SUNY Charter Schools Institute
The State University of New York

| | |
|---|---|
| **Proposed school name:** | **Bronx Charter School for Excellence 2** |
| **Education corporation name:** | **Bronx Charter School for Excellence** |
| **Year education corporation was established:** | **2004** |
| **Has the name of this education corporation changed in the past?** | **No** |

**If yes, please provide past name(s) and date(s) of change(s) below:**

| **Name(s)** | **Date(s)** |
|---|---|
| | |
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## SUNY Charter Schools Institute Incorporation by Reference Checklist

Bronx Charter School for Excellence 2

| | Proposal Request | A<br>Are you incoporating by reference?<br>Yes | No | B<br>This response applies to:<br>All Schools | Proposed School | N/A | C<br>Does the incorporated material require any revisions?<br>Yes | No | N/A | D<br>Specific exhibit or document being incorporated by reference | E<br>Year of Source File |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *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.* | *List the most recent year material was approved or updated.* |
| | Sample Response | x | | x | | | x | | | Renewal Application, Response D, Benchmark 1B, Assessment Data | 2013 |
| 1(a) | Community Need and Impact | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 1(b) | Programmatic Impact | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 1(c) | Fiscal Impact | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 2(a) | Mission | X | | X | | | X | | | Renewal Application, Exhibit 7 Mission Statement w/ elaboration | 2014 |
| 2(b) | Key Design Elements | X | | X | | | X | | | Renewal Application, Exhibit 10 Key Design Elements w/ elaboration | 2014 |
| 2(c) | 5% Districts | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 2(d) | Draft Accountability Plan | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 3(a) | Applicant Information | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 3(b) | Founders | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 3(c) | Community Outreach | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 3(d) | Withdrawn, Rejected and Concurrent Proposals | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 3(e) | Letter of Justification | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 3(f) | Founder Credentials | X | | X | | | X | | | Pre-appointment RFI's subimtted for SUNY approval per trustee, Annual Reports for Disclosures | 2014 |
| 3(g) | Outreach Evidence | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 4 | School Enrollment | | | *All applicants must provide a Response to this Request.* | | | | | | | |
| 5(a) | Curriculum 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 | 2014 |
| 5(b) | Assessment System | X | | X | | | X | | | Renewal Application, Response D, Benchmark 1B Use of Assessment Data; Response L, Benchmark 4B Plans for Ed Program | 2014 |
| 5(c) | Instructional Methods | X | | X | | | X | | | Renewal Application, Response D, Benchmark 1D Pedagogy; Response L, Benchmark 4B Plans for Ed Program | 2014 |
| 5(d) | Course Overview | 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 | 2014 |
| 5(e) | Promotion and Graduate Policy | X | | X | | | X | | | Family Handbook pgs. 7-9, 18 w/ elaboration | 2014 |
| 5(f) | Programmatic Audit | X | | X | | | X | | | Renewal Application, Responses D-N w/ elaboration | 2014 |
| 6(a) | School Calendar | X | | X | | | X | | | Renewal Application, Exhibit 9-1 School Calendar w/ elaboration | 2014 |
| 6(b) | School Schedule | X | | X | | | X | | | Renewal Application, Exhibit 9-2 School Schedule w/ elaboration | 2014 |
| 7(a) | At-risk 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 | 2014 |
| 7(b) | Special Education 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 | 2014 |
| 7(c) | English Language 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 | 2014 |
| 7(d) | Advanced and/or 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 | 2014 |
| 8(a) | Instructional Leadership Roles | X | | X | | | X | | | Renewal Application, Response D, Benchmark 1B-1F; Response L Benhcmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualtifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention. | 2014 |

## SUNY Charter Schools Institute Incorporation by Reference Checklist

### Bronx Charter School for Excellence 2

| | A | | B | | | C | | | D | E |
|---|---|---|---|---|---|---|---|---|---|---|
| Proposal Request | Are you incoporating by reference? | | This response applies to: | | | Does the incorporated material require any revisions? | | | Specific exhibit or document being incorporated by reference | Year of Source File |
| | Yes | No | All Schools | Proposed School | N/A | Yes | No | N/A | | |
| 8(b) Teacher Supervision and Support | X | | X | | | | X | | Renewal Application, Response D, Benchmark 1B-1F; Response L Benhcmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualtifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention | 2014 |
| 8(c) Professional Development | X | | X | | | X | | | Renewal Application, Response D, Benchmark 1B-1F; Response L Benhcmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualtifications and Responsibilities, and Response 11(c) Staff Recruitment and Retention | 2014 |
| 8(d) Teacher Evaluation and Accountability | X | | X | | | | X | | Renewal Application, Response D, Benchmark 1B-1F; Response L Benhcmark 4B. Please also see Proposal Responses 10(b) School Leadership and Management, 11(b) Qualtifications and Responsibilities, and Response 11(c) Staff Recruitment and | 2014 |
| 9(a) Culture and Discipline | X | | X | | | | X | | Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline | 2014, 2009 |
| 9(b) Discipline Policy | X | | X | | | | X | | Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline | 2014, 2009 |
| 9(c) Special Education Policy | X | | X | | | | X | | Family Handbook pgs. 10-13; Initial Renewal, Response D, Benchmark 1G, Student Order and Discipline | 2014, 2009 |
| 9(d) Dress Code Policy | X | | X | | | | X | | Family Handbook pgs. 4-6 | 2014 |
| 10 Organizational Chart | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 11(a) Staffing Chart and Rationale | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 11(b) Qualifications and Responsibilities | | X | X | | | | | X | | |
| 11(c) Staff Recruitment and Retention | | X | X | | | | | X | | |
| 11(d) Personnel Policies | | X | X | | | | | X | | |
| 12(a) Partner Information | | X | | | X | | | X | No Partner Organization, See Business Plan for CMO - FOBCSE and BCSE | 2015 |
| 12(b) Partner Commitment | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 13(a) EdCorp Board 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), and the accompanying Business Plan - w/ elaborations | 2014, 2009 |
| 13(b) Education Corporation 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), and the accompanying Business Plan - w/ elaborations | 2014, 2009 |
| 13(c) Stakeholder Participation | 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), and the accompanying Business Plan | 2014, 2009 |
| 13(d) By-laws | X | | X | | | | X | | Renewal Application, Exhibit 15 By Laws | 2014 |
| 13(e) Code of Ethics | X | | X | | | | X | | Renewal Application, Exhibit 16 Code of Ethics | 2014 |
| 13(f) Complaint Policy | | X | X | | | | X | | | |
| 14(a) District Relations | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 14(b) Community Relations | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 15(a) Description of Demand (General | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 15(b) Target Population Enrollment | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 15(c) Evidence of Demand | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 15(d) Community Support | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 15(e) Evidence of Community Support | *All applicants must provide a Response to this Request.* | | | | | | | | | |

## SUNY Charter Schools Institute Incorporation by Reference Checklist

Bronx Charter School for Excellence 2

| | A | | B | | | C | | | D | E |
|---|---|---|---|---|---|---|---|---|---|---|
| Proposal Request | Are you incoporating by reference? | | This response applies to: | | | Does the incorporated material require any revisions? | | | Specific exhibit or document being incorporated by reference | Year of Source File |
| | Yes | No | All Schools | Proposed School | N/A | Yes | No | N/A | | |
| 15(f) Admissions Policy | | X | X | | | X | | | Revision to previous policy | |
| 16(a) Facility Needs | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 16(b) Facility Selection | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 16(c) Facility Related Conflicts of Interest | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 16(d) Additional Facility Information | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 17 Food Services | | X | X | | | | | X | | |
| 18 Health Services | | X | X | | | | | X | | |
| 19 Transportation | | X | X | | | | | X | | |
| 20 Insurance | | X | X | | | X | | | Schedule of Insurance included. Policy renewal on August 15th. | |
| 21(a) Budget | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 21(b) Financial Planning | X | | X | | | X | | | Renewal Application, Response J, Benchmark 3A Budgeting and Long Range Planning w/ elaboration | |
| 21 (c) Fiscal Audits | X | | X | | | | | | Renewal Application, Exhibit 6 Financial Policies and Procedures; See also R-23b-03 and R-23b-04. | |
| 21(d) Dissolution Procedures | | X | X | | | | | X | | |
| 21(e) Budget Template | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 21(f) Letters of Commitment | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 21(g) Non-SUNY Financials | *All applicants must provide a Response to this Request.* | | | | | | | | | |
| 22 Action Plan | Have you included an action plan? | | | | | X | | | | |
| 23(a) Supplemental Narrative | Have you included a supplemental narrative? | | | | | X | | | | |
| 23(b) Supplemental Attachments | Have you included supplemental information? | | | | | X | | | | |
| Business Plan | *All replicating applicants must provide a Business Plan.* | | | | | | | | | |

SUNY Charter Schools Institute
The State University of New York

# PROPOSAL SUMMARY AND TRANSMITTAL FORM

## Proposed School Information

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

## Proposed Grades and Enrollment

| Charter Year | Grades | Enrollment |
|---|---|---|
| Year 1 | K, 1 | 120 |
| Year 2 | K-2 | 180 |
| Year 3 | K-3 | 240 |
| Year 4 | K-4 | 300 |
| Year 5 | K-5 | 360 |

## Proposed Affiliations (if any)

| | |
|---|---|
| Charter Management Company ("CMO"): | Friends of Bronx Charter Schools for Excellence |
| CMO Public Contact Info (Name, Phone): | Dr. Charlene Reid, Executive Director |
| 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 #: 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 #: 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: Charlene Reid Date: 7/29/15

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

*OFFICIAL USE ONLY:* Received By: Date:

Submit Completed Proposal to:
Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.

Phone: (518) 445-4250
Fax: (518) 427-6510
Email: charters@suny.edu

## Program Design

MISSION STATEMENT

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

KEY DESIGN ELEMENTS

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

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

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

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

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

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):

ACADEMIC PROGRAM

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

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

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

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

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

## School Management

MANAGEMENT STRUCTURE

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

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

ROLE OF CMO OR PARTNER(S)

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

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

## Facility

SCHOOL FACILITY PLANS

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

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

## Other

# SCHOOL ESTABLISHMENT

## Response 01: Community Need and Proposed School Impact

### 1(a) Community Description and Need

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

Van Nest is a working class neighborhood just north of the Parkchester community. It is approximately one square mile, and contains one of the highest concentrations of poverty in Bronx community district 11. With this comes an increased potential for issues such as drug trafficking, violence, and gang-related crimes[1]. 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 live[2]. Its population reflects a diverse composition with families of African-American, Hispanic, Italian, Albanian, Dominican Republic, El Salvador, and Mexican descent varying in age, economics, and religious backgrounds. As would be expected in most residential neighborhoods, Van Nest includes family resources such as schools, parks, retail stores, churches, access to transportation, and medical facilities.

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

| **Demographic Composition ï Bronx County and the New York[3]** | | |
|---|---|---|
| **Category** | **Bronx County** | **New York** |
| Population, 2014 estimate | 1,438,159 | 19,746,227 |
| Population, 2010 | 1,385,108 | 19,378,102 |
| Persons under 5 years, percent 2013 | 7.6% | 6.0% |
| Persons under 18 years, percent 2013 | 25.8% | 21.6% |
| | | |
| White alone (2013) | 45.3% | 70.9% |
| Black/African American alone (2013) | 43.3% | 17.5% |
| American Indian, Alaska Native alone (2013) | 3.0% | 1.0% |
| Asian alone (2013) | 4.2% | 8.2% |
| Native Hawaiian, Pacific Islander alone (2013) | 0.4% | 0.1% |
| Two or more races (2013) | 3.3% | 2.3% |

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

[2] http://www.nytimes.com/2011/04/24/realestate/24living.html

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

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

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

According to another source[4], the Van Nest community is home to approximately 13,495 residents. The median household income is $44,249, which is higher than overall averages in the Bronx, but lower than state averages. Despite a lower median income and although the majority of its residents are renters versus property owners, the median cost of rent in Van Nest in 2011 was $1,128, which is higher the median rent in the state, which was $941. The percentage of foreign-born residents in Van Nest is 33.2%, slightly lower than the average for the Bronx, but higher than New York state percentages. Approximately 14.4% of Van Nest residents do not speak English well or at all, and 34.9% live below the poverty level.

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

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

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

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

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

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

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

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

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

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

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

**Comparison of Proficiency Rates on NYS Exams**
**BCSE Students Enrolled in At Least Their Second Year and All CSD 11 Students**

| | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | |
|---|---|---|---|---|---|---|---|---|
| | BCSE 2+ Yrs. | All CSD 11 | BCSE 2+ Yrs. | All CSD 11 | BCSE 2+ Yrs. | All CSD 11 | BCSE 2+ Yrs. | All CSD 11 |
| ELA | 90.2% | 41.5% | 86.7% | 41.2% | 44.8% | 18.3% | 50.9% | 19.69% |
| Math | 94.7% | 51.1% | 95.3% | 52.4% | 51.2% | 20.0% | 67.4% | 20.8% |
| Science | 100% | 83% | 100% | 82% | 93% | 63% | 84% | 63% |

As indicated on the table, BCSE scholars have consistently outperformed their district peers in all content areas, often doubling the proficiency rates of the district. In 2013-14 (the most recent year for which data is available for comparison), BCSE's aggregate performance surpassed that of the local district by over 30 percentage points in ELA and Math, and outpaced aggregate proficiency rates for NYC Region Host Districts and Charter Schools, NYS Host Districts and Charter Schools, and all NYS Public Schools[7]. An additional analysis of public school performance in CSD 11 for 2013 and 2014 reveals that several schools had proficiency rates for math and ELA in the single digits and teens. (These tables are attached as R-23b-01 – Supplemental Docs – CSD 11 Data Tables.) This means that more than 80-90% of students attending traditional public schools are not meeting grade level expectations.

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

[6] http://nysed.gov/news/2015/commissioner-elia-identifies-144-struggling-and-persistently-struggling-schools-begin
[7] http://www.necharters.org/state_testing_data

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

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

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

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

### 1(b) Programmatic Impact

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

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

During the 2013-14 school year, there were a total of 37,607 students attending district schools and 1,949 students attending charter schools located in CSD 11[8]. Together, the sum of 39,556 will be used as a baseline total number of students attending district and charter schools. BCSE2 proposes an opening enrollment of 120 students. This represents 0.3% of the total sum of students in CSD 11 who would attend the school. At its full capacity at 360 students, our enrollment reflects 0.9% of the total student body. BCSE anticipates an enrollment of 728 students in 2016-17, and 756 students at full capacity. Collectively, this represents 848 students enrolled in BCSE and BCSE2 for 2016-17, or 2.1% of the district's total population. When both schools have reached full capacity, BCSE will have 756 students and BCSE2 will have 360 students. Combined, this totals 1,116 students, or 2.8% of the district's population.

According to the NYCDOE's register for 2014-15, there were 205,258 students enrolled in Bronx schools, and 985,695 students enrolled in the five boroughs[9]. Using these figures as a baseline, BCSE2's 2016-17 enrollment will represent less than 0.06% of the students enrolled in the Bronx, and 0.01% of students enrolled at a district school within the five boroughs. At full capacity and with both schools combined, our 1,116 scholars will represent 0.5% of the Bronx student population and 0.01% of NYC's student population. Based on all figures, we do not believe that the enrollment plans for BCSE and BCSE2 will greatly impact nor disrupt the operations of the district schools or fellow charter schools.

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

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

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

[9] http://schools.nyc.gov/AboutUs/schools/data/stats/default.htm

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

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

## 1(c) Fiscal Impact

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

## 5-YEAR FISCAL IMPACT REPORT

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

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

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

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

# Response 02: Addressing Need

## 2(a) Mission Statement

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

## 2(b) Key Design Elements

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

## 2(c) 5% Districts

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

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

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

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

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

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

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

**Response 02d: Draft Accountability Plan**

# Bronx Charter School for Excellence 2

DRAFT **ACCOUNTABILITY PLAN FOR THE ACCOUNTABILITY PERIOD 2016- 2021**

## ACADEMIC GOALS

### GOAL I: ENGLISH LANGUAGE ARTS

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

**Absolute Measures**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Comparative Measures**

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

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**Growth Measures**

Each year, under the stateôs Growth Model the schoolôs mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the stateôs 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 stateôs Growth Model the schoolôs mean unadjusted growth percentile in mathematics for all students tested in grades 4-8 will be above the stateôs 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 03e: Letters of Justification

### 3(e) Letters of Justification

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

## 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 do not anticipate adding any new trustees until the school is in operation, at which time, a parent representative may be proposed for addition. 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.

An updated resume for the lead applicant, Dr. Charlene Reid, follows.

**CHARLENE MARIE REID**
[redacted]

## EDUCATION

University of Pennsylvania, 2012-2015
Doctorate of Education, Educational Leadership

Columbia University Teachers College, 2001-2003
Master of Education, Educational Leadership

University of California, Los Angeles, 1999-2001
Master of Education, Elementary Education

University of California, Los Angeles, 1993-1997
Bachelors of Arts, Political Science

## AREAS OF EXPERTISE

School Improvement and Turnaround; Leadership Development; Explicit Reading Instruction; Cognitive and Conceptual Math Instruction; Cross-cultural, Language and Academic Development Strategies; Teacher Hiring and Retention; Conflict Resolution; Professional Learning Communities; Community and Parent Partnerships; Data Analysis.

## PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

**Teacher**

Public School 46, Harlem, NY
3rd Grade (9/01 ï 6/03)

99th Street Elementary School, Los Angeles, CA
5th, 4th, and 1st Grade (9/98 ï 6/01)

**ACCREDITATIONS**

New York State School Administrator/Supervisor
New York State School District Administrator
New York State Pre-Kindergarten through 6th Grade Teacher
California State Multiple Subjects Pre-Kindergarten through 12th Grade Teacher

**SELECTED PRESENTATIONS AND PANELS**

NYCDOE 24 School Turnaround Initiative, *Crafting a Literacy Vision*, July 2012
NYC Collaborates, *Bronx Study Tour*, June 2012
Fahari Charter School, Brooklyn New York, *School Improvement Through Experienced Leadership*, May 2012
KISS FM Open Line: Education Town Hall, NYC Public Charter Schools, March 2012
NPR: On Point with Tom Ashbrook, *Grading Charter Schools*, February 2012
NYC Charter Center, *Start Right with Recruiting and Hiring*, January 2012
NYC School Leaders in Training, *A Culture of Data*, November 2011
NYC Charter Center, *Establishing & Reinforcing a Culture of Data*, October 2011
State University of New York, *Urban Education in 10 Years*, April 2011
New Haven, Connecticut Public Schools, *School Leader Turnaround*, February 2011
NYC Charter Center, *Start Right with Recruiting and Hiring*, January 2011
NYC Charter Center, *A Culture of Data*, November 2010
NYC Archdiocese, *Using the New York City Test Scores to Inform Instruction*, November 2010
New York Charter Schools Association, *Blueprint for Hiring*, October 2010
Credit Suisse, *State of Urban Education* , October 2010
NYC Charter Center, *Start Right with Recruiting and Hiring*, January 2010

**PUBLICATIONS AND RELATED ARTICLES**

Bronx Times, *Bronx Charter School for Excellence awarded National Blue Ribbon*, September 26, 2012
New York Daily News, *From Failing to Blue Ribbon School: Bronx Charter School for Excellence Takes Home National Award*, September 20, 2012
New York Daily News, *School leaders hope tensions ease between district, charter schools with new collaboration launched in the Bronx*, May 17, 2012
New York Press, *Struggling New Charter Was Saved by Determined Principal*, November 16, 2011
New York Daily News, *Stakes High for Charter Hopefuls*, April 19, 2011
New York Parenting Issues, *Why NYC Charter School*s?, April 16, 2011
Bronx Times, *Developing Smart Ways to Succeed*, April 11, 2011
Wall Street Journal, *New Proficiency Standards Hit Charters*, August 2, 2010
Published in New York Post, *Charters: No Arguing With the Results*, June 4, 2009
New York Post, *Word Perfect*, May 9, 2009
Published in Teaching to Change Los Angeles, *Teachers for Social Justice*, December 10, 2000

## PROFESSIONAL DEVELOPMENT

Columbia University Teachers College, Cahn Fellowship for Distinguished New York City Principals, 2011-2012
Cambridge Leadership Associates, Adaptive Leadership: From Harvard to the Business World, 2008-2009
Lesley University, *What Every School Leader Needs to Know About Good Literacy Teaching and Effective Literacy Coaching***,** Center for Reading Recovery, 2008
Harvard Graduate School of Education, National Institute for Urban School Leaders, 2006
The City College, The City University of New York, Child Care Provider Program, 2005
New York State *Reading First* Program, Leadership Institute, 2004, 2005
NYC Department of Education, *Everyday Mathematics* Training for School Leaders, 2004-2006
Columbia University Teachers College, School Law Institute, 2003

## COMMUNITY SERVICE

Advisory Board Member, Central Queens Academy Charter School, June 2011-Present
High School Mentor, Student Sponsor Program, August 2010-Present
Expert Reviewer, Walton Family Foundation Start-up Grant, November 2011
SUNY Expert Leader, Charter Replication Conference, July 2011
SUNY External Expert Reviewer, New Charter School Applications, May 2010

## HONORS AND AWARDS

2013-2015 NYS Charter School Dissemination Grant Recipient, July 2013
2012 National Blue Ribbon Schools Awardee, September 2012
2012 New York State National Blue Ribbon Schools Nominee, January 2012
The Blackboard Awards, 2011 Honoree for Excellence in Education: Outstanding Principal of the Year Award, November 2011
Awarded a Cahn Fellowship for Distinguished New York City Principals, July 2011-Present
MSNBCôs ñMorning Joeò show, High Performing School segment, September 30, 2011
Ranked #1 public charter school in New York State and #4 public school in New York State, 2011
2010-2015 Teacher Incentive Fund Performance-Based Compensation Grant Recipient, June 2010
Ranked #3 public school in New York City based on 3rd-5th ELA and Math scores, 2010
BCSE received highest renewal granted by Charter Schools Institute SUNY Board of Regents, full-term, five-year Initial Renewal, March 2009
Ranked #7 public school in New York City based on 3rd-5th ELA scores at 91%, 2008-2009
Ranked #1 public school in Bronx during 2007-2008 academic year
Council of Supervisors and Administrators (CSA) Performance Differential Recipient, 2004, 2005
U.S. Department of Education, Teacher Quality Enhancement Scholarship Recipient, 2001
UCLA Graduate School of Education Deanôs Scholarship Recipient, 1999-2001

Delta Sigma Theta Sorority, Almunae Chapter Scholarship Recipient, 2000-2001
UCLA Academic and Athletic Scholarship Recipient, 1994-1996
UCLA Deanôs Honor List 1994-2001

**PROFESSIONAL MEMBERSHIPS**

Association of Supervision and Curriculum Development (ASCD)
American Association of School Administrators (AASA)
Harvard Graduate School of Education, The Principalsô Center
New York Charter Schools Association (NYCSA)

## Response 03: Proposal History

### 3(a) Applicant Information

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

### 3(b) Founders

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

PROPOSED BOARD MEMBERS

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

## PROPOSED BOARD MEMBERS

| | TRUSTEE NAME | POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE) | COMMITTEE AFFILIATIONS (IF ANY) | AREA OF EXPERTISE AND/OR ADDITIONAL ROLE AT SCHOOL (PARENT, STAFF, ETC.) | VOTING | *EX-OFFICIO* |
|---|---|---|---|---|---|---|
| 4. | Joyce Frost | Vice-President | N/A | Finance Background, oversees Business/Operations/Investment strategies. Former Board Chair and still provides general oversight and support | Y | N/A |
| 5. | Deirdre Flynn | Treasurer | N/A | Finance Background/Oversees budget development and implementation/advises on all financial matters | Y | N/A |
| 6. | Kim Hartman | Secretary | N/A | Background in business and finance. Oversees facility furnishings, operational functions. | Y | N/A |
| 7. | Christopher Hall | Trustee | N/A | Background in Finance. Advises on business and financial matters. | Y | N/A |
| 8. | TBD Parent Representative* | Trustee | | Parent Association Representative. Advises on Parent Engagement, Association concerns and activities. | N | Y |

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

**3(c) Community Outreach**

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

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

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

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

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

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

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

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

BCSE2 also began a social media campaign to raise interest and awareness through BCSE's social media accounts on Twitter, Instagram, and Facebook. BCSE is also supporting the proposed school's outreach efforts by posting announcements, links, flyers, and information on its website. Each of these forums request and provide instructions for submitting feedback and input for consideration. These accounts also provide a link to an online petition to the local officials in support of the proposal. Finally, informative flyers have been posted online. These flyers similarly share information about the proposed school and instructions for providing public comment.

Evidence of BCSE2's social media campaign can be found at the following links:
BCSE's website at www.bronxexcellence.org
Online Petition to local officials: http://p2a.co/NgzaRaa
Twitter: @BronxExcellence
Instagram: https://instagram.com/Bronx_Excellence

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

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

BCSE2 will attract, enroll, and retain a diverse population of learners. Upon approval, the school will launch a well-devised recruitment plan to establish a

demographic reflective of the Bronx CSD 11 region. The recruitment plan will include outreach in communities populated by families of lower socio-economics, English language learners, and families of children with special needs. BCSE2 anticipates that students will enter the school from an array of backgrounds and with a spectrum of learning needs. The school has deliberately been designed to address the needs of diverse learners entering the program with a variance in skills, knowledge, strengths, and deficits. BCSE2 will embrace a culture that celebrates the diversity of its students, staff and community, while cultivating a unified vision for the school.

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

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

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

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

on the school's standing marketing materials, such as the school's website and social media pages. This will allow families to access the information at any time.

Developing a strong partnership and relationship with families not only promotes student growth in the programs, but family growth as younger siblings enroll. Moreover, parents have the ability to attract other students and families to the school, as well as pulling organizations and resources to support the school's programs. The applicant group recognizes that the school is a service organization, and embraces its responsibilities to the children, families, and community. Therefore, we will not only solicit feedback on the school's model, we will also carefully and thoughtfully weigh and consider the input that community members and potential families have taken the time to provide us. Pending approval, these individuals, organizations, and families will become valued members of the BCSE2 community. Once in operation, the school will ensure that there are continued opportunities and avenues to maintain an open dialogue.

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

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

### 3(d) Withdrawn, Rejected, and Concurrent Proposals

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

## Response 04: Enrollment

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

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

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

*This table assumes another subsequent renewal FOR BCSE.

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

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

*This table assumes another subsequent renewal FOR BCSE.

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

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

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

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

# ACADEMIC SUCCESS

## Response 05: Curriculum and Instruction

### 5(a) Curriculum Selection and Process

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

### 5(b) Assessment System

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

### 5(c) Instructional Methods

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

### 5(d) Course Overview

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

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

Curriculum Selection and Processes:

As our mission statement asserts, BCSE and BCSE2 will provide a rigorous and supportive educational program to prepare all students to compete for success in top public, private, and parochial high schools, colleges, and chosen careers. Our schools will accomplish this goal by offering a challenging and robust academic curriculum and creating a sense of urgency whereby learning is a continual process of furthering students' potentials. Rather than promoting mastery of standards as a "finish line", we believe that true learning and rigor occur when students are continually encouraged and challenged to exceed their current levels of

development. Thus at BCSE and BCSE2, the standards and expectations are the "floor", not the "ceiling" for learning.

Our educational program is based on the simple, yet powerful principle that every child can successfully achieve to his or her potential given the appropriate support, challenges, resources, and learning environment. While the teaching strategies employed by the staff play a critical role, the written curriculum must provide sufficient resources to enable effective teaching to take place. In order to provide instruction that is uniquely tailored to the needs of each student, the curriculum must provide the instructional staff with the flexibility to challenge, differentiate, and support scholars at their individual developmental levels to meet and exceed the school's high performance standards. As such, in order to authentically meet the needs of all learners, curriculum development must remain an ongoing process to adjust the instructional program to the changing needs of the students served.

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

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

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

Additionally, BCSE benefits from the years of knowledge and experience, which provides an additional layer of field-tested assurance.

BCSE's curriculum is an amalgamation of commercial and proprietary materials, and staff-developed resources. Any potential gaps in the commercial curriculum are amended by supplemental or internally created supports. Additional resources may also be adopted or developed to address specific needs of the student population. When instructional units are adopted or created for a specific group or subgroup of students (i.e. students identified as ELL, Special Education, etc.), the leadership team coordinates with instructional support specialists to ensure that appropriate supports and considerations are included within the curriculum units.
The BCSE staff uses Wiggins and McTighe's *Understanding by Design* model to develop the curriculum framework. Wiggins and McTighe state that "curriculum selection and development begins with identifying what students should know, understand, and be able to do with content, course, and grade level targets".[1] Through a careful examination of and alignment to the NYS CCLS and State Frameworks, BCSE established school-wide and grade level goals. Next, BCSE developed a comprehensive assessment program to measure and monitor achievement and progress towards goals. Finally, the instructional activities are developed to facilitate students' achievement and surpassing of standards and targets. The use of commercial and proprietary resources requires a thorough analysis to ensure that it will support 100% attainment of standards and instructional targets. Additionally, curriculum development must also include alignment to the school's mission, vision, and instructional philosophies. Internally created student-centered lessons and instructional units are developed following the backwards design process with consideration to year-end goals. As instructional units are implemented, teachers utilize frequent assessments and analyses thereof to monitor student progress, common planning periods to collaboratively plan and adjust daily lessons, and cumulative summations for strategies to improve curriculum effectiveness.

<u>Mathematics Curriculum</u>

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

[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

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.

Research: Math in Focus: Singapore Math by Marshall Cavendish

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

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

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

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

[3] Houghton Mifflin Harcourt Publishing Company. (20130). *Math in focus by marshall Cavendish*. Retrieved from http://www.hmhco.com/~/media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/MIF_2013_History_Flyer_LR.pdf

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

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 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

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

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.

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.

[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

# Response 05f: Programmatic Audit

## 5(f) Programmatic Audit

Incorporated by reference: Subsequent Renewal Application of 2014, Responses D-N

Elaboration

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

Each year, BCSE2 will submit an Accountability Plan Progress Report to its authorizer (SUNY) and an Annual Report to the state (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, BCSE2 will devise improvement plans for implementation the following school year. Moreover, staff may also need to modify curriculum units and resources over the summer. Data will also be disaggregated to analyze the performance of any target groups and evaluate the school's effectiveness in meeting their needs. Additionally, assessment data will be used to make final determinations regarding students' grade level promotion and graduation. Any adjustments made to the programs will be reflective of students' needs, the CCLS, NYS exams, curriculum framework, and the pursuit of continual improvement.

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

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

Prior to each Board meeting, the Principal will develop a data dashboard report with support from the Academic Dean, Dean of Students, and OM to provide a current snapshot of the school's performance throughout the year. Various aspects of the school's programs will be captured and incorporated into the dashboard

report, which may include: student achievement data on formative and summative assessments measured against the matrix of academic benchmark and year-end goals; data in aggregate and disaggregated by grade level and subgroups (to include students identified as low-income, special education, English Language Learners, and racial/ethnic groups); enrollment, retention, and waiting list figures (aggregate and disaggregated); average daily attendance rates; disciplinary statistics (suspensions, expulsions); results from student, staff, and parent surveys; staffing figures; compliance measures; financial reports; revenue versus expense reports; fundraising and capital campaigns; and external and community relations. As the school grows to capacity, BCSE2 will also monitor graduation rates, and rates of admission into competitive middle and high school programs.

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

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

# Response 06: Calendar and Schedules

## 6(a) School Calendar

Please refer to Exhibit 9-1 of BCSE's Subsequent Renewal Application.
The calendar will be adjusted each year to account for slight differences in dates for items such as holidays, state testing schedules, first and last days of school, school-wide events, and scheduled breaks and closures. The school calendar is currently being revised for the upcoming 2015-16 school year. The first day of school is scheduled for September 8th and the last day will be approximately June 24th. These dates will be similarly adjusted for the 2016-17 school year. There will be 180 days of school in total.

## 6(b) School Schedule

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

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

# Response 07: Specific Populations

## 7(a) At-risk (Struggling) Students

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

Elaboration

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

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

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

## 7(b) Special Education Students

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

Elaboration

COMMITTEE ON SPECIAL EDUCATION (CSE)
REFERRAL POLICY

The Bronx Charter School for Excellence maintains an inclusion model, where students receiving special education services mandated from their IEP 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)

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 (ELL)
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 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.

***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 Questionaire issued by the State Education Department.

If, based on answers to the Home Language Questionaire, 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 interveiw, 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 Language Assessment Battery- Revised (LAB-R) 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 LAB-R. A score below the designated cut score for the child determines eligibility for ESL services. The LAB-R 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 Excellecne 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 Langauge 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 periodically 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 LAB-R, standardized tests taken by all students, and the NYSESLAT; teacher evaluation of each student's performance in academic content areas to measure the student's progress in core subjects; and, informal teacher observation to determine English comprehension and speaking. If an ELL student fails to show appropriate progress in academic areas measured by these assessments and teacher assessment of classroom work, modifications to the instructional program may be made for individual students.

In addition, Bronx Charter School for Excellence will look at disaggregated data on State proficiency tests for ELL students as a group to evaluate whether these students are making progress in the acquisition of the English language as well as

progress in core subjects and will track that progress against that of non-ELL students. Bronx Charter School for Excellence will track how many students are declassified as ELL and the number of instructional years it takes for declassification to occur. Finally, we will track our students longitudinally throughout their years at Bronx Charter School for Excellence to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments.

***Community Outreach***

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

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

***Additional Assurances***

Bronx Charter School for Excellence also assures that:

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

## 7(d) Gifted and Advanced Students

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

Elaboration

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

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

Every student benefits from highly supportive and intensive individualized instruction. By virtue of providing highly differentiated instruction that is uniquely tailored to each child's learning needs, in essence, BCSE provides Tier I Response To Intervention (RTI) support to its entire student body. Thus, whether struggling, reluctant, accelerated, at-risk, on grade level, or with special needs or limited English proficiency, every child receives uniquely tailored instruction. Frequent assessments provide ongoing real-time data for teachers to adjust instruction to optimize student learning within each child's zone of proximal development and implement instruction that is rigorous yet supportive. Teachers also utilize Bloom's Taxonomy to help students delve deeply into instructional content and access

higher levels of cognitive engagement. Whenever possible, lesson activities integrate multiple disciplines allowing students to make connections between subject areas. Inquiry-based projects and real-world connections allow students to approach and interact with content in purposeful and meaningful contexts. Diversification of instructional approaches and employing multisensory tactics enable students to interact with content and develop skills that might have otherwise been lost in traditional instructional methods. Likewise, collaborative and cooperative activities allow students to learn from one another, experience learning together, and can help students understand that there is more than one way to solve a problem.

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

# Response 08: Instructional Leadership

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

## 8(a) Instructional Leadership Roles

This response is incorporated by reference as indicated above

Elaboration:

The leadership structure of BCSE2 will closely resemble that of its flagship school once at full capacity for the grades served. However, as a start-up school that will be growing in scale during its first five years, we will modestly staff in accordance with an increasing student body. BCSE2 will not have a Head of School. Instead, the school will open with a Principal who will serve as the school's instructional leader. In year 4, we will add an Academic Dean, who will support the Principal in providing leadership and coaching. Our Learning Specialists and Dean of Students will also provide a second layer of support, with a third layer provided by grade level leaders. As with our flagship school, BCSE2 teachers will function as collaborative grade-level units. Final authority and accountability for the day-to-day management of the educational program will rest with the Principal. Together, the Principal, Academic Dean, and Learning Specialists will monitor the effectiveness of the programs and report to the Board of Trustees. The Board will maintain oversight to ensure the school remains faithful to its mission and successful in attainment of its performance goals.

## 8(b) On-going Teacher Supervision and Support

This response is incorporated by reference as indicated above.

## 8(c) Professional Development

This response is incorporated by reference as indicated above.

Elaboration:

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

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

### 8(d) Teacher Evaluation and Accountability

This response is incorporated by reference as indicated above.

## Response 09: Culture and Discipline

### 9(a) School Culture and Discipline

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

BCSE2 will be adopting the same approach to school culture and discipline as the replicating school, BCSE. Additional information regarding our discipline policies are included on pages 10-13 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook. As indicated in our Discipline Policy, BCSE is also guided by NYC DOE's Citywide Behavioral Expectations to Support Student Learning: Student Intervention and Discipline Code and Bill of Rights and Responsibilities, K-12[1].

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

## Response 09b: Discipline Policy

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

BCSE2 will be adopting the same approach to school culture and discipline as the replicating school, BCSE. Additional information regarding our discipline policies are included on pages 10-13 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook. As indicated in our Discipline Policy, BCSE is also guided by NYC DOE's Citywide Behavioral Expectations to Support Student Learning: Student Intervention and Discipline Code and Bill of Rights and Responsibilities, K-12[1].

[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.

BCSE2 will be adopting the same approach to school culture and discipline as the replicating school, BCSE. Additional information regarding our discipline policies are included on pages 10-13 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook. As indicated in our Discipline Policy, BCSE is also guided by NYC DOE's Citywide Behavioral Expectations to Support Student Learning: Student Intervention and Discipline Code and Bill of Rights and Responsibilities, K-12[1].

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

# Response 09d: Dress Code Policy

## 9(d) Dress Code Policy

BCSE2 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: School Management and Leadership

### 10(b) School Leadership and Management Structure

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

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

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

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

The BCSE2 Board of Trustees (BOT, Board) is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs and policies of the school. The BOT's primary responsibility has been to develop the policies and framework for the school, while delegating the school's day-to-day decision-making and supervision to the school's leadership team. By centralizing some of these operations with its CMO, the Board can alleviate some of its roles and responsibilities to the CMO to allocate more time to governing BCSE and its replication school. It should be noted that while the exchange of information will occur primarily between the CMO and Board, and to a lesser extent with the school leadership, the CMO will report directly to the Board as a provider of services for fees. A fully executed contract between the Board and CMO established upon proposal approval will outline the terms, scope and services, the cost structure, and the deliverables due to the Board from the CMO.

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

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

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

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

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

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

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

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

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

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

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

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

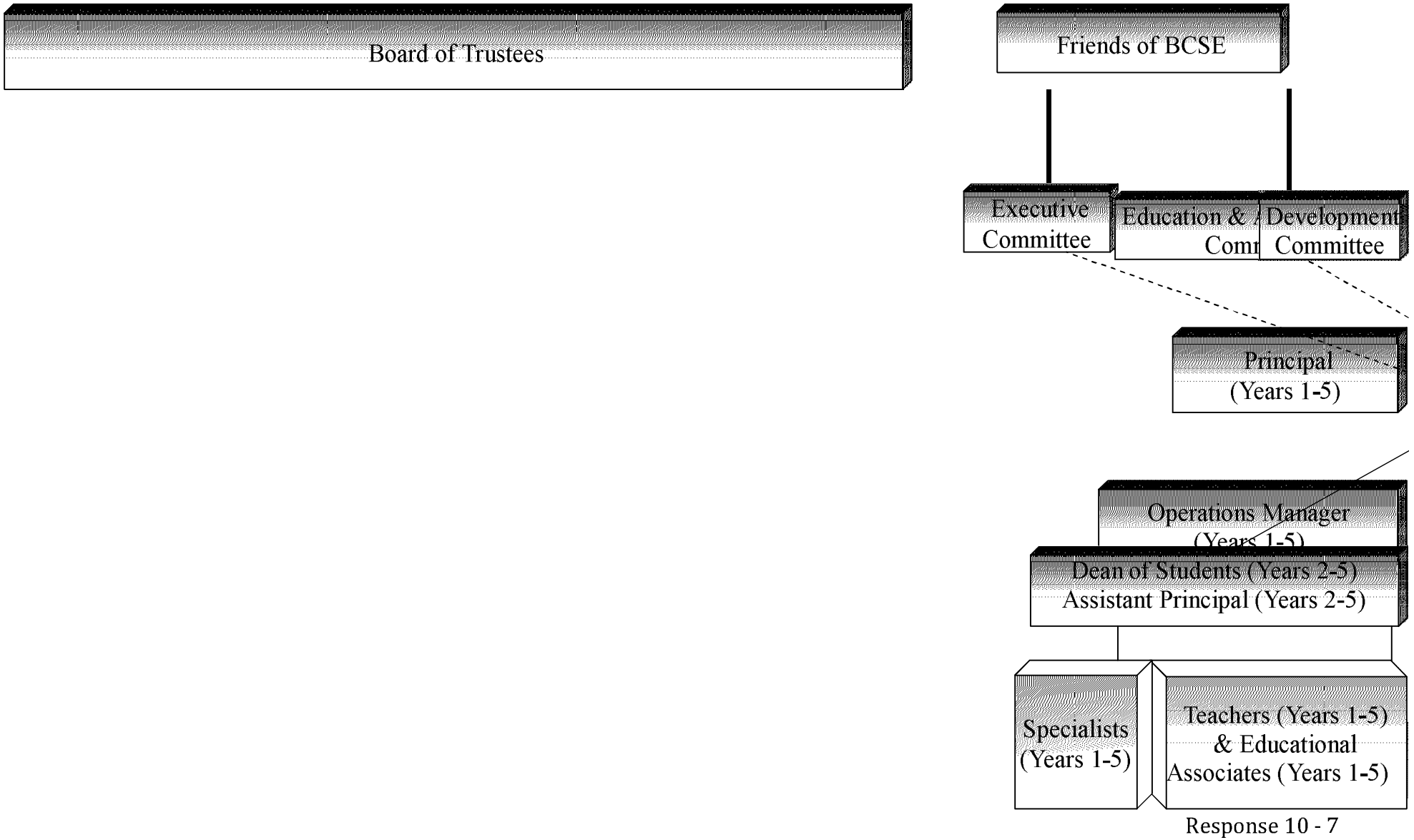
- NYS School Administration and Supervision license
- Master's Degree in Elementary Education, School Administration, or comparable field
- Minimum 1 year of previous experience as a school-based leader (i.e. Principal, Assistant Principal, Academic Dean, etc.)
- Minimum of 7 years of successful teaching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

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

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

**10(a) Organizational Chart**

# Organizational Chart
# Bronx Charter School for Excellence 2



## Response 11: Personnel

### 11(a) Staffing Chart and Rationale

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

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

| **ADMINISTRATIVE PERSONNEL FTE** | **FTE** | | | | |
|---|---|---|---|---|---|
| Executive Management | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructional Management | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Deans, Directors & Coordinators | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| CFO / Director of Finance | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Operation / Business Manager | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Administrative Staff | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| TOTAL ADMINISTRATIVE STAFF | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 |

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

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

| | | | | | |
|---|---|---|---|---|---|
| **TOTAL PERSONNEL SERVICE FTE** | 18.0 | 26.0 | 32.0 | 37.0 | 42.0 |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| **BCSE & BCSE2 STAFFING PLAN** | **Acad Years** | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| **FTE** | **Grades** | K-1, K-8 | K-2, K-8 | K-3, K-8 | K-4, K-8 | K-5, K-8 |
| | **Enrollment** | 848.00 | 936.00 | 996.00 | 1056.00 | 1116.00 |
| | | | | | | |
| **ADMINISTRATIVE PERSONNEL FTE** | | **FTE** | | | | |
| Executive Management | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Instructional Management | | 4.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| Deans, Directors & Coordinators | | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| CFO / Director of Finance | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Operation / Business Manager | | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Administrative Staff | | 5.0 | 5.0 | 5.0 | 5.0 | 5.0 |
| TOTAL ADMINISTRATIVE STAFF | | 14.0 | 15.0 | 15.0 | 15.0 | 15.0 |
| **INSTRUCTIONAL PERSONNEL FTE** | | | | | | |
| Teachers - Regular | | 35.0 | 37.0 | 39.0 | 41.0 | 43.0 |
| Teachers - SPED | | 14.0 | 15.0 | 16.0 | 17.0 | 18.0 |
| Substitute Teachers | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teaching Assistants | | 25.0 | 27.0 | 29.0 | 31.0 | 33.0 |
| Specialty Teachers | | 9.0 | 10.0 | 11.0 | 11.0 | 11.0 |
| Aides | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Therapists & Counselors | | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Other | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| TOTAL INSTRUCTIONAL | | 85.0 | 92.0 | 98.0 | 103.0 | 108.0 |
| **NON-INSTRUCTIONAL PERSONNEL FTE** | | | | | | |
| Nurse | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Librarian | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Custodian | | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Security | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| TOTAL NON-INSTRUCTIONAL | | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| **TOTAL PERSONNEL SERVICE FTE** | | 103.0 | 111.0 | 117.0 | 122.0 | 127.0 |

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

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

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

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

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

## 11(b) Qualifications and Responsibilities

**Bronx Charter School for Excellence 2**
**Key Personnel Job Descriptions**

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

## Principal

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

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

**Special Knowledge/Skills**:

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

**Major Responsibilities and Duties:**

School or Organization Morale

Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.

Provide two-way communication with other members of the leadership team, staff, students, parents, and the community

Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.

Ensure the effective and quick resolution of conflicts

School or Organization Improvement

Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of the school's mission.

Identify, analyze, and apply research findings to promote school improvement

Develop and set annual performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee

**Personnel Management**

Interview, select, and orient new staff. Approve all personnel assigned to BCSE2.

Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.

Observe employee performance, record observations, and conduct evaluation conferences with staff

Assign and promote BCSE2 personnel

Make recommendations to Board on termination, suspension, or non-renewal of employees assigned to BCSE2

Work with BCSE2 committees to plan professional development activities

Confer with subordinates regarding their professional development growth. Work with them to develop and accomplish improvement goals.

**Student Management**

Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate

Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and campus handbook

Conduct conferences about student and school issues with parents, students, and teachers

**School or Community Relations**

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

**Professional Growth and Development**

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

## Operations Manager

**List of responsibilities**

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

## Academic Dean

The Administrative Dean will lead a team of teachers in designing a curriculum that is, both, aligned to the to the Common Core Learning Standards and New York State Framework and utilizes project based learning.

**List of Responsibilities**

Development and implementation of a year-long professional development program/plan which emphasizes and supports project based learning.
Facilitates grade level and interdisciplinary team meetings in the development and assessment of these projects.
Collaborates with the performance based assessment specialist to ensure that all formative assessments are truly measuring what is learned through the projects and that the two are true predictors of a student's success on standardized, summative assessments. Identifies, and works with teachers to identify, explicit linkages between standardized tests and the skills taught within the projects.
Provides systematic support for lead teachers of grade level/ department teams.
Conducts daily in-class observations to provide input to teachers and facilitates conversations allowing them time to reflect on their own practice.
Fosters the teachers' development in the use of differentiated instruction strategies to ensure student mastery of the skills taught within the interdisciplinary projects.
Provides explicit, on-going professional training in the use of project-based learning.
Assists Principal to ensure availability of supplies and curricular materials that support teacher learning in the above areas.
Develops project reports twice annually to the ED and Board that highlight improvements in the implementation of project-based learning and how it is moving the students forward.
Carries out specialized projects as requested by principal.
The Dean will take responsibility for the development of the faculty as individuals and as a group.
S/he will take charge of the professional development program, including the summer institute and retreat, as well as leading teachers through the school's career path evaluation system.
S/he will take the lead in recruiting new teachers, in concert with other administrators and faculty, and subject to the final decision of the Principal of the school.
S/he will advocate faculty compensation and benefits as part of the budget process.
In due time, the school intends to establish an internship program for beginning teachers, for which the Dean would also be responsible.

The Dean reports to the Principal and is a member of the senior administrative staff group.
The school is seeking a person of maturity and wisdom, with strong interactive interpersonal leadership skills and an appetite for detail.
S/he should have an informed enthusiasm for working in a new school, a thorough background in contemporary best teaching practices, and a comfort level as a teacher of teachers.
Qualifications include successful teaching experience in independent schools, similar experience in leading adults, and graduate study in teaching.
Compensation is competitive, and based on experience; there is a complete benefit package.

**Specific Responsibilities** (including, but not limited to):

Teach four core subject blocks, and one club every day with two preparation periods each day.
Oversee a shared Advisory Class of 12-15 students daily.
Design and implement a research-based curriculum.
Design and use evaluation methods to measure progress towards mastery of school and NY State Standards.
Assist in the development of interim assessments and use data to refine curricula and instructional practice.
Assume responsibility for the academic progress of all students.
Teach students with disabilities in an inclusion setting and implement IEPs as necessary.
Document all syllabi, lesson plans, assignments, rubrics, and other instructional materials.
Create a structured classroom environment by reinforcing school-wide rules and establishing a culture of high academic and behavioral standards as part of a mission driven team.

**Qualifications** (including, but not limited to):

A Master's degree is required.
A minimum of two years of urban teaching experience. Alumni from alternate route teacher preparation programs comparable to Teach for America or NYC Teaching Fellows are especially encouraged to apply.
Track-record of achieving quantifiable student performance gains that surpass local school district averages.
Considerable experience implementing standards-based curricula and using data to drive instructional decisions.
Strong knowledge of specific subject matter taught (Math, English, Science and/or Social Studies).
Extensive experience designing standards-based curriculum.
Exceptional classroom management skills.

Ability to work with students from a variety of academic backgrounds, including those with special needs and low skill levels in a heterogeneously grouped classroom setting.

**Part 2:**

The academic dean is responsible for leading a faculty and developing an academic program that is rich, innovative, and integrated.
As enrollment continues to grow, the academic dean will oversee expansion of the program with an emphasis on elements critical to the mission—engagement with the neighborhood surrounding our new campus (including development of an environmental stewardship program), ethical decision making and communication across cultures.
As a member of the senior administrative team, he/she is involved in planning and decision making around issues central to the school.
The academic dean chairs the academic committee, which consists of department heads and other educational program directors. In consultation with that committee and the head of school, he/she sets and maintains the school's academic policies.
The dean supervises the registrar, the librarian, the director of CONNECTIONS (local and global) and the director of athletics.

**Qualities**:

The ideal candidate will be a visionary, dynamic leader who can both inspire and manage faculty and curricular development in a growing independent high school.
Qualities that are key to working at Bronx Charter School For Excellence 2 are commitment to team, sense of humor, emotional intelligence, and demonstrated respect for all members of our community—students, faculty, staff, parents, trustees, and friends.
As we continue to grow our new school, we seek faculty and administrators who are life-long learners and effective collaborators, flexible, open-minded, and committed to reinvention.

**Specific Responsibilities:**

**Programmatic**

Assess and expand the academic offerings in line with the school's mission and with the needs of a growing student body
Work with program directors to develop curriculum for exploratory courses
Oversee the registrar's operation of class scheduling, grading, transcripts, and student records
Work with educational organizations to assure that we meet their curricular requirements

**Faculty Leadership**

Mentor new faculty
Oversee and facilitate a dynamic professional development program, including weekly meetings focusing on teaching and learning
Respond to students and parents who have concerns about classes or teachers
Teach and advise as needed

**School Leadership**

Collaboratively set and maintain academic policies
Work collaboratively with the dean of students and principle to be sure the academic and student life programs are in sync
Help to evaluate and set general school policy and troubleshoot conflicts as they arise
Serve as the school's coordinator for services and accommodation plans for students with disabilities

**Required Skills and Experiences**:

Master's degree
Five years' teaching experience
Experience in instructional design/curriculum development
Desire to work in a dynamic, start-up environment
Teaching, advising, and administrative professional development experience

## Dean of Students

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

**Characteristic Duties and Responsibilities**:

1. Cultivates and maintain a school culture that is aligned with the school's mission statement.
2. Assess and develop groups school environment to shift or align thinking and behaviors of persons of school environment forward to a unified thinking.
3. Ignite morale and school spirit through: environment, by grade level, grade span and school-wide opportunities and activities in order to build culture capacity.
4. Model and adhere to school cultural standards.
5. Manages school culture and activities that provide student learning and development opportunities: community service and outreach, student

Activities, Specials, athletics, extra–curricula and recreation, and student leadership.
6. Responsible for academic observation, evaluation & supervision of Specials and/or assigned grades.
7. Manages student support services related to: Nurse and related issues, Administration for Child Services (ACS), school-wide Student behavioral management and discipline affairs.
8. Responsible for learning and development of students outside the classroom.
9. Coordinates with teacher-leaders and parent/community leaders in developing and managing co-curricular learning and service opportunities.
10. Works with student groups and other members of the school community in developing extracurricular programming assuring integration with the academic life to encourage student personal growth and development as well as to foster school pride and ownership.
11. Helps establish a student culture where diversity is encouraged and where students learn to respect differences, take responsibility for their actions, and exercise leadership.
12. Provides leadership in and is responsible for the development, implementation and evaluation of policies and regulations pertaining to student life, especially those related to the stabilization of teacher classroom management, student conduct and student affairs.
13. Develops and coordinates policies and procedures relative to all student activities; oversees annual production of Student & Family Handbook and other documents.
14. Administers the policies and regulations of school as they pertain to students, including internal disciplinary procedures.

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

## Learning Specialist K-5

**Qualifications**

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

**Responsibilities**

Provides mandated Special Education Teacher Support Services (S.E.T.S.S.) as mandated by student Individualized Education Plans.
Collaborates with necessary personnel to identify and support students who are considered "at-risk."
Collaborates with classroom teachers to design and execute individualized education plans for students with special needs in order to ensure they achieve.
Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts.
Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the New York standards.
Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
Modifies existing instructional plans as necessary to accommodate individual student's special needs.
Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning.
Participates in school-wide student assessments in order to diagnose students' needs. These include assessments administered to students to screen for special needs and assessments administered to targeted students to monitor progress.
Provides resources and supports for classroom teachers to implement early intervention strategies when identifying academic concerns.
Refers students when necessary for special services through either the existing school resources, or the more formal Planning and Placement Team
Participates in meetings with the Planning and Placement Team to review Individual Education Plans and suggest appropriate supports.
Writes Individualized Education Plans and monitors progress toward student goals.
Keeps organized records of student progress and provides up-to-date reports.

## Classroom Teacher Job Description

### Responsibilities

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

### Qualifications and Experience

A strong commitment to BCSE2's mission and vision
An uncompromising belief that all students can learn
A relentless work ethic and a high degree of patience to push through difficult challenges
A willingness to be held accountable for quantifiable student achievement and academic gains
Demonstrated ability to have a high number of students meet or exceed state standards in ELA and Math
The ability and commitment to use data and regular assessment to inform instructional decisions
Demonstrated ability to work collaboratively with a team of teachers
Outstanding public speaking and writing skills

Technological proficiency and adaptability
Excellent organizational skills
The desire and humility to grow as an educator
At least two years of experience with a proven track-record of high achievement in the classroom
Bachelor's Degrees (required), Master's Degree (preferred)
New York State Teaching Certificate or Equivalent

## Educational Associate

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

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

**Qualifications**

Bachelor's Degree
Certified teachers who have a desire to develop their expertise in the classroom in preparation for a lead teacher position *or* current enrollment in a master's education program
Desire to become a lead classroom teacher
Completion of Child Abuse Prevention Workshop
Completion of School Violence Prevention Workshop

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

**Responsibilities**

Plans and teaches with grade level team to implement best practices for the success of all learners within the classroom
Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts

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

**Special Education Teacher**

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

**Qualifications**

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

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

**Responsibilities**

Plans and teaches with general education teacher to implement best practices for the success of all learners within the classroom.
Collaborates with grade-level team to plan and execute individualized education plans for students with special needs in order to ensure they achieve.
Plans purposefully in order to provide students with opportunities for constructing meaning and developing understanding of new concepts.

Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to benchmarks and the Common Core State Standards and New York Frameworks.
Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
Modifies existing instructional plans as necessary to accommodate individual student's special needs.
Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
Builds relationships with his or her students' families through regular communication about students' progress and provides ways in which families can support their children's learning.
Participates in school-wide student assessments in order to diagnose students' needs.
Supports PPT in writing Individualized Education Plans and monitors progress toward student goals.
Participates in annual IEP meetings for students with disabilities.

## BCSE Grade Level Chair (GLC)

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

**Responsibilities of a GLC**

Oversee curriculum map for each subject
Oversee planning
Ensure Common Core- aligned lesson planning and instruction
Ensure the Habits of Mind deliverables are being met and the Habits are encouraged by the team
Delegate jobs/planning responsibilities
Lead Reading Block planning meetings (including Specials Team members)
Facilitate Data Analysis
Evaluate materials
Oversee scheduling/ coverages
Ensure all technology subscriptions are being utilized
Manage deadlines
Point person/liaison between team and leadership
Team communicator
Mentor new teachers and educational associates

Model good teaching habits
Schedule Peer Observations
Organize monthly PLC meetings (protocols)
Keep agendas and notes
Field Trip Coordinator
Family Mediator
Facilitate consistency with behavior systems
Peer Observations/Feedback (documents provided to supervisor)
Danielson Framework for Teaching Certification
Facilitate hot seat using protocol-warm and cool comments (twice a year)
Summer Planning (3-5 days)
Flexible Schedule
Event calendar List (Parent Workshops, PD, Summer Project, Field Trips, Grade Level Events)
1 scheduled late day per week to support dismissal and late pick-ups
1 scheduled early day per week to support arrival and preparation for school opening

**11(c) Staff Recruitment and Retention**

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

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

As described in Response 10, the Board of Trustees will seek support from its CMO and network affiliations to contract with a hiring firm and identify the initial

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

The Principal will have authority to recruit, hire, train, and dismiss employees for teaching positions. BCSE2 will use the criteria and qualifications detailed in job descriptions included in Response 11(b) to assess candidate alignment to expected performance of duties. In subsequent years when a teaching staff is already in place, the Principal may choose to elicit staff support in developing a staff selection committee. The Principal can select employees with strong qualifications and performance records to assist in the interviewing process. Additionally, as teacher candidates are reviewed for addition to the staff, qualified teacher candidates may be asked to perform a lesson demonstration with a class of students enrolled at either BCSE or BCSE2 with a grade level, content area, or specialization identical or similar to the one for which the candidate applied. The classroom teacher will be asked for the flexibility to allow the teacher candidate to demonstrate the lesson with the students during a pre-scheduled interval. The Principal may also ask existing staff members to join the observation. In addition to qualifications that support student achievement, it is necessary for candidates to demonstrate the ability to collaborate and operate as a member of a team of grade level professionals. Once the Principal has had the opportunity to screen all candidates and makes a determination, an offer letter will be submitted to the candidate. Candidates who are not selected will be respectfully informed as well. Prior to any employee's appointment, BCSE2 will request the appropriate documentation of licensure and identification, require the appropriate health records, and expect the candidate to submit to a state and national criminal history background check. Pending the approval of all proofs aforementioned, and the acceptance of employment offer, the candidate can begin an orientation process at the school.

BCSE2 employees will be "at will". Therefore, both employee and employer have the right to terminate employment as needed. Any employee voluntarily terminating employment is asked to submit a letter stating the effective date of resignation to their immediate supervisor and/or the Principal. It is requested that up to two weeks notice be given prior to the employee's resignation. However, it is

at the discretion of the Principal to accept the full notice period or immediately accept the resignation on the date submitted. In the event that a member of the leadership team resigns, a letter should be submitted to the Principal and the Board, and the Principal will have authority to request immediate resignation. Should the Principal decide to resign, a letter need only be submitted to the Board, and it is at the Board's discretion to determine if such resignation is accepted prior to the date indicated in the letter. The employee will be paid for all time worked, and the employee must return all BCSE2 property upon leaving.

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

To appoint the school's faculty members, our CMO will establish a broad and diverse pool of applicants by recruiting through a variety of means, which may include: widespread media advertisements (electronic, newspapers, flyers, and educational journals); postings at local universities and teacher preparation programs; teacher recruitment fairs; social media (Facebook, Twitter, etc.); school website; electronic job search engines; leveraging personal and professional relationships, contacts, and networks (Board members, community members, founding members); district newsletters; radio advertisements; and local, regional, and national charter organizations. We will promote diversity in the applicant pool by advertising in targeted media (e.g. minority newspapers, flyers posted at local markets), networking with minority organizations such as the NAACP, Hispanic Advisory Council and Urban League, and participating in minority recruitment events. Once an initial pool of candidates is provided by our CMO, the Principal and leadership staff will be able to select potential candidates from that pool and conduct their own internal screening measures to identify the best candidates that fit their needs. The school's leadership, with input from the Board, will have final hiring authority.

BCSE2 will comply with all federal, state, and local regulations and requirements

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

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

Ongoing professional development is vital to ensuring that students benefit from improved instructional practices. Every school year begins with a one-week orientation to the program, followed by continual coaching and development throughout the year. All teachers will have their own professional growth plans to ensure that professional development is differentiated and individualized for each teacher's maximal growth. Teachers at BCSE2 will be expected to complete 200 hours of professional growth each year. One hundred of those hours can be allocated towards graduate coursework, online courses, educational conferences, and external workshops, or staff may submit proposals for alternative plans, such as additional degree or license programs. The remaining 100 hours are dedicated towards building leadership capacity in the staff, qualified through activities such as mentoring other teachers, providing workshops for parents, creating exemplar units, creating an enrichment club for students, and planning activities to increase parent engagement. Such activities may be coordinated individually, or as a grade level team. Teachers will meet individually with the leadership team specific to their professional growth plans to establish goals towards individual students, grade level, and school-wide achievement. In addition to school-wide goals, based on the Danielson Framework for Teaching for educator evaluations, teachers will also have specific and individuated instructional and learning goals. Goals and progress will be carefully monitored and documented on each teacher's growth plan and compiled into a portfolio. As the year progresses, the teacher and leadership team meet formally two more times to review portfolios, assess the teacher's progress towards established goals, and formulate a plan to ensure success. Teachers' progress towards goals in the professional growth plan will add to their summative evaluations. BCSE2 will utilize the Danielson Framework, and may include additional feedback reflective of the performance expectations outlined in the job description. The school will ensure that key evaluators are appropriately trained

and supported in the implementation of the school's model for performance evaluations. BCSE2 will utilize annual performance appraisals to determine goal setting, ongoing development, performance-based incentives, and contract renewal or termination.

**Response 11d: Personnel Policies**

**A GUIDE TO WORKING AT BRONX CHARTER SCHOOL FOR EXCELLENCE**




Expecting Excellence
From Our Children

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

Revised October 19, 2011

**Early History of the School and its Mission**

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

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

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

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

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

**About this Guide**

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

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

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

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

***October 19, 2011***

**CHARTER SCHOOL BASICS**

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

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

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

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

**BRONX CHARTER SCHOOL FOR EXCELLENCE GENERAL OPERATIONS**

**The school day:**

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

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

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

**Time recording:**

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

***Terms of Employment:***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For all key management positions including the Head of School, Principal, Director of Finance and Operations, and Deans, please see Appendix V, **The Bronx Charter School for Excellence Conflict of Interest Policy**. This document will be signed by key employees each year.

**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

*Workersô 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 BCSEôs óworkersô compensation policy. In other words, an employee cannot take his/her workersô compensation leave, and then take three months off under the FMLA; any time spent on workersô compensation leave counts as part of an employeeôs FMLA leave.

BCSE will attempt to return an employee who is returning from a workersô 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 workersô 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 workersô compensation leave, the employee will be terminated. If an employee does not return from a workersô 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 2nd 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.<br>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.<br>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 form 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**
**Conflict of Interest Policy**

**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 (ñBSCEò) 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 ñBoardò or individually, ñTrusteesò) 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 publicôs 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 individualôs 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 ñinsideò 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. ñExcess benefitò 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.

**Annual Conflict of Interest Certification**

The undersigned person acknowledges receipt of a copy of the Conflict of Interest Policy modified by the Board of Trustees of BCSE on June 23rd, 2008. 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 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; [redacted] Email [redacted] 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; [redacted] 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 BCSEôs 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 BCSEôs 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 documentôs 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 personôs race, color, religion, sex, sexual orientation, national origin, age, physical or mental impairment, or veteran status

Violating BCSEôs Code of Ethics, Conflict-of-Interest Policy, Harassment Policy, or Equal Employment Opportunity Policy
Knowingly or purposefully acting in a manner contradictory to BCSEôs charter
Altering or tampering with the outcome of BCSEôs 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.

_____

Joyce Frost
Chair of the Board of Trustees

_____

Charlene Reid
Head of School

## Response 12: Partner Organizations

### 12(a) Partner Information

BCSE2 is not submitting a proposal in conjunction with a partner organization. BCSE is an existing education corporation seeking to replicate its model. Although the school will duplicate its key design elements, best practices, and curriculum, the existing education corporation will have presiding authority over the school.

Please refer to the Business Plan for information regarding our CMO, the Friends of Bronx Charter School for Excellence (FOBCSE), submitted in conjunction with this proposal.

## Response 12b: Partner Commitment

### 12(b) Partner Commitment

BCSE2 is not submitting a proposal in partnership with any organizations. The existing education corporation of BCSE is submitting this proposal to replicate with the support and under the management of its emerging CMO, FOBCSE. Please refer to FOBCSE's Business Plan submitted in conjunction with this proposal for further information.

# Response 13: 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 and Response 11(c) Staff Recruitment and Retention, the accompanying Business Plan, as well as the elaborations that follow.

## 13(a) Education Corporation Board Roles and Responsibilities

This response is incorporated by reference as indicated above.

Elaboration

The BCSE2 Board of Trustees (BOT, Board) is the steward of the school's charter and the governing body of the academic, organizational, and fiscal programs and policies of the school. The BOT's primary responsibility has been to develop the policies and framework for the school, while delegating the school's day-to-day decision-making and supervision to the school's leadership team. By centralizing some of these operations with its CMO, the Board can alleviate some of its roles and responsibilities to the CMO to allocate more time to governing BCSE and its replication school. It should be noted that while the exchange of information will occur primarily between the CMO and Board, and to a lesser extent with the school leadership, the CMO will report directly to the Board as a provider of services for fees. A fully executed contract between the Board and CMO established upon proposal approval will outline the terms, scope and services, the cost structure, and the deliverables due to the Board from the CMO. The Board will annually assess the CMO relationship to ensure that adequate support is provided.

## 13(b) Education Corporation Board Design

This response is incorporated by reference as indicated above.

Elaboration

The Board will establish a metric of accountability goals and benchmark targets throughout the year. The Board will utilize a schedule of deliverables used to measure and monitor the progress of each school towards monthly, quarterly, and annual performance benchmarks. The Board will convene formally on a monthly basis (possibly alternating sites and offering remote connectivity for public access), and through its committees and subcommittees on a more frequent basis as needed, to discuss the school's academic, organizational, and fiscal progress, as well as long- and short-term goals and priorities for resource allocation. At each meeting, each Principal will provide a comprehensive and detailed report that covers all aspects of the school's operations. Additionally, each committee will report on their respective

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

### 13(c) Stakeholder Participation

This section is incorporated by reference as indicated above.

## Response 13d: By-Laws

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

## Response 13e: Code of Ethics

Incorporated by reference: Renewal Application, Exhibit 16, Code of Ethics.
There are no changes to the Code of Ethics at this time.

## Response 13f: Complaint Policy

### Complain Policy and Procedures of Bronx Charter School for Excellence 2

**Purpose and Scope**

This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to pupils or staff, and teacher vacancies or misassignments. This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate. The Bronx Charter School for Excellence 2 (BCSE2) shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Department of Education, and the mission, charter, and philosophy of BCSE2.

In addition, BCSE2 maintains that this policy will serve as a uniform complaint procedure for investigating complaints of: (1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and (2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services. The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance.

Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Neither of these complaint procedures, however, is intended to govern every type of complaint about a school or the Department of Education. To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

Bronx Charter School for Excellence 2 encourages informal and formal resolution to complaints whenever possible. Many issues are best resolved through communication between the parties most immediately involved.

**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.

Complaint forms are available at the main office and will be forwarded to the Leadership Team. The Head of School/Principal/Leadership Team will seek the assistance of other members of the Leadership Team, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint. To aid in a timely investigation, monitoring, and logging of complaints, it is important that BCSE2 distribute the compliant policy and complaint form to staff via the staff handbook, to parents/guardians via the family handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Head of School shall provide a copy of the disposition to the Board of Trustees and/or Charter School Institute if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. 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. Nonetheless, the school will maintain a complaint log when complaints are received.

**Procedures**
All complaints and responses shall be public records. 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. 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. Complaint forms shall be available in the main office of the school. The complaint should state the date 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 their complaint form and this complaint policy and procedure if complainant has not already received one.

**Step 2: Investigation of the Complaint**
Head of School/Principal and/or appropriate Leadership Team member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to: interviews with the complainant and/or complainant's representative and any other person(s) believed to have relevant knowledge concerning the complaint.

**Step 3: Response and Final Decision**
Head of School/Principal and/or appropriate Leadership Team member(s) shall remedy 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 (if a response is requested by 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 in the language of the complainant whenever feasible or required by law.

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**
BCSE2 has provided the above as a procedure for resolving complaints brought by BCSE2 parents/guardians/school community. However, BCSE2 understands that any individual or group may bring a complaint to the Board of Trustees of the BCSE2 alleging a violation of the provisions of Article 56 of the Education Law (i.e. the New York State Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school.

If a complaint is not able to be brought to resolution by the BCSE2 Leadership Team, then the complainant(s) has/have the right to bring the complaint to the Board of Trustees during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision that had been rendered by the BCSE2 Leadership Team.

Complaints received at least five business days in advance of a board meeting will be addressed at the next board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled board 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, 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, as necessary.

If, after presentation of complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the

complainant may present the case to the SUNY Board of Regents, which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

## Response 14: District and School Relations

As indicated in Response 3(c) – Community Outreach, BCSE2 launched a public awareness campaign with a variety of community stakeholders through meetings, phone calls, written correspondence, and distribution of marketing materials with local politicians, Community Board members, business owners, community based organizations, places of worship, and public libraries. These stakeholders were selected as part of a preliminary door-to-door campaign, but more importantly are residents, merchants, business owners, employees, and representatives within the community that BCSE2 intends to serve and thus, will likely impact.

Although this proposal does not include a letter of endorsement from CSD 11, BCSE has maintained a positive rapport with its host district and surrounding communities. During each of its public hearings for both renewals and throughout any events that solicited public comment, including those for expansion, BCSE has not received any negative comments, nor any attempts to impede progress from any representatives of the district or the private school sector. BCSE is deeply committed to collaborating with both its public and non-public peer schools in order to share best practices and afford the families of CSD 11 with high quality educational options, regardless of their school of enrollment. Towards that end, BCSE has participated in initiatives such as a state funded partnership with PS 85 to share best practices and resources for improved literacy instruction. The school also worked with Catholic schools to support curriculum, teacher, and leadership development. Our staff has also engaged with fellow charter schools and charter organizations to advance the movement by sharing charter-specific knowledge and best practices at statewide and national conferences, as well as participating in a variety of advocacy events. Likewise, we have encouraged our parent and community partners to participate in advocating for the charter movement and equitable education for all children.

Another way that BCSE has partnered with the district is with our work to set our scholars on the road to admission into the top public, private, and parochial high schools. Our Department of HS Placement and Alumni Services provides a roadmap for scholars and families to navigate the admissions process, while also coaching parents on how to successfully support their child's academic achievement. To achieve this, we engage with public, private, and parochial high schools to ensure that students are on the right pathway towards successful admissions. We educate families about the high school admissions process for independent day, boarding and Catholic high schools. These efforts have yielded an increase of 16% in the number of scholars applying to these schools. Additionally, we coordinate an annual high school fair where over 30 independent day, boarding, and catholic schools come to recruit our scholars. Furthermore, we have established relationships with other community-based organizations to prepare and support our scholars through the high school admissions process. BCSE scholars participate in TEAK Fellowship, Oliver Scholars, Breakthrough New York, Fordham STEP, Harlem Educational Activities Fund, Fieldston Enrichment Program, and the Hark Society. We also engage our BCSE alumni community to assist our scholars who are currently matriculated. As we prepare our scholars for success at the secondary levels and

beyond, we place tremendous value on our partnerships with local high schools and community organizations that allow us to ensure a smooth transition for our graduates.

BCSE has also supported community development by helping to reinvigorate local architecture and businesses that would have otherwise been riddled with high crime. Our flagship school currently occupies a building that is owned by Our Lady of Solace Parish and will be the site for BCSE2 upon approval. The building was previously shuttered and presented 18,000 square feet of unused and degenerating space. Upon leasing agreement, BCSE renovated the space in 2010 and now provides the Parish with additional revenue and covers 90% of its operating cost in utilities. The school also collaborates with the Parish each year by aligning calendars to allow several community based organizations to safely and securely use designated areas for functions that support community residents such as AA and NA meetings and celebratory events. In doing so, BCSE and the local diocese partner to provide a free and valuable community resource. Additionally, by virtue of opening its doors, BCSE has created a drug free school zone, thereby supporting the community in decreasing crime and promoting cleaner and safer real estate. Moreover, BCSE is one of the biggest operating "businesses" in the area, which increases foot traffic of families and employees to local merchants and businesses. These are just some of the ways that BCSE has had a positive impact, built relationships with local organizations, and invested in community development.

As BCSE2 grows to capacity and begins to broaden its scope of work through its emerging CMO, BCSE and BCSE2 hope to galvanize meaningful and lasting partnerships with our district, parochial, and private school colleagues. Organizing a network under the management of our CMO will allow us to develop controlled incubators for research, innovation, and development within our schools; a practice that is not always available to our district and private school peers. Our goal is to advance student achievement by continually refining and improving upon our model and identifying those practices and key factors that provide the greatest impact. We would welcome opportunities for cooperative initiatives to expand our efforts and to share our lessons learned. We are in the process of identifying potential educational partners towards this endeavor. (Our criteria for identifying low-performing schools are included in our CMO Business Plan.) BCSE and BCSE2 are cognizant that our peer schools will not always welcome these opportunities. Additionally, we will have to secure the appropriate resources to facilitate these collaborations. Nevertheless, our resolve is deep and we will continue to engage our fellow community schools in the best interests of our scholars. In the short term, we hope these partnerships will yield universal improvement in the educational options for our community. In the long term, we hope that these efforts will ultimately diminish and close the achievement gaps that have persisted for historically underserved and under-resourced children. Further information on our growth plan and plans to establish meaningful collaborations are described in our Business Plan submitted in conjunction with this proposal.

## Response 15: Student Demand, Recruitment and Retention

### 15(a) General Student Population

As described in Response 1(a), BCSE2 will serve residents of CSD 11 and its surrounding communities. As our admissions policy explains, applicants will have the option of enrolling in either BCSE or BCSE2 depending upon seat availability. Applicants who are returning students, have siblings already attending BCSE and BCSE2, and those residing in the 11th District are given preference in that order for vacancies on a first-come, first-served basis. Once the list of returning, sibling, and 11th District applicants has been exhausted, we will offer preference to children of employees of the education corporation or CMO (up to a 15% set aside). In 2014-15, we received over 4,300 applications for just 122 available seats in grades K-8 at BCSE. The school currently notes a waiting list of 3,354 applicants. BCSE maintains low levels of attrition and it will only be possible to serve a small fraction of the families on the waiting list based on limited seat availability. While the applicant group recognizes that a large waiting list does not necessarily guarantee enrollment at BCSE2, we believe this as an indication of public interest in BCSE's successful model, which BCSE2 proposes to replicate. Moreover, based on our analyses of BCSE performance comparisons to other educational options currently available to the community, we believe BCSE2 will provide significant educational benefits to the students of CSD 11 and its surrounding neighborhoods.

Response 3(c) describes our ongoing community outreach efforts intended to build awareness of the proposed school, assess community interest, and provide meaningful opportunities for community input. We commenced a public awareness campaign with a variety of stakeholders through meetings, phone calls, written correspondence, and distribution of marketing materials. These efforts included email to action campaigns, social media broadcasts, dissemination of flyers, and community chats. BCSE also supported the proposed school's outreach efforts by posting announcements, links, flyers, and information on its website. Each of these forums request and provide instructions for submitting feedback and input for consideration. This is particularly important as over 3,000 families on our waiting list were also contacted. Although the school is continuing to receive feedback, initial analytics indicated a favorable response from 27 families with school-aged children (specifically those on our waiting list) with comments of support and interest. We believe our substantial waiting list, combined with additional interest expressed within the community, are more than sufficient to evidence our ability to meet our proposed enrollment.

### 15(b) Target Population Enrollment

The following table details BCSE2's enrollment targets:

| **BCSE2 – Enrollment and Retention Targets[1]** | | | | | |
|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Projected Enrollment | 120 | 180 | 240 | 300 | 360 |
| Grades Served | K-1 | K-2 | K-3 | K-4 | K-5 |
| Enrollment Target – FRPL % | 82.9 | 84.7 | 85.5 | 86.0 | 86.3 |
| Enrollment Target – LEP % | 6.7 | 8.2 | 9.4 | 10.3 | 10.7 |
| Enrollment Target – SWD % | 9.3 | 11.1 | 12.3 | 13.4 | 14.1 |

BCSE2 does not have any currently enrolled students and is, therefore, unable to calculate retention targets for target populations. However, the following information pertains to our model school, BCSE, and their record of enrolling and retaining student populations.

| BCSE Enrollment Rates | 2014-15 | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|---|---|
| % English Language Learners | 6 | 7 | 8 | 5 | 3.7 |
| % Special Education | 10.3 | 10.5 | 11.4 | 10.8 | 9.9 |
| % Eligible for FRPL | 76.4 | 76 | 79 | 77 | 73 |

Our population of students eligible for FRPL has remained consistent with figures reported by the local district. (Please refer to page 2 of Response 1(a) for a table showing comparisons.) We saw an increase in our ELL and SWD populations in 2012-13, and have observed a slight decline in recent years. We attribute this in part to the success of our model as students have advanced through our program and tested out of criteria, particularly our ELL students. We will continue to focus our outreach efforts in high-needs communities to ensure that we are providing equal access and enrolling comparable proportions of students in these target populations.

It is automatic enrollment for our existing families. Our goal is to continuously maintain a retention rate of 90% or more. We have been able to successfully meet our target goal with decreasing rates of attrition. This means that more families are not only choosing BCSE, but are staying with BCSE year to year.

| BCSE Student Attrition Rates | **2014-15** | **2013-14** | **2012-13** | **2011-12** | **2010-11** |
|---|---|---|---|---|---|
| Total number of students leaving | 10 | 21 | 26 | 18 | 23 |
| Highest Number Enrolled (July 1 - June 30) | 644 | 554 | 519 | 438 | 385 |
| **Total Percent Attrition** | 1.6% | 3.8% | 5.0% | 4.1% | 6.0% |

Although BCSE2 will does not intend to enact an enrollment preference for special populations at this time, the school will deliberately extend its outreach efforts in high needs communities to attract and retain a student body that is

[1] http://www.newyorkcharters.org/enrollment-retention-targets/

reflective of the community it serves, to include comparable or greater enrollment of target populations.

BCSE2 will utilize a variety of strategies to attract a diverse student body and broaden the scope and depth of recruitment efforts with outreach, which may include:

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

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

BCSE2 proposes a program that begins with kindergarten, enrolling students at approximately 4-5 years of age. Although the school's initial year of enrollment will include grades K and 1, students of this age typically will not have extensive academic or behavioral records. Some students may have previously received early screening and interventions for academic, social, or behavioral difficulties. BCSE2 will continually emphasize to all families that the school's policies support open enrollment, non-discriminatory practices, and an inclusive educational model. Targeted outreach to specific populations such as families with children identified with special needs or English language learners will receive more specific information about the programs and services that BCSE2 has to offer. Finally, the school will ensure that comprehensive information is always available on the school's standing marketing materials, such as the school's website and social media pages. This will allow families to access the information at any time. Specific information about our programs designed for our special populations are included in Response 07.

ELL students will be identified through a survey administered with every student's household during the annual enrollment period, which is designed to identify students who may have limited English proficiency. This survey will be the Home Language Questionnaire issued by the New York City Department of Education.

If, based on answers to the Home Language Questionaire, 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 interveiw, the teachers at BCSE2 will receive training on educating ELL students and will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency.

As part of BCSE's outreach process every year, the operations team is responsible for advertising in City News, Bronx Times and Parkchester News. During this time, bilingual staff members from BCSE visit various early childhood education centers to distribute applications and share knowledge about what the school has to offer for students who are English Language Learners (ELL). In addition to the above, our applications are translated in both Spanish and Bengali to reach out to those families who may not completely read, write or speak English. Additionally, the outreach process would include having translated information on our website.

Bronx Charter School for Excellence 2 will mainstream students with special needs in an inclusion model, where students receiving special education services mandated from their IEP are provided those services within the general education environment. Additionally, BCSE 2 will serve students who have special learning needs and provide services including: Integrated Co-Teaching (ICT), Special Education Teacher Support Services (SETSS), Counseling, Speech, Occupational Therapy and Physical Therapy. As with our ELL population, our students with disabilities will receive support in addition to, rather than in lieu of, the regular course curricula. This way, all students will be able participate in activities with their English Proficient and non-disabled peers.

For all students, to include those who are considered at-risk, BCSE2 will provide flexible small group instruction in an inclusive environment to target individual students' needs. Using ongoing and real-time data, teachers and support staff will identify students' current performance levels, advance achievement in their zone of proximal development, and monitor outcomes to inform further instruction. This applies to the accelerated learner, the most reluctant and struggling student, the student who is learning English, and the student who has special needs. Because our collaborative approach ensures that teachers at each grade level are accountable for the achievement of the entire grade level cohort, our students will benefit from this cooperative approach, whereby differentiation will occur not only within one classroom, but across classrooms in order to address a broader spectrum of needs. Therefore, flexible and strategic groupings will not be limited to one class, but rather address the entire grade level cohort taught by a

team of lead teachers and certified educational associates. Additionally, teachers will utilize differentiated strategies and modalities to build upon students' strengths and strengthen any areas of deficit. Each student will have a comprehensive portfolio that will allow teachers to monitor student progress. Additionally, school-wide data will be analyzed in aggregate and disaggregated by student, class, grade level, and pertinent subgroups, to include targeted populations. These measures not only allow teachers to monitor student, class, and grade level progress, but the school to evaluate curriculum, program, and instructional efficacy as well. In turn, this continual evaluation of program effectiveness allows the leadership and Board to maximize appropriate resource allocations.

## 15(d) Community Support

> Describe support for this proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Although the school is continuing to receive feedback, initial analytics indicated a favorable response from 27 families with school-aged children (specifically those on our waiting list) with comments of support and interest. (Include community chat feedback and the number of families interested in enrolling.)

Evidence of email correspondence, feedback, and a letter of endorsement are included with this proposal in Response 3(g).

Social Media Accounts also provide a link to an online petition to the local officials in support of the proposal.

## Response 15e: Evidence of Support

### 15(e) Evidence of Support

Please refer to R-03g-Outreach Evidence, which includes evidence of support.

# Response 15f: Admissions Policy

## 15(f) Admissions Policy

BCSE's admissions policy will be revised with consideration to the addition of applicants for the proposed school. Upon approval, applicants will have the option of attending either BCSE or BCSE2 based on seat availability. Enrollment preferences for returning students and their siblings will apply to those students matriculated in BCSE and BCSE2. The revised admissions policy is below, and applies to BCSE and BCSE2 upon approval.

A lottery process will be used to determine admission to Bronx Charter School for Excellence (BCSE) and Bronx Charter School for Excellence 2 (BCSE2). BCSE and BCSE2 will maintain an open enrollment policy and shall not discriminate on the basis of race, ethnicity, sex, gender identity or expression, religion, national origin or sexual orientation. BCSE and BCSE2 will accept applications from legal guardians of all age and grade eligible students. All incoming kindergarten students must be the age of five years on or before December 1st of the year in which they first attend Kindergarten. The annual application submission process begins in mid-January and continues through April 1. Applications may be submitted electronically or in hard copy. Downloadable applications are available in English, Spanish, and Bengali. The online application may also be translated into other languages. The lottery takes place in late April to early May. Applicants who are returning students, have siblings already attending BCSE or BCSE2, and those residing in the 11th District are given preference in that order for vacancies on a first-come, first-served basis. Once the list of sibling applicants and 11th District applicants has been exhausted, we will offer preference to children of employees of the education corporation or CMO (up to a 15% set aside). Once the list of returning, sibling, 11th District, and employee applicants has been exhausted, any remaining spaces are filled through the lottery process. Applicants will be given the option to enroll their child into either BCSE or BCSE2 based on available seats. Once all vacancies are filled through the lottery, a waiting list will be created. Applicants who have siblings already attending a BCSE school will be given preference for any vacancies that occur during the school year. Enrollment packets will clearly articulate the documentation that must be submitted, to include appropriate proofs of identification, residency, and health records, etc.

# Response 16: Facilities

## 16(a) Facility Needs

BCSE2 is proposing to locate at a facility in the Van Nest/Morris Park section of the Bronx, which is the neighboring community to BCSE's flagship school of Parkchester. BCSE2 will open with grades K and 1 with two classes per grade level, for a total of four general education classrooms in Year 1. The school will add one grade level with two classes per grade for each subsequent year. Thus, there will be a total of six general education classrooms in Year 2, eight for year 3, and so forth. BCSE will also require a gymnasium for physical education, and space for two other specialty classes such as art and technology. Additionally, the facility will need to include a main office suite for administrative functions, a nurse's office, a cafeteria, a staff lounge/prep space, restrooms, and a dedicated resource space for counseling and support services such as occupational, speech, and physical therapy. BCSE2 does not require additional classroom space for special education or ELL services, as the program incorporates inclusive approaches to instruction using ICT and immersion respectively. Therefore, services for our special populations, as well as remediation and enrichment, will be provided within the general education classrooms.

## 16(b) Facility Selection

BCSE2 has already identified and secured a facility to satisfy its programmatic requirements for space. BCSE2 will lease a three-story building located in the Bronx CSD 11 at 1804 Holland Avenue, Bronx, NY 10462. It is neither a public facility space, nor a co-location in a NYCDOE facility.

The building was renovated in 2010. It is approximately 18,000 square feet and up to code under the NYC Department of Buildings. Previously, all floors were utilized by BCSE to facilitate programs for it middle school. However, since BCSE is completing construction on its new middle school facility, the property will be available by July 2016 to accommodate the proposed school. The first floor, which contains a total of four classrooms, will serve as a homeroom for each of the two proposed Kindergarten and first grade classes, and two classrooms on other floors will be used for specials. All classrooms and facilities are configured for the safety and instruction of our young scholars. Bathrooms are currently up to code and easily accessible by a short flight of stairs. There is a gymnasium, nurse's office, and cafeteria on site. The gymnasium is at ground level and the cafeteria is located on a sublevel. The office suite will remain as the main office and the administrative offices. BCSE will ensure the facility remains in compliance with all federal, state, and municipal codes, to include ADA, fire and safety, DOHMH, and OCFS regulations. Documentation of compliance shall remain on file at the site. A city park situated within walking distance one block from the physical plant will be utilized as outdoor space for gross motor development.

As the school grows to serve grades 4 and 5, BCSE 2 will need to provide additional classroom space to accommodate its growing needs. The school is currently considering the option of either reconfiguring specialty classes to push in,

thereby freeing additional general education classroom space, and/or leasing and renovating the neighboring building to accommodate our older grade levels.

### 16(c) Facility Related Conflicts of Interest

The building is currently owned by Our Lady of Solace Parish. BCSE currently holds an annually renewable lease with the Parish, which has agreed to lease to BCSE2 upon approval. BCSE has maintained a very solid and positive relationship with the parish, which also owns the neighboring building, which is under consideration for potential space expansion if needed. There are no existing conflicts of interest as the building is owned by the Parish and leased by the Board, without any conflicting or potentially conflicting affiliations.

## Response 16d: Facilities Documents

The proposed facility is currently up to code under the NYC Department of Buildings. It was previously renovated and certified for occupation for BCSE to operate an educational program. We are attaching a copy of the previous year's lease extension agreement. The current lease for the upcoming school year is presently under review by legal representation and awaiting final approval and signatures.

# LEASE EXTENSION AGREEMENT

**THIS LEASE EXTENSION AGREEMENT** (this "Agreement") dated as of the _____ day of June, 2014, between **THE CHURCH OF OUR LADY OF SOLACE**, a New York Religious corporation, having an office at 731 Morris Park Avenue, Bronx, New York 10462 ("Landlord"), and **BRONX CHARTER SCHOOL FOR EXCELLENCE**, a not-for-profit corporation, having an office at 1960 Benedict Avenue, Bronx, New York 10462 ("Tenant").

**W I T N E S S E T H:**

**WHEREAS**, Landlord and Tenant have heretofore entered into a certain Agreement of Lease dated as of August 1, 2010 (the "Lease"), pursuant to which Landlord leased to Tenant and Tenant did hire from Landlord, the entire school building at 1804 Holland Avenue, Bronx, New York known as "Our Lady of Solace" school, upon and subject to all of the terms, covenants and conditions as are more particularly described in the Lease; and

**WHEREAS**, the parties hereto desire to modify the Lease in certain respects to provide for, among other things, the extension of the current term of the Lease.

**NOW, THEREFORE**, in consideration of the promises and the mutual covenants herein contained, the parties hereto agree as follows:

1. **Recitals; Defined Terms**. The recitals set forth above are true and correct and by this reference are incorporated herein in their entirety. All capitalized terms not defined in this Agreement shall, for the purposes hereof, have the same meanings ascribed to them in the Lease.

2. **Extension of Term**. Effective as of the date hereof, the expiration of the term of the Lease shall be extended for an additional one (1) year period from July 31, 2014 to July 1, 2015 (the "New Expiration Date") and all references to the expiration date contained in the Lease shall be deemed to be the New Expiration Date.

3. **Rent**. Effective as of August 1, 2014, the annual rent set forth in Paragraph 1(b) of the Lease shall be increased to $192,000.00 Dollars per annum, payable in equal monthly installments of $16,000.00 Dollars each.

4. **Ratifications**.

Except as modified by this Agreement, the Lease shall remain in full force and effect and are hereby in all respects ratified and confirmed.

**IN WITNESS WHEREOF**, the parties hereto have executed this Lease Extension Agreement as of the day and year first above written.

**THE CHURCH OF OUR LADY OF SOLACE**, Landlord

By:_____
Name:_____
Title:_____

**BRONX CHARTER SCHOOL FOR EXCELLENCE**, Tenant

By:_____
Name:_____
Title:_____

## Response 17: Food Services

BCSE2 will be adopting the same food services as the replicating school, BCSE. Below is a description. Additional information regarding our school lunch program is included on page 24 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.

**Food Services**

Breakfast, lunch and after school snacks will be provided to BCSE2 students by the NYC DOE Office of School Food and Nutrition Services.

BCSE2's food services system will ensure that all students who are eligible receive free or reduced meals under the federally subsidized meal program based on income eligibility. Prior to the start of school, the administrative assistant will obtain the website URL for the Free and Reduced Lunch form issued by the NYC DOE Office of School Food and Nutrition Services and send a letter home to all families of students enrolled at the school requesting that they fill out the form online. The secretary will monitor families' compliance with this request with the Office of School Food and Nutrition Services and contact families who do not submit the form.

Students living in households receiving food stamps or Temporary Assistance to Needy Families (TANF) are affiliated with the state's *"Direct certification process"* and automatically qualify to receive free meals. In instances where a parent/guardian submits a direct certification on behalf of a child, the parent does not have to complete and submit a lunch application. Under the USDA child nutrition regulation, the Principal can complete a lunch application for a student known to be eligible for free or reduced-price meals if a parent or guardian fails to apply even after repeated attempts by the school to obtain the application. The Principal invokes this privilege to assist a student who is at an obvious economic disadvantage but due to certain circumstances (*e.g.*, alien status, substance abuse, and lack of understanding and fear of authority) did not submit an application.

Student meal status information is available after lunch form processing in the ATS data system. This information will be regularly updated in the PowerSchool student information system. If a change is needed, the Principal and/or administrative assistant must write the reason(s) for the change on the application, initialing each change or attaching a memorandum to the application stating that changes were made based on information supplied by an authorized household member.

On a weekly basis, the lunch accounting aide obtains and completes the "Meals Served Report Form" from the Office of School Food and Nutrition Services.

Previously, BCSE2's sister school, BCSE, participated in the universal lunch program. The guidelines for participation are under review by the DOE. BCSE2 intends to pursue participation in that program, which would allow all students to eat free of charge based on the school-wide level of free and reduced lunch status.

Until such a program is available to students at the school, families with full-paying or reduced lunch eligibility will be billed on a monthly basis for student meals eaten at the school. School lunches eaten will be tracked daily in PowerSchool by the lunch accounting aide. Breakfasts eaten, though provided free, will also be tracked in PowerSchool. Lunch fee payments will be recorded in PowerSchool and parents will receive an update on their account status every month and upon request at any time.

## Response 18: Health Services

BCSE2 will be adopting the same health services as the replicating school, BCSE. Below is our policy. Additional information regarding our nursing services and medications is included on pages 19-20 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.

**Health Services**
Health services will be provided to students by the NYC Department of Health and Mental Hygiene (DOH). DOH nurses provide health services to DOE students at each DOE school. Accordingly, the school will follow all of the New York City Department of Education procedures for health services. With the exception of those students who have properly executed self-medication forms on file with the school for asthma inhalers or epi-pen administration, the DOH nurses are responsible for the administration of all medicine to students. The DOH also is responsible for screening students for vision.

Student health records will be separated from academic records and kept in locked storage in the office of the school nurse. Health/Immunization tracking and compliance are performed by the school administrative personnel who will coordinate and collect health forms and enter immunization information on the NYC DOE ATS system. BCSE2 will maintain an Operations Manual, which will set forth in detail all protocols related to health requirements, for immunization, 504 forms and self administration forms. For example, the office will provide notice to parents of students who have not provided evidence of immunizations that they will be barred from school after 14 days. The school Office Manager also will use PowerSchool to track compliance with state physical requirements. Currently, the school requires physicals of every student in kindergarten and first grade with the exception of students whose families hold a sincere religious belief against physical examinations. Families who object to required immunizations or physicals are required to submit a notarized written explanation of their sincere religious beliefs, which is reviewed and must be approved by the Board to be considered valid.

## Response 19: Transportation

BCSE2 will be adopting the same transportation policy as the replicating school found below. Bus policies and additional information regarding our transportation program is included on pages 21-23 of our Family Handbook, which has also been appended as R-23b-02 – Supplemental Doc – Family Handbook.

### Transportation

The NYC DOE Office of Pupil Transportation (OPT) in conjunction with BCSE2 is responsible for ensuring that all eligible students receive transportation to and from school via school bus or MetroCard for buses and subways. Transportation eligibility guidelines are provided by OPT. Students with IEPs receive transportation as mandated in their IEPs. OPT bus service is available only for K-5 students or those with an IEP which mandates such services. The Special Needs Coordinator directs the process of determining special education student transportation eligibility with the school Office Manager. The families of students who do not qualify for bus service or for a full or half-fare MetroCard will be responsible for providing transportation to and from CPCS 2. In addition, the families of students who participate in any of the BCSE2 after-school programs will be responsible for arranging for transportation home from school.

When students are enrolled at the school, parents will be informed that they must make transportation requests prior to admission. Each June before the school year begins, the Office Manager will use the ATS system to register students for transportation with OPT and request new student bus stops. In September before school begins, the Office Manager will visit the OPT Office of New Schools website (http://www.opt-osfns.org/opt/) to determine bus routes. The Office Manager will contact students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. Additionally, OPT delivers MetroCards to the school the week before the start of school for all eligible students. The Office Manager will provide each classroom teacher with their students' MetroCards. Each MetroCard will be assigned a number and each student will sign next to the number he/she receives.

## Response 20: Insurance

BCSE's insurance renews on August 15, 2015 at which time, we will receive a new copy of our policy. Until then, we offer the Schedule of Insurance as R-20b- Schedule of Insurance.

Alliant

# Schedule of Insurance

## Bronx Charter School for Excellence

As of July 29, 2015

| Carrier | Policy Number | Expiration Date | Coverage | Limit | Deductible | Premium | Remarks |
|---|---|---|---|---|---|---|---|
| Philadelphia Indemnity Insurance Company | PHPK1237955 | 08/15/15 | **Commercial Package** | | | $ 57,615.00 | |
| | | | *General Liability* | | | | 80% Coinsurance |
| | | | General Aggregate | $ 2,000,000 | | | Valuation: Replacement Cost |
| | | | Products & Completed Operations | $ 2,000,000 | | | Perils: Special Form |
| | | | Personal & Advertising Injury | $ 1,000,000 | | | |
| | | | Each Occurrence | $ 1,000,000 | | | |
| | | | Damage to Rented Premises (Each Occurrence) | $ 100,000 | | | |
| | | | Medical Payments (Any One Person) | $ 5,000 | | | |
| | | | Employee Benefits Liability (claims made) | $ 1,000,000 | | | EBL Retroactive Date 08/15/2013 |
| | | | Sexual or Physical Abuse or Molestation | $ 1,000,000 | | | |
| | | | Hired or Borrowed/Non-Owned Auto | $ 1,000,000 | | | Loss Payee: |
| | | | | | | | Sobert Realty |
| | | | *Property - 1960 Benedict Avenue* | | | | 2700 Westchester Ave Ste 407, Purchase, NY 10577-2554 |
| | | | Building | $ 4,300,000 | $ 1,000 | | |
| | | | Business Personal Property | $ 330,000 | $ 1,000 | | De Lage Landen |
| | | | Improvements & Betterments | $ 1,865,000 | $ 1,000 | | PO Box 41601, Philadelphia, PA 19101-1601 |
| | | | Business Income | $ 615,000 | 72 hours | | |
| | | | Ordinance coverage B and C | $ 500,000 | | | Lenders Loss Payable: |
| | | | | | | | U.S. Bank National Association |
| | | | *Property - 1804 Holland Avenue* | | | | 100 Wall St Ste 1600, New York, NY 10005-3701 |
| | | | Building | $ 2,200,000 | $ 10,000 | | |
| | | | Business Personal Property | $ 400,000 | $ 1,000 | | Build NYC Resource Corporation |
| | | | Business Income | $ 500,000 | 72 hours | | 110 William St, New York, NY 10038-3901 |
| | | | Improvements & Betterments | $ 385,000 | $ 1,000 | | |
| | | | | | | | Additional Insureds: |
| | | | *Property - 2000 Benedict Avenue* | | | | Sobert Realty |
| | | | Business Personal Property | $ 100,000 | $ 10,000 | | 2700 Westchester Ave Ste 407, Purchase, NY 10577-2554 |
| | | | Ordinance Coverage B | $ 500,000 | | | |
| | | | Ordinance Coverage C | $ 500,000 | | | The Charter Schools Institute, The State University of New York |
| | | | Earthquake | $ 1,000,000 | 10% or $5,000 minimum | | 41 N Pearl St Ste 700, Albany, NY 12207-2703 |
| | | | Flood | $ 1,000,000 | $ 100,000 | | |
| | | | | | | | Friends of Bronx Charter School for Excellence |
| | | | Crime | | | | 1960 Benedict Ave, Bronx, NY 10462-4402 |
| | | | Employee Theft | $ 600,000 | $ 2,500 | | |
| | | | Forgery or Alteration | $ 600,000 | $ 2,500 | | Trinity Episcopal School Corp aka Trinity School Ms. Sonia Ehouraisingh |
| | | | Computer Fraud | $ 600,000 | $ 2,500 | | Trinity School Realty Holding Corp |
| | | | | | | | Trinity Housing Corporation |
| | | | | | | | 139 W 91st St, New York, NY 10024-1326 |
| | | | | | | | |
| | | | | | | | De Lage Landen |
| | | | | | | | PO Box 41601, Philadelphia, PA 19101-1601 |
| | | | | | | | |
| | | | | | | | U.S. Bank National Association |
| | | | | | | | 100 Wall St Ste 1600, New York, NY 10005-3701 |
| | | | | | | | |
| | | | | | | | Build NYC Resource Corporation |
| | | | | | | | 110 William St, New York, NY 10038-3901 |
| Philadelphia Indemnity Insurance Company | PHUB470840 | 08/15/15 | **Excess Liability** | | | $ 9,858.00 | |
| | | | Each Occurrence | $ 7,000,000 | $ 10,000 | | |
| | | | General Aggregate | $ 7,000,000 | | | |
| | | | Products/Completed Operations | $ 7,000,000 | | | |
| | | | | | | | |
| | | | Underlying Insurance | | | | |
| | | | General Liability (PHPK127955) | $2M/$1M | | | |
| | | | Automobile (PHPK127955) | $1M | | | |
| | | | Employee Benefits Liability (PHPK127955) | $1M/$2M/$1M | | | |
| The State Insurance Fund | X13604723 | 07/01/16 | **Workers Compensation** | | | $ 62,539.62 | |
| | | | | Statutory | | | This policy is direct with company |
| Philadelphia Indemnity Insurance Company | PHSD985622 | 10/11/15 | **Directors & Officers Liability** | | | $ 4,501.00 | Prior or Pending Litigation Date: 10/11/2007 |
| | | | Directors & Officers Liability | $ 1,000,000 | $ 5,000 | | |
| | | | Employment Practices | $ 1,000,000 | $ 5,000 | | |
| | | | Fiduciary Liability | $ 1,000,000 | $ - | | |
| | | | Aggregate (All Parts) | $ 1,000,000 | | | |
| Markel Insurance Company | 4102AM267355-15 | 08/15/15 | **Accident and Medical** | | | $ 891.00 | |
| | | | Aggregate | $ 250,000 | | | |
| | | | Accident Medical Expense Benefit - 104 Weeks | $ 25,000 | $ - | | Coinsurance: 10% |
| | | | **Accidental Death and Dismemberment Benefits - Principal Sum** | $ 5,000 | | | |
| | | | **Construction Policies** | | | | |
| State National Insurance Company | PUG1300430 | 09/28/15 | **General Liability** | | | $ 38,000.00 | |
| | | | General Aggregate | $ 2,000,000 | $ 10,000 | | Policy is auditable based on hard costs |
| | | | Products & Completed Operations | $ 2,000,000 | | | Rate $3.60 per $1,000 |
| | | | Personal & Advertising Injury | $ 1,000,000 | | | |
| | | | Each Occurrence | $ 1,000,000 | | | Policy Term: 03/28/15 - 09/28/15 |
| | | | Damage to Rented Premises | $ 50,000 | | | |
| | | | Medical Payments | $ 5,000 | | | |
| RLI Insurance Company | EXL0261891 | 03/28/15 | **Excess Liability** | | | $ 9,058.00 | Follow form |
| | | | CSL - Bi and/or PD - Other than Automobile | $ 10,000,000 | | | Policy Term: 03/28/15 - 09/28/15 |
| Continental Casualty Company | C6016032647 | 03/28/15 | **Builders Risk** | | | $ 32,074.00 | |
| | | | Loc#1, Bldg#1 | | | | Policy Term: 03/28/15 - 09/28/15 |
| | | | 1958 & 1960 Benedict Ave, Bronx, NY 10462 | | | | |
| | | | Property | | $ 5,000 | | |
| | | | Hard Costs | $ 13,000,000 | | | |
| | | | Property in Transit | $ 100,000 | $ 5,000 | | |
| | | | Temporary Storage | $ 250,000 | | | |
| | | | Ordinance or Law Limits of Insurance | | | | |
| | | | Ordinance or Law Undamaged Portion of Building | Included | | | |
| | | | Ordinance or Law Demolition Cost, and Increased Cost of Constr | $ 250,000 | | | |
| | | | Soft Cost | $ 1,000,000 | 72 hours | | |
| | | | Additional Coverage | | $ 5,000 | | |
| | | | Employee Theft | $ 25,000 | | | |
| | | | Equipment Breakdown and Testing | Included | | | |
| | | | Trees, Shrubs, Lawns, Sod and Plants | | | | |
| | | | - Occurrence | $ 100,000 | | | |
| | | | - Per Item | $ 25,000 | | | |
| | | | Arson and Crime Reward Payments | $ 50,000 | | | |
| | | | Debris Removal Including Recycling Additional Expense | $ 250,000 | | | |
| | | | Fire Department Service Charge and Extinguishing Expense | $ 50,000 | | | |
| | | | Loss Adjustment Expense | $ 50,000 | | | |
| | | | Machinery, Tools and Equipment - Other than Itemized | | | | |
| | | | - Per Occurrence | $ 50,000 | | | |
| | | | - Per Item | $ 25,000 | | | |
| | | | Recharge of Fire Protection Equipment | $ 50,000 | | | |
| | | | Temporary Structures | | | | |
| | | | - Additional Covered Property | $ 25,000 | | | |
| | | | - Costs to Dismantle and re-erect | $ 25,000 | | | |
| | | | Valuable Papers and Records | $ 250,000 | | | |
| | | | Property and Time Element | | 3 days | | |
| | | | - Decontamination Expense | $ 10,000 | | | |
| | | | - Fungi Limited Coverage Annual Aggregate | $ 25,000 | | | |
| | | | - Pollutant Cleanup and Removal Annual Aggregate | $ 25,000 | | | |
| | | | - Radioactive contamination Annual Aggregate | $ 25,000 | | | |
| | | | - Unintentional Errors and Omissions | $ 25,000 | | | |
| | | | Earth Movement | $ 2,000,000 | $ 25,000 | | |
| | | | Flood | $ 2,000,000 | $ 25,000 | | |

**NOTE: We are not the Broker of Record on the NYS Disability Policy**

# Response 21: Fiscal Soundness

## 21(a) Budget

Please note that a budget for our entire network is included with our Business Plan for FOBCSE.

Revenue

The General Education Charter School per pupil rate for state and local revenue being used is a base of $14,027 estimated rates determined by New York State Education Department (NYSED) for 2016-17 and subsequent years. (Please note that the Budget Template provided for the RFP is configured for a per pupil rate of $13,777. Therefore, we will use this figure in our calculations.)

In NY for Title I and Title II monies, the rates used in the financial model are $466 and 19, respectively. For IDEA, per pupil rate used is $845. To be conservative, no cost of living adjustment was applied to federal entitlements

For the NY schools, SPED funding for serving students that receive special education services between 20% and 60% of the week as mandated by an IEP (Individual Education Plan) are calculated at $10,390 per eligible student and $19,049 per eligible student receiving special education services in excess of 60% of the week

Other per pupil entitlements included in the New York schools' financial model are as follows:

- NY Sate Textbook Law (NYSTL) $58.25
- NY State Software Law (NYSSL) $14.98
- NY State Library Law (NYSLIB) $ 6.25
- Combined total is $79.48 which is the figure used in the budget template

Startup monies through the Department of Youth and Community Development (DYCD) for the NY schools are included in the first year of operations only as dictated with $51K flat rate plus a per pupil allotment of $391 for K-5 students;

The school anticipates to qualify for at least $350,000 in CSP funding over 2 years.

Other revenue assumptions are based on historical trends at the BCSE 1 for fundraising and contributions

Expenses

- Cost of living adjustment for expenditures and salaries are assumed at 3% per year, with benefits at 20% of salary a year in accordance with BCSE 1 trends;
- The school will not provide transportation.

- The school will occupy a currently held facility at $14,000 per month in rent with a 3% annual increase
- The current school models ensure that schools will have staffing necessary to obtain similar academic results as shown at BCSE 1. Average school-wide teacher to student ratios will be maintained at approximately 12:1

## 21(b) Financial Planning

Incorporated by reference: Renewal Application, Response J Benchmark 3A Budgeting and Long Range Planning.

BCSE and BCSE2 will have its own Principal(s) and Operations Manager(s) at each site to manage the fiscal operations at each location. Each school will collaborate with the Finance Committee of the Board to ensure that all practices are compliant with controls, policies and procedures. The Board will treat each school as its own, independently operating and self-sustaining entity. However, the Board will also receive support from the CMO and its operational staff to ensure the network of schools (in this case BCSE and BCSE2) is fiscally sound. Please refer to the accompanying Business Plan for additional information.

## 21(c) Fiscal Audits

Incorporated by reference: Renewal Application, Exhibit 6, Financial Policies and Procedures Manual. Our updated FPP and an addendum are included as supplemental documents, R-23b-03 and R-23b-04.

## 21(d) Dissolution Procedures

BCSE2 was guided by the State University of New York Charter School Institute for the framework and structure of its Dissolution Plan. New Jersey and Central Michigan University plans were also reviewed for strategies. In the unlikely event of dissolution, the specific details of the plan will be reviewed and adjusted to reflect the realities of the situation. This proposed plan is meant as a guideline only. A complete plan would be developed in full coordination with the school and the authorizer to ensure the smooth transfer of all the school's obligations.

In the event the school's charter is dissolved, the BCSE2 Board will consult with legal counsel and manage the dissolution process in accordance with Education law §2851(2)(t). The Board and administration would hold town hall meetings with parents and faculty to provide information on the dissolution and transition processes. The meetings would be an open forum to address questions and concerns of all constituents. At these meetings a timeframe for the dissolution process would be clearly outlined with specific deliverables, responsible individual(s) assigned to complete specific tasks and due dates. BCSE2 would work with other schools, districts, other charter schools and the NYC DOE to secure appropriate placements for all students.

BCSE2 would designate an individual with the specific task of completing the transfer of all student records to the appropriate schools and parent or legal guardian. This/ese individual/s would coordinate these activities with the NYC DOE to ensure the integrity of the student record transfer.

The transfer of all students would be coordinated by the Principal with Board support. Working with the NYC DOE, BCSE2 would notify parents/guardians of the procedures to follow to enroll their child(ren) in specifically designated district schools. In addition, parents/guardians choosing non-public school alternatives would be supported with the transfer of all student records. All parents/guardians would be notified that enrollment of children in their district of residence or other school is mandatory under state law.

Please refer to the Dissolution Plan for detail description of how BCSE2 would transfer the school's assets to another school within our prospective district. The school's budget reflects a commitment to establish an escrow account of no less than $75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This commitment can be found in $25,000 increments in the school's first three years of existence.

Outlined below is a description of required actions that may be taken by the BCSE2 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 *ad hoc* School Board Committee for wind-up / restructuring**<br>❑ Designate School contact person(s) to send and receive communications from the Authorizer;<br>❑ Designate employees or School Board members who will handle various aspects of winding up of School operations; and<br>❑ Provide contact information, and list of employees / School Board members and correspondent responsibilities to the Authorizer.<br>❑ Instruct contact persons to heed notification requirements for time sensitive notifications, such as notifications involving Collective Bargaining Agreements, if any.<br>❑ 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**<br>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**<br>Take appropriate action to terminate any summer instruction, such as canceling teaching contracts. | | | |
| **4** | **Reserve Funds**<br>Pursuant to the Charter, segregate by School Board | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | resolution 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**<br>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**<br>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:<br>❑ date of the last day of regular instruction; | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | ❑ cancellation of any planned summer school;<br>❑ notice to parents that enrollment of children in their district of residence or other school is mandatory under state law;<br>❑ optional inclusion of a listing of the names of charter, parochial, public and private schools in the area.<br>❑ offer of copies of student records pursuant to the Freedom of Information Law (FOIL) before the EOC.<br>❑ date, time and location of two (2) open meetings for parents/guardians to review the dissolution plan and answer questions and concerns.<br>❑ provide the Authorizer with a copy of the notice. | | | |
| **7** | **Final Report Cards and Student Records Notice**<br>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.<br>❑ 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.<br>❑ Provide the Authorizer with a copy of the notice. | | | |
| **8** | **Transfer of Student Records and Testing Material**<br>No later than 14 days after EOC send student records to the School's district of location, including:<br>❑ Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;<br>❑ student health / immunization records;<br>❑ attendance records; and<br>❑ all other student records.<br><br>All end of school year grades and evaluations must be completed and made part of the student records, | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | including any IEP / Committee on Special Education meetings / progress reports.<br><br>As noted above, parents / guardians should be offered copies of students' records pursuant to the FOIL before EOC.<br><br>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.<br>❑ 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**<br>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.<br>❑ The notice should reflect the fact that no July payment need be made to the School.<br>❑ The notice should inform the districts that the School will be reconciling its accounts with the district after the EOC.<br>❑ If applicable, notification regarding cessation of food and transportation services should be provided.<br>❑ Provide notice to the Authorizer that arrangements should be made to pick up any district property; e.g., borrowed books, nursing equipment.<br>❑ Provide the Authorizer with a copy of the notice. | | | |
| **10** | **Notification of Funding Sources / Charitable Partners**<br>All other sources of the School's operational funding must be notified in writing of the closure of the School as well | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | as charitable partners of the School.<br>❑ The School should not accept further loans from management 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.<br>❑ 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**<br>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.<br>❑ 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.<br>❑ Provide the Authorizer with a copy of such notice.<br>❑ Retain records of past contracts with proof that they were fully paid (*see* Records Retention, below) to prevent spurious claims.<br><br>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.<br>❑ 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. | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| **12** | **Union Notification Pursuant to any CBA**<br>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 set forth in any existing CBA, or notice requirements of applicable federal, state and local law.<br>❑ 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.<br>❑ Provide a copy of the latest CBA to the Authorizer.<br>❑ Provide a copy of the notice to the Authorizer.<br>❑ 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**<br>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:<br>❑ health care / health insurance;<br>❑ life Insurance;<br>❑ dental plans;<br>❑ eyeglass plans;<br>❑ cafeteria plans;<br>❑ 401(k), retirement plans; and | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | ❑ pension plans.<br><br>Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.<br><br>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**<br>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**<br>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.<br><br>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. | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| **Assets, Creditors and Debtors** | | | | |
| **16** | **List of Creditors and Debtors; UCC Search**<br>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.<br>❑ This list is not the same as the contractor list, above, but may include contractors, which should be listed.<br>❑ 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.<br>❑ 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.<br>❑ 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.<br>❑ 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**<br>Within thirty (30) days after the execution of Charter, the School must notify all creditors of its closure.<br><br>The School should solicit from each creditor a final accounting of the School's accrued and unpaid debt owed | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | to such creditor. This figure should be compared to the School's calculation of the debt and be reconciled between the parties.<br><br>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**<br>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)**<br>Within 7 days after EOC, the School must reconcile its billings and payments with the Authorizer, including special education payments or other "lagged" payments.<br>❑ 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.<br>❑ 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**<br>The School Corporation shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | 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.<br><br>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:<br>❑ Termination of non-essential personnel and cancellation of non-essential services prior to EOC.<br>❑ 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).<br>❑ 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.)<br>❑ 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.<br>❑ Cancellation of corporate credit cards and lines of credit.<br>❑ Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the School Corporation, and | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
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| | employment, contract and School Board status of those authorized to sign for the School.<br>❑ 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**<br>The School's assets and any assets in the School that belong to others must be protected against theft, misappropriation and deterioration.<br><br>❑ Existing insurance coverage should be maintained on the assets until the disposal of such assets in accordance with the Wind-Up Plan.<br>❑ 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.<br>❑ Negotiate School Facility insurance with entities that may take possession of School Facility if possible.<br>❑ Appropriate security services should be obtained or maintained.<br>❑ Action may include moving assets to secure storage after closure or loss of the School Facility. | | | |
| **22** | **Inventory**<br>No later than 30 days prior to EOC, <u>all</u> of the School's assets must be inventoried and/or its inventory updated.<br>❑ 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.)<br>❑ Provide Authorizer with a copy of the inventory.<br>❑ Identify assets belonging to other entities (school district, | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | county, municipality, health department, sponsoring foundation, vendors, PTA, etc.), including those borrowed or loaned.<br>❑ Identify assets encumbered by the terms of a contingent gift, grant or donation, or a security interest.<br>❑ Return assets not belonging to School and document same. | | | |
| **23** | **Liquidation of Assets**<br>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.<br>❑ 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.<br>❑ 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**<br>Maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the School | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | 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. | | | |
| **25** | **Interim Statements**<br>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:<br>❑ 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<br>❑ 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<br>❑ all income generated through sale or auction of assets and any other change in status of assets.<br>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**<br>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 | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | 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:<br>❑ 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<br>❑ each remaining creditor and any and all amounts owed to each creditor, including principal and accrued interest through the date of such statement; and<br>❑ statement that (a) all debts have been collected, or (b) that good faith efforts have been made to collect same, and<br>❑ each remaining debtor of the School or School Corporation and the amounts owed by each debtor, including principal and accrued interest.<br>❑ 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.<br>❑ This statement is in addition to the final Financial Statement Audit (below). | | | |
| **Corporate Records / Accounting** | | | | |
| **27** | **Final Financial Statement Audit**<br>The School must have a financial statement audit performed in accordance with the Charter and the Act no later than November 1st of the calendar year in which the School ceases instruction. | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| **28** | **Charter Reports; Final Annual Report**<br>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 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**<br>State, federal and other grants must be closed out, including:<br>❑ notification to the grant entity of the School closure; and<br>❑ filing of any required expenditure reports or receipts and any required program reports.<br><br>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**<br>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**<br>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:<br>❑ notification to IRS regarding any address change of the School Corporation; and | | | |

| Item | Description of Required Actions | Responsible Party | Completion Date | Status |
|---|---|---|---|---|
| | ❑ filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).<br>❑ 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. | | | |
| **32** | **Corporate Records**<br>In all cases, the School Board shall maintain all corporate records related to:<br>❑ Loans, bonds, mortgages and other financing;<br>❑ Contracts;<br>❑ Leases;<br>❑ Assets and asset sales;<br>❑ Grants -- records relating to federal grants must be kept in accordance with 34 CFR 8042.<br>❑ Governance (Minutes, by-laws, policies);<br>❑ Employees (background checks, personnel files);<br>❑ Accounting/audit, taxes and tax status, etc;<br>❑ Personnel,<br>❑ Employee benefit programs and benefits; and<br>❑ Any items listed in this Dissolution Plan.<br>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<br><br>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. | | | |

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|---|---|---|---|---|
| **Dissolution / Final Distribution of Assets** | | | | |
| **33** | **Resolution of Dissolution**<br>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.<br><br>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**<br>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:<br>❑ a complete statement of all assets, their location and an estimate of their value; and<br>❑ a statement of the ascertainable debts of the education corporation.<br>❑ 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).<br>❑ 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.<br>❑ 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.<br>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.<br><br>Copies of all papers related to dissolution should be sent to the Authorizer.<br><br>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**<br>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.<br><br>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.<br><br>❑ 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.)<br>❑ 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. | | | |

SUNY Charter Schools Institute
The State University of New York

**New School Proposal**
**Budget(s) & Cash Flow(s) Template**

# Bronx Charter School for Excellence II


**Contact Name:** Charlene Reid
**Contact Title:** Executive Director
**Contact Email:** [redacted]
**Contact Phone:**


**First Academic Year:** 2016-17

**Pre-Opening Period:** January 1, 2016 - June 30, 2016

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.

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**2016-17 through 2020-21**

| CHARTER ENROLLMENT BY GRADE | | | | | | |
|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Kindergarten | Elementary School | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| 1st Grade | Elementary School | 60.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| 2nd Grade | Elementary School | - | 60.00 | 60.00 | 60.00 | 60.00 |
| 3rd Grade | Elementary School | - | - | 60.00 | 60.00 | 60.00 |
| 4th Grade | Elementary School | - | - | - | 60.00 | 60.00 |
| 5th Grade | Elementary School | - | - | - | - | 60.00 |
| 6th Grade | Middle School | - | - | - | - | - |
| 7th Grade | Middle School | - | - | - | - | - |
| 8th Grade | Middle School | - | - | - | - | - |
| 9th Grade | High School | - | - | - | - | - |
| 10th Grade | High School | - | - | - | - | - |
| 11th Grade | High School | - | - | - | - | - |
| 12th Grade | High School | - | - | - | - | - |

| NUMBER OF CLASSES BY GRADE | | | | | | |
|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Kindergarten | Elementary School | 2 | 2 | 2 | 2 | 2 |
| 1st Grade | Elementary School | 2 | 2 | 2 | 2 | 2 |
| 2nd Grade | Elementary School | - | 2 | 2 | 2 | 2 |
| 3rd Grade | Elementary School | - | - | 2 | 2 | 2 |
| 4th Grade | Elementary School | - | - | - | 2 | 2 |
| 5th Grade | Elementary/Middle School | - | - | - | - | 2 |
| 6th Grade | Middle School | - | - | - | - | - |
| 7th Grade | Middle School | - | - | - | - | - |
| 8th Grade | Middle School | - | - | - | - | - |
| 9th Grade | High School | - | - | - | - | - |
| 10th Grade | High School | - | - | - | - | - |
| 11th Grade | High School | - | - | - | - | - |
| 12th Grade | High School | - | - | - | - | - |

| AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE | | | | | | |
|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Kindergarten | Elementary School | 30.00 | 30.00 | 30.00 | 30.00 | 30.00 |
| 1st Grade | Elementary School | 30.00 | 30.00 | 30.00 | 30.00 | 30.00 |
| 2nd Grade | Elementary School | - | 30.00 | 30.00 | 30.00 | 30.00 |
| 3rd Grade | Elementary School | - | - | 30.00 | 30.00 | 30.00 |
| 4th Grade | Elementary School | - | - | - | 30.00 | 30.00 |
| 5th Grade | Elementary/Middle School | - | - | - | - | 30.00 |
| 6th Grade | Middle School | - | - | - | - | - |
| 7th Grade | Middle School | - | - | - | - | - |
| 8th Grade | Middle School | - | - | - | - | - |
| 9th Grade | High School | - | - | - | - | - |
| 10th Grade | High School | - | - | - | - | - |
| 11th Grade | High School | - | - | - | - | - |
| 12th Grade | High School | - | - | - | - | - |

| SUMMARY AND OTHER INFORMATION | | | | | |
|---|---|---|---|---|---|
| Total Elementary Enrollment | 120.00 | 180.00 | 240.00 | 300.00 | 360.00 |
| Total Middle School Enrollment | - | - | - | - | - |
| Total High School Enrollment | - | - | - | - | - |
| ***Total Enrollment*** | 120.00 | 180.00 | 240.00 | 300.00 | 360.00 |
| Change in Net Enrollment from Prior Year (Count) | 120.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| Change in Net Enrollment from Prior Year (Percent) | 100.0% | 33.3% | 25.0% | 20.0% | 16.7% |
| Anticipated rate of attrition (Percent) | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

| ADDITIONAL NOTES/COMMENTS |
|---|
| |

| ESTIMATED ENROLLMENT BY DISTRICT | | | | | |
|---|---|---|---|---|---|
| **ANNUAL ENROLLMENT BY DISTRICT TOTALS** | 120.00 | 180.00 | 240.00 | 300.00 | 360.00 |
| Enrollment by Grade vs Enrollment by District (should = 0) | - | - | - | - | - |

| | |
|---|---|
| **ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->** | **1** |

| **PRIMARY SCHOOL DISTRICT** | NYC CHANCELLOR'S OFFICE | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
|---|---|---|---|---|---|---|
| **PRIMARY DISTRICT'S ANNUAL TOTAL OPERATING BUDGET** | | ############ | ############ | ############ | ############ | ############ |
| **ENROLLMENT** (*Charter School* ) | | 120.00 | 180.00 | 240.00 | 300.00 | 360.00 |
| **DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET** | | | | | | |

| **SECONDARY SCHOOL DISTRICT** | *(Select from drop-down list)* | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
|---|---|---|---|---|---|---|
| **PRIMARY DISTRICT'S ANNUAL TOTAL OPERATING BUDGET** | | $ - | $ - | $ - | $ - | $ - |
| **ENROLLMENT** (*Charter School* ) | | | | | | |
| **DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET** | | | | | | |

# BRONX CHARTER SCHOOL FOR EXCELLENCE II

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

#N/A

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

| ADMINISTRATIVE PERSONNEL FTE | FTE | | | | | Description of Assumptions |
|---|---|---|---|---|---|---|
| Executive Management | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Instructional Management | 0.6 | 1.0 | 1.0 | 1.0 | 1.0 | 1 principal, 1 assistant principal - added in year 2 |
| Deans, Directors & Coordinators | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| CFO / Director of Finance | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Operation / Business Manager | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1 Operations Manager |
| Administrative Staff | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1 Office Manager, 1 Receptionist |
| TOTAL ADMINISTRATIVE STAFF | 2.6 | 3.0 | 3.0 | 3.0 | 3.0 | |
| **INSTRUCTIONAL PERSONNEL FTE** | | | | | | |
| Teachers - Regular | 5.0 | 7.0 | 9.0 | 11.0 | 13.0 | 1 teacher per class plus 1 additional teacher |
| Teachers - SPED | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 | 1 SPED teacher per grade |
| Substitute Teachers | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Teaching Assistants | 4.0 | 6.0 | 8.0 | 10.0 | 12.0 | 1 Educational Associate per class |
| Specialty Teachers | 2.0 | 3.0 | 4.0 | 4.0 | 4.0 | 2 in Y1, 3 in Y2, and 4 in Y3, Y4, and Y5. |
| Aides | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Therapists & Counselors | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | Social Worker |
| Other | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| TOTAL INSTRUCTIONAL | 13.0 | 20.0 | 26.0 | 31.0 | 36.0 | |
| **NON-INSTRUCTIONAL PERSONNEL FTE** | | | | | | |
| Nurse | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | Nurse provided by DOH. |
| Librarian | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Custodian | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| Security | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Other | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| TOTAL NON-INSTRUCTIONAL | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| **TOTAL PERSONNEL SERVICE FTE** | 16.6 | 24.0 | 30.0 | 35.0 | 40.0 | |

# BRONX CHARTER SCHOOL FOR EXCELLENCE II

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

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

| | WAGES | | | | | | Description of Assumptions |
|---|---|---|---|---|---|---|---|
| **ADMINISTRATIVE PERSONNEL WAGES** | **Salary/Incr %** | 3.00% | 3.00% | 3.00% | 3.00% | 3.00% | |
| Executive Management | $ - | $ - | $ - | $ - | $ - | $ - | |
| Instructional Management | $ 200,000 | $ 110,000 | $ 203,300 | $ 209,399 | $ 215,681 | $ 222,151 | $110K - principal, $90K assistant principal |
| Deans, Directors & Coordinators | $ - | $ - | $ - | $ - | $ - | $ - | |
| CFO / Director of Finance | $ - | $ - | $ - | $ - | $ - | $ - | |
| Operation / Business Manager | $ 70,000 | $ 70,000 | $ 72,100 | $ 74,263 | $ 76,491 | $ 78,786 | $70K operations manager |
| Administrative Staff | $ 80,000 | $ 80,000 | $ 82,400 | $ 84,872 | $ 87,418 | $ 90,041 | $45K office manager, $35K receptionist |
| TOTAL ADMINISTRATIVE STAFF | | $ 260,000 | $ 357,800 | $ 368,534 | $ 379,590 | $ 390,978 | |
| **INSTRUCTIONAL PERSONNEL WAGES** | | | | | | | |
| Teachers - Regular | $ 60,000 | $ 300,000 | $ 429,000 | $ 561,870 | $ 698,726 | $ 839,688 | $60K per teacher |
| Teachers - SPED | $ 60,000 | $ 120,000 | $ 183,600 | $ 249,108 | $ 316,581 | $ 386,079 | $60K per teacher |
| Substitute Teachers | $ - | $ - | $ - | $ - | $ - | $ - | |
| Teaching Assistants | $ 40,000 | $ 160,000 | $ 244,800 | $ 332,144 | $ 422,108 | $ 514,772 | $40K per educational associate |
| Specialty Teachers | $ 60,000 | $ 120,000 | $ 183,600 | $ 249,108 | $ 256,581 | $ 264,279 | $60K per teacher |
| Aides | $ - | $ - | $ - | $ - | $ - | $ - | |
| Therapists & Counselors | $ 65,000 | $ - | $ 65,000 | $ 66,950 | $ 68,959 | $ 71,027 | $65K social worker |
| Other | $ - | $ - | $ - | $ - | $ - | $ - | |
| TOTAL INSTRUCTIONAL | | $ 700,000 | $ 1,106,000 | $ 1,459,180 | $ 1,762,955 | $ 2,075,844 | |
| **NON-INSTRUCTIONAL PERSONNEL WAGES** | | | | | | | |
| Nurse | | $ - | $ - | $ - | $ - | $ - | |
| Librarian | $ - | $ - | $ - | $ - | $ - | $ - | |
| Custodian | $ 55,000 | $ 55,000 | $ 56,650 | $ 58,350 | $ 60,100 | $ 61,903 | $55K custodian |
| Security | $ - | $ - | $ - | $ - | $ - | $ - | |
| Other | $ - | $ - | $ - | $ - | $ - | $ - | |
| TOTAL NON-INSTRUCTIONAL | | $ 55,000 | $ 56,650 | $ 58,350 | $ 60,100 | $ 61,903 | |
| **TOTAL PERSONNEL SERVICE WAGES** | | $ 1,015,000 | $ 1,520,450 | $ 1,886,064 | $ 2,202,645 | $ 2,528,725 | |

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**
**January 1, 2016 - June 30, 2016**
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR***
*The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte*

| | |
|---|---|
| **Total Revenue** | **240,000** |
| **Total Expenses** | **236,831** |
| **Net Income** | **3,169** |

| | START-UP PERIOD |
|---|---|
| **REVENUE** | |
| **REVENUES FROM STATE SOURCES** | |
| **Grants** | |
| Stimulus | - |
| DYCD (Department of Youth and Community Developmt.) | - |
| Other | - |
| Other | - |
| TOTAL REVENUE FROM STATE SOURCES | - |
| **REVENUE FROM FEDERAL FUNDING** | |
| **Grants** | |
| Charter School Program (CSP) Planning & Implementation | - |
| Other | - |
| Other | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | **-** |
| **LOCAL and OTHER REVENUE** | |
| Contributions and Donations | 240,000 |
| Fundraising | - |
| Erate Reimbursement | - |
| Earnings on Investments | - |
| Interest Income | - |
| Food Service (Income from meals) | - |
| Text Book | - |
| OTHER | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | **240,000** |
| **TOTAL REVENUE** | **240,000** |

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**
**January 1, 2016 - June 30, 2016**
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR***
*The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte*

| | |
|---|---|
| **Total Revenue** | **240,000** |
| **Total Expenses** | **236,831** |
| **Net Income** | **3,169** |

| | FTE No. of Positions | START-UP PERIOD |
|---|---|---|
| **EXPENSES** | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | | |
| Executive Management | - | - |
| Instructional Management | 1.00 | 55,000 |
| Deans, Directors & Coordinators | - | - |
| CFO / Director of Finance | - | - |
| Operation / Business Manager | 1.00 | 32,500 |
| Administrative Staff | - | - |
| TOTAL ADMINISTRATIVE STAFF | **2** | 87,500 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | |
| Teachers - Regular | - | - |
| Teachers - SPED | - | - |
| Substitute Teachers | - | - |
| Teaching Assistants | - | - |
| Specialty Teachers | - | - |
| Aides | - | - |
| Therapists & Counselors | - | - |
| Other | - | - |
| TOTAL INSTRUCTIONAL | **-** | **-** |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | |
| Nurse | - | - |
| Librarian | - | - |
| Custodian | - | - |
| Security | - | - |
| Other | - | - |
| TOTAL NON-INSTRUCTIONAL | - | **-** |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | **2** | **87,500** |
| **PAYROLL TAXES AND BENEFITS** | | |
| Payroll Taxes | | 10,281 |
| Fringe / Employee Benefits | | 17,500 |
| Retirement / Pension | | - |
| TOTAL PAYROLL TAXES AND BENEFITS | | **27,781** |
| **TOTAL PERSONNEL SERVICE COSTS** | **2** | **115,281** |
| **CONTRACTED SERVICES** | | |
| Accounting / Audit | | 20,000 |
| Legal | | - |
| Management Company Fee | | - |
| Nurse Services | | - |
| Food Service / School Lunch | | - |
| Payroll Services | | 1,050 |
| Special Ed Services | | - |
| Titlement Services (i.e. Title I) | | - |
| Other Purchased / Professional / Consulting | | - |
| TOTAL CONTRACTED SERVICES | | **21,050** |

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P**
**January 1, 2016 - June 30, 2016**
***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR***
*The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selecte*

| | |
|---|---|
| **Total Revenue** | **240,000** |
| **Total Expenses** | **236,831** |
| **Net Income** | **3,169** |

| | **START-UP PERIOD** |
|---|---|
| **SCHOOL OPERATIONS** | |
| Board Expenses | - |
| Classroom / Teaching Supplies & Materials | - |
| Special Ed Supplies & Materials | - |
| Textbooks / Workbooks | - |
| Supplies & Materials other | - |
| Equipment / Furniture | - |
| Telephone | - |
| Technology | - |
| Student Testing & Assessment | - |
| Field Trips | - |
| Transportation (student) | - |
| Student Services - other | - |
| Office Expense | - |
| Staff Development | - |
| Staff Recruitment | - |
| Student Recruitment / Marketing | - |
| School Meals / Lunch | - |
| Travel (Staff) | - |
| Fundraising | - |
| Other | - |
| TOTAL SCHOOL OPERATIONS | **-** |
| **FACILITY OPERATION & MAINTENANCE** | |
| Insurance | 4,500 |
| Janitorial | 3,000 |
| Building and Land Rent / Lease | 84,000 |
| Repairs & Maintenance | - |
| Equipment / Furniture | - |
| Security | - |
| Utilities | 9,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | **100,500** |
| **DEPRECIATION & AMORTIZATION** | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - |
| **TOTAL EXPENSES** | **236,831** |
| **NET INCOME** | **3,169** |

**BRONX CHARTER SCHOOL FOR**
**PROJECTED BUDGET / OPERATING PLAN FERIOD**
**January 1, 2016 - June 3(**

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash l"6) Pre-OP Cash Flow 1-Year."*
*The pre-opening budget will be for either a 6-Month Period OR a 1-Yed on tab #1, School Information.*

| | DESCRIPTION OF ASSUMPTIONS |
|---|---|
| **Total Revenue** | Private donations |
| **Total Expenses** | |
| **Net Income** | |
| | |
| **REVENUE** | |
| **REVENUES FROM STATE SOURCES** | |
| **Grants** | |
| Stimulus | |
| DYCD (Department of Youth and Community Developmt.) | |
| Other | |
| Other | |
| TOTAL REVENUE FROM STATE SOURCES | |
| | |
| **REVENUE FROM FEDERAL FUNDING** | |
| **Grants** | |
| Charter School Program (CSP) Planning & Implementation | |
| Other | |
| Other | |
| TOTAL REVENUE FROM FEDERAL SOURCES | |
| | |
| **LOCAL and OTHER REVENUE** | |
| Contributions and Donations | Private Donations |
| Fundraising | |
| Erate Reimbursement | |
| Earnings on Investments | |
| Interest Income | |
| Food Service (Income from meals) | |
| Text Book | |
| OTHER | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | |
| | |
| **TOTAL REVENUE** | |

**BRONX CHARTER SCHOOL FOR**
**PROJECTED BUDGET / OPERATING PLAN FERIOD**
**January 1, 2016 - June 3(**

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash I"6) Pre-OP Cash Flow 1-Year."*
*The pre-opening budget will be for either a 6-Month Period OR a 1-Yed on tab #1, School Information.*

| | | **DESCRIPTION OF ASSUMPTIONS** |
|---|---|---|
| **Total Revenue** | | Private donations |
| **Total Expenses** | | |
| **Net Income** | | |
| | | |
| **EXPENSES** | | |
| | FTE No. of | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | Positions | |
| Executive Management | - | |
| Instructional Management | 1.00 | Principal |
| Deans, Directors & Coordinators | - | |
| CFO / Director of Finance | - | |
| Operation / Business Manager | 1.00 | Operations Manager |
| Administrative Staff | - | |
| TOTAL ADMINISTRATIVE STAFF | **2** | |
| | | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | |
| Teachers - Regular | - | |
| Teachers - SPED | - | |
| Substitute Teachers | - | |
| Teaching Assistants | - | |
| Specialty Teachers | - | |
| Aides | - | |
| Therapists & Counselors | - | |
| Other | - | |
| TOTAL INSTRUCTIONAL | **-** | |
| | | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | |
| Nurse | - | |
| Librarian | - | |
| Custodian | - | |
| Security | - | |
| Other | - | |
| TOTAL NON-INSTRUCTIONAL | - | |
| | | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | **2** | |
| | | |
| **PAYROLL TAXES AND BENEFITS** | | |
| Payroll Taxes | | Social Security, Medicare and NY SUI |
| Fringe / Employee Benefits | | Health/Dental/LTD/STD Benefits/COBRA |
| Retirement / Pension | | |
| TOTAL PAYROLL TAXES AND BENEFITS | | |
| | | |
| **TOTAL PERSONNEL SERVICE COSTS** | **2** | |
| | | |
| **CONTRACTED SERVICES** | | |
| Accounting / Audit | | Acounting services |
| Legal | | |
| Management Company Fee | | |
| Nurse Services | | |
| Food Service / School Lunch | | |
| Payroll Services | | Payroll fees |
| Special Ed Services | | |
| Titlement Services (i.e. Title I) | | |
| Other Purchased / Professional / Consulting | | |
| TOTAL CONTRACTED SERVICES | | |

**BRONX CHARTER SCHOOL FOR**
**PROJECTED BUDGET / OPERATING PLAN FERIOD**
**January 1, 2016 - June 3(**

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash l"6) Pre-OP Cash Flow 1-Year."*
*The pre-opening budget will be for either a 6-Month Period OR a 1-Yed on tab #1, School Information.*

| | DESCRIPTION OF ASSUMPTIONS |
|---|---|
| **Total Revenue** | Private donations |
| **Total Expenses** | |
| **Net Income** | |
| | |
| **SCHOOL OPERATIONS** | |
| Board Expenses | |
| Classroom / Teaching Supplies & Materials | |
| Special Ed Supplies & Materials | |
| Textbooks / Workbooks | |
| Supplies & Materials other | |
| Equipment / Furniture | |
| Telephone | |
| Technology | |
| Student Testing & Assessment | |
| Field Trips | |
| Transportation (student) | |
| Student Services - other | |
| Office Expense | |
| Staff Development | |
| Staff Recruitment | |
| Student Recruitment / Marketing | |
| School Meals / Lunch | |
| Travel (Staff) | |
| Fundraising | |
| Other | |
| TOTAL SCHOOL OPERATIONS | |
| | |
| **FACILITY OPERATION & MAINTENANCE** | |
| Insurance | D&O insurance |
| Janitorial | Janitorial Supplies |
| Building and Land Rent / Lease | Building Rent |
| Repairs & Maintenance | |
| Equipment / Furniture | |
| Security | |
| Utilities | Gas and Electric |
| TOTAL FACILITY OPERATION & MAINTENANCE | |
| | |
| **DEPRECIATION & AMORTIZATION** | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | |
| | |
| **TOTAL EXPENSES** | |
| | |
| **NET INCOME** | |

## PRE-OPENING CASH FLOW 6-MONTH

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION**
**Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **240,000** |
| **Total Expenses** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **236,831** |
| **Net Income** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |
| **Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Beginning Cash Balance** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Net Income** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |

| | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | |
| **Grants** | | | | | | | |
| Stimulus | | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Development) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | |
| **Grants** | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | - | - | - | - | - | - |
| **LOCAL and OTHER REVENUE** | | | | | | | |
| Contributions and Donations | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 240,000 |
| Fundraising | - | - | - | - | - | - | - |
| Erate Reimbursement | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - |
| OTHER | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 240,000 |
| **TOTAL REVENUE** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **240,000** |

## PRE-OPENING CASH FLOW 6-MONTH

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

*NOTE:
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION
Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **240,000** |
| **Total Expenses** | | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **236,831** |
| **Net Income** | | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |
| **Cash Flow Adjustments** | | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Beginning Cash Balance** | | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Net Income** | | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |

| | FTE No. of Positions | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **EXPENSES** | | | | | | | | |
| **ADMINISTRATIVE PERSONNEL COSTS** | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - |
| Instructional Management | 0.50 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 55,000 |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 0.50 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 5,417 | 32,500 |
| Administrative Staff | - | - | - | - | - | - | - | - |
| TOTAL ADMINISTRATIVE STAFF | 1.00 | 14,583 | 14,583 | 14,583 | 14,583 | 14,583 | 14,583 | 87,500 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | - | - | - | - | - | - | - | - |
| Teachers - SPED | - | - | - | - | - | - | - | - |
| Substitute Teachers | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - |
| Specialty Teachers | - | - | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | - | - | - | - | - | - | - | - |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - |
| Custodian | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 1.00 | 14,583 | 14,583 | 14,583 | 14,583 | 14,583 | 14,583 | 87,500 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | 1,714 | 1,714 | 1,714 | 1,714 | 1,714 | 1,714 | 10,281 |
| Fringe / Employee Benefits | | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 17,500 |
| Retirement / Pension | | - | - | - | - | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | | 4,630 | 4,630 | 4,630 | 4,630 | 4,630 | 4,630 | 27,781 |
| **TOTAL PERSONNEL SERVICE COSTS** | 1.00 | 19,214 | 19,214 | 19,214 | 19,214 | 19,214 | 19,214 | 115,281 |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 3,333 | 20,000 |
| Legal | | - | - | - | - | - | - | - |
| Management Company Fee | | - | - | - | - | - | - | - |
| Nurse Services | | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - |
| Payroll Services | | 175 | 175 | 175 | 175 | 175 | 175 | 1,050 |
| Special Ed Services | | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | - | - | - | - | - | - | - |
| TOTAL CONTRACTED SERVICES | | 3,508 | 3,508 | 3,508 | 3,508 | 3,508 | 3,508 | 21,050 |

## PRE-OPENING CASH FLOW 6-MONTH

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION**
**Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **240,000** |
| **Total Expenses** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **236,831** |
| **Net Income** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |
| **Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Beginning Cash Balance** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Net Income** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |

| | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | - | - | - | - | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - |
| Textbooks / Workbooks | - | - | - | - | - | - | - |
| Supplies & Materials other | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - |
| Telephone | - | - | - | - | - | - | - |
| Technology | - | - | - | - | - | - | - |
| Student Testing & Assessment | - | - | - | - | - | - | - |
| Field Trips | - | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - | - |
| Office Expense | - | - | - | - | - | - | - |
| Staff Development | - | - | - | - | - | - | - |
| Staff Recruitment | - | - | - | - | - | - | - |
| Student Recruitment / Marketing | - | - | - | - | - | - | - |
| School Meals / Lunch | - | - | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | - | - | - | - | - | - | - |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | |
| Insurance | 750 | 750 | 750 | 750 | 750 | 750 | 4,500 |
| Janitorial | 500 | 500 | 500 | 500 | 500 | 500 | 3,000 |
| Building and Land Rent / Lease | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 84,000 |
| Repairs & Maintenance | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - |
| Utilities | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 9,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 16,750 | 16,750 | 16,750 | 16,750 | 16,750 | 16,750 | 100,500 |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | - |
| **TOTAL EXPENSES** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **236,831** |
| **NET INCOME** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |

## PRE-OPENING CASH FLOW 6-MONTH

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION**
**Do NOT complete this section. Complete tab "3.1) Pre-OP Cash Flow 1-Yr."**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **40,000** | **240,000** |
| **Total Expenses** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **39,472** | **236,831** |
| **Net Income** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |
| **Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Beginning Cash Balance** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Net Income** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |

| | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|
| **CASH FLOW ADJUSTMENTS** | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | |
| Description (e.g. Add Back Depreciation) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | |
| Description (e.g. Subtract Property and Equipment Expenditures) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | |
| Description (e.g. Add Expected Proceeds from a Loan) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| **NET INCOME** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |
| **Beginning Cash Balance** | **-** | | | | | | **-** |
| **ENDING CASH BALANCE** | **528** | **528** | **528** | **528** | **528** | **528** | **3,169** |

## PRE-OPENING CASH FLOW 1-YEAR

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION**
**January 1, 2016 - June 30, 2016**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | | | | | |
| **Grants** | | | | | | | | | | | | | |
| Stimulus | | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Development) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | | | | | |
| **Grants** | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **LOCAL and OTHER REVENUE** | | | | | | | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erate Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - | - | - | - | - | - | - |
| OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL REVENUE** | - | - | - | - | - | - | - | - | - | - | - | - | - |

## PRE-OPENING CASH FLOW 1-YEAR

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION**
**January 1, 2016 - June 30, 2016**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Cash Flow Adjustments** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | FTE No. of Positions | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **EXPENSES** | | | | | | | | | | | | | | |
| **ADMINISTRATIVE PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Instructional Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Administrative Staff | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL ADMINISTRATIVE STAFF | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Teachers - Regular | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teachers - SPED | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Specialty Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | |
| Payroll Taxes | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fringe / Employee Benefits | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Retirement / Pension | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL PERSONNEL SERVICE COSTS** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Legal | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Management Company Fee | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payroll Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Ed Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL CONTRACTED SERVICES | | - | - | - | - | - | - | - | - | - | - | - | - | - |

## PRE-OPENING CASH FLOW 1-YEAR

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION**
**January 1, 2016 - June 30, 2016**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Supplies & Materials other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Telephone | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Technology | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Testing & Assessment | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Field Trips | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Staff Development | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Staff Recruitment | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Recruitment / Marketing | - | - | - | - | - | - | - | - | - | - | - | - | - |
| School Meals / Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | |
| Insurance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Janitorial | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Building and Land Rent / Lease | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Repairs & Maintenance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL EXPENSES** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NET INCOME** | - | - | - | - | - | - | - | - | - | - | - | - | - |

## PRE-OPENING CASH FLOW 1-YEAR

## BRONX CHARTER SCHOOL FOR EXCELLENCE II

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION**
**January 1, 2016 - June 30, 2016**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Expenses** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CASH FLOW ADJUSTMENTS** | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | |
| Description (e.g. Add Back Depreciation) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | |
| Description (e.g. Subtract Property and Equipment Expenditures) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | |
| Description (e.g. Add Expected Proceeds from a Loan) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NET INCOME** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | | | | | | | | | | | | - |
| **ENDING CASH BALANCE** | - | - | - | - | - | - | - | - | - | - | - | - | - |

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

## YEAR 1 BUDGET AND ASSUMPTION

**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.* |
| **Total Revenue** | | | **2,068,898** | **142,223** | **-** | **-** | **100,500** | **2,311,620** | |
| **Total Expenses** | | | **1,419,222** | **256,233** | **-** | **-** | **477,909** | **2,153,364** | |
| **Net Income** | | | **649,676** | **(114,010)** | **-** | **-** | **(377,409)** | **158,256** | |
| **Budgeted Student Enrollment** | | | **120** | **-** | | | | **120** | |
| | | | | **PROGRAM SERVICES** | | **SUPPORT SERVICES** | | | |
| | | | **REGULAR EDUCATION** | **SPECIAL EDUCATION** | **OTHER** | **FUNDRAISING** | **MANAGEMENT & GENERAL** | **TOTAL** | |
| **REVENUE** | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | |
| Per Pupil Revenue | | Basic Tuition (2015-16) | | | | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | | 13,777 | 1,653,240 | | | | | 1,653,240 | |
| Other District 1: | | - | - | | | | | - | |
| Other District 2: | | - | - | | | | | - | |
| Other District 3: | | - | - | | | | | - | |
| Other District 4: | | - | - | | | | | - | |
| Other District 5: | | - | - | | | | | - | |
| Other District 6: | | - | - | | | | | - | |
| Other District 7: | | - | - | | | | | - | |
| Other District 8: | | - | - | | | | | - | |
| Other District 9: | | - | - | | | | | - | |
| Other District 10: | | - | - | | | | | - | |
| Other District 11: | | - | - | | | | | - | |
| Other District 12: | | - | - | | | | | - | |
| Other District 13: | | - | - | | | | | - | |
| Other District 14: | | - | - | | | | | - | |
| Other School Districts' Revenue: | (Weighted Avg.) | - | - | | | | | - | |
| TOTAL Per Pupil Revenue | (Weighted Avg.) | 13,777 | 1,653,240 | | | | | 1,653,240 | |
| Special Education Revenue | | | | 137,152.80 | | | | 137,153 | 6% of total per pupil |
| **Grants** | | | | | | | | | |
| Stimulus | | | - | - | - | - | - | - | |
| DYCD (Department of Youth and Community Development) | | | 97,920 | - | - | - | - | 97,920 | $51,000 flat rate plus $391 per student |
| Other | | | - | - | - | - | - | - | |
| Other | | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM STATE SOURCES | | | 1,751,160 | 137,153 | - | - | - | 1,888,313 | |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | |
| IDEA Special Needs | | | - | 5,070 | - | | | 5,070 | Assumes 5% of total per pupil at $845 per pupil |
| Title I | | | 55,920 | - | - | | | 55,920 | Assumes $466 per student |
| Title Funding - Other | | | 2,280 | - | - | | | 2,280 | Assumes $19 per student |
| School Food Service (Free Lunch) | | | - | - | - | | | - | |
| **Grants** | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | 250,000 | - | - | - | - | 250,000 | |
| Other | | | - | - | - | - | - | - | |
| Other | | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | 308,200 | 5,070 | - | - | - | 313,270 | |
| **LOCAL and OTHER REVENUE** | | | | | | | | | |
| Contributions and Donations | | | - | - | - | - | 50,000 | 50,000 | |
| Fundraising | | | - | - | - | - | 50,000 | 50,000 | |
| Erate Reimbursement | | | - | - | - | - | - | - | |
| Earnings on Investments | | | - | - | - | - | - | - | |
| Interest Income | | | - | - | - | - | 500 | 500 | |
| Food Service (Income from meals) | | | - | - | - | - | - | - | |
| Text Book | | | 9,538 | - | - | - | - | 9,538 | |
| OTHER | | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | 9,538 | - | - | - | 100,500 | 110,038 | |
| **TOTAL REVENUE** | | | **2,068,898** | **142,223** | **-** | **-** | **100,500** | **2,311,620** | |

## YEAR 1 BUDGET AND ASSUMPTION

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | | **2,068,898** | **142,223** | **-** | **-** | **100,500** | **2,311,620** |
| **Total Expenses** | | **1,419,222** | **256,233** | **-** | **-** | **477,909** | **2,153,364** |
| **Net Income** | | **649,676** | **(114,010)** | **-** | **-** | **(377,409)** | **158,256** |
| **Budgeted Student Enrollment** | | **120** | **-** | | | | **120** |

| | | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
|---|---|---|---|---|---|---|---|---|
| | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| **EXPENSES** | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | FTE No. of Positions | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | |
| Instructional Management | 0.55 | 99,000 | 11,000 | - | - | - | 110,000 | |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | |
| CFO / Director of Finance | - | - | - | - | - | - | - | |
| Operation / Business Manager | 1.00 | 28,000 | 3,500 | - | - | 38,500 | 70,000 | |
| Administrative Staff | 1.00 | 32,000 | 4,000 | - | - | 44,000 | 80,000 | |
| TOTAL ADMINISTRATIVE STAFF | 2.55 | 159,000 | 18,500 | - | - | 82,500 | 260,000 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | 5.00 | 300,000 | - | - | - | - | 300,000 | |
| Teachers - SPED | 2.00 | - | 120,000 | - | - | - | 120,000 | |
| Substitute Teachers | - | - | - | - | - | - | - | |
| Teaching Assistants | 4.00 | 144,000 | 16,000 | - | - | - | 160,000 | |
| Specialty Teachers | 2.00 | 108,000 | 12,000 | - | - | - | 120,000 | |
| Aides | - | - | - | - | - | - | - | |
| Therapists & Counselors | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | |
| TOTAL INSTRUCTIONAL | 13.00 | 552,000 | 148,000 | - | - | - | 700,000 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | - | |
| Custodian | 1.00 | - | - | - | - | 55,000 | 55,000 | |
| Security | - | - | - | - | - | - | - | |
| Other | - | - | - | - | - | - | - | |
| TOTAL NON-INSTRUCTIONAL | 1.00 | - | - | - | - | 55,000 | 55,000 | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 16.55 | 711,000.00 | 166,500 | - | - | 137,500 | 1,015,000 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | 95,410 | 11,926 | - | - | 11,926 | 119,263 | FICA and SUI taxes |
| Fringe / Employee Benefits | | 165,696 | 20,712 | - | - | 20,712 | 207,120 | Health, Dental, LTD/STD |
| Retirement / Pension | | 24,360 | 3,045 | - | - | 3,045 | 30,450 | 403B/401K plan |
| TOTAL PAYROLL TAXES AND BENEFITS | | 285,466 | 35,683 | - | - | 35,683 | 356,833 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 16.55 | 996,466 | 202,183 | - | - | 173,183 | 1,371,833 | |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | - | - | - | - | 51,000 | 51,000 | Based on auditor engagement of BCSE 1 and financial services |
| Legal | | - | - | - | - | 36,000 | 36,000 | |
| Management Company Fee | | - | - | - | - | 165,324 | 165,324 | 10% of per pupil funding |
| Nurse Services | | - | - | - | - | - | - | |
| Food Service / School Lunch | | - | - | - | - | - | - | |
| Payroll Services | | - | - | - | - | 2,030 | 2,030 | .2% of salaries |
| Special Ed Services | | - | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | | 61,200 | 7,200 | - | - | 3,600 | 72,000 | Includes janitorial, contracted admin, tech, security and instructional services |
| TOTAL CONTRACTED SERVICES | | 61,200 | 7,200 | - | - | 257,954 | 326,354 | |

**DESCRIPTION OF ASSUMPTIONS**

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

## YEAR 1 BUDGET AND ASSUMPTION

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | **2,068,898** | **142,223** | **-** | **-** | **100,500** | **2,311,620** | |
| **Total Expenses** | **1,419,222** | **256,233** | **-** | **-** | **477,909** | **2,153,364** | |
| **Net Income** | **649,676** | **(114,010)** | **-** | **-** | **(377,409)** | **158,256** | |
| **Budgeted Student Enrollment** | **120** | **-** | | | | **120** | |

| | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
|---|---|---|---|---|---|---|---|
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | DESCRIPTION OF ASSUMPTIONS |
| | | | | | | | *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below. |
| **SCHOOL OPERATIONS** | | | | | | | |
| Board Expenses | - | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | 34,000 | 6,000 | - | - | - | 40,000 | Assumes $10,000 per classroom setup |
| Special Ed Supplies & Materials | - | - | - | - | - | - | |
| Textbooks / Workbooks | 9,538 | - | - | - | - | 9,538 | NYSTL funding of $79.48 per child |
| Supplies & Materials other | 40,800 | 7,200 | - | - | - | 48,000 | Assumes $12,000 per classroom setup |
| Equipment / Furniture | 41,250 | 2,750 | - | - | 11,000 | 55,000 | |
| Telephone | 4,032 | 504 | - | - | 504 | 5,040 | |
| Technology | - | - | - | - | - | - | |
| Student Testing & Assessment | 7,344 | 1,296 | - | - | - | 8,640 | |
| Field Trips | 2,754 | 486 | - | - | - | 3,240 | |
| Transportation (student) | - | - | - | - | - | - | |
| Student Services - other | 3,366 | 594 | - | - | - | 3,960 | |
| Office Expense | 8,820 | 1,176 | - | - | 1,764 | 11,760 | |
| Staff Development | 2,100 | 300 | - | - | 600 | 3,000 | |
| Staff Recruitment | 2,040 | 360 | - | - | 360 | 2,760 | |
| Student Recruitment / Marketing | 1,020 | 180 | - | - | - | 1,200 | |
| School Meals / Lunch | 2,244 | 396 | - | - | - | 2,640 | |
| Travel (Staff) | 1,680 | 240 | - | - | 480 | 2,400 | |
| Fundraising | - | - | - | - | - | - | |
| Other | 13,056 | 2,304 | - | - | - | 15,360 | Extracurricular, dues and subscriptions, and staff appreciation |
| TOTAL SCHOOL OPERATIONS | 174,044 | 23,786 | - | - | 14,708 | 212,538 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | |
| Insurance | 9,600 | 1,200 | - | - | 1,200 | 12,000 | General Liability, Umbrella, Student Accident, etc. |
| Janitorial | 26,112 | 3,264 | - | - | 3,264 | 32,640 | Janitorial supplies and additional services |
| Building and Land Rent / Lease | 134,400 | 16,800 | - | - | 16,800 | 168,000 | $14K per month for rent |
| Repairs & Maintenance | - | - | - | - | 6,000 | 6,000 | |
| Equipment / Furniture | 3,000 | - | - | - | 3,000 | 6,000 | Copier lease - $500 per month |
| Security | - | - | - | - | - | - | |
| Utilities | 14,400 | 1,800 | - | - | 1,800 | 18,000 | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 187,512 | 23,064 | - | - | 32,064 | 242,640 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | |
| **TOTAL EXPENSES** | **1,419,222** | **256,233** | **-** | **-** | **477,909** | **2,153,364** | |
| **NET INCOME** | **649,676** | **(114,010)** | **-** | **-** | **(377,409)** | **158,256** | |

## YEAR 1 BUDGET AND ASSUMPTION

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Total Revenue** | **2,068,898** | **142,223** | **-** | **-** | **100,500** | **2,311,620** |
| **Total Expenses** | **1,419,222** | **256,233** | **-** | **-** | **477,909** | **2,153,364** |
| **Net Income** | **649,676** | **(114,010)** | **-** | **-** | **(377,409)** | **158,256** |
| **Budgeted Student Enrollment** | **120** | **-** | | | | **120** |

| | PROGRAM SERVICES | | | SUPPORT SERVICES | | |
|---|---|---|---|---|---|---|
| | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL |
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | 120 | | | | | 120 |
| Other District 1: | - | | | | | - |
| Other District 2: | - | | | | | - |
| Other District 3: | - | | | | | - |
| Other District 4: | - | | | | | - |
| Other District 5: | - | | | | | - |
| Other District 6: | - | | | | | - |
| Other District 7: | - | | | | | - |
| Other District 8: | - | | | | | - |
| Other District 9: | - | | | | | - |
| Other District 10: | - | | | | | - |
| Other District 11: | - | | | | | - |
| Other District 12: | - | | | | | - |
| Other District 13: | - | | | | | - |
| Other District 14: | - | | | | | - |
| All Other School Districts | - | | | | | - |
| **TOTAL ENROLLMENT** | **120** | | | | | **120** |
| **REVENUE PER PUPIL** | **17,241** | | | | | **19,264** |
| **EXPENSES PER PUPIL** | **11,827** | | | | | **17,945** |

**DESCRIPTION OF ASSUMPTIONS**

***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*

**YEAR 1 CASH FLOW**
***(FIRST YEAR OF CHARTER)***

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**
**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | | | **298,440** | **42** | **298,440** | **78,348** | **298,440** | **16,708** | **298,440** | **139,076** | **298,440** | **26,246** | **303,510** | **255,487** | **2,311,620** |
| **Total Expenses** | | | **74,674** | **140,502** | **210,400** | **178,069** | **170,149** | **211,720** | **183,589** | **170,389** | **211,480** | **178,069** | **169,069** | **255,250** | **2,153,364** |
| **Net Income** | | | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| **Cash Flow Adjustments** | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Ending Cash Balance** | | | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| | | | **JUL** | **AUG** | **SEP** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** | **TOTAL** |
| **REVENUE** | | | | | | | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | | | | | | | |
| Per Pupil Revenue | | Basic Tuition (2015-16) | | | | | | | | | | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | | 13,777 | 275,540 | - | 275,540 | - | 275,540 | - | 275,540 | - | 275,540 | - | 275,540 | - | 1,653,240 |
| Other District 1: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 2: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 3: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 4: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 5: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 6: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 7: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 8: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 9: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 10: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 11: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 12: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 13: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 14: | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other School Districts' Revenue: | (Weighted Avg.) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue | (Weighted Avg.) | 13,777 | 275,540 | - | 275,540 | - | 275,540 | - | 275,540 | - | 275,540 | - | 275,540 | - | 1,653,240 |
| Special Education Revenue | | | 22,859 | - | 22,859 | - | 22,859 | - | 22,859 | - | 22,859 | - | 22,859 | - | 137,153 |
| **Grants** | | | | | | | | | | | | | | | |
| Stimulus | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | | | - | - | - | - | - | - | - | - | - | - | - | 97,920 | 97,920 |
| Other | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | | | 298,399 | - | 298,399 | - | 298,399 | - | 298,399 | - | 298,399 | - | 298,399 | 97,920 | 1,888,313 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | | | | | | | |
| IDEA Special Needs | | | - | - | - | - | - | - | - | - | - | - | 5,070 | - | 5,070 |
| Title I | | | - | - | - | 11,184 | - | - | - | 22,368 | - | - | - | 22,368 | 55,920 |
| Title Funding - Other | | | - | - | - | 456 | - | - | - | - | - | - | - | 1,824 | 2,280 |
| School Food Service (Free Lunch) | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Grants** | | | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | - | - | - | 50,000 | - | - | - | 100,000 | - | - | - | 100,000 | 250,000 |
| Other | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | - | - | - | 61,640 | - | - | - | 122,368 | - | - | 5,070 | 124,192 | 313,270 |
| **LOCAL and OTHER REVENUE** | | | | | | | | | | | | | | | |
| Contributions and Donations | | | - | - | - | 16,667 | - | - | - | 16,667 | - | - | - | 16,667 | 50,000 |
| Fundraising | | | - | - | - | - | - | 16,667 | - | - | - | 16,667 | - | 16,667 | 50,000 |
| Erate Reimbursement | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | | | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 42 | 500 |
| Food Service (Income from meals) | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | | | - | - | - | - | - | - | - | - | - | 9,538 | - | - | 9,538 |
| OTHER | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | 42 | 42 | 42 | 16,708 | 42 | 16,708 | 42 | 16,708 | 42 | 26,246 | 42 | 33,375 | 110,038 |
| **TOTAL REVENUE** | | | **298,440** | **42** | **298,440** | **78,348** | **298,440** | **16,708** | **298,440** | **139,076** | **298,440** | **26,246** | **303,510** | **255,487** | **2,311,620** |

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

**YEAR 1 CASH FLOW**
***(FIRST YEAR OF CHARTER)***

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**
**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | | **298,440** | **42** | **298,440** | **78,348** | **298,440** | **16,708** | **298,440** | **139,076** | **298,440** | **26,246** | **303,510** | **255,487** | **2,311,620** |
| **Total Expenses** | | **74,674** | **140,502** | **210,400** | **178,069** | **170,149** | **211,720** | **183,589** | **170,389** | **211,480** | **178,069** | **169,069** | **255,250** | **2,153,364** |
| **Net Income** | | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| **Cash Flow Adjustments** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Ending Cash Balance** | | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| | | **JUL** | **AUG** | **SEP** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** | **TOTAL** |
| **EXPENSES** | | | | | | | | | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No. of Positions | | | | | | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Instructional Management | 0.55 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 9,167 | 110,000 |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 70,000 |
| Administrative Staff | 1.00 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 6,667 | 80,000 |
| TOTAL ADMINISTRATIVE STAFF | 2.55 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 21,667 | 260,000 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Teachers - Regular | 5.00 | - | - | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | 300,000 |
| Teachers - SPED | 2.00 | - | - | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 120,000 |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | 4.00 | - | - | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 | 160,000 |
| Specialty Teachers | 2.00 | - | - | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 12,000 | 120,000 |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 13.00 | - | - | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 70,000 | 700,000 |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | 1.00 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 55,000 |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 55,000 |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 16.55 | 26,250 | 26,250 | 96,250 | 96,250 | 96,250 | 96,250 | 96,250 | 96,250 | 96,250 | 96,250 | 96,250 | 96,250 | 1,015,000 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | |
| Payroll Taxes | | 3,084 | 3,084 | 11,309 | 11,309 | 11,309 | 11,309 | 11,309 | 11,309 | 11,309 | 11,309 | 11,309 | 11,309 | 119,263 |
| Fringe / Employee Benefits | | 4,260 | 4,260 | 19,860 | 19,860 | 19,860 | 19,860 | 19,860 | 19,860 | 19,860 | 19,860 | 19,860 | 19,860 | 207,120 |
| Retirement / Pension | | - | - | - | - | - | - | - | - | - | - | - | 30,450 | 30,450 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 7,344 | 7,344 | 31,169 | 31,169 | 31,169 | 31,169 | 31,169 | 31,169 | 31,169 | 31,169 | 31,169 | 61,619 | 356,833 |
| **TOTAL PERSONNEL SERVICE COSTS** | 16.55 | 33,594 | 33,594 | 127,419 | 127,419 | 127,419 | 127,419 | 127,419 | 127,419 | 127,419 | 127,419 | 127,419 | 157,869 | 1,371,833 |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | |
| Accounting / Audit | | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 4,250 | 51,000 |
| Legal | | - | - | - | 9,000 | - | - | 9,000 | - | - | 9,000 | - | 9,000 | 36,000 |
| Management Company Fee | | - | - | 41,331 | - | - | 41,331 | - | - | 41,331 | - | - | 41,331 | 165,324 |
| Nurse Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payroll Services | | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 169 | 2,030 |
| Special Ed Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | - | - | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 7,200 | 72,000 |
| TOTAL CONTRACTED SERVICES | | 4,419 | 4,419 | 52,950 | 20,619 | 11,619 | 52,950 | 20,619 | 11,619 | 52,950 | 20,619 | 11,619 | 61,950 | 326,354 |

**YEAR 1 CASH FLOW**
***(FIRST YEAR OF CHARTER)***

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**
**JULY 1, 2016 - JUNE 30, 2017**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | **298,440** | **42** | **298,440** | **78,348** | **298,440** | **16,708** | **298,440** | **139,076** | **298,440** | **26,246** | **303,510** | **255,487** | **2,311,620** |
| **Total Expenses** | **74,674** | **140,502** | **210,400** | **178,069** | **170,149** | **211,720** | **183,589** | **170,389** | **211,480** | **178,069** | **169,069** | **255,250** | **2,153,364** |
| **Net Income** | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Ending Cash Balance** | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| | **JUL** | **AUG** | **SEP** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** | **TOTAL** |
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | 20,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 40,000 |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | - | 4,769 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 477 | 9,538 |
| Supplies & Materials other | - | 24,000 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 | 48,000 |
| Equipment / Furniture | - | 27,500 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 2,750 | 55,000 |
| Telephone | 420 | 420 | 420 | 420 | 420 | 420 | 420 | 420 | 420 | 420 | 420 | 420 | 5,040 |
| Technology | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Testing & Assessment | - | 4,320 | - | - | - | - | 4,320 | - | - | - | - | - | 8,640 |
| Field Trips | - | - | - | - | 1,080 | - | - | - | 1,080 | - | - | 1,080 | 3,240 |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | 1,320 | - | 1,320 | - | - | - | 1,320 | 3,960 |
| Office Expense | 980 | 980 | 980 | 980 | 980 | 980 | 980 | 980 | 980 | 980 | 980 | 980 | 11,760 |
| Staff Development | - | - | - | - | - | - | - | - | - | - | - | 3,000 | 3,000 |
| Staff Recruitment | 2,760 | - | - | - | - | - | - | - | - | - | - | - | 2,760 |
| Student Recruitment / Marketing | - | - | - | - | - | - | 1,200 | - | - | - | - | - | 1,200 |
| School Meals / Lunch | - | - | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 264 | 2,640 |
| Travel (Staff) | - | - | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 240 | 2,400 |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 1,280 | 15,360 |
| TOTAL SCHOOL OPERATIONS | 5,440 | 83,269 | 10,811 | 10,811 | 11,891 | 12,131 | 16,331 | 12,131 | 11,891 | 10,811 | 10,811 | 16,211 | 212,538 |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | |
| Insurance | 12,000 | - | - | - | - | - | - | - | - | - | - | - | 12,000 |
| Janitorial | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 2,720 | 32,640 |
| Building and Land Rent / Lease | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 14,000 | 168,000 |
| Repairs & Maintenance | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 6,000 |
| Equipment / Furniture | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 500 | 6,000 |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Utilities | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 18,000 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 31,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 19,220 | 242,640 |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL EXPENSES** | **74,674** | **140,502** | **210,400** | **178,069** | **170,149** | **211,720** | **183,589** | **170,389** | **211,480** | **178,069** | **169,069** | **255,250** | 2,153,364 |
| **NET INCOME** | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| **CASH FLOW ADJUSTMENTS** | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NET INCOME** | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **ENDING CASH BALANCE** | **223,767** | **(140,461)** | **88,040** | **(99,721)** | **128,291** | **(195,012)** | **114,851** | **(31,313)** | **86,960** | **(151,823)** | **134,441** | **237** | **158,256** |

## 5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**
**2016-17 THROUGH 2020-21**

**DESCRIPTION OF ASSUMPTIONS**

***NOTE:** State assumptions that are being made in the section provided below.*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Total Revenue** | | | **2,311,620** | **2,999,973** | **3,831,713** | **4,763,458** | **5,695,207** |
| **Total Expenses** | | | **2,153,364** | **2,979,177** | **3,604,622** | **4,167,507** | **4,747,262** |
| **Net Income (Before Cash Flow Adjustments)** | | | **158,256** | **20,796** | **227,091** | **595,950** | **947,945** |
| **Budgeted Student Enrollment** | | | **120** | **180** | **240** | **300** | **360** |
| | | | **Year 1 2016-17** | **Year 2 2017-18** | **Year 3 2018-19** | **Year 4 2019-20** | **Year 5 2020-21** |
| **REVENUE** | | | | **Per Pupil Revenue Percentage Increase** | | | |
| **REVENUES FROM STATE SOURCES** | | | **0.0%** | **0.0%** | **0.0%** | **0.0%** | **0.0%** |
| Per Pupil Revenue | | Basic Tuition (2015-16) | | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | | 13,777 | 1,653,240 | 2,479,860 | 3,306,480 | 4,133,100 | 4,959,720 |
| Other District 1: | | | - | - | - | - | - |
| Other District 2: | | | - | - | - | - | - |
| Other District 3: | | | - | - | - | - | - |
| Other District 4: | | | - | - | - | - | - |
| Other District 5: | | | - | - | - | - | - |
| Other District 6: | | | - | - | - | - | - |
| Other District 7: | | | - | - | - | - | - |
| Other District 8: | | | - | - | - | - | - |
| Other District 9: | | | - | - | - | - | - |
| Other District 10: | | | - | - | - | - | - |
| Other District 11: | | | - | - | - | - | - |
| Other District 12: | | | - | - | - | - | - |
| Other District 13: | | | - | - | - | - | - |
| Other District 14: | | | - | - | - | - | - |
| Other School Districts' Revenue: | (Weighted Avg.) | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue | (Weighted Avg.) | 13,777 | 1,653,240 | 2,479,860 | 3,306,480 | 4,133,100 | 4,959,720 |
| Special Education Revenue | | | 137,153 | 205,729 | 274,306 | 342,882 | 411,458 |
| **Grants** | | | | | | | |
| Stimulus | | | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | | | 97,920 | - | - | - | - |
| Other | | | - | - | - | - | - |
| Other | | | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | | | 1,888,313 | 2,685,589 | 3,580,786 | 4,475,982 | 5,371,178 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | |
| IDEA Special Needs | | | 5,070 | 7,605 | 10,140 | 12,675 | 15,210 |
| Title I | | | 55,920 | 83,880 | 111,840 | 139,800 | 167,760 |
| Title Funding - Other | | | 2,280 | 3,420 | 4,560 | 5,700 | 6,840 |
| School Food Service (Free Lunch) | | | - | - | - | - | - |
| **Grants** | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | 250,000 | 100,000 | - | - | - |
| Other | | | - | - | - | - | - |
| Other | | | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | 313,270 | 194,905 | 126,540 | 158,175 | 189,810 |
| **LOCAL and OTHER REVENUE** | | | | | | | |
| Contributions and Donations | | | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 |
| Fundraising | | | 50,000 | 50,000 | 50,000 | 50,000 | 50,000 |
| Erate Reimbursement | | | - | 4,672 | 4,812 | 4,957 | 5,105 |
| Earnings on Investments | | | - | - | - | - | - |
| Interest Income | | | 500 | 500 | 500 | 500 | 500 |
| Food Service (Income from meals) | | | - | - | - | - | - |
| Text Book | | | 9,538 | 14,306 | 19,075 | 23,844 | 28,613 |
| OTHER | | | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | 110,038 | 119,478 | 124,387 | 129,301 | 134,218 |
| **TOTAL REVENUE** | | | **2,311,620** | **2,999,973** | **3,831,713** | **4,763,458** | **5,695,207** |

| DESCRIPTION OF ASSUMPTIONS |
|---|
| 6% of total per pupil at 60% or more services |
| 5% of total per pupil at $845 per student |
| Assumes $466 per student |
| Assumes $19 per student |
| 90% of telephone services |
| Conservative estimate of $500 per year |
| $79.48 per student |

## 5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**
**2016-17 THROUGH 2020-21**

**DESCRIPTION OF ASSUMPTIONS**

***NOTE:** State assumptions that are being made in the section provided below.*

| | | | | | | |
|---|---|---|---|---|---|---|
| **Total Revenue** | | **2,311,620** | **2,999,973** | **3,831,713** | **4,763,458** | **5,695,207** |
| **Total Expenses** | | **2,153,364** | **2,979,177** | **3,604,622** | **4,167,507** | **4,747,262** |
| **Net Income (Before Cash Flow Adjustments)** | | **158,256** | **20,796** | **227,091** | **595,950** | **947,945** |
| **Budgeted Student Enrollment** | | **120** | **180** | **240** | **300** | **360** |
| | | **Year 1 2016-17** | **Year 2 2017-18** | **Year 3 2018-19** | **Year 4 2019-20** | **Year 5 2020-21** |
| **EXPENSES** | | | | | | |
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | Year 1 No. of Positions | | | | | |
| Executive Management | - | - | - | - | - | - |
| Instructional Management | 0.55 | 110,000 | 203,300 | 209,399 | 215,681 | 222,151 |
| Deans, Directors & Coordinators | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 70,000 | 72,100 | 74,263 | 76,491 | 78,786 |
| Administrative Staff | 1.00 | 80,000 | 82,400 | 84,872 | 87,418 | 90,041 |
| TOTAL ADMINISTRATIVE STAFF | 2.55 | 260,000 | 357,800 | 368,534 | 379,590 | 390,978 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | |
| Teachers - Regular | 5.00 | 300,000 | 429,000 | 561,870 | 698,726 | 839,688 |
| Teachers - SPED | 2.00 | 120,000 | 183,600 | 249,108 | 316,581 | 386,079 |
| Substitute Teachers | - | - | - | - | - | - |
| Teaching Assistants | 4.00 | 160,000 | 244,800 | 332,144 | 422,108 | 514,772 |
| Specialty Teachers | 2.00 | 120,000 | 183,600 | 249,108 | 256,581 | 264,279 |
| Aides | - | - | - | - | - | - |
| Therapists & Counselors | - | - | 65,000 | 66,950 | 68,959 | 71,027 |
| Other | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | 13.00 | 700,000 | 1,106,000 | 1,459,180 | 1,762,955 | 2,075,844 |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | |
| Nurse | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - |
| Custodian | 1.00 | 55,000 | 56,650 | 58,350 | 60,100 | 61,903 |
| Security | - | - | - | - | - | - |
| Other | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | 1.00 | 55,000 | 56,650 | 58,350 | 60,100 | 61,903 |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 16.55 | 1,015,000 | 1,520,450 | 1,886,064 | 2,202,645 | 2,528,725 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | |
| Payroll Taxes | | 119,263 | 178,653 | 221,612 | 258,811 | 297,125 |
| Fringe / Employee Benefits | | 207,120 | 304,090 | 377,213 | 440,529 | 505,745 |
| Retirement / Pension | | 30,450 | 45,614 | 56,582 | 66,079 | 75,862 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 356,833 | 528,356 | 655,407 | 765,419 | 878,732 |
| **TOTAL PERSONNEL SERVICE COSTS** | 16.55 | 1,371,833 | 2,048,806 | 2,541,471 | 2,968,065 | 3,407,457 |
| **CONTRACTED SERVICES** | | | | | | |
| Accounting / Audit | | 51,000 | 52,530 | 54,106 | 55,729 | 57,401 |
| Legal | | 36,000 | 37,080 | 38,192 | 39,338 | 40,518 |
| Management Company Fee | | 165,324 | 268,559 | 358,079 | 447,598 | 537,118 |
| Nurse Services | | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - |
| Payroll Services | | 2,030 | 4,098 | 5,083 | 5,936 | 6,815 |
| Special Ed Services | | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | 72,000 | 74,160 | 76,385 | 78,676 | 81,037 |
| TOTAL CONTRACTED SERVICES | | 326,354 | 436,427 | 531,845 | 627,278 | 722,889 |

***NOTE:** For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*

FICA and SUI
20% of salary
3% of salary
Assumes 10% of per pupil revenue including special education
.2% of salaries
Assumes 3% increase
Assumes 3% increase

## 5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH 2020-21**

| | | | | | | |
|---|---|---|---|---|---|---|
| **Total Revenue** | **2,311,620** | **2,999,973** | **3,831,713** | **4,763,458** | **5,695,207** | |
| **Total Expenses** | **2,153,364** | **2,979,177** | **3,604,622** | **4,167,507** | **4,747,262** | |
| **Net Income (Before Cash Flow Adjustments)** | **158,256** | **20,796** | **227,091** | **595,950** | **947,945** | |
| **Budgeted Student Enrollment** | **120** | **180** | **240** | **300** | **360** | |
| | **Year 1 2016-17** | **Year 2 2017-18** | **Year 3 2018-19** | **Year 4 2019-20** | **Year 5 2020-21** | |
| **SCHOOL OPERATIONS** | | | | | | |
| Board Expenses | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | 40,000 | 42,000 | 42,100 | 42,105 | 42,105 | Assumes $40K per year for new classrooms plus 5% replenishment |
| Special Ed Supplies & Materials | - | - | - | - | - | |
| Textbooks / Workbooks | 9,538 | 14,306 | 19,075 | 23,844 | 28,613 | Equals Textbook Revenue |
| Supplies & Materials other | 48,000 | 50,400 | 50,520 | 50,526 | 50,526 | Assumes $40K per year for new classrooms plus 5% replenishment |
| Equipment / Furniture | 55,000 | 60,000 | 65,000 | 70,000 | 75,000 | |
| Telephone | 5,040 | 5,191 | 5,347 | 5,507 | 5,673 | Assumes 3% increase |
| Technology | - | - | - | - | - | |
| Student Testing & Assessment | 8,640 | 12,960 | 17,280 | 21,600 | 25,920 | $72 per student |
| Field Trips | 3,240 | 3,337 | 3,437 | 3,540 | 3,647 | Assumes 3% increase |
| Transportation (student) | - | - | - | - | - | |
| Student Services - other | 3,960 | 4,079 | 4,201 | 4,327 | 4,457 | Assumes 3% increase |
| Office Expense | 11,760 | 12,113 | 12,476 | 12,850 | 13,236 | |
| Staff Development | 3,000 | 3,090 | 3,183 | 3,278 | 3,377 | |
| Staff Recruitment | 2,760 | 2,843 | 2,928 | 3,016 | 3,106 | |
| Student Recruitment / Marketing | 1,200 | 1,236 | 1,273 | 1,311 | 1,351 | |
| School Meals / Lunch | 2,640 | 3,960 | 5,280 | 6,600 | 7,920 | $22 per student |
| Travel (Staff) | 2,400 | 2,472 | 2,546 | 2,623 | 2,701 | |
| Fundraising | - | - | - | - | - | |
| Other | 15,360 | 15,821 | 16,295 | 16,784 | 17,288 | |
| TOTAL SCHOOL OPERATIONS | 212,538 | 233,808 | 250,942 | 267,913 | 284,919 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | |
| Insurance | 12,000 | 15,960 | 21,227 | 28,232 | 37,548 | 33% increase based on student population increase annually |
| Janitorial | 32,640 | 37,536 | 43,166 | 49,641 | 57,088 | 15% increase per year |
| Building and Land Rent / Lease | 168,000 | 173,040 | 178,231 | 183,578 | 189,085 | 3% increase per year |
| Repairs & Maintenance | 6,000 | 6,900 | 7,935 | 9,125 | 10,494 | 15% increase per year |
| Equipment / Furniture | 6,000 | 6,000 | 6,000 | 6,300 | 6,300 | Assumes 3 year lease with 5% increase at year 4 for renewal |
| Security | - | - | - | - | - | |
| Utilities | 18,000 | 20,700 | 23,805 | 27,376 | 31,482 | 15% increase per year |
| TOTAL FACILITY OPERATION & MAINTENANCE | 242,640 | 260,136 | 280,364 | 304,252 | 331,997 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | |
| **TOTAL EXPENSES** | **2,153,364** | **2,979,177** | **3,604,622** | **4,167,507** | **4,747,262** | |
| **NET INCOME** | **158,256** | **20,796** | **227,091** | **595,950** | **947,945** | |

**DESCRIPTION OF ASSUMPTIONS**

***NOTE:** State assumptions that are being made in the section provided below.*

## 5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

**BRONX CHARTER SCHOOL FOR EXCELLENCE II**

**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2016-17 THROUGH 2020-21**

**DESCRIPTION OF ASSUMPTIONS**

***NOTE:** State assumptions that are being made in the section provided below.*

| | | | | | |
|---|---|---|---|---|---|
| **Total Revenue** | **2,311,620** | **2,999,973** | **3,831,713** | **4,763,458** | **5,695,207** |
| **Total Expenses** | **2,153,364** | **2,979,177** | **3,604,622** | **4,167,507** | **4,747,262** |
| **Net Income (Before Cash Flow Adjustments)** | **158,256** | **20,796** | **227,091** | **595,950** | **947,945** |
| **Budgeted Student Enrollment** | **120** | **180** | **240** | **300** | **360** |

| | **Year 1 2016-17** | **Year 2 2017-18** | **Year 3 2018-19** | **Year 4 2019-20** | **Year 5 2020-21** |
|---|---|---|---|---|---|
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | 120 | 180 | 240 | 300 | 360 |
| Other District 1: | - | - | - | - | - |
| Other District 2: | - | - | - | - | - |
| Other District 3: | - | - | - | - | - |
| Other District 4: | - | - | - | - | - |
| Other District 5: | - | - | - | - | - |
| Other District 6: | - | - | - | - | - |
| Other District 7: | - | - | - | - | - |
| Other District 8: | - | - | - | - | - |
| Other District 9: | - | - | - | - | - |
| Other District 10: | - | - | - | - | - |
| Other District 11: | - | - | - | - | - |
| Other District 12: | - | - | - | - | - |
| Other District 13: | - | - | - | - | - |
| Other District 14: | - | - | - | - | - |
| All Other School Districts | - | - | - | - | - |
| **TOTAL ENROLLMENT** | **120** | **180** | **240** | **300** | **360** |
| **REVENUE PER PUPIL** | **19,264** | **16,667** | **15,965** | **15,878** | **15,820** |
| **EXPENSES PER PUPIL** | **17,945** | **16,551** | **15,019** | **13,892** | **13,187** |
| **CASH FLOW ADJUSTMENTS** | | | | | |
| OPERATING ACTIVITIES | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - |
| **Total Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** |
| **NET INCOME** | **158,256** | **20,796** | **227,091** | **595,950** | **947,945** |
| **Beginning Cash Balance** | - | 158,256 | 179,052 | 406,143 | 1,002,094 |
| **ENDING CASH BALANCE** | **158,256** | **179,052** | **406,143** | **1,002,094** | **1,950,038** |

## 5-YEAR FISCAL IMPACT REPORT

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

| | |
|---|---|
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | |
| OTHER NOTES: | |

| Second Largest Enrollment District: NONE | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | B | C | D (B X C) | E | F (D + E) | G | H (F ÷ G) |
| Operational Year | Number of Students | Per Pupil Rate | Per Pupil Aid | Other District Revenue (SPED Funding, Food Service, Grants, Etc.) | Total Funding to Charter School From District | * Total General Fund Operating Budget for ??? School District | Projected Impact (% of Districts Total Budget |
| Year 1 (2016-17) | - | #VALUE! | #VALUE! | - | #VALUE! | - | #VALUE! |
| Year 2 (2017-18) | - | #VALUE! | #VALUE! | - | #VALUE! | - | #VALUE! |
| Year 3 (2018-19) | - | #VALUE! | #VALUE! | - | #VALUE! | - | #VALUE! |
| Year 4 (2019-20) | - | #VALUE! | #VALUE! | - | #VALUE! | - | #VALUE! |
| Year 5 (2020-21) | - | #VALUE! | #VALUE! | - | #VALUE! | - | #VALUE! |

| | |
|---|---|
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | |
| OTHER NOTES: | |

## Response 21f: Letters Of Commitment

This response does not apply.

Although our flagship school and CMO have both received private contributions, grants, and philanthropic funds, they are not included in the budget as BCSE2 will be self-sufficient. Information listing private funding and the total amount of contributions is included in our business plans.

## Response 21g: Non-SUNY Financials

This request is not applicable.

Our school in Connecticut opens in the fall of 2015.

## Response 22: Action Plan

BCSE2 is not submitting an Action Plan at this time.

## Response 23a: Supplemental Narrative

BCSE2 is not submitting a supplemental narrative at this time.

| School Name | Grades | Enrollment |
|---|---|---|
| Academy for Scholarship and Entrepeneurship | 8-12 | 439 |
| Aspire Preparatory Middle School | 6-8 | 96 |
| Astor Collegiate Academy | 9-12 | 475 |
| Baychester Academy | PK-5 | 397 |
| Baychester Middle School | 6-8 | 275 |
| Bronx Academy of Health Careers | 9-12 | 453 |
| Bronx Aerospace High School | 9-12 | 396 |
| Bronx Alliance Middle School | 6 | 97 |
| Bronx Green Middle School | 6-8 | 405 |
| Bronx Health Sciences High School | 9-12 | 348 |
| Bronx High School for Writing and Communication Arts | 9-12 | 401 |
| Bronx High School for the Visual Art | 9-12 | 498 |
| Bronx Lab School | 9-12 | 472 |
| Bronx Park Middle School | 6-7 | 258 |
| Bronxdale High School | 9-11 | 333 |
| Bronxwood Prep Academy | 9-12 | 402 |
| Christopher Columbus High School | 9-12 | 155 |
| Collegiate Institute for Math and Science | 9-12 | 654 |
| Cornerstone Academy for Social Action | PK-5 | 336 |
| Cornerstone Academy for Social Action Middle School | 6-8 | 247 |
| Forward School | 6-8 | 256 |
| Global Enterprise High School | 9-12 | 40 |
| Globe Schoolfor Environmental Research | 6-8 | 298 |
| Harry S Truman High School | 9-12 | 1911 |
| High School for Language and Innovation | 9-11 | 249 |
| High School of Contemporary Arts | 9-12 | 509 |
| High School of Computers and Technology | 9-12 | 549 |
| IS 181 Pablo Casals | 6-8 | 873 |
| JHS 127 Castle Hill | 6-8 | 740 |
| JHS 144 Michelangelo | 6-8 | 710 |
| Linden Tree Elementary School | K-1 | 97 |
| MS 142 John Philip Sousa | 6-8 | 195 |
| MS 180 Dr Daniel Hale Williams | 6-8 | 858 |
| New World High School | 9-12 | 408 |
| One World MS at Edenwald | 6-8 | 345 |
| Pelham Academy of Academics and Community Engageme | 6-8 | 321 |
| Pelham Gardens Middle School Middle School | 6-7 | 302 |
| Pelham Preparatory Academy | 9-12 | 481 |
| PS 103 Hector Fontanez | K-5 | 1125 |
| PS 105 Sen Abraham Bernstein | K-5 | 1444 |

| | | |
|---|---|---|
| PS 106 Parkchester | PK-5 | 1163 |
| PS 108 Philip J Abinanti | K-5 | 587 |
| PS 111 Seton Falls | PK-5 | 690 |
| PS 112 Bronxwood | PK-5 | 423 |
| PS 121 Throop | PK-5 | 969 |
| PS 153 Helen Keller | K-5 | 662 |
| PS 16 Wakefield | PK-5 | 509 |
| PS 160 Walt Disney | PK-5 | 363 |
| PS 175 City Island | K-8 | 325 |
| PS 178 Dr Selman Waksman | K-5 | 479 |
| PS 19 Judith K Weiss | K-8 | 492 |
| PS 21 Philip H. Sheridan | K-5 | 688 |
| PS 41 Gun Hill Road | K-5 | 875 |
| PS 481 | IMF | N/A |
| PS 483 | IMF | N/A |
| PS 68 | PK-5 | 758 |
| PS 76 Bennington School | K-5 | 1048 |
| PS 78 Anne Hutchinson | K-5 | 788 |
| PS 83 Donald Hertz | K-8 | 1680 |
| PS 87 | K-5 | 631 |
| PS 89 | PK-8 | 1369 |
| PS 96 Richard Rodgers | K-5 | 977 |
| PS 97 | PK-5 | 706 |
| PS/MS 194 | K-8 | 1406 |
| PS/MS 498 Van Nest Academy | K-8 | 514 |
| School of Diplomacy | 6-8 | 277 |
| Young Scholars Academy-Bronx | 6-8 | 326 |
| Young Voices Academy - Bronx | PK-K | 54 |
| TOTAL ENROLLMENT | | 33327 |
| | | |
| BCSE | K-8 | 549 |
| | | |
| District | | 37607 |
| Statewide | | |

SOURCE: http://data.nysed.gov/profile.php?instid=800000046011

| 2013 ELA | 2014 ELA | 2013 Math | 2014 Math |
|---|---|---|---|
| 12 | 21 | 4 | 6 |
| 11 | 12 | 8 | 18 |
| N/A | N/A | N/A | N/A |
| 21 | 29 | 34 | 38 |
| 5 | 11 | 14 | 24 |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| 0 | 7 | 0 | 8 |
| 12 | 9 | 15 | 8 |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| 7 | 6 | 5 | 5 |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| 19 | 15 | 15 | 26 |
| 9 | 9 | 9 | 17 |
| 8 | 10 | 8 | 6 |
| N/A | N/A | N/A | N/A |
| 9 | 8 | 6 | 8 |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| 26 | 30 | 31 | 31 |
| 22 | 21 | 24 | 25 |
| 11 | 10 | 9 | 5 |
| N/A | N/A | N/A | N/A |
| 5 | 6 | 4 | 4 |
| 25 | 30 | 19 | 23 |
| N/A | N/A | N/A | N/A |
| 7 | 11 | 10 | 15 |
| 12 | 17 | 15 | 14 |
| 11 | 10 | 10 | 10 |
| N/A | N/A | N/A | N/A |
| 12 | 19 | 8 | 16 |
| 17 | 19 | 21 | 28 |

| | | | |
|---|---|---|---|
| 22 | 21 | 35 | 35 |
| 35 | 37 | 35 | 52 |
| 7 | 13 | 13 | 15 |
| 5 | 6 | 2 | 7 |
| 29 | 31 | 35 | 43 |
| 42 | 46 | 39 | 51 |
| 10 | 16 | 14 | 26 |
| 21 | 23 | 17 | 17 |
| 40 | 37 | 47 | 51 |
| 22 | 25 | 23 | 41 |
| 37 | 37 | 42 | 51 |
| 12 | 11 | 12 | 17 |
| 21 | 22 | 19 | 27 |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |
| 14 | 18 | 20 | 23 |
| 19 | 17 | 13 | 29 |
| 14 | 11 | 13 | 14 |
| 28 | 28 | 34 | 34 |
| 20 | 15 | 22 | 23 |
| 18 | 15 | 15 | 15 |
| 22 | 23 | 20 | 39 |
| 33 | 24 | 34 | 29 |
| 23 | 26 | 36 | 40 |
| 24 | 32 | 30 | 37 |
| 5 | 8 | 4 | 5 |
| 5 | 6 | 8 | 12 |
| N/A | N/A | N/A | N/A |
| | | | |
| 45 | 52 | 52 | 68 |
| | | | |
| 18 | 20 | 20 | 24 |
| 31 | 31 | 31 | 36 |

| School Name | Grades | Enrollment | 2013 ELA | 2014 ELA |
|---|---|---|---|---|
| Bronx Charter School for Better Learning | K-5 | 416 | 33.71 | 45.6 |
| Bronx Charter School for Better Learning II | Opens 2015 | 0 | | |
| Bronx Charter School for Excellence | K-8 | 549 | 44.9 | 51.75 |
| Charter High School for Law and Social Justic | Opens 2015 | 0 | | |
| Equality Charter School | 6-8 | 234 | 9.1 | 14.3 |
| Icahn Charter School 2 | K-8 | 320 | 58.9 | 55.62 |
| Icahn Charter School 4 | K-6 | 252 | 45.33 | 41.53 |
| Icahn Charter School 5 | K-4 | 178 | | 67.94 |
| TOTAL ENROLLMENT | | 1949 | | |
| | | | | |
| Bronx CSD 11 | | | 18.33 | 19.69 |
| NYC Region Host Districts' Aggregate | | | 23.21 | 26.44 |
| NYC Region Charter Schools' Aggregate | | | 24.99 | 28.17 |
| | | | | |
| NYS Charter Schools | | | 23.05 | 26.17 |
| NYS Charter School Host Districts | | | 21.7 | 24.17 |
| NYS Public Schools | | | 31.38 | 30.79 |

Source: http://www.necharters.org/2013_14_new_york_state_exam_results
Source: http:///www.necharters.org/2012_13_new_york_state_exam_results

| 2013 Math | 2014 Math |
|---|---|
| 44.21 | 67.19 |
| 52.34 | 68.28 |
| 16.23 | 32.21 |
| 71.77 | 71.05 |
| 63.59 | 85.75 |
| | 72 |
| 19.97 | 23.87 |
| 25.25 | 31.13 |
| 34.83 | 44.06 |
| 31.3 | 40.96 |
| 23.16 | 28.41 |
| 31.06 | 35.96 |

| School Name | Grades | Enrollment | Faith-based |
|---|---|---|---|
| Academy of Mt St Ursula | 9-12 | 362 | Y |
| All Hallows High School | 9-12 | 663 | Y |
| Aquinas High School | 9-12 | 613 | Y |
| Beth Jacob-beth Miriam | PK-8 | 67 | Y |
| Blessed Sacrament School | K-9 | 286 | Y |
| Bronx Manhattan Sda School | K-9 | 194 | Y |
| Bronxdale Nursery and Kindergarten | NS-PK | 49 | N |
| Cardinal Hayes High School | 9-12 | 939 | Y |
| Cardinal Spellman High School | 9-12 | 1452 | Y |
| Christ the King Elementary School | K-9 | 484 | Y |
| City of Faith Christian School | PK-4 | 98 | Y |
| East Meadow School | K | 16 | N |
| Eden Christian Academy | K | 25 | Y |
| Faith Christian Academy | PK-K | 28 | Y |
| Fieldston Middle School | 6-8 | 377 | N |
| Fordham Preparatory School | 9-12 | 937 | Y |
| Garvey School | PK-5 | 71 | Y |
| Greek American Institute of New York | PK-8 | 217 | Y |
| Henfield Parkchester Children's Center | PK-K | 26 | N |
| Holy Cross Elementary School | K-9 | 343 | Y |
| Holy Family School | K-9 | 477 | Y |
| Holy Spirit Elementary School | K-9 | 297 | Y |
| Horace Mann Lower Division | K-5 | 436 | N |
| Horace Mann School | K-12 | 1688 | N |
| Immaculate Conception School | PK-8 | 612 | Y |
| Islamic Leadership School | NS-10 | 55 | Y |
| Kinneret Day School | PK-8 | 247 | Y |
| Labor Bathgate Community Child Care Center | PK-K | 122 | N |
| Lavelle School for the Blind | PK | 167 | N |
| Learning Tree Prep School | PK-8 | 289 | N |
| Little Stars School Inc | NS-PK | 86 | N |
| Little Stars Too | NS-PK | 86 | N |
| Miss Francine Day School II | PK-K | 71 | N |
| Mount St Michael Academy | 7-12 | 820 | Y |
| Msgr Scanlan High School | 9-12 | 473 | Y |
| Nativity of our Blessed Lady | PK-8 | 217 | Y |
| New Covenant Christian School | PK-12 | 179 | Y |
| New York Institute for Special Education | PK-12 | 312 | N |
| Our Lady of Angels | PK-8 | 297 | Y |
| Our Lady of Grace School | PK-8 | 311 | Y |
| Our Lady of Mercy School | PK-8 | 243 | Y |

| | | | |
|---|---|---|---|
| Our Lady of Mt Carmel School | PK-8 | 234 | Y |
| Our Lady of Refuge School | PK-8 | 292 | Y |
| Our Lady of the Assumption School | PK-8 | 278 | Y |
| Our Saviour Lutheran School | PK-12 | 269 | Y |
| Preston High School | 9-12 | 569 | Y |
| R T Hudson Elementary School | PK-8 | 101 | Y |
| Regent School | K-7 | 152 | N |
| Riverdale Country School | PK-12 | 1142 | N |
| Sacred Heart Private School | PK-8 | 171 | Y |
| Sacred Heart School | PK-8 | 462 | Y |
| Santa Maria School | PK-8 | 490 | Y |
| Sar Academy | K-9 | 856 | Y |
| Sar High School | 9-12 | 463 | Y |
| Ss Philip & James School | PK-9 | 248 | Y |
| St Benedict School | PK-8 | 311 | Y |
| St Brendan School | PK-8 | 344 | Y |
| St Catharine Academy | 9-12 | 696 | Y |
| St Frances De Chantal School | PK-8 | 381 | Y |
| St Francis of Assisi School | PK-8 | 326 | Y |
| St Helena School | PK-8 | 452 | Y |
| St Ignatius School | 6-8 | 69 | Y |
| St Jerome School | PK-8 | 294 | Y |
| St John Schol | PK-8 | 234 | Y |
| St Lucy's School | PK-8 | 403 | Y |
| St Luke School | PK-8 | 324 | Y |
| St Margaret Mary School | PK-8 | 352 | Y |
| St Margaret of Cortona School | PK-8 | 289 | Y |
| St Mary School | PK-8 | 254 | Y |
| St Raymond Elementary School | PK-8 | 790 | Y |
| St Raymond High School | 9-12 | 766 | Y |
| St Simon Stock School | K-8 | 312 | Y |
| St Theresa School | Pk-8 | 422 | Y |
| St Angela Merici School | PK-8 | 325 | Y |
| St Ann School | PK-8 | 284 | Y |
| St Anselm School | 5-8 | 131 | Y |
| St Athanasius | NS-8 | 282 | Y |
| St Augustine School | K-9 | 211 | Y |
| St Barnabas Elementary School | PK-8 | 375 | Y |
| St Barnabas High School | 9-12 | 223 | Y |
| St Clares School | K-9 | 489 | Y |
| St Dominic School | K-9 | 287 | Y |
| St Frances of Rome School | PK-8 | 227 | Y |

| | | | |
|---|---|---|---|
| St Gabriel Elementary School | K-9 | 215 | Y |
| St John Chrysostom School | PK-8 | 621 | Y |
| St Joseph School | K-9 | 482 | Y |
| St Joseph's School to the Deaf | PK-8 | 98 | N |
| St Mary, Star of the Sea School | PK-8 | 220 | Y |
| St Nicholas of Tolentine Elementary School | K-9 | 362 | Y |
| St Peter and Paul School | PK-8 | 231 | Y |
| St Philip Neri School | K-9 | 360 | Y |
| St Pius V School | K-8 | 248 | Y |
| St Raymond Academy for Girls | 9-12 | 370 | Y |
| St Thomas Aquinas Elementary School | K-9 | 296 | Y |
| Sts Anthony and Frances School | K-9 | 201 | Y |
| Thessalonia Academy | K-9 | 44 | Y |
| Trinity Lutheran School | PK-8 | 125 | Y |
| Villa Maria Academy | PK-8 | 389 | Y |
| Visitation School | K-9 | 202 | Y |
| Wake-Eden Christian Academy | K-3 | 112 | Y |
| Yeshiva of the Telshe Alumni | 9-12 | 91 | Y |
| Yeshiva Ohavei Torah of Riverdale | 9-12 | 73 | Y |
| TOTAL ENROLLED | | 35052 | |

Source: http://www.privateschoolreview.com/new-york/bronx-county
Source: http://www.privateschoolreview.com/zipcode_schools/stateid/NY/zipcode/10462

County Statistics
Population
Age 25+ with College Degree
Medain Household Income

102 Private Schools in Bronx County serving 35,052 students. 83% of the private schools are religiously affiliated.

| # Enrolled | Schools in zipcode 10462 |
| --- | --- |
| 67 | |
| 26 | |
| 55 | |

171

490

452

790
766

287

370

3,474

| County Stats | NY State Stats |
|---|---|
| 1,382,480 | 19,231,858 |
| 21% | 32% |
| $40,509 | $54,125 |

# 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 subjectsð 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 BCSEôs high standards for hard work and quality presentation.**

Research shows that **Independent Reading** improves a studentôs 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 childôs 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 childôs 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 OôHara 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 scholarôs 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**
**Body/tongue piercings**
**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**
**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, ñThe 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 |
|---|---|
| 1st Uniform Infraction | Call home to bring change of clothes |
| 2nd Uniform Infraction | Call home and detention |
| 3rd Uniform Infraction | Call home and in school suspension |
| 4th Uniform Infraction | Call home and out of school suspension |
| 5th Uniform Infraction | Call home and out of school suspension as well as removal from school events |
| 6th & 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 shouldnôt miss a day of school except for the following **reasons** (but still will be marked absent):

- Illness with a doctorôs 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 childôs 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, Februaryôs Mid-Winter break, Aprilôs 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 childôs 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 ï 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 ï 7:35 am. You may send them with a breakfast meal from home.
- Instruction begins promptly at 7:45 am.

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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 scholarsô 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:** **R**esponsibility **I**ntegrity **S**uccess **E**tiquette **U**nity **P**ride

**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:

- Scholars
- RISE UP! (responsibility integrity success etiquette unity pride)
- Take Pride, Take Ownership, Deliver Excellence
- Criss cross applesauce
- Stand up tall and proud
- Sit up tall and proud
- The quiet hand gets chosen.
- Scholars donôt slouch.
- Hands out of your pocket.
- All Greetings (Good morning, Good afternoon, Hello, may I help you? etc.)
- Use your polite words, or Use your kind words.
- First landing… next landing/continue
- Choices, decisions and consequences
- Sir/Maôam
- Tuck in your shirts
- Silent lunch
- We expect from our children.
- Time on task
- 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 educatorôs 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.

# 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 studentôs 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 studentôs 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 Citywide Standards of Intervention and Discipline Measures. The New York City Department of Education is 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 communityð teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria, custodial and bus staffð 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 Studentôs Bill of Rights and Responsibilities. The guide is available in English, Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish, and Urdu.

The CITYWIDE STANDARDS OF INTERVENTION AND DISCIPLINE MEASURES 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.

**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 studentôs 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 oneôs 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 studentôs 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 oneôs 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 scholarôs 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 childôs current academic standing any important notes from the teacher. Our intention is to ensure that parents and guardians are kept abreast of their childôs 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 childôs 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 |
|---|---|
| 1st 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. |
| 2nd 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. |
| 3rd Infraction | Cellular phone is confiscated until the last day of school when a parent must come to school and retrieve the phone. |

**A scholarôs 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 their property and should be taken care of accordingly.**

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 studentôs 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 Administratorôs 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 ï parents, the leadership team and teachers ï are working hard to help our scholars climb ñthe mountainò 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 thereôs 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 studentôs 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 changes 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 studentôs 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 scholarôs behavior while riding to and fro on the school bus.

***Poor Bus Behavior*** ï 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 |
| 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 |

**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 Educationôs 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 scholarôs 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 scholarôs 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 childôs 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 Educationôs Office of Pupil Transportation (OPT). I understand and agree that OPT determines the eligibility of a student for bus service and that BCSE reserves the right to suspend or expel an eligible student from the bus if he or she in any way threatens the safety and well-being of him/herself and/or peers on the bus. I understand and agree that the right to free transportation offered by OPT is a privilege and for my child to continue to ride the bus is contingent upon his/her behavior while waiting for and riding on the school bus.

I understand that my child should clearly demonstrate behaviors that uphold the BCSE mission and the rules and regulations of OPT. I understand that by having on-going conversations with my child will help him/her to understand that he/she is expected to honor him/herself, our family, and the BCSE school culture and community.

I understand that my child/scholar is expected to reflect impulse control, respect for authority and boundaries, and use appropriate language/actions while riding the bus, as expected in school. I understand that I must re-enforce that he/she must be cordial and act in compliance with the federal School Violence and Prevention Act of 2001 as well as BCSE mission and its philosophy of **R**esponsibility **I**ntegrity **S**uccess **E**tiquette **U**nity **P**ride.

I understand and agree to adhere to the BCSE bus policy and consequences associated with making an infraction. I have read the bus policy and have discussed it fully with my child.

_____ _____

Parent/Guardian Signature Date

_____ _____

Childôs 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 NôYogurt Mix (No Peanuts)
Oatmeal bars

### 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

### 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

### 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 teacherôs 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 scholarôs 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 childôs 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 incompletion 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:

CSBM
CHARTER SCHOOL BUSINESS MANAGEMENT

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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-133[1] 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.

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[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 ***remaining*** 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; [redacted] 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 [redacted] 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.

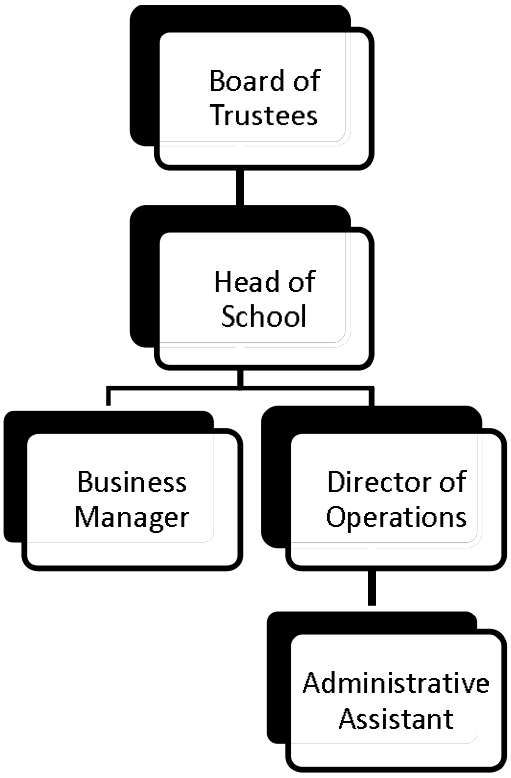
# CONFIDENTIALITY

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

Facilitated by:

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

Effective July 2015

**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-133[1] 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.

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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.

## 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 – Supplemental Doc – CSD 11 Data Tables
R-23b-02 – Supplemental Doc – Family Handbook
R-23b-03 – Supplemental Doc – Updated Financial Policies and Procedures
R-23b-04 – Supplemental Doc – Financial Policies and Procedures Addendum