual (the “Manual”) establishes the policies and procedures for the fiscal and administrative functions conducted by the School. The School’s financial management team is responsible for periodically reviewing and revising the Manual as needed. The Board of Trustees must approve all amendments to the Manual. Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

Fiscal Year

The fiscal year of the School is from July 1st to June 30th.

Annual Audit

The School will undergo an annual independent audit conducted by an audit firm engaged by the Board of Trustees. The audit will be performed shortly following the close of the School's fiscal year-end.

If total federal expenditures for the fiscal year should exceed \$750,000 (or current federal guidelines), an additional audit under the guidance of OMB Circular A-133¹ will be also conducted by the independent audit firm.

INTERNAL CONTROL STRUCTURE

Background

Internal controls have been established to provide reasonable assurance to achieve the following:

- Effectiveness and efficiency of operations;
- Reliability of financial reporting; and
- Compliance with applicable laws and regulations.

The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) the accounting cycle.

1. Internal Control Environment

By implementing internal controls, the School establishes the importance of enforcing and maintaining accountability, transparency, and accuracy in its day-to-day financial transactions. Factors that impact the internal control environment can include school management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

2. Accounting System

The School has implemented an accounting system consisting of processes and documentation used to identify, compile, classify, record and report accounting transactions. These processes were established to: (1) identify and record all of the School's fiscal transactions; (2) describe the transactions adequately, to allow proper classification for financial reporting, and (3) specify the time period in which transactions occurred, to record them in the proper accounting

¹ OMB Circular A-133 Revised 2007; http://www.whitehouse.gov/omb/assets/a133/a133_revised_2007.pdf ; accessed on 07/2010

period.

3. Internal Control Procedures

The School has adopted a number of internal financial controls. These procedures are set up to strengthen the School's internal control structure in order to safeguard the School's assets. The internal financial controls consist of the following:

Segregation of Duties: A hierarchical structure of authority and responsibility has been developed at the School. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the School from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the School.

Restricted Access: Physical access to valuable and moveable assets is restricted to authorized personnel.

Document Control: To ensure that all documents are captured by the accounting system, all documents must be initialed and dated when recorded and then filed appropriately.

Records Retention: Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements (if applicable) and other legal needs as may be determined. Record retention requirements are reviewed as needed with legal counsel and independent auditors to determine any necessary changes.

Processing Controls: These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls include: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

Reconciliation Controls: These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

Annual Independent Audit: The School's financial statements are audited annually by an independent audit firm selected by the Board of Trustees.

Security of Financial Data: The School's accounting software is accessible only to the Director of Operations, Business Manager and Financial Consultant. Individual user names and passwords will be issued for each user and their access will be limited according to their functionality and role within the School. All hard copies of financial data, when not in use, will be secured in a designated area at the School.

Risk Assessment: This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the School's ability to properly record,

process, summarize and report financial data.

4. Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report transactions of the School. The School will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recognized when obligations are incurred (goods transferred or services rendered).

The components of the accounting cycle fall into five primary functions:

A. Revenue, Accounts Receivable, and Cash Receipts

Key tasks in this area include:

- Processing and recording cash receipts and making deposits;
- Performing month-end reconciliation procedures; and
- Tracking grant compliance and private revenue restrictions.

B. Purchases, Accounts Payable, and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services;
- Processing purchases and recording invoices and issuing checks; and
- Performing month-end reconciliation procedures.

C. Payroll

Key tasks in this area include:

- Maintaining and processing payroll information;
- Performing quarterly and year end reconciliations; and
- Preparing required federal, state and local tax filings.

D. General Ledger and Financial Statements

Key tasks in this area include:

- Reviewing and reconciling general ledger activity;
- Reconciling bank accounts; and
- Producing financial statements.

E. Budgets and Financial Reporting

Key tasks in this area include:

- Preparation of annual budget; and
- Preparing monthly budget vs. actual reports.

ANNUAL BUDGETING AND REPORTING

Annual Budgeting

The School is responsible for creating annual operating and capital budgets as well as updating the 5-year budget projections (as needed), with input from the Financial Consultant and the Head of School. The annual operating and capital budget and the 5-year budget projections (if amended) must be approved and passed by the Board of Trustees by June 30th before the start of the new fiscal year. Following this approval, any formal amendments to the budget must also be approved by the Board of Trustees.

Financial Reporting

The Financial Consultant and Board Treasurer will complete and present financial reports as required by the Board of Trustees, including but not limited to the following:

- (1) Budget vs. Actual report with projections for the operating and capital budgets;
- (2) Balance Sheet;
- (3) Statement of Cash Flows;
- (4) Cash Flow projections as needed; and
- (5) Federal grant reports as needed.

CASH RECEIPTS AND REVENUE

Background

The School receives revenues from the following primary sources:

- Federal, state, and local government; and
- Corporations, foundations, and individuals
- Fundraising/Gala

Distribution of Mail

The Administrative Assistant sorts and distributes all mail on a daily basis.

- Bank statements are distributed to Head of School unopened for review.
- Vendor bills/statements, checks for deposit and city/state/federal agency correspondence are distributed to the Director of Operations unopened for review.

Receiving, Processing and Recording Cash Receipts

- All checks must be endorsed immediately in the designated endorsement area with “For Deposit Only” by the Director of Operations, with the appropriate bank account number and the name of the School.
- The Director of Operations will make a copy of the check, which is maintained with the Director of Operations and/or the Development Coordinator in the Cash Receipts Binder.
- The Head of School and Director of Operations are responsible for making all deposits. Checks should be secured in a locked location until deposited, and deposits must be made as needed.
- Payments received from students/families (for example, school lunch fees, uniforms, field trips) will be collected by designated staff and submitted to and counted for accuracy by the Director of Operations.
- The Financial Consultant records the receipt of funds in the accounting system.
- The Director of Operations is responsible for ensuring the completion of the Cash Receipts Packet and passes it to the Financial Consultant for filing. The packet includes:
 - Bank-endorsed proof of deposit;
 - Copy of all checks and cash receipt logs for currency; and
 - Additional documentation received with the check
- The Director of Operations and Financial Consultant will periodically audit and review all transactions for accuracy and proper supporting documentation.

Revenue Compliance

The School’s accounting and documentation system must be capable of meeting the specific requirements imposed by grant agreements and donor designations and restrictions. Restriction parameters (such as job codes, donors or classes) will be set up in the accounting system to allow for accurate tracking of the applicable revenue, expenses, and assets based on the funding requirements. Expenses cannot be charged over 100% against multiple grants. The Financial Consultant must ensure that all reporting requirements and deadlines are met.

Federal Awards

For all federal grants the Head of School will be required to certify all reports and payment requests by signing and agreeing to the following:

“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.”

Drawdowns/advances must be disbursed within specified time and maintained in insured

account. The funds must also be in interest bearing account, if:

- Aggregate federal awards are over \$120,000; and
- Account expected to earn in excess of \$500 in interest per year; and
- Bank required minimum balance is feasible for the School to maintain.

All Costs Must Be:

- Necessary, reasonable and allocable
- Conform with federal law and grant terms
- Consistent with state and local policies
- Consistently treated
- In accordance with GAAP
- Not included as a match (There are some federal grants that require the recipient to match using their own funds. Recipients are not allowed to use funds from one federal grant to match another grant.)
- Net of applicable credits
- Adequately documented

Revenue Recognition for Grants

Revenue is recognized when earned and when contributions are received or awarded in accordance with GAAP.

In-kind Contributions

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services. The Financial Consultant records donated items or services in the accounting system at fair value or avoided cost, as determined by the donor and documented in writing.

Donated Securities

Publicly traded securities may be accepted. The School should sell all gifts of public securities as soon as reasonably possible with the cash from the sale transferred to the School's bank account. The securities will be valued at the closing price on the day they were sold.

Contributions Acknowledgment Letter

When the School receives a donation or an unconditional pledge in excess of \$250, a contribution acknowledgement letter stating the value of the donation is drafted by the Development Coordinator, signed by the Head of School, and sent to the donor. The acknowledgment should include:

- The amount of cash received and a description of any other property contributed (for in-kind goods contributed in which donor determines fair value for their individual tax purposes, the donor provided fair value is included as contribution);
- A statement about whether any goods or services in return for the contribution were provided; and
- A description and an estimated value of what was provided if the School provided something in return for the contribution.

These rules do not apply on a cumulative basis. One contributor who makes separate donations, each of which is less than \$250 but in the aggregate is greater than \$250, is not required to receive an acknowledgment.

Accounts Receivable Aging

All outstanding accounts receivable are aged on a thirty, sixty, ninety, and over-ninety day basis. The Director of Operations should review the accounts receivable aging monthly, determine which invoices are collectible, and follow the necessary requirements based on the type of funding, in order to collect. Accounts receivable that are deemed uncollectible will be written off once approved by the Head of School.

PURCHASES AND CASH DISBURSEMENTS

Background

The School procures only those items and services required to fulfill the mission and/or fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance, and price.

The School adheres to the following objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable considerations such as delivery, quantity, quality.
- The School will make all purchases in the best interests of the School and its funding sources and in accordance with any grant restrictions as applicable.
- The School will buy from reliable vendors.
- The School will not contract with vendor who has been suspended or debarred. www.sam.gov
- The School will obtain maximum value for all expenditures.
- The School will be above suspicion of unethical behavior at all times and avoid any conflict of interest, transactions with related parties, or even the appearance of a conflict of interest in the School supplier relationships. The School's conflict of interest policies are described in its by-laws.

Exemption from Sales Tax

The School is exempt from federal and state tax. As such, the School is exempt from sales taxes

on goods purchased for their own internal use. The School's Director of Operations is responsible for ensuring that all vendors have a copy of the sales tax exemption letter.

Bidding Process

The School utilizes the following procurement guidelines:

Vendor Type	Definition	Bidding requirement
Preferred vendors	The vendor has a contract with New York City and/or New York State.	No bidding is required.
Sole vendors	The vendor is providing a unique service or product that is not offered by other vendors.	No bidding is required (Director of Operations must prepare a justification statement.)
All other vendor purchases:		
- Below \$19,999		No bidding is required.
- \$20,000 and above		Bidding is required (see below.)

Purchases Funded with Federal Awards

Competitive quotes are required for goods and services over \$3,000 (followed by bidding requirements stated above.)

Competitive Bidding Procedure

- The School will seek price quotes from at least three vendors and award the contract to the qualified vendor offering the supply or service needed for the lowest price.
- The Director of Operations is responsible for soliciting and documenting these quotes.
- The Head of School must provide final approval after multiple bids are presented with recommendations.
- Award may be made to a vendor other than the low bidder in circumstances which the higher bid demonstrates best value to the School. In such situations, the Director of Operations shall prepare a justification statement for such awards, furnishing a brief explanation of the factors leading to such a decision.
- If required by the School's Authorizer, the School will notify the School's Authorizer of any material or significant purchases, contracts and agreements in addition to obtaining Board of Trustee approvals.

Processing Purchases

Approval

No staff member may approve his/her own purchase requests. Each purchase must be approved as follows:

\$ Value/Range	Required Signatures for Approval
Below \$29,999	Head of School
\$30,000 and above	Head of School and Board Chairperson (or Designated Board Officer in his/her absence)*

* For recurring charges (such as rent, utilities, monthly insurance) over \$20,000, annual approval is acceptable.

Issuance and Monitoring of Purchase Orders

- ***Prior to Purchase Orders being created, Head of School approves the creation of the Purchase Order.***
- Request for purchases are submitted to the Director of Operations.
- The Principal or Director of Operations creates a Purchase Order (PO) per vendor and based on the total value of the Purchase Order, seeks approval based on the table above. All purchasing thresholds apply to the entire order, not single items.
- Purchase of services is approved through signed contracts, no PO necessary.
- The Director of Operations then sends the order to the vendor, accompanied by any required documentation.

Receipt of Goods

- The Receptionist will sign for delivery.
- The addressee is responsible for opening the box(es) and obtaining and signing the packing slip(s). In instances where there is no packing slip, a substitute packing slip will be filled out and signed by the Administrative Assistant.
- The Director of Operations will check the packing slip against the original PO.
- If there are discrepancies with the order, the Director of Operations or Administrative Assistant will contact the vendor to resolve any issues.

Processing Disbursements

- The vendor invoice is entered into the accounting system by the Financial Consultant
- The Financial Consultant will assemble and file (once complete) the following Cash Disbursement Packet:
 - Check Stub
 - Vendor Invoice;
 - Packing Slip; and
 - Other documentation

- The Director of Operations will maintain all blank check stock in a locked location at the school.
- The Financial Consultant cuts the check. The checks are run weekly or as needed.
- The Cash Disbursement Packet and check is reviewed, approved and signed (as required below).
- The Administrative Assistant or the Director of Operations mails the checks.
- Any and all voided checks should be stamped "Void" and filed appropriately.

Check signing authority is as follows:

\$ Value/Range	Required Signatures for Checks
Below \$10,000	Head of School
\$10,001 and above	Head of School and Board Treasurer (or Designated Board Officer in his/her absence)*

***Checks for expenses above \$10,000, except for **rent and health insurance**, require a second signature.*

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to her/him.

Online/Phone/Fax/EFT Payments

Payments made online or by phone, fax, or electronic funds transfer (EFT) may be processed by the Head of School or the Director of Operations. The Head of School is authorized to make purchases of up to \$10,000 online or with debit card. For larger purchases, a discussion is had with the Board Finance Committee.

Accounts Payable

Accounts payables outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis. The Financial Consultant and Director of Operations will review the accounts payable aging monthly, determine the available cash balances while taking into consideration other cash requirements in the near future and select which items to pay.

Outstanding Checks

Checks outstanding for 90 days or more should be investigated by the Director of Operations. Based on the outcome of the investigation, the check should be voided in the accounting system, a stop payment issued with the bank, and a new check issued to the vendor.

Reimbursable Expenses

- With prior approval, as described below, staff may make the purchase with their own funds and apply for reimbursement.
- Reimbursable expenses will require pre-approval by the Head of School or Director of

Operations who determines if the expense is allowable. The Head of School reviews the Expense Reimbursement forms after they are submitted.

- The Board Chair/Treasurer will approve the Head of School's expense reimbursements. All reimbursement checks issued to the Head of School will be signed by the Board Chair.
- Receipts are required for all expenditures requiring reimbursement.
- Employees should note that the School is tax exempt and therefore does not reimburse employees for sales tax. A copy of the Sales Tax Exempt Certificate may be obtained from the Director of Operations or Financial Consultant for use when making reimbursable purchases.

Travel Expenses

- All travel arrangements and expenses, must be pre-approved by the Head of School (The Board Chair/Treasurer will approve the Head of School's travel arrangements.)
- All pre-approved travel arrangements will be purchased or reimbursed by the School.
- Expectations for daily expenses or per diem allowances will be determined prior to the employee's trip.
- Receipts are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 90 days of expense, unless otherwise authorized by the Head of School.

Mileage Reimbursement

- All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business-related travel as approved by the Head of School.
- Parking fees and toll fees are reimbursable if supported by receipts.

Political Contributions

No funds or assets of the School may be contributed to any political party or individual who either holds public office or is a candidate for public office. The School also cannot provide financial or in-kind support to any organization that raises funds for political purposes. Examples of prohibited activities are:

- Political contributions by an employee that are reimbursed by the School;
- Purchase by the School of tickets for political fundraising events; and
- Contributions in-kind, such as lending employees to political parties or using School assets in political campaigns.

Debit Card Purchases

- The School maintains a debit card in the name of the School; the card is issued to the Head of School.
- The cardholder must sign and adhere to the School's Debit Card Usage Agreement.

- All debit card purchases/payments must be approved based on the purchasing guidelines and policies outlined previously.
- Debit card purchases may not exceed \$5,000 per purchase.

Responsibilities of Cardholder

The cardholder is responsible for the safekeeping of the card, and will be held accountable to:

1. Ensure that the card is used only for legitimate school purposes;
2. Adhere to the Debit Card Agreement;
3. Maintain original receipts, invoices, purchase documents and correspondence including all detail related to the purchases on file for audit purposes, and to provide the School with copies of such documents upon request; and
4. Advise the School of any incorrect charges/transactions in order to follow-up and obtain credit from the issuing institution if warranted.

Cancellation and Renewal of Cards

All relevant cards will be cancelled should an individual cardholder leave his or her position or role with the School and if any of the above policies, procedures, and guidelines is not followed.

Rewards Program

If applicable, any rewards/points earned on the debit card will be redeemed monthly and credited towards amount due.

MANAGEMENT OF CASH

Bank Accounts

The School has the following accounts:

- Checking Account (Operating Account)
- Checking Account (Secondary)
- Savings Account

*The Escrow Account for Dissolution is required by the School's Authorizer to be a Board of Trustees-controlled dissolution account, whose sole purpose is to pay for legal and audit expenses associated with the dissolution of the School should it occur. The School's Authorizer requires the School to set aside \$75,000 over the first three years in this Escrow Account earmarked for the above named purpose.

In all instances, the School is utilizing its accounts in a way that safely maximizes its overall interest income. The School has the following authorized signatories on the accounts;

- Head of School
- Board Chairperson and a 2nd Designated Board Member.

Board approval is required to open or close a bank account and must be recorded in the board meeting minutes.

The School recognizes that federal insurance on deposits with a participating bank institution is limited to a total of \$250,000.00, regardless of the number of accounts held. If deemed necessary, the School may negotiate with the financial institution in order to secure such deposits in excess of federal coverage.

Bank Reconciliation

- Monthly bank account reconciliations are processed by the Financial Consultant using the accounting system.
- Any irregularities shall immediately be reported to the Head of School and the Board.
- A reconciled Bank Reconciliation report is attached to the bank statement and reviewed and signed by Head of School.
- Bank reconciliations are also provided to the Board upon request. Board Chair and Board treasurer have online access to the bank accounts.

Petty Cash Account

The School does not maintain petty cash.

Cash Transfers

- Cash balances in all the School bank accounts will be monitored by the Head of School to ensure that an adequate amount of funds are on hand to meet the School's financial obligations. Board Treasurer also has view access to accounts.
- Transfers **among** the School accounts (only) may be made by the Head of School as needed, per approval from the Board Chair or designated board member.

Investment of Funds

The Board Chair has been granted authority, in conjunction with the Board Finance Committee, to:

- Purchase and sell investments;
- Have access to investment certificates ;
- Keep records of investments and investment earnings; and
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments.

Authorization of Investment Vehicles

The School's Board of Trustees authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting. The Board Chair communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms.

Reconciliation of Investment Accounts

Investment account balances are reconciled with the general ledger balance by the Financial Consultant on a quarterly basis and reviewed with the Board.

PAYROLL

Hiring

The School's philosophy is that success depends on hiring highly qualified professionals who are dedicated to ensuring that the services rendered to the students are of high standards, under the direction of the Principal, the Head of School and the Board.

- Recruitment will consist of a comprehensive process that includes advertisements in newspapers and educational journals, extensive networking and/or use of regional and national educational search firms and online publications.
- All new employees must receive a signed and approved employment letter from the Principal, Head of School or Director of Operations.
- Any new employees will be subject to fingerprinting and any additional background checks and references as deemed necessary.
- Once the new employee is hired, the Director of Operations will collect all necessary payroll data (see *Personnel File* table) and communicate it to the outside payroll service provider.
- If an employee must begin service before fingerprint clearance, the employee must receive an Emergency Conditional Appointment that the School's Board of Trustees approved.

Salary Determination

- The School will review comparable data which can include published compensation surveys and executive compensation reported in the IRS Form 990 of other NYC charter Schools and make salary decisions after discussions with the Board.
- The Board of Trustees determines the salaries for key employees (Principals and Head of School). Any such decisions will be captured in the Board meeting minutes.
- Any changes to a staff member's salary will be approved by the Head of School in writing or electronically and maintained in the employee file.
- When applicable, bonus calculations, requirements, and eligibility are determined by the Head of School.

The School complies with the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA)² with regard to the dissemination of private health information (PHI) of School employees. To comply with all rules and regulations, including the Americans with Disabilities Act (ADA)³, the School will keep all medical records and all other related documents separate from the personnel file. Employees should consult with the Director of Operations or Head of School for further information concerning the School's privacy practices.

Analyzing Job Information

The Fair Labor Standards Act (FLSA)⁴ sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or non-exempt from the requirements. These requirements are summarized below and are adhered to by the School.

NON-EXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek under the Fair Labor Standards Act. Non-exempt employees do not receive compensation for their lunchtime and they may not work during lunchtime.

EXEMPT employees are not entitled to overtime pay under the Fair Labor Standards Act.

In addition to the above categories, each employee will belong to one other employment category:

- **REGULAR FULL-TIME employees** are those who are not in a temporary status and who are regularly scheduled to work the School's full-time schedule. A regular full-time employee is one who works thirty-five (35) or more hours per week.
- **PART-TIME employees** are those who are not in a temporary status and who work continuously for a specified number of hours per week, which is at least twenty (20) hours per week and less than a regular schedule of thirty-five (35) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).
- **TEMPORARY employees** are those that are hired for short-term periods, usually no longer than 6 months. They will receive all legally mandated benefits but are not eligible for the School's discretionary benefits.

² Health Insurance Portability and Accountability Act (HIPAA); <http://www.hhs.gov/ocr/privacy/hipaa/administrative/index.html>; access on 07/2010

³ Americans With Disabilities Act of 1990, as Amended; <http://www.ada.gov/pubs/adastatute08.pdf> ; access on 07/2010

⁴ Fair Labor Standards Act (FLSA); <http://www.dol.gov/whd/flsa/index.htm> ; access on 07/2010

Compensation Accrual

Unpaid compensation (including unused vacation, sick and personal) as of June 30th of each fiscal year will be accrued per GAAP.

Obtaining Payroll Information

The Director of Operations is responsible for obtaining the following:

Personnel File	
Employment acceptance letter (signed by both parties)	Form I-9 Employment Eligibility Verification, with proper identification (to be kept in a separate file)
Job description	Federal Withholding Form W-4
Resume	NYS Wage Theft Prevention Form
Certifications (if applicable)	NYS IT-2104
Fingerprint Clearance	Direct Deposit
Retirement Account Application	Benefit Enrollment Form
Life Insurance Form	Emergency Contact Information
Resignation/Termination Letter	Payroll change documentation (i.e. enrollment/discontinuance of a benefit, change salary or title)

- All personnel files must be kept in a locked file cabinet and kept based on record retention requirement, Annex 2.
- Access to such personnel files is limited to the Head of School, and Director of Operations.
- No employee can review or access his or her own personnel file without written permission of the Head of School or Director of Operations.
- No personnel file is to be copied or removed from the office where it is kept unless expressly permitted in writing by the Head of School.

Time Reporting Procedures

- All employees are responsible for tracking the actual time they have worked and paid time off, in accordance with the Employee Handbook.
- The Director of Operations will keep track of all days the employees are not at work based on information provided by their direct supervisor.
- All overtime work must be pre-approved by his/her supervisor.

- Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay.
- If federal funds are used for salaries, then time distribution records are required and must accurately reflect the work performed for each award.
 - Employees working under one federal grant are required to prepare and sign semi-annual time certification.
 - Employees working under multiple federal grants are required to prepare and sign monthly Personnel Activity Report.

Processing Payroll

- Any changes to an individual's compensation must be approved in writing by the Head of School and submitted to the Director of Operations.
- The Director of Operations is responsible for removing terminated employees from the payroll system immediately after the terminated employee has received her/his last payment from the School.
- The Director of Operations and Financial Consultant will maintain an Excel spreadsheet to calculate the School's entire payroll based on attendance records approved by the Head of School for each payroll.
- The Director of Operations and Financial Consultant will then input the approved payroll data into the payroll provider system, creating an official Payroll Register Preview.
- The Payroll Register Preview is reconciled to the Excel spreadsheet by the Financial Consultant and forwarded to the Head of School for approval.
- Once approved, the Financial Consultant will submit the payroll for final processing.
- Payroll is recorded in the accounting software by the Financial Consultant.
- The Director of Operations will distribute payroll checks and direct deposit stubs to employees.
- The Director of Operations controls and monitors all payroll checks that are not deliverable and not cashed.
- Employees must submit written requests for replacement checks for lost checks to the Director of Operations.
- All payroll documents must be maintained in a secured and locked location.
- Documentation for each payroll consists of the following:
 - Approved Excel Spreadsheet;
 - Payroll Register Preview ;
 - Approved (by Head of School) documentation for payroll changes to individual employees (i.e. new hires, terminations, pay rate changes, or payroll deductions);
 - Attendance records;
 - Overtime timesheets; and
 - Final Payroll Register and Reports are approved via email by the Head of School

The School is on a semi-monthly payroll cycle which is made up of twenty-four (24) pay periods per year. 10-month salaried employees' (i.e. Instructional Staff) pay is spread out over these 24

pay periods to cover the summer months. Part-time hourly employees are only paid for time worked. Changes will be made and announced in advance whenever the School holidays or closings interfere with the normal pay schedule.

Payroll Reconciliations

The payroll vendor is responsible for the preparation of quarterly and annual payroll tax filings. The Director of Operations and Financial Consultant are responsible for reviewing all payroll tax documents and supporting schedules for accuracy and completeness.

Quarterly Reconciliation of Payroll to Accounting Records

On a quarterly basis, the Financial Consultant performs a reconciliation of all salary accounts, benefit deductions and payroll taxes in the general ledger, as compared with the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records

On an annual calendar basis, the Director of Operations with assistance from the Financial Consultant performs a reconciliation of the annual Form 941, W-3 to General Ledger. Variances are researched and cleared by January 31 of the following year.

PROPERTY AND EQUIPMENT

Background

All property and equipment subject to the School's Capitalization Policy must be tagged in the manner described below and depreciated according to the School's Depreciation Policy.

Capitalization Policy

The School must capitalize items with an acquisition cost of \$3,000 or more **and** useful life greater than one year. For purchases with federal award the capitalization cost is \$5,000 per unit or more and useful life greater than one year. These items are also subject to the School's depreciation policy, outlined below.

In instances where a large quantity of one single item is purchased, if the total value exceeds the \$3,000 threshold, the items may be capitalized. For example, if a School buys 100 desks at \$250 per desk, each single item would not meet the threshold. Together, however, these 100 desks have a combined value of \$25,000, which should be capitalized.

Asset Tracking Process for Property Purchased with Federal Funds

Upon receiving any property that qualifies as a fixed asset, the Facilities Manager and the Director of Operations are responsible for recording the following into the Fixed Asset Tracking List:

- Asset tracking number as designated by the School;
- Asset name, use, condition and description;
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software);
- Serial number, model number, or other identification;
- Indicate if the title vests with the governmental agency, if required;
- Vendor name and acquisition date or date placed in service;
- Location of the equipment;
- Purchase Value;
- Disposal Date and Reason; and
- Specify dollar amount of any asset purchased with grant fund

Each item is also physically tagged in a visible area on the item and with an indication of whether the item belongs to the School or a governmental agency (i.e. purchased with grants such as Department of Youth and Community Development).

No employee may use or remove any of the School property, equipment, material or supplies for personal use without the prior approval of the Head of School, or Director of Operations.

The Director of Operations performs inventory audits every 2 years (in addition, documented inventory audit is required if assets are purchased with federal funds), verifying, and updating the data contained in the Fixed Asset Tracking List. The Fixed Asset Tracking list is reconciled to the General Ledger by the Financial Consultant. Assets are described and itemized in the financial software.

Depreciation Policy

Depreciation associated with fixed assets is calculated based on the asset's useful life using the straight-line depreciation method. Depreciation is based on the month the item was put into service. For instance, if the School purchased and started using a computer in July, it would be depreciated for a full fiscal year (12 months out of 12), and recorded as such. But if the School purchased the computer in April, then it would be depreciated for just one-fourth of the fiscal year (3 months out of 12) because it would only be in service for April, May and June.

Any item that is damaged, sold, lost or stolen will be taken out of service and written off. For assets purchased with federal funds for over \$5,000 the School must request disposition instructions from the federal awarding agency.

Depreciation Policy	
Computers	3 years
Furniture and Fixtures	7 years
Office and Classroom Equipment	5 years
Leasehold improvements	Shorter of: 1) the useful life of the leasehold improvements, or 2) the <u>remaining</u> years of the lease
Musical Instruments	3 years

DEBT

Board approval (as documented in the board meeting minutes) is required for incurring any loans, notes or lines of credit for the School. The Board Chairperson and Head of School will be authorized to negotiate the debt on behalf of the board. Two signatures (Board Member and Head of School) are required for all approved debt agreements.

Any loan covenants and restrictions will be reported to the full Board when the debt is authorized. The Head of School, Financial Consultant, and Auditors will periodically review these covenants and report to the Board of Trustees if there are any violations or potential violations of the covenants.

The Financial Consultant will reconcile the general ledger debt balances to statements or amortization schedules each month.

CONTRACTS AND LEASES

The Board Chair and Head of School will be authorized to negotiate and sign for any contracts and lease agreements as approved by the Board of Trustees and documented in board minutes.

Financial Consultant and Auditors will periodically review contract covenant/details and report to the Board of Trustees if there are any violations or potential violations of the covenants. The Financial Consultant will ensure that the appropriate accounting entries are made to properly reflect the obligations of the contract in conformity with accounting principles generally accepted in the United States of America.

Utilization of Independent Contractors/Consultants

- When the School makes the choice to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee.
- The School will maintain a written contract with the contractor/consultant.
- The School must obtain Form W-9 from the contractor/consultant prior to issuance of the first payment for services provided.
- In all cases where total payment exceeds \$600.00 in a calendar year, the School will issue IRS form 1099-Misc, as required by law.

IRS FORM 990 PREPARATION AND FILING

The preparation of the School's IRS Form 990 and CHAR500 (if required) will be contracted out to the independent accountants. The Director of Operations and Financial Consultant will be responsible for providing the information needed to prepare the report.

The Director of Operations and Financial Consultant will review the 990 draft. Any changes are communicated to the independent accountants and a revised draft is then forwarded to Board designee. The Board of Trustees or Head of School must approve the IRS Form 990 prior to filing. The 990 must be signed by the Board Chairperson or Board Treasurer or Head of School.

INSURANCE COVERAGE

The School maintains insurance policies such as: General Liability, Directors' & Officers', Umbrella Liability, Student Accident, Excess Liability and Worker's Comp.

The Director of Operations will conduct an annual review of scope and amount of coverage. The purpose of this review will be to ensure there are adequate means to preserve the School's assets and lower the risk of being underinsured. New policies will be executed by the Director of Operations. The Director of Operations is responsible for procuring annual renewals with the School's insurance broker at least one month in advance of a policy's expiration. The Director of Operations maintains original copies of all insurance policies at the School.

Any vendor (including Independent Consultants) doing business on School grounds (e.g. food service, construction, maintenance, etc.) or with School's students (e.g. bus company) must carry adequate insurance that satisfies the School's requirements and must issue a certificate of insurance that names the School as Additional Insureds. The Director of Operations is responsible for obtaining this before the vendor's service can commence.

RECORDS RETENTION

Records Retention Policy

All confidential paper records shall be maintained in locked facilities on School premises. The School has an established Disaster Recovery Policy. Annex 2 contains a table which provides the minimum requirements for records retention, as recommended by the Non-Profit Coordinating Committee of New York, www.npccny.org:

The following corporate documents are maintained on-site or stored electronically:

- a. Charter and all related amendments;
- b. Minutes of the Board of Trustees and subcommittees meetings;
- c. Banking documents;
- d. Leases;
- e. Insurance policies;
- f. Vendor invoices;
- g. Grant and contract agreements;
- h. Fixed asset inventory list; and
- i. Tax returns and correspondence

Records Access Policy

The Director of Operations will provide access to the School's records, as requested by auditors to facilitate the completion of such audits or reviews, in a timely manner.

Records Destruction Policy

Once School records have reached the conclusion of their retention period according to the Records Retention Policy, the office of origin will request authorization from the Head of School or Director of Operations for their destruction. If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. The School will arrange for the safe and secure destruction of confidential records. Destruction methods will not permit recovery, reconstruction and/or future use of confidential information. An overview of these methods follows:

- Paper records containing sensitive confidential information **must** be shredded and not disposed of with other waste.
- Electronic or digital data containing sensitive confidential information must be purged from the computer systems in the following manner; 1) Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket." 2) Use of purchased software applications to remove all data from the storage device.
- It is recommended that sensitive confidential data stored on removable storage devices should be physically destroyed.

FRAUD AND MISAPPROPRIATION

The School will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the School.

The Head of School, Director of Operations and Board of Trustees are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury.

Actions Constituting Fraud

The term fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the School
- Misappropriation of funds, supplies, equipment, or other assets of the School
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services to the School
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment

Reporting and Confidentiality

The Board of Trustees will treat all information received confidentially. Any fraud that is detected or suspected must be reported immediately to the Board of Trustees for further action. The employee or other complainant may remain anonymous. The outcome of an investigation will not be disclosed or discussed with anyone other than those who have a legitimate need to know.

Investigation Responsibilities

The Board of Trustees has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The Board of Trustees may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board of Trustees will take and document proper action up to and including criminal prosecution.

WHISTLEBLOWER POLICY

General

The Bronx Charter School for Excellence (“BCSE”) Code of Ethics and Conduct (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, or employee who in good faith reports a violation of the Code shall suffer 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 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 who 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 Stacey Lauren; Email staceylauren3g@yahoo.com directly.

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, Conflict-of-Interest Policy, 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.

CODE OF ETHICS

The Board of Trustees recognizes that sound, ethical standards of conduct increase the effectiveness of the School's governing body and staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence in the School and the attainment of its goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of this law, setting forth the standards of conduct required of all Trustees, Officers and employees. Unless otherwise defined herein, terms have the meanings given in the by-laws of the School (the "by-laws").

Therefore, every Trustee, Officer, and employee of the School, whether paid or unpaid, shall adhere to the following code of conduct:

1. **Management of the School:** The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law, as well as the requirements set forth in the School's charter and by-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. **Gifts:** A Trustee, Officer, or employee shall not directly or indirectly solicit any gifts from the School; nor shall a Trustee, Officer or employee accept or receive any single gift having a value of \$100 or more, whether in the form of money, services, loan, travel, entertainment, hospitality, or any other form. Gifts from children that are Head of School sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are

given.

3. **Gratuities and Kickbacks:** No employee (or anyone under their direct supervision) may solicit, demand, accept, or agree to a gratuity, kickback, or an offer of employment in connection with a business transaction. Such transactions include, but are not limited to, approvals on purchase requests, influencing the content of any procurement standard, auditing, or rendering of advice.
4. **Confidential Information:** A Trustee, Officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
5. **Representation before the Board:** A Trustee, Officer, or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board of Trustees, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
6. **Participation in Board Discussions and Votes:** 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 recuse him or herself from the discussion and/or vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below) or (b) a potential Conflict of Interest (as defined in the Conflict of Interest Policy).
7. **Self-dealing Transactions:** Neither members of the Board nor the employees of the School shall engage in any “self-dealing transactions,” except as approved by the Board and in compliance with the Conflict of Interest Policy. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the individual Trustees, officers, or employees has a financial interest.
8. **Disclosure of interest in matters before the Board:** Under no circumstance will an employee of the School initiate, participate, or benefit in any way from negotiating a contract or purchase of goods or services in which he/she, a relative, or an associate has financial interest. If an actual or potential conflict of interest is discovered, the employee must immediately withdraw from further participation in the involved transaction and report the transaction to the Board or Board Chairperson.
9. **Investments in Conflict with Official Duties:** A Trustee, officer, or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties, except as approved by the Board and in compliance with the Conflict of Interest Policy.

10. Private employment: A Trustee, Officer, or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

Distribution of Code of Ethics

A copy of this Code of Ethics is to be distributed annually to every Trustee, Officer, and employee of the School. Each Trustee, Officer, and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Reprimands and Penalties

In addition to any penalty contained in any other provision of law, any person who knowingly and intentionally violates any of the provisions of the Board's Code of Ethics may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

CONFLICT OF INTEREST

Purpose of a Conflict of Interest Policy

The purpose of a conflict of interest policy 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 members of key administrative or managerial staff or the Board of Trustees of BSCE (collectively, the "Board" or individually, "Trustees") or their family members. Key administrative or managerial staff includes the Head of School, Principal, Director of Finance and Operations, and Deans. 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, key administrators, managers 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.

Code of Conduct

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

1. Trustees and key 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 key 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 key 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 key staff member must temporarily withdraw from Board deliberation, voting and access to applicable information.
3. Trustees and 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.

Conflict of Interest Policy

In addition to the above the Board and key employees shall not enter into any contract or transaction with (a) one or more of its Trustees, BCSE or (b) an organization in or of which a Trustee of BCSE is a Trustee, officer, or legal representative, or in some other way has a material financial interest unless:

1. That interest is disclosed or known to the Board,
2. The Board approves, authorizes or ratifies the actions in good faith,
3. The approval is by a majority of Trustees (not counting the interested Trustee), and
4. At a meeting where a quorum is present (not counting the interested Trustee).

The interested Trustee or key employee may be present for discussion to answer questions, but may not advocate for the actions to be taken and must leave the room while a vote is taken.

The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Trustees and key 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.

CONFLICT OF INTEREST

Interested Person

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such officer, trustee, or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest, other than de Minimis, in any entity with which the School has a transaction or arrangement,
- A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- A potential ownership or investment interest, other than de Minimis, in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors having a value of \$100.00 or more whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence the performance of a trustee, official or employee in his/her official duties, or was intended as a reward for any official action.

Duty to Disclose

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such

interest in writing to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, the following contracts are exempt from this policy, including but not limited to, employment contracts between the school and a board member or employee's spouse, minor children or dependents; a contract between the school and a corporation of which the board member or employee is neither a director nor owns more than five percent of outstanding stock; a contract between the school and a board member or employee entered into preceding the election of the board member but not the renewal/renegotiation of that contract; a contract between the school and a board member or employee in which the total paid does not exceed \$750.00 during the fiscal year when added to the aggregate amount of consideration payable under all contracts pertaining to that individual; a contract between the school and a company that employs a board member or employee where the individual's compensation is not directly affected as a result of the contract and the duties of the individual's employment do not directly involve the procurement, preparation or performance of such a contract; and purchases, in the aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year. No review or action by any governing board or committee shall be necessary if an exception applies.

Procedures for Addressing a Conflict of Interest

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and

reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

If the governing board or committee has reasonable cause to believe a trustee, officer or employee has failed to disclose actual or possible conflicts of interest, it shall inform the trustee, officer or employee of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the trustee, officer or employee's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the trustee, officer or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Any contract entered into with a prohibited interest is null, void and unenforceable. Further any trustee, officer, or employee who willfully and knowingly violates this policy shall be guilty of a misdemeanor.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Compensation

A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee

regarding compensation.

Annual Statements

Each trustee, officer, and employee shall annually sign a statement which affirms such person:

- Has received a copy of the Code of Ethics and Policy on Conflicts of Interest,
- Has read and understands the Code of Ethics and Policy,
- Has agreed to comply with the Code of Ethics and Policy, and
- Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

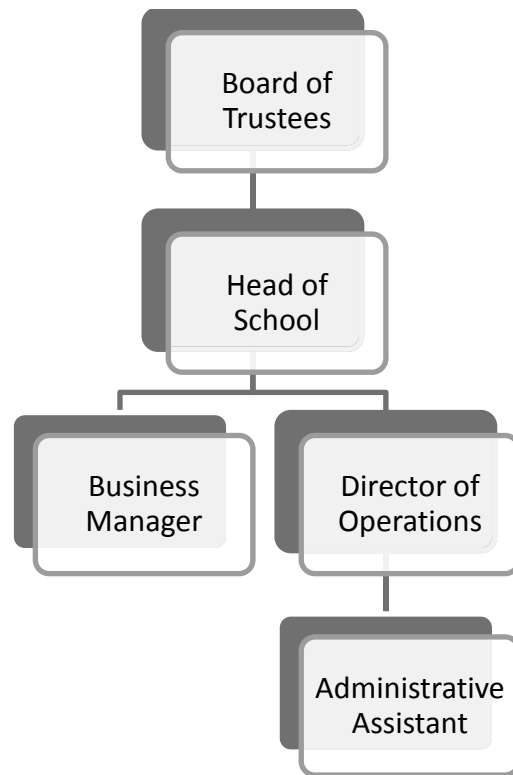
CONFIDENTIALITY

Confidential information includes all information gained during employment or service with the School that is not common knowledge including, but not limited to, student records, personnel records, financial or donation information (including donation lists, donor information, potential donors or business contacts.) All Trustees, Officers, and employees must keep such information confidential.

Information about children, families, and employees should be used in a professional manner, only with those who have a business-related need-to-know, and should never be used as a topic of casual conversation or gossip.

Before the end of a term of service or employment with the School, Trustees, Officers and employees must return to the School all Confidential Information without retaining it in any form. All other documents, data, manuals, security keys, and other items which are the School's property and which may be in the individual's possession or control should also be returned at this time. Any Confidential Information that cannot be returned must be destroyed.

Annex 1: Finance Team



Annex 2: Requirements for Record Retention

Item	Retention Period
Bank Statements & Reconciliations	7 Years
Cancelled Checks - (Important Payments - purchases of property, tax payments, large or significant contracts)	Permanent
Cancelled Checks - (Ordinary)	7 Years
Cash Books	Permanent
Cash Receipts and Disbursements	7 Years
Construction Documents	Permanent
Contracts and Leases (Current)	Permanent
Contracts and Leases (Expired)	7 Years
Corporate - Articles of Incorporation & By Laws	Permanent
Corporate - Certificate of Incorporation and Related Legal or Government Documents	Permanent
Corporate - Minutes of Board & Committee Meetings, etc.	Permanent
Correspondence (General)	3 Years
Correspondence (Legal / Important)	Permanent
Duplicate Bank Deposit Slips	3 Years
Email	5 Years
Employee Assignments and Garnishments	7 Years
Employee Benefit Plan Documents	7 Years
Employee Payroll Records	7 Years
Employee Payroll Reports (Federal, State or City Gov't)	7 Years
Employee Personnel Records (After Termination)	7 Years
Employee Personnel Records (Current)	Permanent
Employee Retirement & Pension Records	Permanent
Employee Timesheets	7 Years
Employee Workman's Compensation Documents	11 years
Employment Applications (Current Employees)	Permanent
Employment Applications (Other)	1 Year
Finance - Accounts Payable Ledgers and Schedules	7 Years

Finance - Accounts Receivable Ledgers and Schedules	7 Years
Finance - Audit Reports of Independent Accountants	Permanent
Finance - Chart of Accounts	Permanent
Finance - Depreciation Schedules	Permanent
Finance - Expense Analyses & Distribution Schedules	7 Years
Finance - Financial Statements (incl. Trial Balances)	Permanent
Finance - Fixed Asset Records & Appraisals	Permanent
Finance - General Ledgers	Permanent
Finance - Subsidiary Ledgers	Permanent
Finance - Tax Return Worksheets	7 Years
Finance - Tax Returns	Permanent
Finance - Uncollectible Accounts & Write-offs	7 Years
Finance - W-2 / W-4 / 1099 Forms, etc.	7 Years
Grant Inquiries	7 Years
Insurance - Accident Reports and Claims (Current Cases)	Permanent
Insurance - Accident Reports and Claims (Settled Cases)	Permanent
Insurance - Policies (Current)	Permanent
Insurance - Policies (Expired)	Permanent
Inventories	7 Years
Invoices from Vendors	7 Years
Invoices to Customers	7 Years
Notes Receivable Ledgers	7 Years
Paid Bills & Vouchers	7 Years
Patents & Related Papers	Permanent
Physical Inventory Tags	7 Years
Property Appraisals	Permanent
Property Documents - Deeds, Mortgages, etc.	Permanent
Stock and Bond Certificates (Cancelled)	7 Years
Stock and Bond Records	Permanent
Vendor Payment Request Forms & Supporting Documents	7 Years
Voucher Registers & Schedules	7 Years

Financial Policies and Procedures Addendum

Effective July 2015

Facilitated by:



This document serves as an addendum to the School's existing Financial Policies and Procedures Manual (FPPM) effective July 1, 2015 to comply with OMNI regulations for recipients of federal funding. These procedures must be followed in conjunction with those outlined in the School's current FPPM

Annual Audit

If total federal expenditures for the fiscal year should exceed \$750,000 (or current federal guidelines), an additional audit under the guidance of OMB Circular A-133¹ will be also conducted by the independent audit firm.

Revenue Compliance

The School's accounting and documentation system must be capable of meeting the specific requirements imposed by grant agreements. Source documentation must be maintained for all authorized awards, expenditures and interest earned. Expenses cannot be charged over 100% against multiple grants. The School must ensure that all reporting requirements and deadlines are met.

For all federal grants an official authorized to legally bind the School will be required to certify all reports and payment requests by signing and agreeing to the following:

"By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise."

Grant Receipts

Drawdowns/advances must be disbursed within the grant's specified time and maintained in insured account. The funds must also be in interest bearing account, if:

- Aggregate federal awards are over \$120,000; and
- Account expected to earn in excess of \$500 in interest per year; and
- Bank required minimum balance is feasible for the School to maintain.

Interest amounts earned up to \$500 may be retained by the School for administrative purposes.

See the link below for A-133 requirements related to each grant:

http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2014

Purchases and Cash Disbursements

Allowability Procedures

Before any grant funds are budgeted and expended staff are required to determine the cost eligibility based on the following factors:

- Necessary, reasonable and allocable
- Conform with federal law and grant terms

¹ OMB Circular A-133 Revised 2007; http://www.whitehouse.gov/omb/assets/a133/a133_revised_2007.pdf ; accessed on 07/2010

- Consistent with state and local policies
- Consistently treated
- In accordance with GAAP
- Not included as a match
- Net of applicable credits
- Adequately documented

The following link must be used to determine specific cost eligibility:

http://www.whitehouse.gov/omb/circulars_a122_2004#atta

Payments made for costs determined to be unallowable by either the Federal awarding agency or pass-through must be refunded (including interest) to the Federal government in accordance with instructions from the Federal agency that determined the costs are unallowable.

The School adheres to the following purchasing objectives:

- Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable considerations such as delivery, quantity, quality.
- The School will make all purchases in the best interests of the School and its funding sources and in accordance with any grant restrictions as applicable.
- The School will buy from reliable vendors.
- The School will not contract with vendor who has been suspended or debarred.
www.sam.gov
- The School will obtain maximum value for all expenditures.
- The School will be above suspicion of unethical behavior at all times and avoid any conflict of interest, transactions with related parties, or even the appearance of a conflict of interest in the School supplier relationships. The School's conflict of interest policies are described in its By-laws.
- The contractor must possess financial and technical resources necessary to provide service/goods.
- Competitive quotes are required for goods and services over \$3,000 (followed by bidding requirements stated above.)
- Competitive bidding must be based on the procedures outlined in the School's Fiscal Policies and Procedures Manual.

Payroll (Time and Effort Documentation)

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed.

See link for suggested example:

<http://www.p12.nysed.gov/accountability/consolidatedappupdate/employeecertifications.html>

Property & Equipment

The School must adhere to the established capitalization policy as outlined in the Fiscal Policies and Procedures Manual. Federal award purchases of \$5,000 or more per unit and useful life greater

than one year must be capitalized.

Asset Tracking Process

Upon receiving any property that qualifies as a fixed asset, the School is responsible for recording the following into the Fixed Asset Tracking List:

- Asset tracking number as designated by the School;
- Asset name, use, condition and description;
- Classification (i.e. land, building, equipment, betterment, leasehold improvements, furniture, computer hardware and software);
- Serial number, model number, or other identification;
- Indicate if the title vests with the governmental agency, if required;
- Vendor name and acquisition date or date placed in service;
- Location of the equipment;
- Purchase Value;
- Disposal Date and Reason; and
- Specify dollar amount of any asset purchased with grant fund

Physical inventory for assets purchased with federal funds must be performed at least every two years.

Disposition of Assets

For assets purchased with federal funds the School must request disposition instructions from the federal awarding agency when required.

Otherwise, may be retained, sold or otherwise disposed as follows:

- Over \$5,000 – pay federal share
 - If equipment is sold: Federal awarding agency may permit non-Federal entity to deduct and retain \$500 or 10% of the proceeds for selling and handling instructions.
- Under \$5,000 – no accountability (still must formally dispose)

Conflict of Interest Policy

Interested Person

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such officer, trustee, or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- An ownership or investment interest, other than de minimis, in any entity with which the School has a transaction or arrangement,
- A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
- A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors having a value of \$100.00 or more whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence the performance of a trustee, official or employee in his/her official duties, or was intended as a reward for any official action.

Duty to Disclose

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, the following contracts are exempt from this policy, including but not limited to, employment contracts between the school and a board member or employee's spouse, minor children or dependents; a contract between the school and a corporation of which the board member or employee is neither a director nor owns more than five percent of outstanding stock; a contract between the school and a board member or employee entered into preceding the election of the board member but not the renewal/renegotiation of that contract; a contract between the school and a board member or employee in which the total paid does not exceed \$750.00 during the fiscal year when added to the aggregate amount of consideration payable under all contracts pertaining to that individual; a contract between the school and a company that employs a board member or employee where the individual's compensation is not directly affected as a result of the contract and the duties of the individual's employment do not directly involve the procurement, preparation or performance of such a contract; and purchases, in the aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year. No review or action by any governing board or committee shall be necessary if an exception applies.

Procedures for Addressing a Conflict of Interest

An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

If the governing board or committee has reasonable cause to believe a trustee, officer or employee has failed to disclose actual or possible conflicts of interest, it shall inform the trustee, officer or employee of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the trustee, officer or employee's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the trustee, officer or employee has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Any contract entered into with a prohibited interest is null, void and unenforceable. Further any trustee, officer, or employee who willfully and knowingly violates this policy shall be guilty of a misdemeanor.

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

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ROLES AND RESPONSIBILITIES OF FBCSE AND BCSE SCHOOLS

Item Description	Friends of the Bronx Charter School for Excellence, Inc. (FBCSE) Responsibility	BCSE Replication School's Responsibility
Educational Program and Curriculum	Develop educational programs consistent with charter application and oversee the implementation of such programs and curriculum	Implement educational programs with BCSE's direction and oversight
Educational Progress	Report on educational progress of students; analyze results of interim assessments and diagnostic tests	Report on educational progress of students; analyze results of interim assessments and diagnostic tests Administer interim assessments and diagnostic tests
College and Career Readiness	Develop and oversee implementation program design	Implement program design
Materials, Equipment, Etc.	Acquire materials, equipment and supplies	Pay for materials, equipment and supplies
School Evaluation	Conduct BCSE's evaluation developed by FBCSE and BCSE schools	Participate in BCSE evaluations
Business Administration	Direct the business administration of each BCSE (i.e., develop policies and procedures for running FBCSE)	Adopt policies and procedures after considering FBCSE recommendations
Service Providers	Lead/arrange the identification, selection and contracting with service providers (e.g., transportation, auditing, payroll, custodial)	Enter contracts, as needed
Marketing	Market and advocate for BCSE to promote BCSE schools (enrollment, fundraising, recruiting staff and public relations)	Support FBCSE by taking actions requested FBCSE
Fundraising	Devise fundraising strategy in cooperation with Board and conduct fundraising activities on behalf of BCSE	Support FBCSE by taking actions requested by FBCSE
Student Recruitment and Enrollment	Design and implement with assistance of BCSE student recruitment and enrollment procedures and applications	Implement recruitment and enrollment procedures and applications
School Reports	Assist BCSE in preparing reports required to be submitted to the Authorizer	Prepare reports required to be submitted to the Authorizer Submit reports required by Authorizer
Compliance	With cooperation of BCSE Board and Leadership direct and oversee the BCSE legal and regulatory	Work with FBCSE to ensure legal and regulatory compliance

ROLES AND RESPONSIBILITIES OF FBCSE AND BCSE SCHOOLS

	compliance	
Information Technology	Facilitate BCSE's purchase and procurement of IT equipment and services (at BCSE's expense); arrange for IT help; complete E-Rate application	Complete purchase and procurement of IT equipment and services
Facility	As needed, identify a facility and negotiate lease, license or purchase transaction to secure a facility for the BCSE and assist BCSE schools in securing facility financing	Arrange and supervise any minor improvements or repairs to BCSE's facility
After-School Programs	---	Contract with such third parties on BCSE's behalf for after school programs
School Communications; Grievances	Provide School stakeholders with periodic written information or materials regarding BCSE; establish procedure with School for receipt and review of complaints or grievances	Establish procedure with FBCSE for receipt and review of complaints or grievances
Reports to School's Board	Provide to BCSE Board reports on education, operational and financial performance of BCSE	Work with FBCSE to help create BCSE Board reports
Parent Organization	Encourage establishment of parents' association or parent-teacher association and provide organizational support to such association	BCSE will implement parents' association initiatives
Principal and Director of Operations	Lead recruitment of Principal and Director of Operations. Responsible for the supervision of Principal and provide recommendations with respect to evaluation, discipline, retention, transfer and termination of the Principal	Interview and hire Principal; supervise, evaluate, discipline, transfer, terminate Principal taking into consideration recommendations of FBCSE
	Assist the Principal and Director of Operations recruit Assistant Principal(s). Provide recommendations regarding supervision, discipline, retention, transfer and termination of the Assistant Principal(s)	Principal of School responsible for supervision, discipline, retention, transfer and termination of Assistant Principal(s), subject to FBCSE recommendations
Teachers, Administrators and Other Personnel	Lead recruitment and screening of teachers, administrators and other personnel	Interview and hire teachers, administrators and other personnel
Professional Development	Provide support with the design, implement and monitor professional development for instructional personnel.	Design, implement and monitor professional development for instructional personnel.
Teacher and Support Staff Training	Provide support with the development and delivery of support staff training	Develop and deliver support staff training
Human Resources	Provide general human resources services to BCSE	---
Employee Benefit Plans	Upon request by School's Board, initiate employee benefit plans and administer such plans.	Cooperate with FBCSE in performing any necessary administrative tasks

R-23b-05 - Roles and Responsibilities FBCSE and BCSE Schools

ROLES AND RESPONSIBILITIES OF FBCSE AND BCSE SCHOOLS

Budget	Prepare draft of BCSE budget	Approve budget
Financial Management Services	Provide financial management services in accordance with BCSE's Financial Policies and Procedures	Provide access to BCSE bank accounts as necessary for financial management
Personnel Records	---	Maintain personnel records
Audit	---	Arrange and pay for annual audit
Legal Services	Assist School arrange legal services	Arrange and pay for legal services
	Develop with BCSE an annual CMO evaluation program to be conducted by BCSE under the oversight of the Board.	Develop with FBCSE an annual CMO evaluation program and conduct evaluation under oversight of BCSE Board.