

APPLICATION SUMMARY

Charter School Name ¹	The WHEDco Bard Academy Charter School (WBA)
Applicant Name(s)	1. Bard College Master of Arts in Teaching 2. Women's Housing and Economic Development Corporation (WHEDco)
Media Contact Name, Email Address and Telephone Number	1. Davon Russell, Executive Vice-President, WHEDco Email: drussell@whedco.org Phone: 718-839-1118 2. Ric Campbell Dean of Teacher Education, Bard College Email: dte@bard.edu Phone: 845-758-7145
District of Location	CSD 7 in the Melrose section of the South Bronx
Opening Date	July 1, 2013 with Planning Year 2012-2013
Proposed Charter Term ²	July 1, 2012 to June 30, 2017
Proposed Management Company or Partners	The two principal partners are the Women's Housing and Economic Development Corporation (WHEDco) a NY State not-for-profit 501(c)(3) corporation and the Bard College Master of Arts in Teaching Program.
Projected Enrollment and Grade Span During Charter Term: Grades 6-11 Enrolling 440 Students	
Projected Maximum Enrollment and Grade Span: Grades 6-12 Enrolling 560 Students	
Mission Statement: The mission of the WHEDco Bard Academy Charter School (WBA) is to provide its students with an academically challenging curriculum that enables them to graduate from our high school prepared for thoughtful citizenship and ready to complete a college degree.	

The WHEDco Bard Academy is a project born of a partnership between the Women Housing and Economic Development Corporation in the Bronx and Bard College Masters of Arts in Teaching (MAT) program, working with a founding group of 13 members, including teachers, principals, parents, and experts in educational practice and policy, arts education, social service and youth development, and fitness and health. Two founding members have helped launched successful charter schools in New York and California.

WHEDco is a nonprofit organization with 20 years of experience in developing complex mixed-use and energy-efficient real estate in the Bronx, combining affordable housing with primary healthcare services, early childhood education, family services, and microenterprise development programs serving 35,000 people annually. Since 1997, WHEDco has provided comprehensive afterschool and summer programs for 1,000 children per year in three South Bronx public schools, with onsite social workers providing guidance and wraparound services to students and families.

The Bard College Master of Arts in Teaching (MAT) Program is an accredited degree program of Bard College, a 150-year-old independent liberal arts college known for high

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2018.

academic standards and promotion of civic engagement. For the last eight years, Bard's MAT Program has worked to improve public education through a dual focus on teacher education and partnerships with public schools. Bard MAT has been active in Bronx schools since 2005, placing teachers and teachers-in-training in classrooms to improve educational outcomes and curriculum delivery.

The WHEDco Bard Academy Charter School (WBA) will be a replication of the Paramount Bard Academy (PBA) Charter School in Delano, California, which Bard MAT opened in 2009. PBA serves a similar population as WBA's target student body, with over 80% of students eligible for free and reduced lunch and significant portion of students for whom English language learning is a key issue to be addressed in classrooms. PBA has had strong initial results in this area. In fall 2011, mandated CELDT testing determined that 26% of PBA students tested as English language proficient (tested out of ELL designation) compared to a statewide reclassification rate of 7% in the same test cycle. WBA's curriculum, like its sister school in California, will include music instruction based on the Venezuelan *El Sistema* approach to music education, both as a tool to foster positive self-esteem and promote communication skills, collaboration, and curiosity; and to engage families and the local community in school-based activities.

The WHEDco Bard Academy Charter School will be located at a new WEHDco development at 435 E. 162nd Street in School District 7 (and at the intersection of School Districts 7, 8, 9 and 12) in the Melrose section of the South Bronx by 2015. Its interim location will be at WHEDco's 50 E. 168th Street location, also in the South Bronx, in School District 9. Both locations are in the poorest US Congressional District (NY16). More than 80% of households rely on Food Stamps. In School District 7, students are 69% Hispanic and 29% Black, 90% are eligible for free/reduced lunch, 25% have disabilities, and 19% are limited English proficient. In SD 7 and in districts 8, 9 and 12, only 33% of elementary students and 29% of middle school students meet the NY State educational standards. Across the US16 district, which houses these school districts, high school graduation rate was 46% in 2009. The need for a high-performing school, and the desire to have a new charter school is evident: An estimated 13,310 students in the Bronx are waitlisted for charter school seats—more than 8 in 10 (81.4%) of all students applying to charter schools in this underserved borough.

At the WHEDco Bard Academy Charter School, success in learning emerges from curriculum and instruction shaped by three key principles: ***teaching and learning is student-centered; literacy is the basis for successful learning;*** and ***learning emerges from the authentic work and challenges of the core disciplines.*** The school will have a small school culture, with maximum enrollment of 560 and small class sizes up to 25, with trained student teachers lowering the student-teacher ratio to 10-12 to 1. An 8AM-5PM school day and 190-day school year allows for extended periods for interdisciplinary problem-based units of study, and dedicated time for intervention and enrichment, including daily physical education and health classes, and the inclusion of music and art as core subjects. The curriculum will place emphasis on a language rich environment, literacy development across the subject areas, interventions to address gaps in reading and writing skills, and targeted support for English Language Learners. This will prepare all students to graduate WBA with a minimum of 12 college credits. Faculty will serve as student advocates and primary contacts with parents, promoting ongoing strong parent involvement; and rich wraparound services, available through WHEDco on site and by referral, will address the social, emotional and academic needs heightened in low-income neighborhoods.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name WHEDco Bard Academy Charter School
 Proposed School Location (District) NYC District #7

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."⁷

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application⁸
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart,⁹ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁰

Signature of Applicants:	
Date:	7/30/2012
Print/Type Name:	Nancy Biberman, Ric Campbell

⁷ N.Y. Education Law § 2854(2)(a)
⁸ ESEA § 5203(b)(3)(J)
⁹ ESEA § 5203(b)(3)(K)
¹⁰ ESEA § 5203(b)(3)(N)

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APPENDIX

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

A. Mission Statement and Objectives

Mission Statement: The mission of the WHEDco Bard Academy Charter School (WBA) is to provide its students with an academically challenging curriculum that enables them to graduate from our high school prepared for thoughtful citizenship and ready to complete a college degree.

The WHEDco Bard Academy will be a college preparatory program rooted in the liberal arts tradition. The WHEDco Bard Academy (WBA) is a replication—with locally suitable adaptations—of the Paramount Bard Academy (PBA) in Delano, California.¹ Like all charter schools, the WBA will be open to all students. The WBA will serve a representative population of students from the Melrose neighborhood of the South Bronx (where it will be located) and the surrounding South Bronx community. Admissions preferences will be set to ensure that the percentage of special education students, English language learners (ELL) and students eligible for free or reduced-lunch correspond to the demographic characteristics of School Districts 7, 8, 9 and 12. WBA will reap the benefits of the experiences of the Bard High School Early Colleges, NYC public schools founded by Bard College that make college credit part of a highschool curriculum, while setting out on the unique path of offering a high school education of similar quality to *all* students *without selective admissions criteria*.

The WHEDco Bard Academy is a partnership between the Women’s Housing and Economic Development Corporation (WHEDco) and the Bard College Master of Arts in Teaching (MAT) Program. WHEDco is a nonprofit organization with 20 years of experience in developing complex mixed-use and energy-efficient real estate in the Bronx, combining affordable housing with primary healthcare services, early childhood education, family services, and microenterprise development programs. Since 1997, WHEDco has provided comprehensive afterschool and summer programs for 1,000 children per year in three South Bronx public schools, with onsite social workers providing guidance and wraparound services to students and families.

The Bard College Master of Arts in Teaching (MAT) Program is an accredited degree program of Bard College, a 150-year-old independent liberal arts college known for high academic standards and promotion of civic engagement. For the last eight years, Bard’s MAT Program has worked to improve public education through a dual focus on teacher education and partnerships with public schools. Bard MAT has been active in Bronx schools since 2005, placing teachers and teachers-in-training in classrooms to improve educational outcomes and curriculum delivery. Bard MAT opened the Paramount Bard Academy (PBA) Charter School in Delano, California in 2009.

The proposed WHEDco Bard Academy Charter School is a replication of the PBA model, which integrates the work of Bard’s graduate teacher education program with the daily operations of a charter school that shares common goals with the proposed WHEDco Bard Academy Charter School.

¹ The PBA was co-founded by the Bard MAT Program, the Paramount Farming Company, and the community of Delano, California. See Section III. for additional information.

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WBA's founding group includes local parents, principals, teachers, professionals with deep community-based organizational experience and NYC educators with successful school-start-up experience and fully equipped to create a new school that answers needs for improved education and better opportunities in this impoverished, underserved and growing community.

WBA will provide an exemplary education for a representative population of students from in and around the Melrose section of the Bronx. The goals are to: increase the number of students who complete a postsecondary education; ensure the development of students as self-motivated, competent, lifelong learners; and offer opportunities for adolescents to develop a range of competencies and interests through a comprehensive liberal arts curriculum that includes music and art. *WBA has two core achievement goals: (1) 95% of all entering 6th and 7th grade students will graduate from WBA on time; and (2) 75% of all graduates will leave WBA having completed 30 hours of college credit.*

Measurable Outcomes for Achieving Our Goals: The WHEDco Bard Academy will focus on quantifiable objectives that guarantee continued educational success leading to increased opportunities for employment and learning throughout students' lives.

1. Communicative competency (the ability to read, write, listen, and speak effectively)
2. Core knowledge in subject areas
3. Technological competency/fluency
4. Academic literacy (understanding of key concepts in the core disciplines)
5. Self-discipline, self-reflection, and the capacity for self-directed learning
6. Performance skills in music, art, and other subject area practices
7. Graduation from high school including earned credit hours of college coursework

Each of these outcomes can be readily assessed for the purpose of formative assessment and final evaluation. Long- and short-term projects directed at addressing authentic challenges in the subject areas will shape instruction and provide the basis for ongoing feedback and assessment, while demonstration portfolios, end-of-unit tests, and NYS tests and exams offer summative assessments that document growth and achievement in the first six identified outcomes. Rubrics based on NYS Standards, as well as additional disciplinary standards, will provide the basis for defining success. High school completion data and college transcripts will document achievement for Outcome #7.

WBA will fulfill the following **objectives of the New York State Charter School Act:**

1. Improve student learning and achievement. The WBA has clear accountability measures for creating a learning environment in which the students will outperform the surrounding district counterpart schools on NYS tests, as well as high school completion and college entrance rates. Additionally, WHEDco has extensive experience providing comprehensive services to neighborhood families, and will deliver wraparound support services to the students and families in WBA. Combining these resources should have a dramatic impact on the outcomes for WBA students. A 2002 study sponsored by the Institute of Education Sciences (Henderson et al, 2002. *A New Wave of Evidence.*), which provides a meta-analysis of over 200 relevant studies conducted since 1995, clearly demonstrates the critical role of community and family involvement in student success. This study and the evidence provided by examples like Turnaround for Children and the Harlem Children's Zone – agencies that have been recognized

for improving educational outcomes by addressing social, emotional and educational needs that burden children in low-income communities – show that combining comprehensive services with a strong educational model can break a cycle of academic failure endemic in poor neighborhoods.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure. WBA will primarily address the needs of students from the Melrose section of the Bronx, where 90 percent of students qualify for free or reduced meals, 25 percent qualify for special education services, and 19 percent are limited English proficient. WBA's expanded curriculum and emphasis on responding to the individual learner provide the opportunities and supports for learning that these students deserve.

3. Create new professional opportunities for teachers, school administrators and other school personnel. WBA will become the new home of the Bard College Master of Arts in Teaching (MAT) program, providing WBA's administrators, teachers, and staff with ongoing professional development and collegial guidance from the MAT program's full-time PhD-level faculty in education, history, literature, mathematics, and science. In addition, graduate students will contribute to student learning as part of their own development, serving as tutors, co-teachers, and contributors to classroom research to answer instrumental questions about teaching and learning. In this professional development setting, WBA faculty will establish a model educational environment for students while preparing future teachers to excel in the work.

B. Key Design Elements

The WHEDco Bard Academy Charter School is a replication of the Paramount Bard Academy (PBA) charter school in Delano, California. PBA is now in its third year, with 530 students in grades 6-11 and serves a representative demographic of students in a rural region of the Central Valley, which was recently described as the Appalachia of the West². About 85% of the student body is eligible for free and reduced lunch and 87% is Mexican-American, which makes English language learning one of many key issues to be addressed in classrooms. WBA will also serve a population with similar demographics, recruiting heavily in the Melrose neighborhood of the South Bronx in the poorest Congressional District in the nation, with local school districts hosting 11%-22% English Language learners. WBA will set preferences in the lottery to ensure that the WBA population reflects the local demographic, enrolling 25% of students who are designated as special education students, 19% as ELLs, and 90% free or reduced lunch-eligible. Learning from the experiences of this first Bard College charter school, WBA will start with a small student population and build gradually to full capacity.

Aside from building on the lessons learned from Bard's first charter school, the WHEDco Bard Academy is a logical next step for the Bard MAT program in the Bronx, which has, for the past two years, situated its campus at the International Community High School, a NYC public school at 345 Brook Avenue. Like PBA, WBA follows the model of the Professional Development School (PDS), with an important distinction from the typical PDS model in that *the graduate teacher education program and the public charter school share a common campus*, resolving what some have regarded as a past weakness. As research has indicated (Byrd &

² <http://www.economist.com/node/15331478>

McIntyre, 1999; Darling-Hammond, 1994), one of the stumbling blocks of the PDS model has been the effective collaboration between college and public school due to differences in institutional culture and misalignment in professional schedules that make it difficult to sustain the ongoing dialogue needed for effective partnerships. PBA resolved these challenges when it moved the college program to the campus of the public school, allowing PBA to set a schedule that accommodates all the elements that are critical to PBA's ambitions (i.e., establishing an exemplary school in partnership with an institute of higher education; creating a site for training the next generation of teacher leaders; and building partnerships with other local schools to support continued school improvement in the region). WBA will do the same.

The WBA educational program design is guided by four core principles: **(1) Teaching and learning are student-centered; (2) Literacy is the basis for successful learning; (3) Learning emerges from the authentic work and challenges of the core disciplines; and (4) The curriculum reflects the values of a liberal arts education, with the inclusion of music and art as part of the core curriculum.** These principles are realized through structures that constitute the WBA educational program:

Principle 1: Student-centered learning reflects an idea that is well supported by research ([Bransford, Brown, & Cocking, 2000](#); [Darling-Hammond & Bransford, 2005](#); [Donovan & Bransford, 2005](#); [Moll & Greenberg, 1990](#)). It requires structures that support teacher analysis of student learning needs and designs for instruction that responds to these needs as a form of clinical practice ([Hinds, 2002](#)). To this end the WHEDco Bard Academy will:

- a. build a **small school culture** by limiting enrollment to 80 students at each grade level;
- b. maintain **average class sizes of 20 students**;
- c. increase **instructional support** in classrooms by engaging MAT graduate students as tutors and co-teachers;
- d. ensure that instruction is defined by **assessment practices** that provide instrumental feedback to students and diagnostic information to teachers; and
- e. implement **daily advisory group** meetings, in which WBA faculty take responsibility for the academic success of a group of 10-12 students, monitoring progress, offering support, providing advocacy, and building meaningful connections between school and home.

Principle 2: The meaning of literacy includes the conventional idea of the ability to read, write, listen, and speak in ways that are appropriate to competency across a range of disciplines but is expanded to include an idea of *fluency with the ideas and practices associated with various disciplines*. For example, computational competency and forms of logical reasoning can be considered aspects of mathematical literacy just as sight-reading and improvisational fluency are fundamental to literacy in music. To this end, WBA will:

- a. emphasize a **language-rich environment**, ensuring literacy development across the subject areas to develop competent understanding in the core academic areas;
- b. use **practices developed by Bard College's Institute for Writing and Thinking** (www.bard.edu/iwt), models developed by Teachers College - Columbia University Reading and Writing Project (<http://tc.readingandwritingproject.com>), and frameworks from Strategic Literacy Initiative at WestEd (www.wested.org/cs/we/view/pj/179); and
- c. ensure that student **learning tasks and assessments are authentic to disciplinary demands**, developing a literacy of language, skills, and understanding that are true to disciplinary practices and standards (Newmann & Associates, 1996).

Principle 3: The disciplines or subjects will be taught at WBA as they are practiced. *The best kinds of learning emerge when students are asked to engage in the curriculum as historians or mathematicians, scientists or musicians.* To this end, WBA will:

- a. promote learning through **project-based instruction** that advances the forms of inquiry that constitute each of the academic disciplines (Barell, 2007; Beckett & Miller, 2006; Conley, 2007b; Newmann & Associates, 1996; Railsback, 2002; Thomas, 2000);
- b. organize learning in a **modified block schedule** to support extended inquiry and practice;
- c. **integrate the curriculum** across disciplines to support comparative analysis, synthesis and the active transfer of competencies across subject areas;
- d. offer **college courses** in the final two years of high school that provide advanced opportunities to engage in the scholarly practices of specific academic disciplines while ensuring that more students will complete a college degree after graduating from high school; and
- e. include **portfolios and exhibitions** as assessments and learning experiences that reflect professional disciplinary standards (Allen, 1998; McDonald, 1993; Miller, Linn, & Gronlund, 2009; Wiggins, 1998).

Principle 4: Committed to principles associated with the liberal arts tradition, students will, through an interdisciplinary and academically challenging curriculum, engage in a breadth and depth of study that is associated with success in college. To this end, WBA will:

- a. include **art and music** as part of the core curriculum and as mandated subjects in grades 6-8, taking advantage of the Longy School of Music of Bard College's expertise in music education and its unique partnership with the Venezuelan *El Sistema* intensive music education program (As detailed later, deep engagement with the arts among at-risk youth is strongly associated with a wide range of positive academic and civic outcomes, as demonstrated in a recent National Endowment for the Arts report entitled, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* [Catterall, et al. 2012].);
- b. provide an **extended school day** that allows time for engagement in a variety of classes and an **extended school year** that provides opportunities for alternative approaches to assessment, such as portfolio presentations and exhibitions; and
- c. offer college courses in grades 11 and 12 as **dual enrollment courses** that earn college credit and satisfy high school graduation requirements. Such courses are correlated with increased college enrollment and completion rates (Bernstein et al., 2010; Hoffman, Vargas, & Santos, 2009; Karp et al., 2007; Shaughnessy, 2009).

Additional Structures: The following program design elements will provide non-academic structures that enhance school participation and achievement.

- a. **Family Support Services to break the cycle of academic failure:** Research has shown that children living in poverty face heightened individual, family and environmental risk factors that often translate into academic and behavioral problems at school (Shore, R. 2009). WHEDco's social workers and school counselors will provide ongoing support to students and parents, including individual and family mental health counseling and access to public benefits, legal support, and financial assistance counseling to help address WBA student and family social, emotional and academic needs and to help maintain a

- sustainable environment for effective learning and promote long term success.
- b. **Daily Physical Fitness:** Students will engage in daily physical fitness activities to prevent or combat obesity and promote good health in a community with disproportionately high rates of childhood obesity (30+%), diabetes (12%), and related health problems. In addition, a growing body of research suggests a positive relationship between physical activity and academic outcomes (Singh, et al 2012; Donnelly & Lambourne, 2011; Van Dusen, et al 2011, Chomitz et al, 2008; Efrat, 2011)..
 - c. **Community Service Learning:** Students will engage in community projects on pressing community issues (e.g., bullying, poverty, hunger, gang activity, teen pregnancy, dropout rates, etc.). (Anderson-Butcher & Ashton, 2004; Anderson, 2010; Eber et al, 2002)
 - d. **“Homework” in School:** The available research on homework (Cooper, Lindsay, Nye, & Greathouse, 1998; Cooper, Robinson, & Patall, 2006; Kohn, 2007; Kralovec & Buell, 2001; Paschal, Weinstein, & Walberg, 1984; Ronning, 2011; Swank, 1999) shows that take-home work—especially among English-limited families and families with limited educational backgrounds—does not promote subject mastery or independent work habits. WBA faculty will take advantage of the longer school day to schedule and support guided practice and the development of independent work habits associated with the value of homework. This will free up family time for recreation without the struggles and frustrations that homework often creates, and increase opportunities for evening/weekend school-sponsored community events.

C. Enrollment, Recruitment, and Retention

For the past two years, WHEDco and WBA founding group members have assessed family and community support for WBA through bilingual needs surveys, questionnaires, public forums and focus groups (see section E for details). WBA’s enrollment and recruitment will grow from that work. Recruitment efforts and the execution of a lottery are detailed in Attachment 1, but it is important to note that WBA will recruit heavily in the Melrose neighborhood and will set preferences in the lottery to ensure that the WBA population reflects the local demographic, enrolling 25% of students who are designated as special education students, 19% as ELLs, and 90% free or reduced lunch-eligible. We will use a figure for this percentage in consultation with NYSED and in accordance with current regulations. Local school districts will be asked to help identify populations of students that WBA can contact for recruitment in an effort to enroll students who might otherwise be neglected or overlooked.

WBA begins with a small cohort of 120 students in grades 6 and 7, and a lower than average student-to-teacher ratio to facilitate an effective school culture. There is an additional goal of maintaining grade-level cohorts of no more than 80 students so that grade level instructional teams are able to effectively address individual needs in the classroom context. Class sizes will be limited to 20. The rationale for the enrollment build-out at WBA draws from research and experience. The data suggests that schools that begin with split enrollment across 6th and 9th grade do not fare as well in Adequate Yearly Progress (AYP) as schools that begin with a single age cohort and fill out the upper grades over time. The Bard MAT’s experience with the Paramount Bard Academy affirms this claim. Additionally, it suggests that an incremental initial enrollment plan facilitates more consistent, reliable development of a nurturing school culture. WBA will enroll grades 6-12 so that the developmental continuum leading to an early college begins early enough to guarantee success in the high school years.

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Projected Enrollment Table Over the Charter Term ³						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
6 th	11-12	60	80	80	80	80
7 th	12-13	60	60	80	80	80
8 th	13-14	0	60	60	80	80
9 th	14-15	0	0	60	60	80
10 th	15-16	0	0	0	60	60
11 th	16-17	0	0	0	0	60
12 th	17-18	0	0	0	0	0
Totals		120	200	280	360	440

WBA will begin with 60 rather than 80 students in each 6th and 7th grade cohort so that the maximum starting population of 120 is well served in the start-up year, when building school culture is particularly critical and challenging. With seven full-time teachers at each grade level, the student-to-teacher ratio provides significant attention to student needs in the beginning years. In year two, a full cohort of 80 sixth graders will be enrolled and another seven teachers will come on board in the core areas of art, English, math, music, physical education/health, science, and social studies. This pattern follows the Coalition of Essential Schools model in which 80 students in a grade level become the responsibility of a teaching team with class sizes of 20.

We assume minimal attrition but will fill seats that become empty at the beginning of each year from the waiting list created from the lottery; if needed, additional recruitment will take place following the model established in the initial round. However, we recognize and will encourage students to be aware of and pursue advantageous options as they move from 8th to 9th grade with the expectation that many students will be competitive candidates for other NYC high school programs and should be able to make choices that meet their goals and ambitions. As a unique early college program with a liberal arts emphasis, we expect to rapidly fill any empty 9th grade seats that may become available.

WHEDco and Bard operate educational programs with exemplary rates of engagement, retention, and attendance for thousands of underserved children in 12 Bronx public schools. We will apply our experience in enrolling/recruiting students with disabilities, English language learners, and those eligible for free/reduced price lunch to the WBA. WHEDco will continue its practice of placing social workers in the school to address the needs of students and their families, as a strategy for engagement and retention.

WHEDco and Bard will apply WBA’s resources to support local Bronx public schools. WHEDco has extensive experience attracting program participants and serves 35,000 people (mostly Bronx families) each year. WHEDco’s 13-year-old nationally accredited 104-child Head Start Center has an annual waiting list in excess of 200. WHEDco’s After School, Summer Camp and Teen programs serving over 1,000 annually are always at capacity. An estimated 13,310 students in the Bronx are waitlisted for charter school seats—amounting to more than 8 in 10 (81.4%) of all students applying to charter schools in this underserved borough.

http://www.nyccharterschools.org/sites/default/files/resources/Lottery2011Report_v5.pdf

To attract and recruit students, WHEDco will employ strategies it has used as a developer of two income-restricted residential buildings in the Bronx: English/Spanish bilingual advertising

³ N.Y. Education Law § 2851(2)(p)

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through city-wide newspapers and local press in multiple languages; local saturation marketing using traditional methods (flyers, storefront posters, presentations at tenant associations, community boards and to elected officials, church and merchant associations); public service announcements; and online via WHEDco's website, e-blasts, e-newsletter, and social media.

D. Community to be Served

The WHEDco Bard Academy will be permanently located at 435 E. 162nd Street in School District 7 in the Melrose section of the South Bronx, near the intersection of School Districts 7, 8, 9, and 12. Until the permanent space is constructed, the WBA will occupy a WHEDco building at 50 East 168th Street, Bronx, NY 10452, which is in the same section of the Bronx, but is in School District 9.

Initial assessment reveals great need for a high-performing school in Districts 7, 8, 9 and 12 due to the population influx in Melrose and the district's low-performing schools. The past decade has brought a 25% increase in the number of housing units located within the Melrose-area census tracts⁴. This population influx has brought needs not addressed by existing or planned schools, especially those that can meet the needs of an ethnically diverse, limited English proficient, and economically disadvantaged student body. In 2011, only 29% of middle school students in the area met NY State standards (Districts 7, 8, 9, 12). The high school graduation rate for the Congressional District (16) that houses these school districts was 46% in 2009.⁵ WBA will enhance and expand educational options in the area by creating more than 500 seats in a rich educational setting designed to meet the needs of the local population, in a borough where this year alone there were almost 23,000 applications for 3,615 charter school spots.

The WHEDco Bard Academy will be the only school in the Melrose neighborhood offering an extended-day, liberal arts, early college program with music and art as core subjects along with a comprehensive approach to address social, emotional and health needs.

WBA will be housed within a new 361,000-square-foot campus including over 290 units of affordable housing (with a percentage of units set-aside as live/work spaces for elder musicians); a performance, rehearsal, and event space (The Bronx Music Heritage Center); a gym; and an outdoor recreational space. See assessment of local needs, below.

E. Public Outreach

WHEDco has, over two years, conducted extensive outreach and needs assessments on opening a school in this community. This began in Spring 2010, with an English/Spanish bilingual needs survey of 500+ residents in School Districts 7, 8, 9, and 12. The assessment revealed a high percentage of households with children under 18 (nearly 62%), much higher than the Bronx's average of 41%. Youth education was one of the highest needs identified. Concerns about economic and housing security also featured prominently (75% live below the borough's median income), as did health issues (South Bronx children experience a higher rate of obesity - 30% - common STIs and teen pregnancy compared to the rest of NYC). In May 2010, WHEDco held a 25-person focus group of Bronx educators, musicians, community activists, historians, and elected officials' representatives. Their concerns raised mirrored those of the broader needs survey, with strong support for the proposed school and an educational approach that would

⁴ New York City Department of City Planning, 2010

⁵ New York City Board of Education, 2012

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equip local students with the academic foundation to complete high school, transition to higher education, and gain career/life skills leading to gainful employment. This focus group led to the formation of a Music Advisory Board tasked with shaping the programming of the Bronx Music Heritage Center to be located on the same campus as the school.

In 2010 and 2011, WHEDco made presentations to the local Community Board, Bronx Borough President Rubén Diaz Jr., Councilmember Helen Diane Foster, and other local elected officials to update them on plans for the WBA and solicit input. Recognizing the school's projected economic impact on the South Bronx, WHEDco also met with and received feedback from key staff of Congressman José Serrano and from the Bronx Overall Economic Development Corporation. WHEDco has hosted over 12 free community events (multilingual roundtable discussions, tenant meetings, concerts) since June 2011 to promote the mission of WBA and its cultural partner, the Bronx Music Heritage Center. These events have reached more than 1,000 parents, children, and seniors. Attendees were encouraged to give input in-person, by phone, e-mail, website, and social media. English/Spanish bilingual handouts on the school and surrounding campus were provided at most events.

Public outreach continued in 2012 with in-person and online surveying of 318 residents from School Districts 7 and 9, and the wider Bronx. Over 95% of respondents agreed on the local need for a high-performing public charter middle/high school with an arts component. Eighty-five percent reported knowing a young person who would benefit from the proposed WBA. School-visioning focus groups, tenant meetings, community council precinct meetings, and events tabling have rounded out our community outreach in the first half of 2012. WHEDco made presentations to members of the Bronx Delegation to the NYC Council in the Spring of 2012. Additional events, including a presentation to the Bronx School District 7 Community Education Council, are scheduled for 2012. In June 2012 the New York City Council appropriated \$2.5 million in capital funds towards the construction of Bronx Commons complex in which WBA will be located. Community engagement activities for the WBA and the wider Bronx Commons are ongoing. See Attachment 2 for details.

WHEDco and Bard have responded to the input received from this multifaceted outreach effort by designing the WBA and surrounding campus to address the needs identified. Three local parents on the founding group (one of whom has volunteered to continue as a Board member) provide ongoing community input at the leadership level. Of particular relevance to local families is the school's rigorous, college-focused curriculum to give students and families a better foothold in the economy; onsite social services to support students and their families; the opportunity to have meaningful arts engagement for students and families; daily physical fitness and health education to support lifelong health; and high-level teacher education, training, and curriculum delivery. The "Homework at School" design element also had great appeal among parents. Parent input has also led to the inclusion of a monthly "Family Day" at the school to ensure ongoing parent participation.

For detailed information on how students and parents in the community will be informed about the charter school and given an equal opportunity to attend the school, see Sections C, above.

F. Programmatic and Fiscal Impact

The approval of the charter for the WHEDco Bard Academy will benefit not only the students attending WBA, but also the local schools and community. Typical concerns associated with the inception of a local charter school (e.g., loss of per pupil amounts, reduction in staffing,

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enrollment of a disproportionate number of high-achieving students) are not problems in this case. In fact, the enrollment of students in the charter school may be seen as a benefit to the taxpayers in the community.

Fair Student Funding (FSF) dollars were examined to analyze the fiscal impact of WBA on the NYC DOE. FSF (totaling approximately \$4.8 billion in the 2011-12 school year) are used by schools to cover basic instructional needs and are allocated to each school based on the number and need-level of students enrolled at that school. All money allocated through FSF can be used at the principals' discretion. As a charter school, WBA will be reimbursed from the district at a current rate of \$13,574 per student, which amounts to only **0.1584% of the total FSF budget**.

Charter schools are frequently suspected of drawing a disproportionate number of high achieving students away from a local school district, but this will *not* be the case for the WBA, which will exemplify how a different kind of school can educate the same cross-section of students as the local district. Knowledge gained at WBA and WBA successes will be shared directly with other Bronx and NYC public schools through Bard MAT dissemination of best practices in their teacher and teaching assistant placement in 14 South Bronx public schools and 25 public schools City-wide. Careful planning and efforts in the student recruitment process as described earlier in this document will ensure a broad range of students is enrolled in the charter school. It should also be noted that WBA will not take up space in an existing public school but will be incubated at WHEDco's building at 50 East 168th Street, and its permanent site in Bronx Commons will create 560 new school seats in a new facility.

Benefits to the Bronx Community and Schools: (1) As a small school community focused on individual students, the WBA will increase high school completion and college attendance rates by addressing the academic, social, emotional, family and environmental needs of all students, including those at risk of dropping out. (2) The WBA will provide working models of alternative educational practices, acting as a local laboratory for educational innovation. (3) Bard's MAT Program will provide a unique instructional environment whereby high quality apprentice teachers will serve as teaching assistants during their internships in the Bronx schools (including the WBA and other local schools). (4) Professional development and graduate-level study for area teachers will be available through the work of Bard's MAT Program, which will be integrated with the WBA. This may represent a cost savings to local districts while enabling professional support to respond to local needs since the graduate program is located in the Bronx. This is already happening through Bard's current work in the Bronx. (5) Bard's MAT Program will graduate master's degree level teachers who have worked with local children and are well prepared to fill teaching positions that become available in Bronx and other local school districts. (6) Over time, there should be clear evidence of educational improvement based on student achievement across school districts due to collaborative efforts and opportunities that are possible with the addition of this educational alternative to the region. (7) The WBA is an initiative with national significance and the potential to attract funding for districts in the Bronx region to support continued school improvement. Bard has already received such grants for PBA. (8) Regular college course offerings for high school students in the WBA will be available to all area high school students based on seat availability. (9) The WBA program involves families and the broader community in regular music performances and other cultural activities (e.g., visits by guest artists, trips to concerts across NYC, and musical events with partner public schools) that "spin off" of the core music program. (10) Access to the *El Sistema*-based music program at the

WBA will be expanded so that opportunities for music instruction will be available to the community at large, including elementary school students.

II. EDUCATIONAL PLAN

A. Achievement Goals

English Language Arts

Goal 1: All students at the WHEDco Bard Academy Charter School will become proficient in reading and writing of the English Language.

Absolute Measure 1: By the end of school year 2014-15, 80% of WBA students in grades 7 and 8 who have been continuously enrolled at the school for at least 2 years will attain a Level 3 or Level 4 score on the New York State English Language Arts (ELA) exam. This success rate will increase an average of 5 percentage points per year until reaching 95% in school year 2017-2018.

Absolute Measure 2: By the end of school year 2014-15, 60% of entering 6th grade students will attain a Level 3 or Level 4 score on the NYS. ELA exam. This success rate will increase by 5% each year until it reaches 75% in 2017-18.

Absolute Measure 3: Each year, 95% of students in the high school Accountability Cohort will score at least 75 on the New York State Regents English exam.

Comparative Measure 1: Each year, the percentage of all tested students enrolled in at least their second year and performing at or above Level 3 on the NYS ELA exam will be greater than the statewide percentage of students performing at the same level.

Comparative Measure 2: Each year, the percentage of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed the statewide percentage of students performing at the same level. (This measure will apply to just a three-year cycle in the first charter term reporting period in all applicable subjects.)

Value-Added Growth Measure 1: Each year, each 7th and 8th grade-level cohort will increase the percentage at or above Level 3 on the previous year's NYS ELA exam by 5% at or above Level 3 on the current year's State ELA exam.

Mathematics

Goal 2: All students at the WHEDco Bard Academy Charter School will become proficient in Mathematics.

Absolute Measure 1: By the end of school year 2014-15, 80% of students in grades 6–8 who have been continuously enrolled at the school for at least two years will attain a score of Level 3 or Level 4 on the New York State Mathematics exam. This pass rate will increase by an average of five percentage points per year until it reaches 95% in school year 2017-2018.

Absolute Measure 2: By the end of school year 2014-15, 60% of entering 6th grade students will attain a score of Level 3 or Level 4 on their New York State Mathematics exam. This success rate will increase by 5% each year until it reaches 75% in 2017-18

Absolute Measure 3: Each year, 95% of students in the high school Accountability Cohort will score at least 75 on a New York State Regents Math exam.

Comparative Measure 1: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than the statewide percent of students performing at the same level.

Comparative Measure 2: Each year, the percentage of students in the high school Accountability Cohort passing a Regents Math exam with a score of 65 or above after four years

will exceed the statewide percentage of students performing at the same level.

Value-Added Growth Measure 1: Each year, each grade-level cohort will increase the percent at or above Level 3 on the previous year's NYS Math exam by 5 percent at or above Level 3 on the current year's State Math exam.

Science

Goal 3: All students at WHEDco Bard Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measure 1: Each school year commencing in 2015-2016, 95% of 8th grade students enrolled in at least their second year will perform at or above Level 3 on the New York State Science exam.

Absolute Measure 2: Each year, 95% of students in the high school Accountability Cohort will score at least 75 on a NYS Regents Science exam by the end of their fourth year in the cohort.

Comparative Measure 1: Each year, the percentage of all tested students enrolled in at least their second year and performing at or above Level 3 on the NYS Science exam will be greater than the statewide percent of students performing at the same level.

Comparative Measure 2: Each year, the percentage of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above after four years will exceed the statewide percent of students performing at the same level.

Social Studies

Goal 4: All students at WHEDco Bard Academy Charter School will demonstrate proficiency in the social sciences.

Absolute Measure 1: Each school year, commencing in 2015-16, 95% of 8th grade students enrolled in at least their second year will perform at or above Level 3 on the grade 8 New York State Social Studies exam (if offered) or a comparable school-developed evaluation.

Absolute Measure 2: Each year, 95% of students in the high school Accountability Cohort will score at least 75 on the NYS Regents U.S. History exam by the end of their fourth year in the cohort.

Absolute Measure 3: Each year, 75% of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the end of their fourth year in the cohort.

Comparative Measure 1: Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam or a comparable evaluation will be greater than the statewide percent of students performing at the same level.

Comparative Measure 2: Each year, the percentage of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after four years will exceed the statewide percentage of students performing at the same level.

Comparative Measure 3: Each year, the percentage of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after four years will exceed the statewide percentage of students performing at the same level

High School Graduation

Goal 5: WHEDco Bard Academy Charter School will maintain high graduation rates each year. *Please note that this measure will not apply until the charter's sixth year of operation.*

Absolute Measure 1: Each year, 95% of students in the high school Graduation Cohort will score at least 65 on all five New York State Regents exams required for graduation.

Absolute Measure 2: Each year, 95% of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Absolute Measure 3: Each year, 75% of students in the high school Graduation Cohort will have earned 30 college credits upon graduation from WBA.

College Preparation

Goal 6: Students at WHEDco Bard Academy Charter School will be prepared to succeed in college by demonstrating academic achievement in college level courses.

Absolute Measure 1: In WBA's 5th year, all entering 7th graders will complete 11th grade with a minimum of 6 college credits.

No Child Left Behind

Goal 7: The school will make Adequate Yearly Progress.

Absolute Measure 1: Each year, the school will be deemed in "good standing" by the NYS accountability system.

Music and Art

Goal 8: Students will meet school-established standards for achievement and growth.

Absolute Measure 1: All students will meet minimum proficiency standards as defined by the school's music program, which will be demonstrated in an exhibition format and graded by rubric.⁶

Absolute Measure 2: All students will perform in a minimum of four school-based public concerts per year in grades 6-8.

Absolute Measure 3: All students will prepare a portfolio of artwork, to be presented at each of the two annual portfolio presentations in grades 6-8.

Absolute Measure 4: All students will meet minimum proficiency standards as defined by the art program, which will be demonstrated in an exhibition format and graded by rubric.⁷

Health and Physical Education

Goal 9: Students will engage in healthy habits and maintain fitness.

Absolute Measure 1: All students will develop personal fitness goals and meet standards they have set in an individual fitness plan.

Absolute Measure 2: All students will develop personal nutrition goals and meet standards they have set in an individual diet plan.

B. Daily Schedule and Annual Calendar: WBA will operate on a 190-day calendar year, providing an additional two weeks of class time compared to the typical school calendar. The school day will be constituted in longer instructional blocks of 60 minutes duration (with some shorter 40 minutes blocks to allow for scheduling flexibility) in an extended school day of 540 minutes in length. Excluding the 40-minute period set aside for lunch, this academic calendar yields a maximum total of 91,200 annual instructional minutes for all students. The annual calendar, including holidays, will be adapted from the local school district calendars so that to the degree possible, the school year models the local district holidays. Teachers will have a minimum of three 60-minute periods per day for planning, assessment, home/parent contact, peer coaching/observation sessions, instructional/child study teams (described in detail below), and

⁶ Lacking NYS test states as externally established assessments, the faculty of the Longy School of Music of Bard College and the music teachers of WBA will establish assessments in the lead-up to the opening of WBA, employing NYS and professional standards.

⁷ Similar to the music program, Bard College art faculty and WBA art teachers will establish standards and assessments in the lead-up to the opening of WBA, employing NYS and professional standards.

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grade/department-level curriculum design teams. There will be at least one week of summer professional development scheduled for teachers each year, and an additional week if necessary as indicated by an analysis of needs.

Schedule of a Typical Day for a 6th or 7th Grade Student at WBA

Time	Topic	Instructional Minutes per Week
7:30 a.m.	Breakfast is available for all students	N/A
8:00 a.m.	Advisory Group	N/A
8:40 a.m.	English/ Literature	300
9:40 a.m.	History/Social Studies	300
10:40 a.m.	Physical Education/Health	300
11:40 a.m.	Lunch	N/A
12:10 p.m.	Science	300
1:10 p.m.	Music	300
2:10 p.m.	Math	300
3:10 p.m.	Snack Break	N/A
3:20 p.m.	Art	300
4:20 p.m.	Student Learning Center	300
5:00 p.m.	School day ends	N/A

Summer Academy: WBA will provide a non-mandatory summer program open to all WBA students to complement the content, experience, and skills acquired during the academic year. The Summer Academy will provide enrichment through project work in the subject areas, music/art activities, and community service. The program will provide a safe, productive learning environment while ensuring that non-participation does not place a student behind his or her peers the following school year. Activities (e.g., maintaining a community garden with guided opportunities for science learning, practicing musical skills and attending musical performances, etc.) will complement learning as part of the school curriculum, while offering enriching opportunities for continued growth.

C. Curriculum and Instruction

The WHEDco Bard Academy represents the best practices of public school education, integrated with the assets of Bard College's Master of Arts in Teaching (MAT) Program. WBA will build on the model of the Paramount Bard Academy (a charter school in Delano, CA that serves as a campus of the MAT program) and the Bard MAT NYC Urban Residency Program (located at the International Community High School in the Bronx). In both settings, these communities of teachers and students, graduate faculty and teacher candidates, create a culture of inquiry that enhances student learning by improving classroom instruction. It is a culture that is meaningfully engaged with learning both in the acquisition of skills and knowledge and in the development of forms of understanding directly connected to the responsibilities of adulthood, lifelong learning, and the demands of citizenship in today's world. Success in learning at WBA will emerge from these conditions, which are shaped by the four key principles described in Section I.B. and guided by research-based practices.

Newly hired teaching faculty of the WHEDco Bard Academy and Bard College professors will jointly develop curriculum and instructional approaches in the months preceding the school's opening. All curriculum design will be governed by the following basic principles:

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- Course content and expectations for student achievement are aligned with NYS and national standards, as set by the National Council of Teachers of Mathematics, National Academy of Science, American Association for the Advancement of Science, National Council of Teachers of English, National Council for Social Studies, Organization of American Historians, American Historical Association, and other professional organizations. These standards aim to prepare students for success in college and productive habits for lifelong learning. In mathematics, the Connected Math Program will be used in the middle school and the Interactive Math Program will be used in high school with the understanding that the high school math program will be adapted to allow students to accelerate to complete college math courses in their junior and senior years. In English and in the social, natural, and physical sciences, textbooks will be selected that align with NYSED curriculum. Such textbooks will serve as core references and information sources; units of study will build from these textbooks, but will emphasize disciplinary thinking, turning to primary sources in the social sciences, and problem-based units in the sciences that require the development and application of key knowledge and concepts to answer essential questions.
- A concept of literacy development—ranging from the acquisition of increasingly effective communication skills (reading, writing, speaking, and listening) to a conceptual fluency allowing for transfer of understanding across areas of inquiry, and research-based practices related to literacy development—are implicit to the instructional designs.
- Approaches to teaching are student-centered and appropriate to the knowledge and concepts being taught.
- Assessment is structured as a means of informing teaching and learning, helping students become increasingly reflective and self-directed, and ensuring that forms of instruction are modified to respond to individual students' learning needs.

Instructional Materials. Learning materials will be selected and/or developed by the faculty of the WHEDco Bard Academy in consultation with faculty of the Bard College MAT Program, in compliance with the New York State Education Department. Instructional materials will align with State standards, and will be selected to support the creation of a college-going culture and the development of knowledge, understanding, and academic skills essential to academic success. Standard adopted textbooks will be part of WBA classrooms but will typically serve an ancillary or supportive role in student learning, providing access to information in a condensed or summary form as a reference that builds context for other readings.

Two abstracts of sample lessons in biology and American history are provided below to illustrate how learning is structured around disciplinary questions that foster knowledge and understanding in authentic contexts and address the learning expectations of the NYS curriculum and standards in these subject areas. Both examples are actual lesson sequences that have been successfully taught to students at the International High Community High School (IHS) by WBA founding group members Stephanie Lane (biology teacher) and Elise DeBoard (social studies teacher). IHS is a Bronx high school with a population of 100% ELLs.

Biology Instructional Sample. In a unit on Urban Ecology, students are expected to be able to answer authentic questions about how the growing human population, and its demand on resources, creates imbalances in other parts of the ecosystem. One such question is, “What are the human causes of acid rain, and how does this affect plant life?” In one sequence of lessons, students read primary sources (e.g., *Acid Rain: Threshold of Leaf Damage in Eight Plant Species*

from a Southern Appalachian Forest Succession [Haines, 1980] and *Direct Foliar Effects of Simulated Acid Rain* [Neufeld et al, 1984]. Students of mixed literacy abilities are supported in reading and interpreting these primary research articles through the careful preparation of a sequenced packet of developmentally varied and appropriate versions of the article, group reading and writing activities, and discussions and experiences that provide context for vocabulary development in the acquisition of key concepts. Students compare these scientists' data to observation data they have gathered locally, seeking correlations or shaping questions that test concepts of keystone species and environmental responsibility. Students also apply their understandings by designing and executing experiments. Before starting the unit, students begin with pre-reading of key vocabulary, pictures and graphs; scaffolded readings of key texts to support various reading levels; and heterogeneous groupings (in re. skill and language) so ELLs and students with disabilities can achieve the same depth of learning.

Social Studies Instructional Sample. In a unit on the Civil War, students attempt to determine the causes, course, and consequence of the Civil War. At the start of the unit, students juxtapose the divergent perspectives of the North and the South by examining the essential question, "What were the conflicting worldviews, ideas, or visions of 'civilization' at stake in the dialogue between proslavery defense in the South and the developing coalition among Northerners?" In a jigsaw activity, students analyze primary documents that illustrate different interpretations of morality, chivalry, and civilization that Southerners or Northerners used to justify their ways of life. The close reading activity is differentiated for ELL students by scaffolding challenging primary source texts and front-loading the unit with vocabulary activities that equip students with a firm grasp of relevant tier two and three vocabulary. Students discuss the meaning and implications of the texts in Socratic seminars that primarily explore the Southern worldview and arguments that slaveholders used (e.g., historical argument, Biblical argument, economic argument, etc.). The Socratic seminars prepare students to engage in a debate about the causes of the Civil War, and to explore key questions on states rights, federal powers, and the issues surrounding slavery. Students also explore the questions, "Who or what freed the slaves?" and "Was emancipation something given or seized?" These questions attempt to complicate the traditional textbook narrative by questioning the benevolence of Abraham Lincoln and examining the agency of African Americans as they shaped their own futures before and during the Civil War, through advocacy and military service. After delving into sources from multiple perspectives (white and black abolitionists, Lincoln, freed slaves, Radical Republicans), groups of students create timelines that illustrate when slaves became free. They must first discuss and come to a consensus on the questions, "Who freed the slaves? How do we know?" Students are guided by clear expectations on the ways that historians use and interpret evidence to construct historical narratives. Through scaffolded classroom collaborations and guided discussions that reflect historical practices, students come to understand key facts and ideas about this period. They also grasp the complex nature of a narrative that, to this day, continues to be reexamined and debated from various historical perspectives. Instruction is enhanced by field trips and technological tools (databases, virtual communities) that build technological competencies in meaningful contexts.

The WBA's curriculum materials will be developed by the Charter School faculty. The teaching faculty will be hired beginning February 1, 2013 and no later than May 1, 2013 with the expectation that they will work to develop curriculum and prepare the necessary lists of curriculum materials for purchase prior to the opening of school. WBA aims to hire core faculty who have developed tried and successful curriculums; and they will be encouraged to contribute

already developed curriculum materials, adjusting them together with other faculty to serve the learning goals of WBA. For example, WBA founding group member Stephanie Lane has already developed a problem-based curriculum in the biological sciences and ecology, which can be adapted to any grade level. With a partner math teacher, she can easily modify and amplify the work with data in these curricula to integrate her science classes with certain topics in mathematics. This work will be compensated beyond contractual salary at a rate to be determined. *It is important to recognize that current founding group members, other experienced teachers well known to the Bard MAT Program during its years of involvement with a cluster of Bronx middle and high schools, and Bard MAT faculty in the core disciplines and education are committed to developing a model curriculum that builds disciplinary understanding and college-quality skills while addressing the needs of a heterogeneous student body, with an emphasis on forms of instruction that support ELLs and students with disabilities in achieving school success.*

Emphasis on Academic Literacy. To build academic literacy, WBA will incorporate research-based literacy practices into all content area classes. The emphasis will be on integrating authentic practices in the disciplines—as in the practice of Wineberg’s “corroboration” in the study of history (Wineburg, 2001)—with relevant literacy practices, such as a graphic organizer that helps students delineate information from multiple sources. Researchers have found that “the nature of the disciplines is something that must be communicated to adolescents, along with the ways in which experts approach the reading of a text” (Shanahan & Shanahan, 2008). The details of this approach are described below. WBA is supported in the development and implementation of these approaches as a professional development school and teacher education campus, with full collaboration from the Bard MAT graduate faculty and instructional support from the graduate students as pre-service teacher candidates.

Framework for Academic Literacy Instruction. The following framework will guide the approach to academic literacy instruction for all WBA students. Each item of the framework is aligned with New York State and Common Core English Language Arts Standards. We will draw on instructional practices developed by Bard College’s Institute for Writing and Thinking (<http://www.bard.edu/iwt/>) to foster close reading of texts, analysis, reflection, and collaborative learning and practices developed by the Internationals Network For Public Schools (<http://www.internationalsnps.org/>) in the area of English Language Learning. All teachers will receive intensive summer training and ongoing coaching from these organizations. We also draw on the work of Columbia University’s Teachers College Reading and Writing Project, the Strategic Literacy Initiative at WestEd, and the work of Susan Dutro and E.L. Achieve. *At Paramount Bard Academy (PBA), these last three approaches, combined with a school-wide commitment to IWT writing practices, have had strong results. In fall 2011, mandated CELDT testing determined that 26% of PBA students tested as English language proficient (tested out of ELL designation) compared to a statewide reclassification rate of 7% in the same test cycle.*

The framework’s tenets are as follows.

#1. Teachers will provide access to a variety of high-interest texts at students’ independent and instructional reading levels. Units of independent reading (Bomer, 1995) will be incorporated into all instructional units. For example, during a unit of study, students will individually select from various young adult novels that explore the quest for identity. Faculty and apprentice teachers will provide one-on-one conferences with students to address individual reading needs.

#2. Teachers will use explicit and embedded reading comprehension strategy instruction across all content areas. Research-based literacy practices developed by the Strategic Literacy Initiative at WestEd will be combined with cognitive strategies for reading and writing that were pioneered by the Pathway Project at U.C. Irvine and approaches to reading rooted in the work of SUNY Albany's Center for English Learning and Achievement (CELA: <http://www.albany.edu/cela/>). Most importantly, students will become fluent in the cognitive tools that expert readers use to answer questions such as, "How do I make sense of text? What is my purpose in reading? What questions are raised? What is missing?"

#3. Students will be asked to write in a variety of modes to demonstrate and extend their understanding of content. Based on the methods used in Bard's Institute for Writing and Thinking, students will write daily journals (and/or weblogs) in response to teacher-directed prompts designed to sharpen students' thinking about text. Students will also engage informal writing that advances forms of disciplinary thinking via distinctive writing strategies such as dialectical notebooks and interrupted reading. (Vilardi, 2009).

#4. Teachers will use a balance of classroom organizational structures (one-on-one, whole class, small group, pairs). The Teachers College Reading/Writing Project and the Strategic Literacy Initiative at WestEd provide exemplary models that are supported by the longer instructional periods at WBA, such as small group instruction (literature circles); one-on-one instruction (reading and writing workshop approaches); and Socratic Seminar. Each approach requires additional startup time and extended interactions that benefit from the continuity of extended time on task.

#5. Teachers will use a balance of instructional approaches (modeling, scaffolding, guided practice, and independent practice). There is consensus among literacy researchers (Pressley, 2001; Block, 2008) that regardless of the program used, effective teachers provide a balance of instructional approaches. *Modeling*, which often takes place in a "mini-lesson" (Bomer, 1995), consists of explicit instruction in the declarative, procedural, or conditional use of cognitive strategies for reading, writing, speaking, and/or listening. For example, reading *Antigone* in 10th grade, a teacher will demonstrate, using a "think aloud" (Daniels & Zemelman, 2004), how s/he goes about reading and comparing two major translations of this play. Next, the teacher *scaffolds* students' reading by having them work in pairs; leading to *guided practice* in which students read individually, stopping every 2-3 minutes to note their thinking in a journal; and culminating in *independent practice* in which students read, respond to, and critique two related texts on their own.

#6. Teachers will make deliberate connections between students' native languages/cultures and academic literacy. Effective literacy instruction is responsive to students' native languages and cultural backgrounds (Alvermann, Hinchman, Moore, Phelps, & Waff, 2006). WBA will systematically incorporate students' strengths and interests into the curriculum. For example, in a historical or literary unit on a theme such as understanding the formation of communities in the ancient world, students will consider what it means to "belong" to the various communities of Melrose, the Bronx, and New York City (and beyond). Students will have full access to the cultural and archival resources of the Bronx Music Heritage Center (detailed in Section III.C.2., below) facilitating cultural enrichment and musical mentorship by Bronx elder musicians, and connecting students to the Bronx's musical history in the realms of Latin jazz and other important 20th century forms. Students' ongoing literacy practices will consist of opportunities to make choices about what to read and write.

#7. WBA will provide expert tutoring and instruction for students who need additional

support in building academic literacy. Students who need (or seek) additional support will not fall through the cracks. A dedicated period for addressing needs known as the Student Learning Center (SLC), the presence of graduate-level apprentice teachers, ongoing assessment, and the longer class periods of the extended school day ensure the availability of the necessary and targeted support for all students to achieve.

#8. Teachers will conduct continuous cycles of formative assessment. Aside from the NYS tests, teachers at WBA will design classroom-based assessments that provide a more nuanced view of students' progress. Teachers will regularly meet outside of class to conduct "Looking at Student Work Sessions" (see www.lasw.org) that will provide the basis for formative assessment whereby teachers review and critique their own assignments, analyze student performance across tasks and disciplines, and develop instructional plans that are ever more responsive to students' needs as these needs emerge and evolve over time.

#9. Teachers will participate in ongoing professional development in literacy instruction. The WBA is, by design, the common campus of the Bard MAT Program. Graduate faculty in literacy provide ongoing professional development in the form of coaching, targeted consultancy, prescriptive workshops, and—with support from graduate-level faculty in the disciplines—curriculum design and implementation. Teachers will also work collaboratively with the International Community High School, a partner school in the South Bronx, to design curriculum that is highly responsive to the needs of adolescent English language learners in this particular community.

#10. WBA will create a Literacy Team (Lent, 2007). The Literacy Team will guide the ongoing evolution of curriculum and instruction, assessment, and professional development related to building students' academic literacy. The team will consist of members representing all grade levels and subject areas, the school administration, the guidance department, and parents.

An Integrated Approach to Technological Literacy. Skills in the use of available technologies are widely recognized as essential to school and career advancement. Use of appropriate technologies in the context of regular classroom instruction will enable students to develop technological fluency. Teachers be expected to employ technology for instructional purposes and students will use various technologies throughout their academic studies. The ability to make effective use of online databases, computing technologies, modeling software, word processing, and communication/presentation programs is essential to the authentic work of the core academic disciplines and is best taught in these contexts. Students' access to laptop computers in classrooms and desktop computers in a dedicated computer room will ensure that teachers can build technological literacy through meaningful learning challenges in their classrooms.

High School Programs. WBA will offer a challenging academic curriculum in an environment focused on the development of knowledge and understanding in core academic areas via authentic forms of inquiry and forms of teaching and assessment that address individual needs while building increasing self-direction and independence in student learning.

The WBA's educational goal is to ensure that every student graduates from high school with a minimum of 12 credit hours of college credit, fully prepared to complete a postsecondary degree. The 12 credit hours is the minimum college credit amount that is mandatory for WBA graduation; our high end goal as stated in our mission (but not mandatory for graduation) is for students to complete 30 college credit hours before completion of 12th grade. Students will

receive assistance with navigating the college application process via one-on-one college counseling, group workshops, college trips, and college entry exam courses. College courses will be taught by Bard College and WBA faculty as a part of the regular high school curriculum. Students will receive credits for successful course completion in an articulated agreement with Hostos Community College, which means these credits are accepted throughout the NYS college and university system towards degree completion. WBA will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through an annual information packet sent to student homes at the beginning of each school year with follow-up information provided by student advisors.

At the Paramount Bard Academy in Delano, CA, this approach has demonstrated positive outcomes. In the 2011 fall semester, 65% of 11th graders were enrolled in three college courses, with many students taking more than a single course. The PBA students had very high rates of retention and strong success compared to high school graduates who were enrolled in same classes at Bakersfield College (the local community college). In the course on History 17A, PBA 11th graders had a 100% retention rate compared to the college students' retention rate of 74.2% for the same course. The PBA students had a 78.6% success rate, compared to the college students' success rate of 45% ("success" is defined as grade of C or better). In the course on Art B1, PBA 11th graders had a 100% retention rate compared to the college students' retention rate of 76.8% for the same course. The PBA students had an 87.5% success rate, compared to the college students' success rate of 60%.

Secondary Course Requirements. Students will fulfill course requirements through high school and college-level coursework at the WBA. Students must complete a minimum of 12 credit hours of college coursework to graduate and all students may complete the course requirements for an associate degree by the time they have completed their high school education. The WBA will provide middle school students with intensive test preparation, tutoring, and one-on-one assistance with the complex high school admission process. The goal here is twofold: (1) students make choices about high schools and pathways that are best for them; and (2) the process anticipates the work of selecting and applying for college programs after high school.

Secondary Graduation Requirements. The WBA approach to curriculum design and teaching will allow students to achieve the objectives set forth in this charter proposal, enabling all students to master academic content standards in core curriculum areas as adopted by the New York State Education Department and to exceed these standards by engaging in college-level work and earning college credits prior to graduating from high school. We expect that all graduates will receive a Regents Diploma with Advanced Designation. Successful completion of senior portfolios and exhibitions will also be a required standard for graduation.

The Visual and Performing Arts as Core Curriculum: At WBA, the core curriculum will include fine art, music, and the dramatic arts. Arts involvement among at-risk youth is associated with a variety of positive academic and civic outcomes. Extensive evidence for this correlation is presented in a new report entitled, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (Catterall, et al. 2012). Published in 2012 by the National Endowment for the Arts, the report details the findings of a large-scale, longitudinal study of academic and civic behavior outcomes of low socioeconomic status (SES) teenagers and young adults who

have engaged deeply with the arts. Key findings that suggest the value of the WBA focus on arts engagement include the following: students who had art-rich experiences in high school showed higher overall GPA than did students who lacked those experiences; high school students who earned few or no arts credits were five times more likely not to have graduated than students who earned many arts credits; 8th-grade and high school students who had high levels of arts engagement were more likely to aspire to college than were students with less arts engagement; students who had intensive arts experiences in high school were three times more likely to earn a bachelor's degree (and were also more likely to earn "mostly A's" in college). The positive correlations extend to civic engagement (participating in student government or school service clubs, community volunteering, registering to vote, voting, etc.). Importantly, the study also found that at-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population. This strongly suggests that in-school or extracurricular programs offering deep arts involvement may help to narrow the educational achievement gap.

(1) Fine Art. In its first year, the WBA will hire two full-time art teachers. All students will study and practice the visual arts as a core subject in grades 6-8. At full capacity, this will include courses in art history/appreciation plus electives in drawing, painting, printing, sculpture, ceramics, jewelry design, computer graphics, and photography. WBA will develop a middle school curriculum that will allow students to pursue more advanced studies in art in their high school years by drawing on the extensive resources of Bard College's undergraduate arts faculty; the Bard Center for Curatorial Studies; the Bard Master of Fine Arts Program; the Bard Graduate Center: Decorative Arts, Design History, Material Culture; and the wealth of arts institutions in NYC with which Bard and WHEDco routinely collaborate. The middle school curriculum is designed for deep immersion across a range of subjects with the idea that a student will begin to choose a more focused area of study in high school. The high school curriculum will provide multiple pathways by offering course sequences that respond to student interests, similar to a liberal arts college course of study.

(2) Music. In its first year, WBA will hire two full-time music teachers. All students will engage in the study and practices of music in grades 6-8. This includes regularly scheduled classes on instrumental and vocal music as part of an *El Sistema*-inspired program to be directed by faculty from the Longy School of Music (which recently merged with Bard College) and supported by partner institutions Bard College and the Los Angeles Philharmonic. *El Sistema* is based on the concept that when properly taught, music fosters self-discipline, collaboration, creativity, and an expressive outlet for adolescents. *El Sistema* began as a social justice program in Venezuela with the intention of enabling children living in extreme poverty to remain in school, build their self-esteem, develop practical skills, and avoid gang involvement. Some 400,000 children in Venezuela are in *El Sistema* "Nucleos" playing classical music and the renowned conductor of the Los Angeles Philharmonic, Gustavo Dudamel—a former student and continuing champion of the *El Sistema* program—has become a world-famous symbol of the transformative potential of music education. At WBA, students will begin with meaningful engagements in music (composing and improvising based on culturally relevant interests) and build on these positive connections to develop the skills and knowledge of accomplished musicianship, moving into other forms, such as classical music. (At the Paramount Bard Academy on which the WBA is modeled, the music program begins with instruction and performance of Mariachi music, which

reflects the interests of a population that is 87% Mexican-American, developing foundational skills that form the basis for learning classical music, jazz, and other genres. An approach based on the cultural characteristics of the students at the WBA, and the Bronx's unique cultural history, will be developed for the WBA.)

(3) Dramatic Arts. By no later than the second year of the school's existence, students at the WBA will have the opportunity to engage in aspects of theater production, staging plays and creating performances that connect to various areas of the academic curriculum.

(4) Physical Health and Wellness. From the first year of the school's operation, WBA will provide daily physical fitness and health education. Besides its value in fighting obesity (which is higher in the South Bronx than anywhere else in the City), school-based physical education has also been linked in multiple studies and literature reviews to improved academic achievement and improved cognition (Singh, et al., 2012; Donnelly & Lambourne, 2011; Van Dusen, et al., 2011, Chomitz et al., 2008; Efrat, 2011). Current South Bronx schools lack facilities for gym classes and provide less than the DOE recommended gym time, yet the obesity rates of the Bronx are considerably higher than other boroughs.

D. Assessment System

WBA will administer all state mandated tests in grades 6-8 - the ELA and Mathematics tests in all three grades and the Science test in Grade 8. As per the high school graduation standards, all students will have the opportunity to complete the necessary coursework to challenge those Regents exams required to meet the standards for the Regents Diploma with advanced designation (<http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD>). The timing of administration will be determined by the faculty and administration during the WBA's first year of operation, so that middle and high school course sequences can be planned accordingly.

Beginning with summative assessments, which apply the principles of backwards design, project-based learning and a system of portfolio assessments shaped by rubrics will provide the basis for assessing the portfolio measurable student outcomes. End-of-unit projects and final portfolio assessments will be developed by WBA faculty with the support of Bard College graduate faculty and will be aligned with State standards, national standards, and expectations associated with college readiness. Unit assessments will also draw on the C-PAS assessments model (Conley, 2007a) designed to determine college-readiness by evaluating student use of "key cognitive strategies" determined through an analysis of current educational research.

The portfolio assessments will be constructed to hold WBA accountable to state and school standards. A typical project will require students to answer a problem that requires the application of knowledge and a demonstration of understanding that is authentic to a discipline (or, in an interdisciplinary project, an integration of fields). These projects will shape units of instruction that require extended work by students over time, closely monitored and with scaffolded support provided by teachers. They will draw on various models, including but not limited to those described in *A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring* (Newmann, Secada, & Wehlage), *Teaching for Understanding: Linking Research with Practice* (Wiske, 1998), and David Conley's *College-readiness Performance Assessment System* (<http://www.epiconline.org/cpas>).

Twice a year, students will assemble a portfolio of work completed during the semester to be presented to a panel of teachers, peers, and community members as an exhibition of their learning and accomplishments. This is a replicable model currently in place at the Paramount

Bard Academy and at the Bard MAT Program's campus at the International Community High School in the Bronx. This model engages students in two processes that are central to their development as learners. First, because they are responsible for selecting what they will present and for providing commentary on what and how they have learned, students are required to be reflective. This metacognitive element serves a fundamental goal of the WBA and is well recognized by research as instrumental to enhancing understanding and developing increasingly strategic learners (Bransford, et al., 2000). Second, the bulk of the presentation time is devoted to answering questions from the panel, requiring students to apply their understanding in explaining their work to others and extending what they have learned in response to questions that go beyond the scope of a given project. This reinforces the school as a learning community, holds students to public standards, and gives parents and community members an opportunity to directly experience and assess learning at WBA. At Paramount Bard Academy and Bard's partner in the Bronx, the International Community High School, these twice-yearly presentations have been instrumental in raising expectations, helping students develop communication skills and self-confidence, and advancing English fluency for ELLs.

In addition, to ensure that grade-level and/or subject standards are met, WBA students will participate in all state-mandated testing, including the NYS grade 6-8 English language arts and mathematics exams, the grade 8 science exam, and all high school Regents-level assessments. WBA will meet or exceed its Adequate Yearly Progress (AYP) target growth each year and students will be expected to obtain a minimum of one year's academic growth in each school year. Incoming students will be assessed using standardized test instruments to establish a baseline for growth expectations. School-based assessments developed by WBA faculty (with support from Bard faculty) will focus on demonstrations of understanding that require the application of knowledge implicit to disciplinary practice; more conventional tests of core knowledge will provide intermediate assessments as well. These school-based assessments will primarily be problem-based activities drawing on the College Performance Assessment System (C-PAS) model developed by David Conley and his colleagues (<https://www.epiconline.org/>) and the Authentic Assessment model developed by Newmann and associates (Newmann, 1995). Assessments will be aligned with NYS and Common Core Standards and designed to meet or exceed these standards in English language arts, science, mathematics, and history/social science.

Data on graduation rates and college entry and completion rates will be compiled as the data becomes available. The WBA will develop methods and procedures for collecting data on student academic achievement and careers after high school completion.

It is important to note that the advisory group (as described in more detail below) represents a dynamic aspect of the assessment system. Though the advisor is not responsible for formal assessment of student academic knowledge and understanding as a subject area teacher would be, the advisor is the one individual who really does enact an "in loco parentis" role in the life of his or her advisees. Charged with tracking each advisees progress and meeting with his students and their families regularly, the advisor remains knowledgeable on a daily basis of the student's academic progress, attendance, and the range of variables that may be supporting or limiting student success in school. The strength of our assessment system is based on the kinds of data it provides, but it is only meaningful if it is used to continuously support student development. The advisory group provides a highly responsive system for applying assessment to student support, removing delays between recognizing a need and applying appropriate interventions.

Besides the above-described measures of achievement (school and state-level assessments)

and additional monitoring mechanisms (advisory), all students will be evaluated for purposes of diagnosis and continued improvement with an emphasis on foundational needs. Grade-level language and math skills, as well as English proficiency, are critical to meeting the challenges of a curriculum that aspires to develop critical thinking skills and competent knowledge in the disciplines. For example, identifying students with reading and math skills more than two years below grade level will result in placement in the Student Learning Center (SLC) period, which meets daily as a school-wide block of time to address essential educational concerns. A student in the SLC will receive intensive instruction and practice on the relevant skills until learning targets are reached. Such students will still participate in all regularly scheduled classes; for example, a student with reading difficulties will receive regular instruction in the heterogeneously grouped English class alongside the complementary support offered in the SLC.

Use of Data. The data outlined here will be used by the WBA in an annual review of progress and achievement to be conducted by the faculty and community members in a cycle of analysis and reflection at the close of each academic year. Additionally, WBA will use this achievement data as well as intermediate assessment data to continuously monitor and improve the WBA educational program. This comprehensive assessment system is directed at attending to individual student needs. Integrated with other school structures, such as advisory and small group instruction, this assessment system ensures that all students are provided with the necessary forms of instruction and remediation to succeed. The WBA will report data on student achievement to school faculty, parents, and guardians through student/parent conferences and progress reports, an annual school accountability report, public presentations, and other means appropriate to goals of transparency and school improvement. This data also provides the basis for reporting to the local school districts, the New York State Department of Education, and the charter authorizer.

Data will be the basis for analysis and modification of plans for teaching and learning as part of the Instructional Child Study Teams (ICST), which meet for a variety of purposes on a weekly basis. Teachers will be able to identify group and individual learning challenges as well as the need and appropriateness of raising standards and expectations to maintain the kinds of challenges that motivate learning. Item analyses of tests, trends in rubric evaluation results from projects and presentations, and descriptive reviews of individual students in what has come to be known as tuning protocols will ensure that teachers are responsive to individual and whole class needs.

E. Performance, Promotion, and Graduation Standards

1) Middle School Promotion/ Retention Policy: A course syllabus will be prepared for each course of study and will be part of initial orientation for students at the beginning of each semester as well as a document that will be shared with parents, available in print format and online. Grading criteria are established by the course syllabus for each course, which clearly describes learning goals and expectations, the scope of work, the basis for assessment, and the sources for feedback that will help student, teacher, and families monitor and support academic progress.

Students will advance from one grade to the next on a course-by-course basis with a grade of 70% or better and a minimum grade of 2 on applicable NYS exams considered a passing grade. Thus a student may advance from 6th to 7th grade math but remain in a 6th grade English class. Though a grade of 3 or 4 will be the general standard for promotion to the next grade, a

minimum grade of 2 will also allow for promotion with appropriate interventions put into place to address the needs highlighted by this lower score. In each case, the ICST will look carefully at the overall student record to determine the best path for continued academic development, recognizing that retention itself can be a limiting factor in student development. Though the NYS tests provide a baseline of achievement standards in math and ELA, the middle school curriculum goes beyond these measures, requiring students to develop skills knowledge, and reasoning in these foundational subjects that exceed the demands of the state tests. In all subject areas, students will be required to meet learning targets embedded in problem-based units that require the active development and application of knowledge to relevant problems. These are graded by rubrics and also presented during the semi-annual portfolio presentations.

2) High School Grading & Promotion/Retention Policy

Numeric Range	Letter Grade	Achievement Level
90-100	A	Mastery
80-89	B	Above Proficient
70-79	C	Proficient
0-69*	F	Not Proficient
*If the student receives a final grade of less than 70%, no credit unit will be granted for that course and she/he may be required to repeat the course in the following year.		

To graduate, all WBA students must satisfy four requirements:

- 1) Students must meet the standards for the Regents Diploma with advanced designation (<http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD>), recognizing that some of the requisite course may be satisfied by completion of dual enrollment college courses taken in their junior and senior years. Such courses will be vetted for approval by NYSED in advance of student enrollment as per regulation 100.2(f) of the General School Requirements (<http://emsc32.nysed.gov/part100/pages/1002.html>).
- 2) Students must successfully earn a minimum of 12 college credits, with a minimum grade of C in each course.
- 3) Students must successfully complete a community service project in grade 11 or 12 under the supervision of their advisor. A final report will be presented in both written and oral form by the student and must receive a grade of C or better based on a rubric that sets standards for documented hours of service, the design and implementation of the project, data related to project outcomes, and a reflective narrative of the experience.
- 4) Students must complete as Senior Exhibition, which is the results of an independent research project in a selected discipline, guided by a WBA teacher and an outside advisor, and presented before a panel of teachers, peers, community members, and an outside expert who will evaluate the exhibition using a grading rubric. (This is a model assignment developed by the Coalition of Essential Schools, which has been used by NYS school districts, such as Chatham Central and Croton-Harmon.)

Receiving Credits for A Course. Credit units are granted once a student successfully completes that course with a “C” or higher. Partial credit units are not granted to a student who leaves WBA midyear or who transfers to another class midyear.

Courses with weighted credit. There are no courses with weighted credit.

Students who transfer from other institutions. Students transferring to WBA *may* be able to

carry their former institution's credits over. Students who transfer to WBA mid-year will have their exit grades considered for Academy quarter grades and final credit units.

F. School Culture and Climate

WBA will promote a culture of learning characterized by respect, reflection, responsibility, aspiration, and a belief in the capacity of the individual as learner. At a school-wide level, behavioral expectations associated with school values will be clearly articulated in the WBA Student Handbook, which will be an active document, discussed on a regular basis by students and teachers in advisory group and between parents, students, and teachers at designated school events. The NYC DOE Chancellor's Student Discipline Code will be part of this document, defining basic behavioral expectations, consequences for misbehavior, and due process. The handbook will also emphasize the set of expectations that are essential to the WBA learning community. These policies and expectations will apply to all students (and faculty), at the school site and off (including buses and trips).

For example, the WBA school year will begin with a weeklong session of workshops modeled on the Language and Thinking program initiated at Bard College in 1981. This immersion in a seminar style writing to learn workshop creates experiences of learning together through writing practices that foster thoughtful reflection and collaboration, establishing a culture of learning and respect that frames all classroom work for the year ahead. This is common practice at the Paramount Bard Academy and the Bard High School Early Colleges in Manhattan, Queens, and Newark. The advisory group curriculum in the opening month of school will focus on school values and help students process their own responses to WBA culture while making explicit expectations through a culture of responsive relationship that is implicit to these expectations.

The school will be guided in the establishment of systems to promote a positive school culture by the model of Positive Behavioral Interventions and Supports (PBIS) (<http://www.pbis.org/>). This model ensures that secondary and tertiary interventions are in place as needed, so that students who are at-risk may be part of focused discussion groups led by the school counselor, a secondary intervention; and students with more challenging problems may work with a counselor and faculty on a behavior management plan to address issues of anger or impulse control, a tertiary response. Like any effective response to intervention model, the school as a whole and the culture of classrooms should serve to foster desirable behaviors as a primary intervention, reducing the need for secondary and tertiary interventions. The primary intervention or response to encouraging positive behaviors is a structured integration of the following: 1. Advisory groups 2. Small class sizes 3. Differentiated instruction 4. Ongoing monitoring of all students by ICSTs 5. Engagement of families and community 6. Models of engagement like the initial Language and Thinking week. Please see attachment 4, Student Discipline Policy, for details of these strategies and practices.

The WBA will emphasize the use of nonviolent crisis *prevention*. Advisory groups and assessment with counseling staff will help assess and address the heightened individual, family, and environmental risk factors faced by children in poverty and that often translate into academic and behavioral problems. The school will offer all teachers training in physical restraint so that teachers are aware of proper procedures, should the need for emergency restraint occur. Parent Handbooks will be distributed at the outset of each academic year with details on the school's policy opposing any and all forms of corporal punishment and its intolerance to such conduct. The WBA understands that school staff may be presented with situations where a student's

conduct is dangerous to her/himself and/or other students. In those circumstances, reasonable physical force may be required to restrain a student. Reasonable physical force is only exercised to ensure the safety of the student and other students; reasonable physical force is never as a punishment towards any student.

WBA will rely on the model of ELL instruction that established and developed with demonstrated success by the Internationals Network for Public School over the past 20 years (<http://www.internationalsnps.org/>). WBA teachers will receive the summer training that INPS provides to its teachers and MAT faculty member Annie Smith will act as ongoing coach to WBA faculty during the school year. Ms. Smith, a former International teacher and recognized literacy expert in the area of ELLs, has provided coaching services to International faculty for many years. Two teachers who serve on the founding group – S. Lane and E. DeBoard – will lead WBA curriculum development and have worked at the International Community High School for five years as founding teachers. As graduates of the Bard MAT program, they have been successful in advancing learning as a matter of disciplinary understanding in the context of heterogeneously grouped classrooms with 100% ELLs, a founding tenet of INPS. Eric Nadelstern, member of the WBA founding group and former Deputy Chancellor in the NYC DOE was the founding principal of the first International High School at LaGuardia School in 1989.

G. Special Student Populations and Related Services

WBA will address the needs of students with identified learning disabilities with targeted classes as needed and an instructional model that supports individual learning needs within heterogeneously grouped classrooms, as well as working to keep parents engaged and aware of each student's progress. The WBA schedule includes a Student Learning Center (SLC) period, designed as a flexible scheduling option to address individual needs. In the same way that the SLC can be used for interventions in reading and math, described above, it also provides for the identified needs of students with disabilities.

WBA will employ a full-time Special Education Coordinator (SEC) and special education teacher from its first year. These specialists will work closely with the teachers in their grade level teams to ensure that student needs are effectively addressed and appropriate accommodations made in all classrooms. Classroom teachers and MAT graduate students acting as teaching assistants will be trained and coached as needed by these specialists in specific strategies and approaches that will effectively address student needs in line with the student's Individualized Educational Program (IEP).

WBA will comply with all IDEA (Individuals with Disabilities Education Act) regulations and guidelines and the Special Education Coordinator will assume primary responsibility for compliance and reporting, managing the review and referral process, and ensuring full provision of services as mandated by Student IEPs.

WBA recognizes that there might be limitations to provide all required services to all students with disabilities. WBA will always defer to the regional Committee on Special Education (CSE) to provide students with support services that are not available at WBA or to place students where best supports can be accessed. WBA will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. WBA will also provide social supports in school and by referral through

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WHEDco's network and beyond that address social, emotional and academic needs to create a sustainable environment for effective teaching and learning.

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE.

Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP prepared by the CSE of the students' district of residence. Students with disabilities will receive all notices concerning school sponsored programs, activities and services.

WBA will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The WBA special education staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. WBA classroom teachers will be knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the students' IEPs. Teachers will receive on-going training regarding the education of special needs students including during the pre-opening professional development prior to the opening of school each year.

Referral Processes. A student suspected of having a disability will become the focus of the School's Instructional/Child Study Team (ICST) consisting of an administrator, teachers, social worker and special education teacher who will work with the student's parent/s or guardian/s to appropriately assess and provide support for the struggling student. The WBA ICST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The ICST has the responsibility to: Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school, brainstorm solutions, make recommendations to meet the child's needs, and monitor/review results of the recommendations. A referral to the CSE will be considered when it is clearly demonstrated and documented the interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs, recognizing that the Special Education Coordinator (SEC) or special education teacher will join ICST discussions as soon as student learning issues emerge that for which standard interventions are insufficient. Regulations of the NYS Commissioner of Education for initiating a referral for a student suspected of having a disability and that define the responsibilities for school personnel with respect to such a referral will be followed in accordance with Part 200.4 of the Regulations. Parents and/or guardians of WBA will be informed of their rights and responsibilities under these regulations to make referrals during school information sessions and through the parent handbook, which WHEDco will help develop to include the rich array of services and support

mechanisms and other out-of-school offerings available to parents and families within the WHEDco service network as well as at other local organizations or agencies.

Finally, WBA recognizes that students from low-income families are often identified for special education services when, in fact, the issues may be an effect of poor educational experiences in school. WBA will work carefully to identify the needs that struggling students present. The ICST plays a key role in identifying many of the key learning challenges that stand in the way of greater student success. As described above, this means that a student who is reading below grade level may be assigned to a support class during the SLC period in what is now well recognized as a response-to-intervention model. The ability to combine secondary and tertiary with a primary model of clinical teaching ensures that students experience increased success and engagement. The emphasis on understanding and responding to the individual learner supports the full range of student needs from low to high achieving, from students who are learning English to students with identified disabilities, from students disadvantaged by prior educational experiences to students whose home experiences are less supportive of school learning.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicants/Founding Group Capacity

The Founding Group's Expertise: The WHEDco Bard Academy's founding group of 13 individuals brings a wide range of educational expertise and community experience, including high school and middle school teaching and administration. This will ensure necessary expertise for all aspects of the school's operations, from start-up to data usage to establishing a school culture that is conducive to learning. Two teacher members were on the startup faculty of the International Community High School. Another founding group member is a former teacher and principal who was the founder of the first International Community High School at LaGuardia Community College and is now the director of Teacher's College Columbia's Principals' Institute. Another member is a former teacher (now teacher educator) who founded the Paramount Bard Academy, the charter school on which the WBA is modeled. One member of the group is founder and former principal for St. Ignatius School in the Bronx and another member is currently Principal at Grant Avenue Elementary School in the Bronx. Also on the founding group is the Assistant Commissioner of the Bronx District Public Health Office in the NYC Dept. of Health and Mental Hygiene. As a professional development school that serves as the campus for the Bard College Master of Arts in Teaching (MAT) Program, the WBA will benefit from the daily presence of MAT faculty and graduate students, and a rich array of teacher-education resources.

Members of the founding group spent nearly a year developing a solid professional and institutional relationship (see attached Memo of Understanding between Bard AMT program and WHEDco) stemming from community need in the Melrose section of the South Bronx. WHEDco was the lead applicant of the winning proposal to develop the final phase of the Melrose Urban Renewal Plan with a mixed-use campus that includes a school, affordable housing, and other elements detailed below. As plans for the school were researched, talks between WHEDco and Bard College began. The partnership between the Longy School of Music and Bard College contributes the expertise required to implement *El Sistema* principles of music education at the WBA. Using the Paramount Bard Academy in California as an educational model, the applicants began to infuse the WBA design with Bronx-specific social/cultural elements, including attention to the needs of ELL students and the area's cultural history as force

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in 20th century and contemporary music. Details on the partnership are contained in Attachment 7. This charter application was collaboratively written by members of the founding group. Ric Campbell contributed his expertise on the model school (PBA) and educational program development appropriate for the Bronx, based on Bard's extensive work in Bronx public schools. On the WHEDco side, President Nancy Biberman, Executive Vice President Davon Russell, and other key staff provided community needs information, outreach and service knowledge. Daniel Pasek Consulting LLC provided project management and insight on NYS charter schools.⁸

The following is a brief description of the founding group members' current employment, relevant experience, and qualifications. The first seven are proposed as board members

PROPOSED BOARD OF DIRECTORS

Nancy Biberman, Esq. President, WHEDco. Ms. Biberman manages an organization with a \$14 million annual budget and 275 employees. She began her career as a legal services attorney after which she oversaw the restoration of 23 abandoned buildings in the Bronx. Ms. Biberman founded WHEDco in 1992 and has since developed three buildings with over 300 residential units and over 45,000 sq. ft. of non-residential space now valued at \$78 million. She will serve the WBA Board with legal, administrative, and real estate/facility development expertise.

Ric Campbell, Ed.D; Dean of Teacher Education, Bard College. Dr. Campbell, a classroom teacher since 1978, worked with at-risk students in NYC; trained teachers as an associate and administrator of the Bard College Institute for Writing and Thinking; founded the Bard College Master of Arts in Teaching Program in 2004 (with campuses in Annandale-on-Hudson, NY; Bronx, NY; Delano, CA; and Palestine); and founded the Paramount Bard Academy, a charter school serving grades 6-12 in Delano, CA. He will serve the WBA Board with expertise in teaching, administration, fundraising, and development.

Davon Russell, M.A., Executive Vice President, WHEDco. Mr. Russell oversees WHEDco's community service programs, including Head Start, youth and teen initiatives, family support, and home-based childcare provider training. He works daily with South Bronx community members, tenants, and families. He serves as Bronx Borough President Diaz's appointee to the Community Education Council of the NYC Department of Education, and as a member of Mayor Bloomberg's Fatherhood Initiative. Mr. Russell will serve the Board with expertise in administration, fundraising, community engagement, and family involvement.

Karen Zorn, M.A., President, Longy School of Music of Bard College. Ms. Zorn negotiated plans to merge the Longy School with Bard College, and implemented an *El Sistema*-inspired initiative, the "Take A Stand" partnership with the Los Angeles Philharmonic and Bard. She will serve the Board with expertise in music education, administration, and financial management.

Valerie Capers, Ed.D., Professor Emeritus, City University of New York. Dr. Capers is a world-renowned jazz pianist/composer and lifelong Bronx resident. She received her BA/MA from The Juilliard School of Music, served as faculty of the Manhattan School of Music, and Department Chair of Music and Art at Bronx Community College of the CUNY system. Blind

⁸ Existing public charter school documentation was referenced throughout this application process in building policies and practices.

since childhood, Dr. Capers is a role model for students with disabilities and will serve the Board with expertise in teaching, performing, and community engagement.

Maryann Hedaa (BA, MA, MS), Founder and Managing Director of The Hunts Point Alliance for Children, an educational support and youth development organization in the Bronx. A veteran educator (founder, teacher and principal, St. Ignatius School), she also serves as a board member at Brilla College Prep Academy, a Bronx charter school in Mott Haven. Ms. Hedaa will serve the board as an advisor on student recruitment, promoting academic achievement, and school management.

Gloria Villatoro, Parent. Ms. Villatoro is the mother of two boys. One attends a charter high school in the Bronx and the other is in the 4th grade at a Bronx elementary school. Ms. Villatoro is interested in the role the arts will play in the WBA and strongly believes in an educational model that incorporates the arts and music into a rigorous curriculum. Ms. Villatoro will serve as the parent advocate on the board.

ADDITIONAL FOUNDING MEMBERS

Elise DeBoard, BA, MA. NYC Teacher, International Community High School, Bronx. Teaches Government, Economics, Global and American History to immigrant students; extensive experience addressing ELL needs; and scaffolding educational materials to reach students with pre-K to HS level literacy abilities. She will advise on curriculum design, ELL needs, and teaching.

Stephanie Lane, BA, MA. NYC Teacher and Department Leader, International Community High School, Bronx. Developed the scope and sequence of science courses at ICHS, and is a curriculum consultant for the Bridges Project, a Department of Education pilot program for students with low native language literacy or interrupted formal education. She currently teaches both Bridges and at ICHS (9th and 10th grade biology). She will advise on teaching, curriculum development, and literacy instruction.

Eric Nadelstern, Director of Principals' Institute and Professor of Practice in Educational Leadership at Teachers College, Columbia University. Served as Deputy Chancellor for the Division of School Support and Instruction for the NYC DOE's 1,700 schools. As founding Principal of the International High School at LaGuardia Community College, he created an innovative public school for ELL that became the replication model for the International High Schools citywide and nationally. He will advise on school leadership and addressing ELL needs.

Kristin Erat, Principal, Grant Avenue Elementary School (PS 449). A former 5th-grade teacher, Ms. Erat founded Grant Avenue Elementary, a grades K-5 school in the South Bronx, because she "loved teaching" and wanted to extend the lessons she learned in the classroom to create a school. She intends Grant Avenue to be a feeder school for proposed WBA, and will advise on family engagement and curriculum implementation.

Paula Torres, Parent. Ms. Torres is the mother of three. Two daughters are in college, and her youngest child attends 5th grade at PS/MS 218 in the South Bronx. Ms. Torres was born and raised in the Dominican Republic and came to the U.S. when she was 15. She wants her children

to have the opportunities she did not have as a child and believes in the power of education. Ms. Torres will advise the founding group on parent engagement.

Deborah Taylor, MSW, Parent. A Hunter College graduate, Ms. Taylor’s experience growing up with an illiterate parent contributed to an early lack of self-confidence, but also spurred her educational achievement and commitment to her child’s learning. She serves on PS 449’s PTA and School Leadership Team to promote an environment where children are not afraid to dream big and achieve through hard work. She will advise on parent engagement and promoting achievement.

Jane Bedell, MD, Assistant Commissioner of the Bronx District Public Health Office in the NYC Department of Health and Mental Hygiene. Directs a 20-person unit of public health educators, epidemiologists and community health workers who promote health equity in NYC by ensuring conditions for good health flourish in all of NYC’s neighborhoods. She will advise on implementing health and physical fitness implementation.

B. Board of Trustees and Governance

WBA is designed to meet the specific needs of children in the Melrose section of the Bronx (School Districts 7, 8, 9 and 12). As the ultimate governing authority of the school, the **board of trustees** exercises, “final authority for policies and operational decisions of the school,” [Educational Law §2854 (1)(f)]. The Board of Trustees has three primary responsibilities: (1) build a thriving educational environment that meets the needs of its students; (2) ensure that public educational dollars are appropriately expended; and (3) represent WBA in the community.

A strong working relationship between the Board of Trustees and school management is essential to building a thriving educational environment that meets the needs of WBA’s students. As set forth in the charter application, the Board has a clear educational philosophy and vision for the school. It must hire and manage a school leader to implement this philosophy and vision and develop a protocol for monitoring the school’s educational achievement and outcome. The challenges facing children in the Melrose neighborhood required tailored solutions, and WBA’s curriculum is designed specifically to meet these needs. The Board working with the school leader will have to monitor the efficacy of the curriculum and approve changes as required. The Board needs to be cognizant of the fine line between oversight for which it is responsible and day-to-day management for which the school leader is responsible. To facilitate Board and management operations, the Board will develop and approve school policies, board of trustee’s code of ethics, and personnel policies.

Charter schools are recipients’ of public dollars to be used to provide a quality public education. The board of trustees is the steward for the public dollars and it is their responsibility to ensure that the funds are appropriately spent. Each year, the Board will approve an operating budget and the Board as a whole, or the Finance Committee as appropriate, will regularly monitor the operational and financial performance of the school. The Board will raise private sources of funding as necessary to supplement the public dollars and deliver the educational services needed by WBA’s students. As trustees of a nonprofit organization, the Board of Trustees must operate free of conflicts of interest. Since WBA is a collaboration between WHEDco and Bard, both organizations will be represented on the board along with independent directors. WBA has developed conflict of interest policies to which it will strictly adhere to

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guarantee that the Board operates in the best interests of WBA and its students rather than either collaborator.

WBA's Board of Trustees will be the public face of the school. It will meet monthly in compliance with the Open Meetings Law and encourage participation among parents and community stakeholders. [Education Law §2854(I)(e)] [Article 7 of the Public Officers Law §100 et seq.] Open communication with parents, the community, and the general public will build a stronger school community. The Board will maintain procedures to receive complaints, concerns and praises from parents and the general public. Members of the WBA Board of Trustees were selected due to their extensive experience in the South Bronx or educating students facing similar challenges as to those in the South Bronx. These collective experiences will help the Board to advocate for WBA and its students.

WBA's by-laws are structured to facilitate the Board's effective and ongoing academic and operational oversight. The founding board will serve in staggered terms to ensure that WBA always benefits from experienced board members while being able to recruit new, talented board members. The board will be lead by a President, Vice President, Secretary and a Treasurer and these officers will form the Executive Committee. To enable the Board to devote significant attention to all the facets of school operations, each Trustee will be asked to serve on a committee which will meet regularly and be charged with overseeing specific aspects of WBA's operations. As per the bylaws, the board established the following committees: (1) Executive Committee, (2) Academic Committee, (3) Budget and Finance Committee, (4) Board Development Committee, and (5) Grievance Committee. Each committee will meet in compliance with the Open Meetings Law.

The Executive Committee: The executive committee facilitates effective decision-making by the board. Comprised of the Board's Officers, the executive committee is responsible for:

- Making decisions on behalf of the full board that are time-sensitive in between Board meetings;
- Planning board meeting agendas;
- Serving as a communication link with other board members and school leadership; and
- Assessing the charter school's short and long-term needs and presenting a long range plan to the board.

The Academic Committee: The academic committee focuses on program planning, curriculum, professional development and fulfillment of the school's Accountability Plan. The academic committee in consultation with the school leader will continue to:

- Review instructional programs and student achievement;
- Monitor the management's progress in achieving the instructional program's implementation and student outcomes;
- Oversee the employee grievance procedures;
- Review the status of certified teachers and teacher assistants;
- Review the professional development plan and monitor the principal and management's progress in achieving goals;
- Participate in the development of the school's Consolidated Application and related forms for planning and implementing the No Child Left Behind Act in assisting all children to achieve at their highest level.

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- Meet periodically to discuss the academic program and its full implementation including student outcomes, certification status of staff, implementation of Consolidated Application and any problems identified;
- Conduct regular walk-throughs of the school;
- Provide a report at each board meeting; and
- Make recommendations to the board on the principal's performance.

The Budget and Finance Committee: The budget and finance committee is responsible for coordinating the board's financial oversight responsibilities. It meets regularly with the school business manager to review the financial status of the school. The committee will direct the staff to prepare monthly detailed reports on revenue collection and expense line items. Discussions between the committee and finance staff will revolve around analyzing budget to actual, proposed budget amendments and its programmatic impact (if any), and corrective actions. The budget and finance committee will continue to:

- Determine WBA financial goals and monitor progress in achieving those goals;
- Establish sound financial policies and monitor WBA's compliance with those policies;
- Review the WBA's financial control systems to safeguard the resources of the school;
- Schedule an annual financial audit by a licensed independent auditing firm ;
- Meet periodically with financial management and/or the school principal and business manager to discuss financial results;
- Review and approve each successive year's budgets to ensure fiscal responsibility and alignment with budgetary goals.
- Present recommendations to the rest of the board after the budget is completed; and
- Oversee the hiring of the business manager.

The Board Development Committee: The board development committee is responsible for advising the board on matters pertaining to fundraising, developing board member capacity, recruiting and retaining board members, and increasing community partnerships. The board development committee oversees and coordinates the ongoing development efforts of the school. Committee responsibilities include:

- Establish development goals and organizational structures;
- Develop and get board approval for the annual fund development plan;
- Involve board members in fundraising activities that match their skills and interests;
- Assist in the identification of major donors and grant opportunities;
- Identify and assist in recruiting potential board members whose expertise enhances the board's capacity as a whole;
- Coordinate training for new board members and establish systems for keeping veteran board members engaged and rewarded for their contributions;
- Arrange trainings to develop board member capacity;
- Establish a system of recognition for active board members, fundraising volunteers, and community partners; and
- Assist in reaching out to community organizations and businesses to establish beneficial partnerships that aid the school in fulfilling its mission.

Grievance Committee: The grievance committee is responsible for investigating and reviewing complaints received by the board from the community. The grievance committee does not include parents, teachers, or administrators of the school, and only meets when a grievance arises. Upon reviewing a grievance, the committee makes a recommendation for action to the rest of the board.

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
1. Nancy Biberman	Y	TBD	1
2. Ric Campbell	Y	TBD	3
3. Davon Russell	Y	TBD	3
4. Karen Zorn	Y	TBD	1
5. Valerie Capers	Y	TBD	2
6. Gloria Villatoro	Y	TBD	3
7. Maryann Hedaa	Y	TBD	1

*All Board members will recuse themselves from any and all votes that are conflicts of interest pertaining to the school.

C. Management and Staffing

Advisory Groups. The focus at WBA is on instructional innovation and strong academic engagement for all students. In a model that departs from some traditional structures and builds off structures initiated at the Paramount Bard Academy, teachers assume a broader role in the learning lives of their students through advisory groups, including playing a lead role in helping students get the support they need to address social, emotional and academic needs.. Each teacher has an advisory group of 10-14 students with whom s/he meets daily to monitor progress, discuss concerns, share school information, meet with individual students, and provide guidance on a range of topics (study skills, college applications ensuring that students are on track to graduate, etc.). The advisor is an advocate for each of these students within the school context, as well as the primary liaison with family members, communicating on a regularly scheduled basis about student progress, news from school, etc. The school counselor functions as the coordinator of the advisors, but the advisory system is a highly responsive structure that, in our experience with the PBA, obviates much of the need for forms of guidance and home communications carried out in other schools by school counselors and parent coordinators. All faculty members will be trained in how to be effective in this advisory capacity. The advisory group plays a key role in continued student progress because each advisor is charged with full responsibility for the academic success of their advisees. Advisors must constantly monitor student progress, communicate with relevant faculty and school support personnel, and build a positive and supportive relationship with advisees and their families. Advisory groups remain intact throughout a student’s academic career so that the advisory relationships deepen over time, building a meaningful mentor relationship between teacher and student and a group support system that extends into the culture of the entire school community.

Academic Department and Grade-Level Leadership. Teachers will fill these roles on a rotating

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basis and receive an additional stipend and/or course release for doing so. Grade-level leadership is focused on organizing meetings as instructional/child study teams so that teachers from all subjects on a regular basis in a cycle of review that moves through all students on an individual basis, addressing any and all questions or concerns about a student’s progress, participation, and performance. Department leadership emphasizes a continual review of curriculum and curriculum alignment and integration, vertically and horizontally, so that meetings between academic departments are also expected to develop connections between subjects when there is an opportunity to do so.

Administrators as teachers. With the possible exception of the business manager, all administrators are expected to spend a portion of their time engaged in teaching or co-teaching in WBA classrooms. This ensures a culture of shared professional engagement whereby everyone participates in the primary site of school activities: the classroom. This forms the basis for productive conversations about teaching and learning based on classroom experiences across the learning community.

Non-Instructional Staff

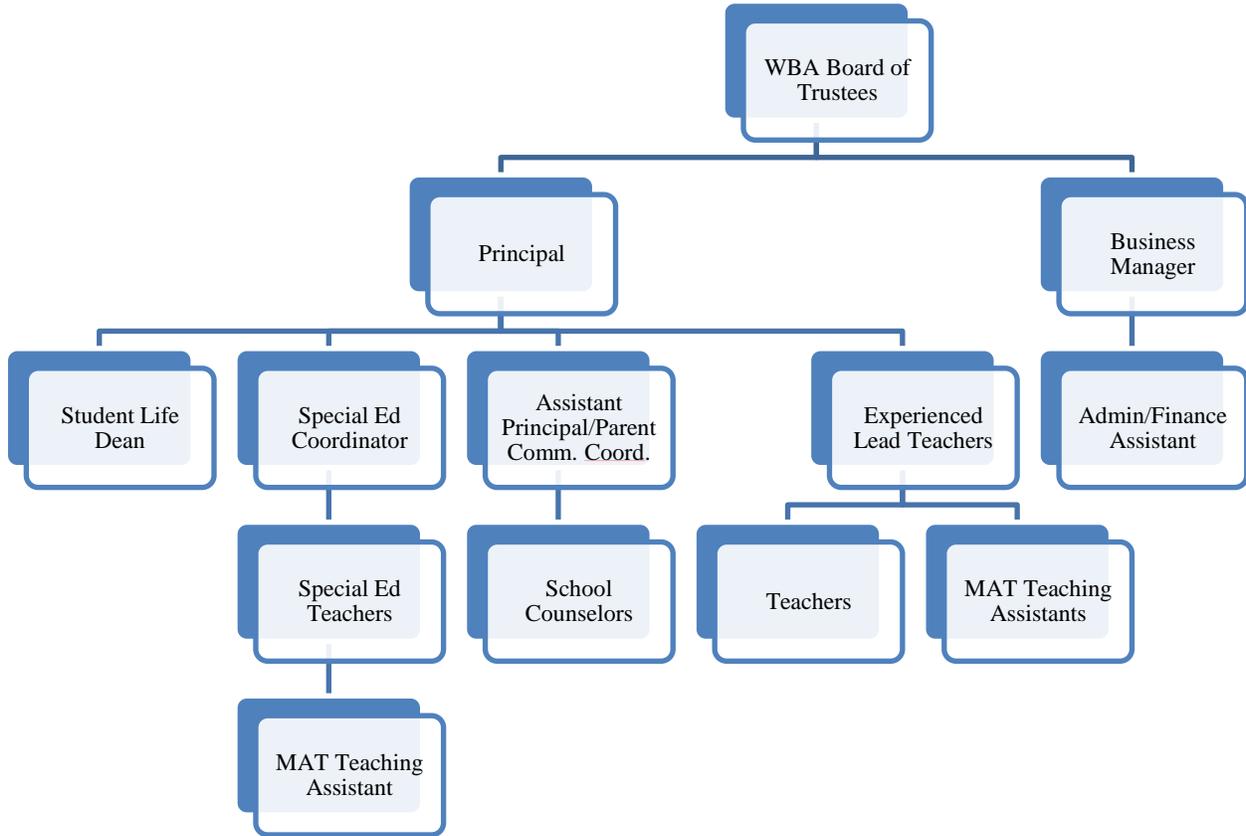
School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrollment	120	200	280	360	440
Principal	1	1	1	1	1
Business Manager	1	1	1	1	1
Special Ed. Coordinator	1	1	1	1	1
Asst. Principal/Parent Comm. Coordinator (PCC)	0	1	1	1	1
Administrative Assistant	1	1	1	1	1
Student Dean		0	1	1	1
Total Non-Instructional Staff	4	5	6	6	6

Instructional Staff

School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrollment	120	200	280	360	440
Grades	6-7	6-8	6-9	6-10	6-11
ELA Teachers	2	3	4	5	6
Math Teachers	2	3	4	5	6
Social Studies Teachers	2	3	4	5	6
Science Teachers	2	3	4	5	6
Spanish Teachers	0	0	1	2	2
SPED Teachers	1	2	3	4	4
Music Teachers	2	3	4	4	4
Art Teachers	2	3	4	4	4
Physical Education Teachers	2	3	4	4	4
School Counselors	1	2	2	3	4
Total Instructors	16	25	34	41	46

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Notes: In years 1 & 2; Student Dean responsibilities will be shared by advisory groups and managed by school counselor. Food service is subcontracted as part of lunch budget, custodial staff is subcontracted within lease agreement. Physical education teachers will be EMT trained and provide health curriculum. Two designated faculty or administrators will be certified to administer medications. Every classroom will be supported by a student teacher engaged in the Bard MAT program. Spanish Language instruction will be offered beginning in 9th grade.



C.1. Charter Management Organization

We do not intend to contract with a charter management organization.

C.2. Partner Organizations

Key Information on the Partner Organizations:

The two partners are the Women’s Housing and Economic Development Corporation (WHEDco) a Bronx-based not-for-profit 501(c)(3) corporation and the Bard College Master of Arts in Teaching Program.

WHEDco’s Public Contact Information:

Women’s Housing and Economic Development Corporation (WHEDco)
50 East 168th Street, Bronx, New York 10452
Phone: 718-839-1103
Email: nbiberman@whedco.org [Nancy Biberman, President]

Bard’s Public Contact Information:

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Bard College Master of Arts in Teaching Program (Bard MAT Program)
P.O. Box 5000
Annandale-on-Hudson, N.Y. 12504
Phone: 845-758-7145
Email: dte@bard.edu [Ric Campbell, Dean of Teacher Education]

Rationale, Nature of Proposed Affiliation, Roles, and Benefits to the School

The rationales for this affiliation include: (1) the unique combination of experience and expertise that the Bard MAT Program and WHEDco bring to this collaboration; (2) the overlapping interests and complementary assets of both organizations; (3) the extraordinary level of need for quality educational services in the geographic area to be served; and (4) the auspicious timing in regard to WHEDco's newest mixed-used development, as described in the next paragraph.

After two decades of participating in the rebuilding of the Bronx and extensive contact with the area's underperforming, overcrowded, and physically substandard schools, WHEDco is determined to substantially improve local educational opportunities. An optimal chance to do so presents itself in WHEDco's third and largest mixed-use development, Bronx Commons, an arts-centric development featuring affordable green housing a cultural heritage and performance center; a rooftop farm; public recreational green space; and a public plaza. The proposed WHEDco Bard Academy would be the educational anchor of the Bronx Commons development, providing an academically outstanding middle/high school in a low-income area with a dearth of such resources. Ground-breaking on the 361,000-square-foot Bronx Commons development is expected in 2013 with project completion in 2015. (The school will be housed in a suitable WHEDco-owned building until it can relocate to its permanent home in Bronx Commons in 2015.)

The Bard College Master of Arts in Teaching (MAT) Program offers an ideal complement to WHEDco's experience in community development, mixed-used community-building, arts-focused placemaking, and comprehensive service delivery. Bard College is an independent coeducational college of the liberal arts and sciences that provides a rigorous education through programs and high academic standards, and promotes civic engagement and the public interest.

Since the inception of Bard's MAT Program in 2003, the program has been committed to the improvement of public education through a dual focus on teacher education and active engagement with practicing public school teachers. This work has focused on addressing the needs of historically underserved populations of students, which aligns with the population WHEDco serves, and the population in and around Melrose. The Bard MAT Program forms close partnerships with public schools to fully integrate innovative teacher preparation with continued support and development of practicing teachers. The program matriculated its first cohort of teacher candidates in 2004 and by 2006 had doubled its enrollment and created a site-specific program for candidates committed to teaching in New York City's high-need public schools. In 2010, with support from the Carroll and Milton Petrie Foundation and a U.S. Department of Education FIPSE grant, the Bard MAT Program established a yearlong urban residency program at a campus in the Bronx, sharing the public school facilities of the International Community High School at 345 Brook Avenue. In a parallel development, with the support of a U.S. Department of Education \$8M Teacher Quality Partnership grant and additional funding support from the Resnick Family Foundation, the Bard MAT Program opened a charter school and campus for a yearlong rural residency program in Delano, CA, serving

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historically underrepresented students in this region of the Central Valley. As such, the program has excellent capacity to undertake the proposed partnership.

Moreover, the Bard MAT work in the Bronx engages a cluster of partner schools primarily in the South Bronx (where the proposed Academy will be located). These partner schools include Mott Haven Village Prep Academy, University Heights H.S., International Community High School, MS343, MS223, Fannie Lou Hamer High School, East Side Community High School, MS 224, and Bronx Academy of Letters. But the capacity of the International Community High School to accommodate the facility needs of the Bard MAT program is limited and the program would be well served by having a greater degree of control over curriculum, teacher development, and student outcomes as it does in its charter school in Delano, CA. Though the Bard MAT Program has long considered creating a charter school in NYC, various factors—including the significant challenge of finding an appropriate school facility in the Bronx—we had delayed such an initiative until the right circumstances presented themselves in the partnership with WHEDco.

The partnership between the Bard College MAT program and the Academy will leverage a range of productive outcomes for the proposed Academy. The MAT Program will offer graduate candidates a yearlong residency experience at the Academy as pre-service teachers; the Academy will employ these candidates as tutors and teaching assistants for the Academy's student body at no cost. The MAT Program will provide professional development opportunities to WBA faculty at no cost across a range of domains from instructional practice to curriculum design since full-time PhD faculty in education and the academic disciplines as part of the educational community at the Academy, which will serve as the campus for the graduate teacher education program.

Bard will leverage the above-described expertise to fulfill the following roles in the proposed partnership: (1) primarily responsibility for obtaining a charter for the creation for the Academy and the execution of a charter school management agreement between Bard and the Academy to provide the day-to-day management and operation of the Academy; (2) overseeing the charter application's preparation and submission and taking the lead on producing additional required documentation, including any follow-up requests for additional information; (3) entering into the Charter School Management Agreement with the Academy to provide certain educational management services, including start-up, curriculum design, administration, operations, staff and leadership recruitment, evaluation and assessment, and training and development for the Academy; and, (4) in consultation with WHEDco, preparing a Charter School Management Plan for the Academy and then providing, coordinating, and supervising the provision of the educational management services and other aspects of implementation.

WHEDco will also contribute strongly to the Academy's success, bringing its expertise to bear on performing the following roles(s) in the proposed partnership: (1) primary responsibility as project manager for the development of the School Unit in Bronx Commons, the execution of the lease of the School Unit with WHEDco or a WHEDco affiliate as landlord and the Academy as tenant, and the execution of a social service agreement between WHEDco and the Academy to provide social services to the families of Academy students; (2) leadership on building community support for the charter application; (3) overseeing the preparation of the construction documents for the Interior Build Out Work for the Academy's construction to ensure that all spaces required to accommodate the Academy has been appropriately designed and will participate in the oversight of the Interior Build Out Work; (4) providing onsite social support services to the Academy students and their families. To these tasks WHEDco brings expertise in developing mixed-used development that include educational components and comprehensive

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services that enable children, young people, and families to meet their goals, enhance their economic security, and improve their quality of life. For example, WHEDco has operated successful After School Programs for middle and high school students since 1999. These programs increase the academic, artistic, and critical thinking skills of adolescents in underserved communities. WHEDco also provides assistance to families through its family support services, health support initiatives, and many other programs that will be available to the students and their families. WHEDco has extensive experience successfully supporting families and children in low-income neighborhoods to help offset the greater health, family, environmental and academic risks they face, and promote achievement in school and at work.

Another important value-add is the Academy's proximity to the aforementioned cultural heritage and performance center at Bronx Commons: the Bronx Music Heritage Center (BMHC). With funding already committed from the Kresge Foundation, Rockefeller Foundation, and other philanthropic entities, the BMHC will provide many resources to which the Academy students will have direct and ongoing access. These resources include: (1) fully equipped studio, rehearsal, and performance/event spaces; (2) musical performances and other cultural events that celebrate indigenous musical forms and art-makers; and (3) a physical and digital archive of Bronx musical and cultural artifacts. These features will provide substantial enrichments for the Academy students, and strongly align well the Academy's liberal arts approach.

Additional roles to be fully shared by WHEDco and Bard include: (1) appointing members of the board of directors that will govern the Academy (of the 11 directors, WHEDco shall appoint 3, Bard shall appoint 3, and 5 shall be independent directors to be jointly selected by WHEDco and Bard); (2) consultation on the needs of students and their families; and (3) collaboration, in partnership with the Academy architect, on designing the program uses of the school building's Interior Build Out Work. For more information, see Attachment 7 and the MOU between Partners.

D. Evaluation

To create the best organization possible, WBA financials, educational programs, Board of Trustees and staff are subject to an evaluation process. The Board will use data to inform its decision-making process to ensure that the school is: (1) making progress towards goals outlined in the charter; (2) complying with its charter and applicable charter laws; and (3) fiscally responsible. For each monthly Board meeting, a dashboard of key data will be developed and made available beforehand for review. The dashboard will include key updates and the preceding month's data for comparison. Information included on the dashboard will be chosen based on the key items that assist in providing an effective organizational picture for the stakeholders. Data may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic measures, assessment results, upcoming school and community events or performances. The dashboard will include a financial section which may include Accounts Payable over 30 days, cash on hand, checks over \$5,000 requiring Board approval and relevant reports generated from the accounting software. The Business Manager will notify school leadership in the event that situations may impact the budget or school programs in an unexpected way. As noted in section III.J., the school will undergo an independent audit of the financial statements to be conducted annually by a NYS Certified Public Accountant selected by the Board of Trustees.

WBA will employ multiple measures that tap evidence of good teaching practices as well as a variety of student outcomes, including, but not limited to, standardized test score gains.

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Teacher evaluation will take into account not only student results and gains on standardized tests, but also other measures of student outcomes, such as authentic product assessments, formative and summative assessments and portfolios, in addition to principal evaluations of teaching practice. Since the school's curriculum and accountability outcomes establish specific, measurable goals for student learning in each grade, teacher performance standards include specific expectations for student progress during the school year as measured through periodic assessments. The principal will conduct a formal annual evaluation of each teacher; however, informal evaluations will take place on an ongoing, consistent basis throughout the year. Formal evaluations for faculty will include specific criteria and a narrative summary, written by the principal. These evaluations will be based on year-to-date observations, objective student assessment data and self-assessments. The focus of the evaluation letter will be on exceptional strengths and areas for improvement. A system of peer evaluation will require that teachers conduct periodic observations throughout the year, but the principal will have primary responsibility for evaluating teachers. Teachers will be asked to submit a self-evaluation. Faculty will have individualized professional development plans as part of our continuous cycle of improvement, in which they will set goals for the year. These goals are discussed with the principal and at least one peer reviewer and modified based on feedback and become the basis for year end evaluation. Faculty will receive targeted support from the principal around the areas they cited for improvement, including professional development, coaching and mentoring by appropriate staff, as well as outside consultants. The principal will prepare a written report to discuss with the teacher in a formal evaluation conference, and, in consultation with the Board, will determine if the teacher's at-will contract will be renewed.⁹

The Board manages the principal's performance assessment, which takes into account objective indicators (e.g., student test grades, standardized test scores) and subjective measures (e.g., reviews from staff, satisfaction ratings by parents). The board's academic committee meets with the principal regularly to assess the academic health of the school and recommends a formal evaluation of the principal to the full board at mid-year and year-end. At the end of the year, the principal is asked to perform a self-assessment, including accomplishments, areas in need of greater assistance, and goals for the upcoming year. Finally, the academic committee, in conjunction with the finance committee, reports to the full board and recommends any bonus and/or raises amounts, for the upcoming school year.

Student, family, and teacher satisfaction will be assessed using tools developed by the school as well as the DOE Learning Environment Survey which will be given annually. The DOE Survey results are made public on the district website. Additionally, program-specific surveys will be developed. These surveys will address WBA's unique elements such as the *El Sistema*-based music program, student advisory, WBA counseling, community service, and portfolios. Each spring, conclusions based on survey data will be posted on the WBA website along with a link to the DOE survey report.

Similarly, the effectiveness of the partnership between WHEDco and Bard MAT will be addressed in annual surveys of faculty, students, and families; outcome data related to the inputs of both organizations will be gathered annually, analyzed, and disseminated in a report.

One of the key practices in building an effective board is the establishment of a process for annual self-evaluation of the board. The WBA school board will get two whole school evaluations per year (Nov. & March) to oversee the implementation and progress of the school

⁹ Based on New York City Charter School Center documentation

towards goals outlined in the charter application. While this will be a self-study approach, the Board will contract outside consultant to provide guidance in the development, implementation, and final analysis of the self-study plan. The evaluation shall focus on academic environment, teaching quality, academic rigor, school's finances, board oversight, special education and ELL, gifted and talented student needs and compliance with charter agreement and charter law.

The Board will evaluate its work and identify areas that could benefit from new board members' skills, expertise or development. The following outlines the Board Assessment Survey that will be used: (1) the survey is anonymous so that each board member can be as candid as possible; (2) the survey shall be administered through an online service, such as Survey Monkey or an outside consultant; and (3) an outside party (e.g., a consultant) will compile the survey results for confidentiality. The survey summary will be provided to the board and discussed at the next board meeting or as part of a retreat, where the board of trustees can find solutions to the areas that need attention. Each board member will be asked to assess his or her performance as a board member; the following outlines the considerations of this process:

1. Maintenance of a record of each board members fulfillment of the agreed expectations.
2. Providing each board member with a "report card" based on the expectations of their stated personal goal as a board member.
3. Hold an annual assessment and check in interview with the board chair to set personal goals for the next year.

A similar process will be employed to gauge each WBA partner organization and consultant as providing effective service to WBA. A Board Toolkit will be developed that houses all Board documents, reports, processes and evaluations. In June of each year, all results will be reviewed by the Board and an action plan including goals and committee task assignments will be developed for the upcoming year.

E. Professional Development

To ensure higher levels of student achievement and to accomplish the mission of producing students who exceed the New York State and Common Core learning standards, WBA will implement a professional development program consisting of: (1) pre-service training, (2) in-service training and coaching, and (3) continuous professional development opportunities via Bard College. The goal of this professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. Educational consultants, along with Bard College staff who specialize in curriculum and instruction, will support WBA staff members in utilizing student achievement and school data to identify areas in need of improvement. Teacher training content will reflect the needs of the school. For instance, if student test scores are weak in manipulation of fractions, additional training would be given in instruction on fractions. Since our professional development priorities will be to support our staff in a variety of areas to promote their ongoing motivation, engagement, and unwavering focus on teaching and learning, WBA teachers will receive skills development training on effective team planning, data analysis to inform instructional decisions, differentiating instruction to meet the needs of *all* students, and continued engagement in the academic field as intellectuals and experts. The professional development structure is designed so that teachers have intensive professional development in the two weeks preceding the beginning of the school year and ongoing professional development throughout the year. Pre-service training provides a comprehensive introduction for newly hired teachers and reinforcement for returning teachers on the WBA's curriculum and priorities. The ongoing

support ensures meaningful integration of our school's priorities and serves as a source of refreshment for teachers, keeping them motivated and inspired.

Pre-Service Training: The purpose of pre-service training is to prepare all staff for the new school year and to induct new professionals. There will be ten days of pre-service professional development in August. Teachers will receive training in classroom management techniques, instructional and intervention strategies, New York State learning standards, student data analysis, differentiation of instruction, standards-based instruction, and other topics. Non-teaching staff will receive job-specific training.

During the school's two week pre-service, all teachers receive training on the evaluation of individual student behavior, the behavior of groups of students, behaviors typically occurring in specific settings and behaviors occurring during specific time periods of the day. Our school emphasizes the use of nonviolent crisis *prevention*. The WBA will offer all teachers training in physical restraint so that teachers are aware of proper procedures, should the need for emergency restraint occur. Reasonable physical force is only exercised to ensure the safety of the student and other students; reasonable physical force is never as a punishment towards any student.

In-service Training and Ongoing Coaching: WBA teachers and staff will benefit from continuous educational support (Writing and Thinking workshops, graduate courses, TESOL certificate classes, and targeted workshops/consulting by Bard faculty and other experts in ELL, curriculum design, instructional strategies). Bard MAT faculty will provide onsite coaching and most of the professional development support throughout the school year, representing a broad range of expertise. The faculty's services will vary based on the school's needs at any given point in time. The faculty will facilitate instructional planning, analyze student achievement data, offer graduate courses in the disciplines, coach instruction, and co-teach in classrooms. Whatever the need may be, the faculty will be available to ensure that high levels of student achievement are attained. WBA will also call upon PBA administrators to share their experiences in California in training and implementation of the PBA model, and WBA will also look to members of its own faculty with advanced training in ELL and other areas as trainers. Outside sources will also play a role in professional development, such as ELL training from the Internationals Network of Public Schools.

The graduate faculty of the Bard MAT program will share a common campus with WBA teachers, creating a common educational community that will span grades 6-12. PhDs in education and the academic disciplines, as well as graduate students, form a common learning community with WBA teachers and students, in which both groups are committed to developing and sustaining an exemplary model of public education that serves its students. This community will provide the context for graduate candidates to hone their craft as aspiring teachers. Aspiring teachers at WBA will work with the kinds of students they will teach as they move into schools in NYC. In this sense, WBA will adopt the model of the Paramount Bard Academy, which has learned from the research on Professional Development Schools (Castle, Fox, & Souder, 2006; Darling-Hammond, 1994; Latham & Vogt, 2007; Teitel, 2003; Teitel & Education, 2004) and its ongoing experiences with additional benefit of including the graduate education program faculty as resident full-time members of the school community, avoiding pitfalls that have been identified in some of the research on PDS models.

F. Facilities

WHEDco Bard Academy Charter School

The WHEDco Bard Academy will spend its first two years in a WHEDco building located at 50 East 168th Street in the Bronx. WBA will occupy up to 8,000 square feet, which was partially occupied by the Grand Concourse Academy Charter School in past years. The location, suitable for use as a school, is ADA compliant with ramps and elevators for wheelchair access.

In the fall of 2015, WBA will move into approximately 54,000 square feet of space in WHEDco’s new, 361,000-square-foot mixed-use development, Bronx Commons, which was described in detail in subsection C.2. Bronx Commons will be located in the Melrose neighborhood of the South Bronx, on Elton Avenue between 162nd and 163rd Streets. Following is an overview of school components and space allocations. In addition to space below, WBA will have access to over an acre of recreational space, and a performance auditorium and music studio/rehearsal space in the Bronx Music Heritage Center—the cultural centerpiece of Bronx Commons. Students will also have access to the BMHC physical and digital archive of Bronx musical and cultural artifacts, including Fordham University’s Bronx African American History Project oral history collection and the David Carp Collection on Latin Jazz.

	Number of classrooms	Classroom square footage	Total square footage
Classroom Instruction			
Grade 6	4	700	2,800
Grade 7	4	700	2,800
Grade 8	4	700	2,800
Grade 9	4	750	3,000
Grade 10	4	750	3,000
Grade 11	4	750	3,000
Grade 12	4	750	3,000
Specialized Education Rooms			
Art Classroom and storage	3	1,000	3,000
Music Classroom	3	800	2,400
Science Lab and Classroom	4	1,000	4,000
Masters of Arts in Teaching classrooms	2	750	1,500
Library			2,000
Gymnasium/Locker Room			8,000
Student Bathrooms			2,800
Guidance offices			1,200
Medical Office			250
Storage Spaces			2,000
Administration Offices and Spaces			2,000
Custodial Space			1,600
Kitchen			2,000
<u>Lobby</u>			<u>650</u>
		TOTAL	53,800

G. Insurance

The following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate:

Coverage	Limit
General Liability	\$1,000,000 occurrence/\$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella/Excess Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 / \$2,000,000 aggregate
Crime/Fidelity Coverage (Bonds)	\$500,000
Property/Lease and Boiler Machinery Coverage Blanket	Limits as needed by School, on an all risk of direct physical basis
Student Accident Coverage	Primary \$25,000 limits and CAT option at \$5,000,000

WBA will only be placed with at least an A+ rated insurance carrier as determined by AM Best rating guidelines. WBA financial plan assumes a total cost of \$25,750/annum for insurance premiums which will be at full capacity in year 3. Property loss insurance is held by WHEDco for the properties in which the school will reside (both in incubation and permanently).

H. Health, Wellness, Food, and Transportation Services

Health and Wellness Services: WBA will have a part-time, onsite nurse to assist students who are ill or injured. Parents/guardians will be notified whenever a student has been referred to the nurse’s office. Parents/guardians and students should keep the nurse informed of any concerns/changes in hygiene, nutrition/diet, substance abuse, depression, child abuse or neglect.

Medication: The school nurse should be informed of any prescription and/or non-prescription medication that a student is required to take at school. To dispense prescription and/or non-prescription medication (this includes over-the-counter drugs like Tylenol, Motrin, and Advil) to students, ALH must receive a completed Medication Permission Form filled out by the student’s physician. Parents can retrieve this form from the nurse’s office, the main office or download from the school website. Medication can only be administered by the nurse. Per New York State Law, “[o]nly health care practitioners licensed or certified in New York State (physicians’ assistants, registered professional nurses and licensed practical nurses) may administer medication under Title VIII of the Education Law.” If the same prescription for a student is to continue beyond the present school year, a new Medication Permission Form must be filled out every year.

Accidents: The school nurse will administer initial treatments for minor injuries. There will be designated faculty members who will have EMT training to provide additional emergency services if needed on site. The student’s emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident

Report will be kept in the student's permanent file. In such cases, it is especially crucial that WBA has working phone numbers for a student's parents/guardians and for alternative contacts in the event that a parent/guardian is unavailable.

Food Services: For breakfast, lunch, and the daily snack, WBA plans to utilize Red Rabbit food services, a New York City-based company that provides schoolchildren with healthy, farm-fresh meals sourced from local and regional suppliers, prepared off-site. (<http://www.myredrabbit.com/>). The meals are competitively priced and fit WBA's financial plan. Red Rabbit prices meals within the reimbursement rates for food programs, and WBA will work directly with government agencies to receive the appropriate free lunch and reduced lunch, breakfast and snack reimbursements for food service, so that there isn't any additional out-of-pocket costs to our schools. The school will provide an onsite refrigerator for short-term milk storage and an eating area/cafeteria for meal consumption. The school will comply with any additional nutritional guidelines from NY State as part of the Healthy Schools Initiative.

Transportation: WBA will not provide transportation services directly, but will—just as all New York City public schools do—partner with the New York City Department of Education's Office of Pupil Transportation to provide Metrocards to all eligible students. Ample subway and bus service runs throughout CSDs 7, 8, 9 & 12. This includes the 4, B, and D subway lines, and several bus lines. We have budgeted the cost of Metrocards for 75% of our students for school days in excess of 180. We have also budgeted \$75/student in field trip expenses to account for fieldwork and project travel. WBA will work with the local district to ensure that transportation is provided for students with disabilities in compliance with local and federal laws, and will not provide transportation to anyone who is ineligible.

I. Family and Community Involvement

WHEDco has actively involved the local community in designing and planning the WBA since inception, as detailed extensively in Section I.E., Public Outreach. These efforts included presentations by WHEDco to the Community Board and local elected officials, nine free community events (concerts, roundtable discussions, tenant meetings) to promote the mission of and seek community input on the WHEDco Bard Academy and the Bronx Music Heritage Center; these events engaged more than 1,000 local parents, children, youth, and seniors. WHEDco also established a 25-person Bronx Music Heritage Center (BMHC) Advisory Board of local artists, cultural organizations, and community stakeholders to take leadership in conceptualizing the BMHC and broader Bronx Commons as a cultural destination celebrating the Bronx's role in the emergence of important musical forms of the 20th century.

As the provider of comprehensive service to 35,000 community members each year, WHEDco is already deeply engaged with a large community of parents and families with whom we are working to engage in planning, designing, and implementing the WHEDco Bard Academy. Parents and community members are currently, and will continue to contribute to defining the school's vision and bringing this vision to life.

The Board of Trustees includes people who play an active role in the life of our community. For example, lifelong Bronxite and renowned community musician, Ms. Valerie Capers, is a founding member of the Board of Trustees, as are three parents (and a principal) from local schools at which WHEDco is engaged. Also on the founding group is WHEDco's Executive Vice President, Davon Russell, who, as the Bronx Borough President's appointee to the

WHEDco Bard Academy Charter School

Community Education Council of the NYC Department of Education, is well placed to serve as an effective liaison with other CEC representatives, particularly in areas to be served by the school.

WBA will have an active Parent Advisory Council and an experienced Parent/Community Liaison coordinating family involvement. Parent founding members have already suggested a monthly WBA Family Day to guarantee ongoing parent involvement in the school on a regular basis, and we have adopted this idea. WHEDco works closely with PS/MS 218, PS2/63, and Grant Avenue Elementary schools and has 15 years of experience in engaging parents to take active roles in their children's school through parent/teacher conference nights and other meetings, recitals, and other events. WHEDco will continue these activities in the WBA.

The Bronx Music Heritage Center will also serve as a school resource, as noted above—and as an intergenerational connection point for passing local musical traditions from one generation to the next. Along with the above-described access to the BMHC's archive, rehearsal/recording studios, and performance venue, we will provide structured, supervised opportunities for WBA students to apprentice with and be mentored by our community's cultural tradition-bearers, including elder musicians residing in live/work spaces within the Bronx Commons housing component.

WHEDco will also sustain community involvement through its longstanding collaboration with dozens of community partners, many of which have last more than 20 years. WHEDco has collaborated with each of the partners noted below on many different family and community engagement initiatives, including Bronx Summer Walks (a local street fair with cultural, health, and community education activities), community roundtable discussions, exhibits and performances, community surveys, online marketing, and economic development. This following list identifies some of WHEDco's many long-term community partners that can attest to WEHDco's work, some of which may provide services or resources for WBA students and families.

- Southern Boulevard Merchant Association
- E. 161st Street Merchants Association
- E. 167th Street Merchants Association
- Bronx River Arts Center
- Bronx Business Solutions Center
- Bronx Museum
- Bronx Community Board 3
- Bronx Community Board 4
- Bronx-Lebanon Hospital Center
- BronxWorks
- Children's Aid Society
- City Harvest
- Columbus Medical Rehabilitation Center
- Fordham University
- Hostos Community College (CUNY)
- Montefiore Medical Center
- Morrisania Neighborhood Health Center
- Neighborhood Coalition for Shelter
- Phipps CDC
- Phipps Houses
- South Bronx Overall Economic Development Corporation

J. Financial Management

The WHEDco Bard Academy Charter School shall employ a Business Manager (BM) and Finance Associate to administer the daily fiscal and accounting functions of the School. The Business Manager will be responsible for the protection of student and financial records. And will also oversee policies and procedures for tracking enrollment and attendance eligibility, eligibility for free- and reduced-price lunch; special ed services; and other services for special

populations of students. It is likely that the Administrative Assistant will also act as the Finance Assistant. The Board of Trustees and principal will provide fiscal oversight. The Charter School will contract with an independent certified public accountant (CPA) to provide support in analyzing, reconciling, and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing the Charter School's charter of accounts and implementation of an accounting software system.

The internal financial control policies and procedures of the Charter School are as follows¹⁰:

1. Accounting System: *Policy:* The charter school shall use the accrual basis accounting in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities shall be completed using this method. ***Procedure:*** The charter school shall maintain an accrual basis accounting system in accordance with generally accepted accounting procedures. All financial statements and reports to the IRS and other governmental entities shall be completed by the charter school or an accounting firm selected by the charter school on an accrual basis, or otherwise in accordance with IRS or other regulations, and shall be submitted to such entities by the charter school.

2. Books of Account: *Policy:* The books of account shall be maintained in accordance with GAAP, and include Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll). ***Procedure:*** The Finance Associate shall maintain all books of accounts. An accounting software package will be used to properly record all assets, liabilities, net assets, revenues, expenses, and budgets. A certified public accountant will be available, as needed, to provide monthly accounting support to the Finance Associate.

3. Chart of Accounts: *Policy:* A corporate Chart of Accounts in accordance with GAAP shall be developed by the Business Manager to properly record all accounting activity. ***Procedure:*** The Finance Associate shall record all school fiscal transactions to the Chart of Accounts in accordance with GAAP. The principal will allocate revenues and expenses according to the Chart of Accounts.

4. Financial Statements: *Policy:* Financial statements shall be prepared by the Business Manager and shall be reviewed by the principal and Board of Trustees. ***Procedure:*** The BM shall prepare monthly balance sheets and statements of activity. These statements will be prepared in accordance with GAAP, and include a detailed reporting of asset, liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements shall be presented to and reviewed by the Board of Trustees monthly.

5. Bank Account Management—Issuing/Signing Checks: *Policy:* Check signing procedures as established by the Board shall be adhered to by staff. ***Procedure:*** School checks shall be signed by the principal. Checks in excess of \$5,000 will require the second signature of a Board member. Checks shall be issued only when within the approved budget and with the principal's approval. Checks shall be prepared for signature by the Finance Associate. The Finance Associate shall not have check signing authority or withdrawal authority. Voided checks shall be retained to insure proper maintenance of checking account records.

6. Bank Account Management—Opening/Closing Accounts: *Policy:* The signature of the principal shall be required to open or close accounts, subject to restrictions of such authority established by the Board of Trustees and by state law or regulation. ***Procedure:*** The principal,

¹⁰ Based on New York City Charter School Center documentation

after consultation with and authorization by the Board Chair, shall secure any necessary signatures to open or close a charter school account.

7. Bank Account Reconciliation: *Policy:* Reconciliation of each charter school account shall be done within sixty (60) days of receipt of bank statements. ***Procedure:*** The principal shall reconcile all bank accounts monthly. The principal will open all bank statements and review cancelled checks and monthly bank statement activity, and compare the cash receipts log (prepared by the mail opener) to the deposits listed on the bank statement.

8. Petty Cash: *Policy:* The charter school shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$100.00. ***Procedure:*** The Finance Associate shall reimburse employees for out-of-pocket expenses, not to exceed \$100.00, upon submission of a petty cash reimbursement voucher, approved by the principal, and substantiating receipts related to each expenditure. The Finance Associate shall verify all receipts as required for all requested reimbursements, make any required payment, and maintain the petty cash fund. Replenishment of the petty cash fund will be documented with a check request prepared by the Finance Associate as needed, and approved by the BM. The BM will count and reconcile the petty cash fund monthly.

9. Accounts Receivable: *Policy:* The charter school will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received. ***Procedure:*** All revenues will be recorded on an accrual basis in accordance with GAAP. The Finance Associate will maintain an aged schedule of amounts receivable, which lists payor, date, description, and account. Each month, the Business Manager will reconcile such schedule to the general ledger.

10. Accounts Payable: *Policy:* The charter school, whenever practical, shall pay invoices within 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Invoices of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both the charter school and the vendor, unless another arrangement is reached agreeable to both the charter school and the vendor. ***Procedure:*** All accounts payable shall be recorded on an accrual basis in accordance with GAAP. Accounts payable shall be maintained by the Finance Associate who shall ensure timely payment and the development of payment plans. The Finance Associate also shall maintain an aging of accounts payable schedule listing the payee, transaction date, amount and payable description and account. Payments of invoices shall be processed on or about the end of each week. All purchased in excess of \$5,000 shall be approved by the Board of Trustees. All invoices will be approved by the BM prior to payment by the Finance Associate. No payment will be made without a properly approved invoice or other supporting documentation. All contracts and loans shall be approved by the Board of Trustees.

11. Payroll System: *Policy:* The charter school shall maintain a payroll system approved by the Board of Trustees. ***Procedure:*** documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The charter school will contract with a payroll service to provide payroll processing. Personnel will be paid biweekly, by check. Personnel electing direct deposit will receive a check stub. Employee time sheets will be maintained daily. Time sheets, signed by the employee and approved by a supervisor, shall be forwarded to the Finance Associate at the end of the pay period for payroll processing. The Finance Associate will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing. The BM and

principal will receive all completed payroll reports and paychecks from the payroll service. The BM will review the payroll reports and document approval. The Finance Associate will distribute the paychecks. All payroll changes will be authorized by the principal and forwarded to the payroll service by the Finance Associate. The Finance Associate will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. The Finance Associate will be responsible for payment of all payroll-related liabilities. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

12. Mail Management; Incoming Checks; Policy: All incoming mail is opened and distributed by a designated staff person. Any checks received are immediately restrictively endorsed by the mail opener. ***Procedure:*** All mail shall be opened by the Office Assistant or any other employee as designated by the principal, except the BM and Finance Associate. The Office Assistant (or other designated employee) shall record the name, date received, name(s) or donor, address (if available), amount, and type of receipt. The Office Assistant shall stamp the check “for deposit only” into the charter school’s account, and shall present these checks to the Finance Associate who then shall prepare the deposit slip and deposit the checks into the appropriate account. A copy of each check shall be attached to a copy of the deposit slip and deposit receipt and shall be filed and used for reconciliation of the bank statement. The Finance Associate will receive the documentation related to the cash receipts deposit and record the activity to the accounting system. The Board of Trustees will review all cash receipts monthly, including a comparison of amounts received to the budget.

13. Budgeting Of Funds; Policy: The Board of Trustees shall approve an annual operating budget for the charter school. Adjustments to budget categories during the year shall be approved by the Board. ***Procedure:*** The principal shall develop, in conjunction with the BM, the charter school’s annual budgets. Budget assumptions in the initial year of operations will be based on known expenditures of similar entities, modified for the charter school’s specifications and expectations. Future budgets will be based on the school’s history, specifications and expectations. Budgeted expense categories shall include the cost of personnel instruction, administration, facilities, operations and other spending categories of the charter school. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services; utilities, rent, and other expenses will be budgeted according the above spending categories. The Board of Trustees will approve the annual budget of the charter school by June 1 of the immediately preceding fiscal year. The Board also will approve any amendments proposed during the year. The Board of Trustees will compare year-to-date revenues and expenditures to the budget and review significant variations monthly.

14. Capital Depreciation; Dispositions and Depreciation; Policy: The Charter school shall, either independently or with the assistance of an accountant, maintain appropriate fixed asset and related depreciation accounts. ***Procedure:*** All property and equipment acquisitions and dispositions shall be approved by the Board of Trustees. Assets in excess of \$500 shall be capitalized and depreciated over their useful life in accordance with GAAP for nonprofit organizations. Asset purchases of under \$500 and software purchases shall be expensed. The Finance Associate will reconcile the fixed asset and related depreciation schedules to the general ledger account monthly.

15. Staff and Travel Expenses; Policy: Staff shall be reimbursed for travel and related

expenses while on approved charter school business. **Procedure:** All out-of-town travel shall be approved by the principal in advance. All staff shall submit travel reimbursement forms by which they request reimbursement. Travel reimbursement forms shall document employee name, travel dates, destination, business purpose, and detail business costs such as tolls, parking, mileage and meals. All receipts and substantive documentation must be attached to the travel reimbursement form. Submitted travel reimbursement forms shall be reviewed by the Finance Associate for: (a) accuracy of computations; (b) completeness of required receipts; and (c) adherence to established guidelines. Inaccurate or incomplete information shall be discussed with the submitting staff member, and any necessary additional information shall be requested by and provided to the Finance Associate prior to reimbursement. Staff shall be compensated within 20 business days of submission of a complete and accurate reimbursement form to the Finance Associate. Reimbursement requests submitted by the Finance Associate shall be reviewed and approved for payment by BM; requests submitted by the BM and HOS shall be reviewed and approved for payment by a member of the Board of Trustees.

16. Audits; Financial Regulatory Forms: Policy: Independent audits of the financial statements shall be conducted annually by a New York State Certified Public Accountant selected by the Board of Trustees. Annual financial audits will be conducted in accordance with generally accepted auditing standards. Financial regulatory forms shall be completed as necessary by the charter school or an accounting firm selected by the principal and BM. **Procedure:** Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the BM and principal and submitted to the Board of Trustees for review. All audits shall include a management letter.

17. Insurance: Policy: The charter school shall maintain appropriate insurance coverage. **Procedure:** At a minimum, the following insurance shall be maintained: (a) Commercial Package (including property and liability); (b) Directors and Officers Liability; (c) Disability; and (d) Workers Compensation. The charter school also shall contribute to the state Unemployment Insurance Fund in accordance with applicable law.

18. Fees Schedule: Policy: The charter school does not charge fees for surveys, workshops, consultation, or publications, and thus will not maintain a schedule of fees.

19. Personnel Leave: Policy: The charter school shall carry accrued vacation leave on financial statements as a liability, in accordance with personnel policy. **Procedure:** Employees use of accrued leave shall requested of the Personnel Officer in accordance with established personnel policy. Personnel records, including accounting of accrued leave, are maintained by the Personnel Officer.

20. Contracts: Policy: The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans. **Procedure:** The charter school may enter into contracts for such things as professional services or rentals or to perform a function with the scope of the charter school's mission, goals and annual plans. All contractual agreements shall be in writing, and signed and dated by the principal. All contracts of the charter school must be approved by the Board of Trustees.

21. Investment Policies: Policy: The charter school's funds shall be invested in a money market funds and certificates of deposit. **Procedure:** The principal shall identify excess funds available for investment, and approve the transfer of such funds to be made by the BM.

22. Borrowing Funds: Policy: All borrowing of funds, and the establishment or increase of all credit lines must be approved by the Board of Trustees. **Procedure:** Based on annual audits,

financial statements, and cash flow projections, the principal may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The BM or his or her designee shall alert the Board of Trustees if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board of Trustees may amend the borrowing policy and credit limits.

23. Bequests and Contributions: *Policy:* Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the principal and/or the Board of Trustees of the charter school, consistent with conditions set forth by the Board of Trustees of the charter school. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor, except that in no case shall the school accept any such bequest or contribution for which the donor restriction violates any federal or New York state law. ***Procedure:*** Bequests and contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The BM will maintain supporting schedules to document revenues and expenditures related to unrestricted, temporarily restricted and permanently restricted net assets. Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the principal and/or Board of Trustees of the charter school. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor. The Board of Trustees will review and approve expenditures on a monthly basis in accordance with donor stipulations, if any.

24. Honoraria: *Policy:* Honoraria received by staff while on charter school time or on charter school business shall be the property of the charter school. ***Procedure:*** Staff shall request that any anticipated honoraria be made payable to the charter school, and any honoraria received by staff in any form shall be the property of the school.

25. Credit Cards: *Policy:* The charter school may maintain corporate credit cards, which shall be issued to staff as designated by the principal. Such credit cards shall be used solely for charter school business. ***Procedure:*** All credit cards account billing shall be given immediately to the Finance Associate. The Finance Associate shall maintain a system of all charges reported by staff and each charge shall be checked against the bills. Discrepancies in these receipts or billing shall be reported by the Finance Associate to BM for investigation. The use of the credit cards shall adhere to established personnel policy. In the event of termination of employment, staff shall be required to return any credit cards that have been issued to them.

26. Purchasing Practices: *Policy* Guiding the purchase of all goods and services of the charter school will be: (a) price, (b) quality, and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school's mission, goals, and annual plans. ***Procedure:*** When a product is to be purchased that costs more than \$10,000, the principal, or his or her designee, shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The principal shall select from among these offers, and document the reasons for selecting the chosen option, which shall include mention of the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the principal from seeking such multiple bids for these contracts. All contractual agreements shall be in writing, and signed and dated by the principal or his or her designee.

K. Budget and Cash Flow

The financial plans presented for the WHEDco Bard Academy Charter School are sound, as evidenced by the following revenue assumptions and comprehensive expenditure assumptions:

1. Although projected revenue sources are held flat through the school's charter, spending categories are budgeted to increase between 3-5% in almost every category.
2. The primary source of revenue is from school district AOE/TAPU payments following each student attending the charter school and is held flat through the school's charter.
3. Teacher salaries are calculated with an average salary of \$60,700, using a range of salaries as low as a teacher entering his/her fourth year of teaching in the NYC schools to a high of a teacher entering her/his seventh continuous year of service in the NYC schools. The current NYC DOE teacher salary schedule was used as the basis for this calculation. This ensures our ability to hire teachers with the necessary experience to ensure our students succeed and that we reach WBA goals annually.
4. To ensure we have access to the best teachers in the academic community, enough funds have been budgeted to pay the employer portion of the New York State Teachers Retirement System. The five-year budget projection anticipated cost into this plan is calculated at a higher rate than the average cost for the past decade.
5. Funds are budgeted in case the school has need for consultant assistance in areas including, but not limited to, technology, data reporting and grant writing. In addition, added Special Education services will be provided by outside companies to supplement the services provided by school faculty.
6. In operating year one, the school will lease space from WHEDco for \$160,000, plus utilities. In year 2 the rent will increase to \$173,040 plus utilities. In the remaining years, the lease reflects the cost for the school's portion of occupied space in a newly built facility. With the exception of utilities, facility-related costs, including maintenance and insurance, are included in the lease payments.
7. Annual reserves balances exist every year and include coverage for dissolution contingency and reserve accounts for unanticipated expenses, including additional staffing needs.
8. WBA has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used for legal and audit expenses in the event of the dissolution of the charter.

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L. Pre-Opening Plan¹¹

Task	Date	Steps to Complete	Responsibility	Resources
HUMAN RESOURCES				
Identify and Hire Principal	Now - 1/1/13	Recruit and Hire Principal Establish Necessary Insurance to cover Board, Principal, Business Manager (BM) in pre-opening period	Founding Group/Bd	Recruit Costs (RC)/ Principal Salary
Identify & Hire BM	12/1/13 - 4/1/13	Recruit & Hire BM	Principal/ Founding Grp	RC and BM Salary
Identify & Hire Teachers	1/1/13 - 3/31/13	Conduct Search & Hire Teachers	Principal/ Founding Grp	Recruiting Budget
Identify & Hire other Staff	4/1/13 7/15/13	Start Search All other Hires completed	Principal/BM	Recruiting Budget
Complete HR Docs	3/1/13 4/1/13	Complete drafts Legal Review and Board Approval	Principal/BM	Partner Pro Bono Legal
FUNDRAISING				
Foundation Grants	On-going	Research grants, add to existing Bard grants	Principal/ Founding Grp/BM	Principal/BM Salaries
Post Authorization Grants	9/1/12- 3/1/13	NYS Stimulus, Research others and apply	Principal/ Founding Grp/BM	Principal/BM Salaries
Board Fundraising	Ongoing	Develop Board Fundraising Plan Launch social media and online fundraising campaign	Board	None
STUDENT RECRUITMENT				
General Recruitment	11/1/12-4/1/13 Immediately 3/1/13 4/1/13	Refine recruitment plan, prepare materials, translations, outreach Start Recruitment Campaign Enlist school partners & contacts Applications due Conduct Lottery	Principal/ Founding Grp/BM	Printing Costs, volunteers, Partner org staff, staff salaries
ELL Recruitment	11/15/12 11/30/12 12/15/12	Start recruitment in other languages Contact Community groups Enlist WHEDco and Bronx Music Ctr	Principal/ Founding Grp/BM	Printing Costs, volunteers, Partner org staff, staff salaries
Special Education Recruitment	Immediately 11/15/12	Start visits to organizations Reach out to CSE, advocacy groups, WHEDco social workers, parent reps	Principal/ Founding Grp/BM	Printing Costs, volunteers, Partner org staff, staff salaries

¹¹ Updated from New York City Charter School Center Template 2011

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Task	Date	Steps to Complete	Responsibility	Resources
Enrollment	5/1/13 5/1/13 6/1/13	Complete enrollment Identify SDIS(sped), ELL Obtain Available Records	BM, Principal, teachers, Admin Asst	Staff Salaries
FACILITY				
Identify Incubation Space	9/1/12	Confirm & Set up incubation space in South Bronx (WHEDco/Urban Horizons)	Principal/ Founding Grp	Rental Fees
Prepare long-term space for 2-year occupancy	Fall 2012 3/13 5/13-8/13 8/15/13	WHEDco/Urban Horizons Lease Ready for Occupancy Readiness, furnish, procure tech and instructional materials & beautification Open for school year	BM, Principal, teachers, Admin Asst	Salaries, Legal fees, supply budget
Permanent Space for 2015-16 year	Immediately	Work with WHEDco throughout construction process of new facility	Board, Principal	CSP for startup facility costs
EDUCATION PROGRAM				
Curriculum	3/1/13 to 7/30/13	Finalize scope & sequence and curriculum mapping to ensure alignment with NYS and CC Standards Develop Phys Ed program Develop El Sistema integration Develop Portfolio Program Reqs	Principal, Teachers, Bard resources, vendor PD, Longy Resources	Salaries and teacher stipends, CSP, Op. Budget
Assessment	4/1/13 4/1/13 7/1/13 4/1/13	Design Interim Assessments Design Portfolio Rubrics Design Data Analysis System Diagnostic and ELL Assessments	Principal, Teachers, Bard MAT resources	Principal salary, Bard MAT faculty support (no cost) Teacher Stipends
Educational Program	7/1/13 7/1/13	Fine tune system for staff observation and evaluation Develop system for evaluation of curriculum Develop Summer Plan	Principal, Teachers, Bard resources	Principal salary, Bard MAT faculty support (no cost) Teacher Stipends
Special Education	5/1/13- 8/1/13	Develop plan for preparing and monitoring IEPs Design non-academic assessments Develop plan for identifying IEP students	Principal, Special Ed Teacher/Coordinator, existing charter school resources	Salaries, fee based membership
School Climate	5/1/13- 8/1/13	Develop Advisory, Discipline and School Climate	Principal, WHEDco social workers, school counselor	Salaries CSP
Professional Development	5/1/13 6/1/13 7/15/13	Develop Summer PD Institute Design Pre-service Design In-service	Principal, Bard MAT resources, vendors, consultants	PD Budget, CSP
FINANCE & OPERATIONS				

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Task	Date	Steps to Complete	Responsibility	Resources
Financial Procedures	Immediately upon Charter	Adopt Financial Policy and Procedures Set up accounting system Identify all reporting requirements Research consultants & vendors	Board, Principal, Business Manager	Salaries
Student Info Mgt System	5/1/13 6/1/13	Research and Purchase Set up with enrolled students' IEPs, Immunization and Demographics	Business Manager, Principal	Salaries
DOE/SED Relationship	7/1/13	Food, Transportation-initial request, BEDS code, ATS code and access	Business Manager	Salary
GOVERNANCE				
Set up Board Procedures	Within 30 days of Charter Issue	Hold organizational mtg to elect trustees and officers Ratify By laws Clarify pre-opening Bd roles, set up minutes book, establish meeting calendar, plan Bd training, develop dashboard	Board	None
Recruit Parent Rep	May 2013	Recruit parent representative	Board	None

M. Dissolution Plan

In the event of closure or dissolution of The WHEDco Bard Academy Charter School, the Board shall delegate to the principal and the Business Manager the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in WBA. Additionally, a list of students attending WBA will be sent to the local district where WBA is located. WBA shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of WBA, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the school district where WBA is located or directly to the NYC DOE. WBA has ensured in its budget plan that it will maintain an escrow fund of \$75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses that would be associated with the dissolution.

The dissolution process will begin with a meeting of the leadership team of WBA that will include at least the Board Chair, principal, Business Manager and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by WBA's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board Chair will meet with representatives from the NYC DOE Office of Portfolio Development or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of WHEDco Bard Academy:

Days 1-5: (1) WBA will deliver a current student list to the NYC DOE; (2) The principal will conduct a meeting with NYC DOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The Director of Finance and a WHEDco Bard Academy Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The principal will notify all parents in writing of the closure of the school and the ensuing placement process; (5) The principal will meet with the students to discuss the school's closing and the ensuing placement process; (6) The Business Manager will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss WBA's closing and the transfer of students to other public schools; (7) WBA will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) WBA's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools; and (9) WBA's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The pupil personnel staff will prepare a written report for the principal confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The Business Manager will provide written notice to appropriate NYC DOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The Business Manager will notify in writing school principals in schools likely to receive transfers from WBA of the closure and provide contact information for school personnel handling transfers.

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Days 15-30: (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) WBA will transfer student records to the NYC DOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYC DOE and provided a copy of those records; and (5) WBA will conduct a final meeting with the NYC DOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Transfer of Assets: The Director of Finance will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Director of Finance will maintain an up-to-date inventory of the assets of the school. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of WBA's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Director of Finance with the cooperation of the NYC DOE Office of Portfolio Development. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

The school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with Law 219 and 220 and any closing procedures specified by SED.

The WHEDco Bard Academy Charter School

APPENDIX

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Attachment 1: Proposed Admissions Policy and Procedures

WHEDco Bard Academy Charter School will be a public school that is nonsectarian in its programs, admission policies, employment practices, and all other operations. It will not charge tuition, nor will it discriminate against any pupil on the basis actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation.

The WHEDco Bard Academy Charter School seeks to enroll a population of students that reflects the same racial and ethnic balance as the population in the Melrose Section of the Bronx, located within Community School Districts 7, 8, 9 and 12.

A. Application and Admission Periods and Procedures

The admission process is as follows:

1. The WHEDco Bard Academy Charter School will disseminate information to the community at large through all forms of conventional media, publicly held meetings, mass mailings, and other forms of community outreach in both English and Spanish.
2. Information will advise all families of the opening of the charter school, the means by which students may apply to the school for purposes of enrollment, and the educational goals and structure of the school.
3. Every effort will be made to seek applications from as many students from across the community as possible with the hope that the WHEDco Bard Academy Charter School will receive applications for admission in excess of school capacity. This would help ensure that the random effects of selection as described in the next step would create a charter school population that is truly representative of the general population of students in the community.
4. If the number of applicants exceeds capacity at any grade level, a public random drawing, or lottery will be held to determine admission to the charter. For year 1 of the charter

B. Procedures if applications exceed available space – Lottery

Should the amount of pupils who wish to attend WHEDco Bard Academy Charter School exceed the enrollment limit, a lottery will take place to determine the school enrollment. In accordance to the New York Charter Schools Act (2010) applications will be accepted from February 1st until the close of business on April 1st of each year.

The lottery conducted prior to the first operational year will accept applications from both incoming 6th and 7th grade students (see enrollment chart). Applications for this initial lottery will be available at WHEDco building at 50 East 168th St, Bronx NY 10452. Applications will also be available for download from the school's website. After year 1, applications will be available in the main office of the school. The lottery will consist of only incoming 6th grade students.

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Applications can be completed in person, faxed, mailed or emailed as an attachment to anyone requesting an application. All completed applications must be dated to indicate receipt and must show the initials of the staff member accepting the application. Public notice will be posted regarding the date and time of the lottery once the deadline date has passed.

The school will inform parents of all applicants and all interested parties of the rules to be followed during the drawing process, location, date and time of the public random drawing via mail at least two weeks prior to the drawing date. The lottery will occur on the third Wednesday of April each year at 6:00 pm. The drawing will be held at the school site if the school facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission in the lottery. The waiting list will be created in the order in which applicants were drawn, and will be considered should a vacancy occur during the year.

There are no admissions criteria and no tests will be administered to student applicants in the application process. However, test data will be requested and assessments will be administered after students are admitted for purposes of diagnosis (especially reading, writing, and math skills) to better address individual needs and to establish baseline data for purposes of curriculum/instructional planning and program assessment.

LOTTERY LOGISTICS

I. Pre-Lottery

- Final applicant list is separated into the following tabs (all lists are alphabetically sorted), which will represent the order in which we will conduct the drawings. **Applications that are not drawn during the “preference” drawings will be automatically merged to the general lottery list where they will be drawn at random.**
- **ELL Drawing** : Target = 40% of seats filled by ELL Students *
 - 6th ELL- Free and Reduced -CSD7, 8, 9 or 12
 - 6th ELL- Free and Reduced -Out-of-District
 - 6th ELL -Out-of-District
 - 7th ELL- Free and Reduced -CSD7, 8, 9 or 12
 - 7th ELL- Free and Reduced -Out-of-District
 - 7th ELL -Out-of-District

*Applicants who are applying along with a sibling will receive a number grouping (i.e. first group of siblings will receive a “1” next to their names, second group of siblings a “2” etc)

- **SDIS Drawing** : Target = 25% of seats filled by SDIS students*
 - 6th SDIS- Free and Reduced -CSD7, 8, 9 or 12
 - 6th SDIS - Free and Reduced- Out-of-District
 - 6th SDIS - Out-of-District
 - 7th SDIS- Free and Reduced –CSD7, 8, 9 or 12 (check for siblings)
 - 7th SDIS- Free and Reduced -Out-of-District (check for siblings)
 - 7th SDIS -Out-of-District (check for siblings)

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*Applicants who are applying along with a sibling will receive a number grouping (i.e. first group of siblings will receive a “1” next to their names, second group of siblings a “2” etc)

- **General Drawing:** Fill remaining 35% of seats for 6th and 7th grade
Because enrollment preferences have been satisfied at this point, all remaining applications are merged into one lottery. The random drawing secures everyone an equal opportunity to gain access to the remaining seats at the school.

II. **6th Grade Drawings** (40 initial offers will be extended in year 1, 80 offers will be extended following initial year)

- **Siblings** of 6th grade names drawn will be automatically accepted into WBA
- **ELL drawing** will be next. Per our admissions policy, 40% of our initial acceptances will be made to students who are English Language Learners. Of our 40 initial 6th grade offers, this equates to 16 slots. These slots will be chosen in order of applicants listed in the pre-lottery section above. Following each name drawn, lottery coordinators will check for siblings of the selected students and automatically add them to the list of accepted students. If siblings are eligible for the enrollment preference, then their acceptance will count towards WBA ’s goal of 40 % ELL. If siblings do not meet eligibility requirements, then the lottery will continue to draw names from ELL drawing to reach 40% ELL.

Students who do not receive places in this ELL lottery will be merged alphabetically with the general list to receive another entrance into the final and general lottery.

- **SDIS** drawing will be next. Per our admissions policy, 25% of our initial acceptances will be made to students who are designated Special Education Students. Of our 40 initial 6th grade offers, this equates to 10 slots. These slots will be chosen in order of applicants listed in the pre-lottery section above. Following each name drawn, lottery coordinators will check for siblings of the selected students and automatically add them to the list of accepted students. If siblings are eligible for the enrollment preference, then their acceptance will count towards WBA’s goal of 25% SDIS. If siblings do not meet eligibility requirements, then the lottery will continue to draw names from SDIS drawing to reach 25% SDIS.

Students who do not receive places in this ELL lottery will be merged alphabetically with the general list to receive another entrance into the final and general lottery.

- **General** drawing will be next.

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III. **7th Grade Drawings** (40 offers will be extended year 1. After year 1, 7th grade seats will be filled through waitlist)

- **Siblings – Siblings** of 7th grade names drawn will be automatically accepted into WBA

The 7th grade drawing for year 1 will mimic the format of the 6th grade drawings described above.

IV. **Lottery Wrap-Up**

- All final lists will be printed
- Families in attendance will have the opportunity to be verbally told of their student's acceptance
- Adjustments will be made following the lottery (not in front of public audience) to account for twin/sibling applicants.
 - If one of a set of twins or siblings is accepted, the other twin or sibling is automatically offered placement.
- All families will receive written notification by USPS shortly thereafter.

The following preferences shall be utilized in the lottery:

(1) Siblings of currently enrolled students are exempt from the public random drawing. This would include siblings of students who are selected earlier in the public random drawing cycle and who are considered "currently enrolled students" effective from the time of selection; and (2) Students who are English Language Learners (3) Special Education students (4) Students who qualify for Free and Reduced Price Lunch (5) Residents of CSD 7, 8, 9 and 12.

In order to reach our target numbers for our preferred populations, the school plans to conduct three separate lottery drawings. Students that qualify for all of the preferences may be entered into multiple lotteries.

If an admissions preference is checked, applicants must provide proof of eligibility by the application deadline. Documentation provided by parents that is not eligible will void an application's eligibility for an admissions preference, unless corrected before the application deadline. Families who submit an application with an admissions preference but submit documentation after the application deadline will be considered timely for the lottery, but will not be eligible for any admissions preference.

Sibling Enrollment Preference

In order to meet the needs of parents and guardians that care for more than one child attending elementary or middle school, enrollment preference is given to the siblings of currently enrolled students that reside in the same home. For this purpose, in order to be considered for sibling status, applicants must meet one of the following criteria:

1) Brothers or sisters that reside in the same home under the supervision of the same parent(s) or legal guardian(s).

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2) Children that reside in the same household that have the same legal caregiver.

*Legal proof of guardianship and residence is required for both instances.

The sibling preference is paramount to other preferences. Families who qualify for other admissions preferences but not the sibling preference will be admitted, depending on the number of available spaces, after families who qualify for the sibling preference.

Any of the following documentation meets the standard for legal proof of guardianship:

- Birth certificate, with name of parent submitting an application listed on the certificate
- Court documentation from the State of New York verifying legal guardianship Any of the following documentation meets the standard for proof of residence:
- Apartment lease or deed, with name of parent submitting an application listed on the certificate
- An original, notarized letter from a landlord or management company attesting that the applicant lives at the residence in question
- Two current billing statements, with the name of the parent submitting an application listed on the proof of guardianship. The following constitute acceptable forms of billing statements:
 - Gas utility bill
 - Electricity utility bill
 - Cable television bill
 - Receipt of rent payment
 - Paystub from employer
 - Bank statement

ELL Enrollment Preference

In order to be considered for ELL status, applicants must meet one of the following criteria:

- 1) Students are receiving ELL services at current elementary school

SDIS Enrollment Preference

In order to be considered for SDIS status, applicants must meet one of the following criteria:

- 1) School will have to have to have evidence an existing Individualized Education Plan with an current date.

FRPL Enrollment Preference

In order to be considered for FRPL status, applicants must meet one of the following criteria:

- 1) Evidence that student is currently receiving Free and Reduced Price lunch at their school of enrollment.

Community School District Enrollment Preference

This preference, as mandated by the New York Charter Schools Act (revised 2010), applies to applications who reside within the community school district in which the charter school is located. This preference does not supersede the sibling preference.

In order to qualify for this preference, families must present proof of residence.

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Examples of acceptable proof of residency are:

- lease or deed, or if not available, a letter from a landlord on the landlord's letterhead indicating dates of tenancy and rent payments
- postmarked envelope mailed to you at your current address
- prior year's income tax return (parents' or parent's tax return, if listed as dependent)
- homeowner's or renter's insurance policy
- driver's license or automobile registration certificate
- bank statement
- automobile insurance policy
- utility bill
- cell phone bill
- selective service card
- voter registration.

Outreach Plan

The Women's Housing and Economic Development Corporation (WHEDco) has worked for nearly twenty years to build a more beautiful, equitable and economically vibrant Bronx. The organization reaches over 30,000 people annually through energy-efficient, healthy and affordable homes, early childhood education and youth development, family support, home-based childcare microenterprise and food business incubation.

WHEDco is deeply entrenched in the Bronx community and such involvement will enhance the school's outreach efforts. WHEDco Bard Academy Charter School will undertake the following activities to ensure that the student population enrolling in the Charter School is broadly representative of the population of students CSD 7, 8, 9 and 12. Further details of the community outreach can be found in section 1.E. of the application, Public Outreach, with supporting documentation in Attachment 2.

- **Information Sessions and Tours:** During the recruitment period, open houses are held weekly in the morning and evenings. These meetings are open to all interested families and provide families with an opportunity to complete applications. During the school year, school tours will be available weekly by contacting the school's main office.
- **Website:** WHEDco Bard Academy Charter School will leverage its website to disseminate information about upcoming information sessions and tours.
- **Community Outreach:** WHEDco Bard Academy Charter School will seek and develop relationships with organizations that serve families of elementary school children within the community, including those that service students with disabilities and English Language Learners. These organizations include, but are not limited to local community boards, community-based organizations (health-based organizations, WIC Centers, etc.) and public libraries in the community school district. In addition to mailings announcing our recruitment period, WHEDco/ Bard staff will also make presentations to other community programs that

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have potential applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of WBA's academic program.

- **Flyers:** Flyers are distributed to all current students of WHEDco community outreach programs
- **Language Accessibility:** The application and flyers are available in Spanish and other languages representative of the community. Staff is available at open houses to work with Spanish-speaking families. All methods of outreach, including information sessions, tours or any meetings and interviews used during the recruitment period will expressly state that they are not a requirement for admission.

C. Ensuring that Admissions Process Adheres to Legal Requirements

If the number of applications submitted exceeds the number of spaces available in our Sixth grade admissions class, then a lottery is conducted. Postcards announcing the date and location of the lottery are mailed to all applicants following the application deadline. The lottery date will also be posted on the student application. The Sixth grade lottery is held between April 1st and April 15th, and is open to the public. All Sixth grade applications received before the April 1st deadline, are entered into a drawing where all names are called.

Following the lottery, letters are mailed to inform parents/guardians of acceptance or their number on the waiting list. Parents/guardians of accepted students are asked to RSVP and attend a scheduled enrollment date.

Prior to the conduction of the lottery, an independent, unaffiliated observer of the lottery will review the applications and assure the following:

- All applicants have completed the 5th grade
- Every application received by WHEDco Bard Academy Charter School within the February 1 to April 1, 2008 timeframe had a corresponding lottery card with the student's name on it.

The drawing is also performed under the observation of an independent, unaffiliated observer, who will bring the lottery cards to the lottery site in a sealed envelope following review. During the lottery, the observer will assure that the following standards were met:

- The procedures for the lottery were read aloud to the public and available for public viewing.
- Each eligible Sixth grade application had a card that was placed into the lottery drum, and that no other materials were placed into the drum.
- Names of applicants were drawn directly from the lottery drum, and from no other source.
- Names were called out accurately.
- Names were recorded accurately on the lottery board and the lottery logs kept by WBA staff during the time of the lottery, according to procedures described at the lottery.

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The lottery board is also open to the public as well as a lottery log that records names of Sixth grade applications as they are called.

Waitlist Management

The waitlist is comprised of applications that were not selected from the 6th grade lottery (as well as the 7th grade lottery to occur prior to year 1) as well as applications submitted throughout the school year.

Waitlist applications are accepted year round for grades 7 through 8 and for the current 6th grade class after the pre-determined application deadline. These applications are placed on the waitlist by the date and time the application was received. 6th grade applications received after the April 1st deadline are placed in order of receipt behind applications placed on the waitlist from the 6th grade lottery.

In order to maintain our target percentages of populations of ELL and SDIS students, our waitlist will be separated into three distinct categories, mirroring those of the lottery drawing:

Waitlist #1 : ELL students

Waitlist #2 : SDIS students

Waitlist #3: General Waitlist (including ELL and SDIS students)

Waitlist applications are considered active until the application is pulled from the waitlist (and a parent either accepts or declines the offer), a parent withdraws their application, or the grade level and class pertinent to the application has graduated from WBA . In the event that a child's grade level placement has changed between the time of application and the time that the application is called from the waitlist (ex. retention or promotion), the students' application will be placed in the appropriate grade level, in order of date and time applied. If the application is eligible for an admissions preference, it will be placed within that preference, in order of date and time applied.

Waitlist Enrollment Procedures

Waitlisted applications are considered if space becomes available at the beginning of each new school year or when space becomes available at WBA . Calls are made to all phone numbers made available on the application, and a record of those calls is kept. Parents must accept within 24 hours of the phone call or their space will be forfeited to the next applicant on the waitlist.

Admissions Preferences and the Waitlist

As mentioned, the waitlist will be maintained in three distinct documents corresponding to the three distinct lottery drawings (ELL, SDIS, General). Within each list, names will be ordered by the results of each drawing (no sub preferences apply to the wait list). Students who submit an application post-lottery will be added to the General wait list according to the date and time of their application.

Additionally, the waitlist is subject to the same admissions preferences as those in the lottery. Applications of families who qualify and provide evidence of admissions preferences will move

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up to the top of each grade's waitlist, with order within each preference determined by the date and time of application.

Families who qualify for the sibling preference automatically move to the top of their respective grade's waitlist. With the New York Charter Schools Act, the admissions preferences will include both the sibling preference with the 2013-2012 class and beyond. Families who qualify for the sibling preference will move to the top of the waitlist, followed by families who qualify for community school district preference.

D. Withdrawal or Transfer Procedures

Parents/guardians may withdraw their child at any time from WBA . When a parent or legal guardian withdraws a student from the school they must complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. This includes checking ATS and confirming enrollment with the new school.

In the case that returning students do not attend the first day of school, they are subject to the same 24-hour rule that applies to families being called from the waitlist. Following the first absence, WBA calls absent students and gives them 24 hours to report to school. If the student does not report to school within that timeframe, the returning student is considered to have withdrawn. Auto-withdrawn students must then submit a waitlist application and their application would be placed in the order of date and time of application.

WBA staff will not send out information on any student at any time unless an official request has been made from another school on behalf of the student who withdrew. When a parent or legal guardian withdraws a student from the school they first complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. ATS is checked, and the new school is contacted to confirm enrollment. If a parent/guardian's signature cannot be obtained, then the student is considered officially withdrawn only after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file is moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files are maintained in a locked cabinet in the main office and filed by the year of withdrawal.

Outreach Related to the WHEDco Bard Academy Charter School 2010 – present

School-Specific Outreach:

Parent/Community Meetings

Davon Russell (WHEDco's Executive Vice President) and Ric Campbell (Dean of Education, Bard College) facilitated outreach and input meetings about the proposed WHEDco Bard Academy, attended by parents and community members. Meetings took place:

- May 24, 2012 at WHEDco's Urban Horizons building in the Morrisania section of the Bronx;
- May 31, 2012 at WHEDco's Intervale Green building in the Crotona East section of the Bronx;
- June 28, 2012 at Hunts Point Alliance for Children in the Hunt's Point section of the Bronx.

Meetings with Local Merchants WHEDco staff met with about **30 South Bronx small business owners** from January-June 2012 about the WHEDco Bard Academy Charter School, answered questions, and solicited feedback on the survey.

Urban Horizons Tenant Meeting, February 8, 2012. WHEDco staff met with residents of WHEDco's Urban Horizons building in the Morrisania section of the Bronx. **30 residents** attended the meeting and were asked to give feedback on the survey.

Intervale Green Tenant Meeting, February 7, 2012. WHEDco staff met with residents of WHEDco's Intervale Green building in the Crotona East neighborhood of the Bronx. **25 residents** attended the meeting and were asked to give feedback on the survey.

42nd Police Precinct Community Meeting, January 26, 2012. WHEDco staff presented to a group of **30 community members and local police officers** representing the 42nd Precinct of the South Bronx, which encompasses Melrose Commons and the site of the school.

District 9 Community Education Council (CEC) Meeting, January 17th, 2012. WHEDco's Executive Vice President, Davon Russell, is the Borough President's appointee to the District 9 CEC. Mr. Russell made a presentation at the January 17th meeting about the WHEDco Bard Academy Charter School to about **30 parents, 9 councilmembers, and the Superintendent**.

Front Desk of Urban Horizons, Surveys were available at the Urban Horizons program lobby for community members to complete. The program lobby is used by hundreds of people daily to access family support, the commercial kitchen, the Head Start program, the food pantry, and the Healthcare Center.

Melrose Street Surveying, a 3 person bilingual team spent one day surveying the community directly around the Melrose site, speaking with community members and visiting libraries, new housing developments, and stores. Surveys and information cards were distributed.

Childcare Improvement Program Outreach. WHEDco's Childcare Improvement Program staff distributed surveys to its network of informal and formal childcare providers and parents in the South Bronx. Tiem frame

Digital Survey. The school survey was made available online and advertised through the WHEDco website (www.whedco.org) and the Southern Boulevard Merchant Association website (www.southernboulevard.org).

Presentation at Community Board 1, WHEDco staff attended a Community Board 1 meeting to give a presentation on the WHEDco Bard Academy School and distribute surveys.

Outreach at WHEDco Hosted Events

Bronx Summer Walks on 167th Street. Saturday, June 4th, 11th, 18th, 2011

WHEDco commenced its Bronx Music Heritage Center Performance Series with a concert by Grammy Award-winning world renowned Bronx flautist, Dave Valentín, on June 4, 2011. The event headlined WHEDco's 3rd annual Bronx Summer Walks (BSW) on 167th Street program – a three-Saturday temporary pedestrian street to create and activate open space and connect the community to cultural, environmental and health programming. For three Saturday's in a row, **400-500 residents of all ages filled the streets** with, dancing, singing, and inter-generational conversations about the rich musical and social history of the Bronx and pride of place. The initial ideas for a music-based school as part of WHEDco's development in Melrose were presented and WHEDco staff solicited community feedback.

Art Connects New York. Thursday, September 29, 2011

WHEDco's Bronx Music Heritage Center Performance Series sponsored a live music performance by Kenneth Edwards, violinist and music instructor in the BMHC AfterSchool Program on September 29, 2011, during an Art Connects New York (ACNY) opening reception at WHEDco's historic Urban Horizons building. The Thursday evening art and music event commemorated the permanent installation of a 15-piece exhibit curated by ACNY entitled "Between the Lines" donated by NYC artists. **Over 40 artists, tenants, community residents,** and WHEDco staff connected during the event about music, art and the importance of reconnecting the Bronx community to these media through the history of the borough.

EVENT SERIES: Bronx Living Legends

WHEDco's Bronx Music Heritage Center (BMHC) has reawakened the Bronx Living Legends tribute series. 40 Bronx musicians have been celebrated through this important tribute series focusing on honoring music's heroes while they are still alive. Angel has partnered with the BMHC to continue the series.

Bronx Living Legend Eugene "Gene" Golden Tribute Concert. Wed., October 5, 2011.

The Bronx Living Legends series kicked off with Eugene "Gene" Golden, a Bronx drummer who mastered Afro-Cuban and Yoruba traditions with a fusion of popular drumming styles. Gene still drums and is dedicated to passing on these musical traditions, teaching a weekly drumming class for 4-8 year olds. A key member of several local music groups, **Gene filled the 100 seat Pregones Theater with musicians and community members** he has worked with over the years.

Bronx Living Legend Gilberto “Pulpo” Colon, Jr. Saturday, November 19, 2011

The Bronx Music Heritage Center continued to celebrate Living Legends by honoring Gilberto “Pulpo” Colon, Jr. a Latin pianist well known for his 16 years of playing in Hector Lavoe’s orchestra in which they produced the platinum album “Comedia”. Pulpo is still playing and touring with his band “La Ensalada de Pulpo”. He also has taught music to hundreds of young people in the Bronx and Harlem over the past 16 years. There wasn’t an empty seat in the house the night of November 19th, Pulpo’s family and **community filled the 400 seat theater** at Hostos Community College with a line out the door.

EVENT SERIES: ¡Azucar! Celebrating Celia Cruz

The Bronx Music Heritage Center convened a group of Bronx cultural organizations to celebrate the Queen of Salsa, Celia Cruz. The BMHC collaborated with Casita Maria Center for Arts and Education, the Celia Cruz High School of Music, City Lore, and the Friends of Woodlawn Cemetery to host two events.

Celia’s Early Life Panel and Performance. Sunday, October 9, 2011, 1:00pm-3:00pm

Over 150 people came to Woodlawn Cemetery to hear a rousing performance by The Celia Cruz High School of Music Latin Jazz in the Woolworth Chapel. The panel included a discussion of Celia’s life in Cuba, moderated by Bronx musician Bobby Sanabria and included Jazz Master Cándido Camero, vocalist Lupe O’Farrill and Celia’s Manager Richie Bonilla.

Celia’s Birthday Celebration. Thursday, October 20, 2011. 6:00pm-8:30pm

Celia’s Birthday Celebration (held on the eve of her birthday) was held at Casita Maria Center for Arts & Education. The program included a lively panel discussion that included filmmaker Leon Gast, Celia’s longtime hairdresser Ruth Sanchez, and researcher Dr. Licia Fiol-Matta. **Over 100 people attended** the panel discussion; several attendees had a personal connection to Celia, and her legacy in New York City.

EVENT SERIES: Shifting Communities

Shifting Communities is an initiative of the Bronx River Arts Center. Several Bronx artists collaborated to create a paradigm where community-centric contemporary art and artist think-tanks can be a tool for public service; a language for the exploration and investigation of the broader aspects of culture and society; and a magnet that can bring different cultures and ideologies together in order to strengthen a more inclusive definition of community. BMHC was invited to host two events as part of the series.

El Elemento del Bronx, a Latin Jazz Tale. Thursday, December 22, 2011. 6:00-9:00pm

The first Shifting Communities roundtable was focused on the Latin Jazz music scene in the Bronx over the last 30 years. The roundtable was moderated by Bill Aguado of the Bronx Music Heritage Center and artist Hatuey Ramos-Fermin with guests: Elena Martinez, folklorist; Bobby Sanabria, multi-nominated Grammy bandleader, drummer, and educator; Michael Max Knobbe, Executive Director of Bronx Net; Angel R. Rodriguez Sr., musician, arranger and Bronx Living Legends producer; and Al Quiñones, producer of 52 Park Music Series. **More than 30 community members** attended and participated in the discussion. Bill Aguado gave an extensive overview of the WHEDco Bard Academy.

Hip Hop: Then, Now, and Tomorrow. Wednesday, January 4, 2012. 6:00pm-8:30pm

The second Shifting Communities roundtable was focused on the history of Hip Hop in the Bronx. The

roundtable was moderated by Bill Aguado of the Bronx Music Heritage Center with guests: Patty Dukes and Reph Starr of Circa 95, Steven Sapp and Mildred Ruiz Sapp of UniVerses, Fred Ones, Jane Gabriels of Pepatien, and Rockafella of Full Circle Dance. Bill Aguado gave an extensive overview of the WHEDco Bard Academy and surveys were distributed to all attendees. **Nearly 40 attendees, including a group of students from WHEDco's afterschool program** participated in the panel.

EVENT SERIES: Community Living Legends

The Community Living Legends series celebrates Bronx music legends that have significantly contributed to their genres- as musicians, educators, and advocates. These tributes are held in the places that Community Living Legends work and create.

Community Living Legend Kenneth Edwards. Friday, May 18, 2012. 4:00pm-5:30pm

A tribute to a music educator in WHEDco's After School program, Mr. Kenneth Edwards. Kenneth Edwards has taught violin to students in the WHEDco After School Program since 2001. A Julliard-trained violinist, Kenneth is known as a dedicated teacher that encourages musical excellence in the classroom, while also inspiring students to create. The auditorium at PS 218 was filled by **300 students, teachers, and parents** to celebrate his work. Angel R. Rodriguez, Sr. gave an extensive overview of the school and Bronx Commons development, and WHEDco staff managed an information table with flyers on the project and sign-in lists.

Community Living Legend Marcos Napa. June 1, 2012. 4:00pm-5:30pm

A tribute to a music educator in WHEDco's After School program, Mr. Marcos Napa. Originally from Peru, Marcos spent time with the Perú Negro group and playing traditional Afro-Peruvian beats on instruments like the *cajón*. When he moved to New York, he became a pioneer in Afro-Peruvian music, and began teaching all over the city. As a popular teacher in WHEDco's Afterschool program for the last 5 years, "Mr. Marcos" had **over 300 students, teachers, and parents** in attendance. Angel R. Rodriguez, Sr. gave an extensive overview of the school and Bronx Commons development and WHEDco staff managed an information table with flyers on the project and sign-in lists.

EVENT SERIES: Bronx Summer Walks on East 167th Street.

BMHC @Bronx Summer Walks. June 9th, 16th, and 23rd, 2012th

WHEDco and the Bronx Music Heritage Center partner with NYC Department of Transportation to host the 4th annual Bronx Summer Walks (BSW) on 167th Street program – a three-Saturday temporary pedestrian street to create and activate open space and connect the community to cultural, environmental and health programming. **Over 200 people** attended each day, including many children and families from the community. Performances included a Caribbean dance troupe, a student step group, a ballet class, Ghanaian musician Akwaada Nyame, K-5 Azonto Dancers, singing group Music With a Message, The Sky's the Limit, and a performance by Bronx hip hop duo Reph Star and Patty Dukes. WHEDco staff gave an extensive overview of the school and Bronx Commons Development, and managed an information table with flyers on the project and sign-in lists each day.

Upcoming & Continuing Outreach

WHEDco staff will be conducting WBA outreach activities at these upcoming events:

Presentation to the Bronx School District 7's Community Education Council.

WHEDco's Executive Vice President, Davon Russell will present the WHEDco Bard Academy Charter School at the August 2012 District 7 Community Education Council meeting.

Concert at the 52 Park Community Center. August 5, 2012. WHEDco and the BMHC will sponsor an evening in honor of music advocate and Director of the Hostos Center for the Arts & Culture, Wally Edgecombe.

Bronx Summer Walks on Southern Boulevard. 2 Saturdays in August, 2012.

Bronx Living Legend tribute to Valerie Capers. October 2012. Lifelong Bronxite jazz pianist, composer, and educator.

Bronx Living Legend tribute to Andy Gonzalez. December 2012. One of the world's preeminent Latin Jazz bassists known from his career with the "Fort Apache Band"



WHEDco Bard Academy Survey Findings – Spring 2012 –Survey for NEW Arts-Based Charter School

- Number of Survey Participants: 318
- Survey Language: English & Spanish

- DO YOU THINK THERE IS A NEED FOR AN ARTS-BASED MIDDLE AND HIGH SCHOOL IN THE BRONX?
 - 95.3% Think there is a need
 - 4.7% Do not think there is a need

- DO YOU KNOW A YOUNG PERSON WHO WOULD BENEFIT FROM THIS TYPE OF SCHOOL IN THE BRONX?
 - 85.2% Know a young person who would benefit
 - 14.8% Do not know a young person who would benefit

- IF YOU WERE PLANNING THE SCHOOL, WHAT WOULD YOU MAKE SURE TO INCLUDE?
 - 6.2% Basic skills/math/tutoring/social
 - 77.9% Music/performing arts/dance/communication/music appreciation
 - 57.6% Art/fashion/sculpting/ceramics/art history & appreciation/photography
 - 58.0% Athletics/sports/swimming/martial arts/health & fitness
 - 19.9% Other/after school program/computers/science lab/special needs/Bronx culture/peer groups

- WHAT DO YOU HOPE YOUNG PEOPLE WILL LEARN IN THIS SCHOOL?
 - 29.4% Academics/good education/college ready
 - 33.3% Artistic skills/music/performing arts/dance/talent/art/expression & appreciation
 - 13.8% Independence/keep off the streets/active/motivation/pride/confidence/friendship
 - 13.8% Career goals/jobs they love/how to make a career from art/be successful/have a bright future
 - 36.9% Other/everything/fun learning environment/discipline/respect/sport/communication/community/better people/good citizens

- WHAT IMPACT DO YOU HOPE THIS SCHOOL WILL HAVE ON THE COMMUNITY?
 - 16.1% Student achievement/career/graduate/good education
 - 25.3% Youth confidence/empowerment/enthusiasm/creative outlet/activities
 - 24.7% Positive impact/hope/broaden minds/new directions
 - 18.0% Reclaim the Bronx/create new culture/bring together art & community/strengthen/less violence
 - 6.6% Other/discipline/recommend the school to others/charter/show how the arts are important/benefit parents/sports

- WHAT CITY DO YOU LIVE IN?
 - 56.3% Bronx
 - 25.0% New York
 - 6.3% Brooklyn
 - 12.5% Queens
 - 0.3% Other (NJ)

- WHAT IS YOUR AGE?
 - 0.9% Under 18
 - 14.2% 18-25
 - 29.7% 26-35
 - 17.7% 36-45
 - 10.1% 46-55
 - 4.4% 56 and older

- WHAT IS YOUR GENDER?
 - 7.3% Male
 - 68.7% Female

- WHAT IS YOUR RACE/ETHNICITY?
 - 2.2% White
 - 18.0% African American/Black
 - 48.4% Hispanic/Latino
 - 3.5% Other/African/West Indian/Bangladesh

For more information about or to discuss the McLean at kmclean@whedco.org or www.whedco.org or find us on Facebook!



WHEDco Bard Academy contact Kerry A. 718.839.1189. Stay up to date online at

Encuesta para una Nueva Escuela *Charter* que Ofrece Créditos para la Universidad

La organización Women’s Housing and Economic Development Corporation (WHEDco) está desarrollando un nuevo edificio, el Bronx Music Heritage Center (BMHC), para celebrar la rica herencia musical del Bronx inspirándose en y restaurando el orgullo en su historia. Uno de los componentes del campus BMHC será **una escuela pública "charter" primaria y secundaria rigurosamente académica** para 500 estudiantes (grados 6-12), en colaboración con el Bard College. Bard ofrecerá los cursos y créditos universitarios a los estudiantes de los grados 11 y 12; también mantendrá pequeña cada clase de estudiantes, y proveerá los profesores excelentes y los estudiantes de postgrado a cada clase. Más, la escuela tendrá un programa comprensivo de educación musical.

Como miembro de la comunidad, su opinión es sumamente valiosa. Por favor tome un momento para completar la siguiente encuesta. **Por favor devuelva esta encuesta antes del lunes 20 de febrero 2012.**

- ¿Cree usted que se necesita una escuela primaria y secundaria enfocada en las artes en el Bronx?
 Sí _____ No (Si circula 'NO', por favor continúe al final de la encuesta)
- ¿Conoce usted a un joven que pueda beneficiarse de este tipo de escuela en el Bronx?
 Sí _____ No _____
- Si usted estuviera planeando la escuela, ¿qué se aseguraría de incluir? (clases de música, clases de arte, clases de educación física, clases de actuación, música, baile, etc.)

4. ¿Qué espera que los niños aprendan en esta escuela?

5. ¿Qué impacto espera usted que esta escuela tenga en la comunidad?

SECCIÓN FINAL: Para estar informado acerca de las oportunidades educativas, de vivienda y otras oportunidades disponibles en el nuevo complejo de WHEDco, por favor complete la siguiente información. Por favor tenga en cuenta que su información no será utilizada por nadie más fuera de WHEDco/Bard College.

Nombre: _____ Número de teléfono: _____ Email: _____

Dirección: _____ Ciudad: _____ Estado: _____ Código Postal: _____

¿Cuál es su: Edad: _____ Género: _____ Raza/Origen Étnico: _____

Por favor, devuelva esta encuesta a:

Kerry A. McLean, Director of Community Development, WHEDco, 50 East 168th Street, Bronx, NY 10452

Correo electrónico: kmclean@whedco.org P: 718.839.1189 F: 718.839.1170



6

¡Únase a la conversación!

Para más información o para hablar acerca de *WHEDco Bard Academy*, por favor comuníquese con Kerry A. McLean en kmclean@whedco.org o al 718.839.1189. Manténgase al día en www.whedco.org o encuéntrenos en Facebook!



**WHEDco Bard Academy Charter School Community Outreach Survey
Spring 2012**

The Women’s Housing and Economic Development Corporation (WHEDco) is developing Bronx Commons, a mixed-use campus. One of the components of the development will be an academically rigorous charter school for middle- and high-school students in partnership with Bard College. As a Bronx resident and parent, your input is extremely valuable. Please complete this survey and return to WHEDco at 50 East 168th Street, Bronx, NY 10452 or give to WHEDco staff member.

1. Do you think there is a need for an academically rigorous middle and high school in the South Bronx?
YES NO

2. Do you have a child that will be entering the 6th or 7th grade in fall 2013?
YES NO

If you answered NO proceed to question 4.

3. Would you enroll your child in the WHEDco-Bard Academy Charter School?
YES NO

If you answered NO, why wouldn't you? _____

Parent/Guardian Signature: _____

4. How important are the following elements to your child’s daily education? (1 is least important and 5 is most important)

A) Academically rigorous coursework	1	2	3	4	5
B) Small classes (20 students per class)	1	2	3	4	5
C) Opportunities for students to earn college credits	1	2	3	4	5
D) Extended School Day 8:00 am – 5:00 pm	1	2	3	4	5
E) Homework completed with teacher supervision during the school day	1	2	3	4	5
F) An arts-based curriculum	1	2	3	4	5
G) Accommodations for students with special needs	1	2	3	4	5
H) Health and fitness activities	1	2	3	4	5

5. What problems are facing New York City schools today? _____

6. What impact do you think this school will have on the community? _____

7. What is most appealing to you about the proposed WHEDco Bard Academy Charter School? _____

To be informed of educational, housing and other opportunities available at Bronx Commons please complete the information below. Your information will not be used by anyone outside of WHEDco/Bard College. Your feedback is greatly appreciated!

Name: _____ Phone Number: _____ Email: _____
Address: _____ City: _____ State: _____ Zip Code: _____
What is your Age: _____ Gender: _____ Race/Ethnicity: _____



Encuesta divulgación de la comunidad de la Escuela Charter WHEDco/ Academia Bard Primavera 2012

La Corporación del Desarrollo de la Economía y Viviendas para mujeres (WHEDco) esta desarrollando Communes del Bronx, un campo de uso mixto. Uno de los componentes a desarrollar será una escuela charter académicamente rigurosa para estudiantes de grado intermedio y superior en colaboración con el colegio Bard. Como padres y residentes del bronx su opinión es extremadamente valiosa. Favor completar esta encuesta y devolverla al 50 East 168th st Bronx, NY 10452 o entregar a un empleado de WHEDco.

1. ¿Cree usted que hay necesidad de una escuela superior e intermedia académicamente rigurosa en el Sur del Bronx?

SI NO

2. ¿Tienes un niño/a que va a entrar al sexto o séptimo grado en el otoño 2013?

SI NO

Si contestó NO continúe a la pregunta 4.

3. ¿Registraría usted su niño/a en la Académia Charter de WHEDco/Bard?

SI NO

Si contestó NO ¿porqué no? _____

Firma del padre o Guardian: _____

4. ¿Qué tan importante son los siguientes elementos para la educación diaria de su niño/a? (1 menos importante 5 más importante)

A) Cursos académicos rigurosos	1	2	3	4	5
B) Clases pequeñas (20 estudiantes por clase)	1	2	3	4	5
C) Oportunidades para ganar credits para la universidad	1	2	3	4	5
D) Día de escuela extendido 8:00 am – 5:00 pm	1	2	3	4	5
E) Completar las tareas con la supervisión de un profesor durante el día	1	2	3	4	5
F) Un currículo basado en arte	1	2	3	4	5
G) Acomodación para estudiantes con necesidades especiales	1	2	3	4	5
H) Actividades de salud física	1	2	3	4	5

5. ¿Qué problemas están enfrentando las escuelas publicas de nueva york? _____

6. ¿Qué impacto cree usted que esta escuela tendrá en la comunidad? _____

7. ¿Qué es lo que más le llama la atención acerca de la propuesta de esta Académia Charter WHEDco/ Bard? _____

Para recibir informacion acerca de oportunidades educacional, de viviendas y otras oportunidades disponible en communes del Bronx favor copletar la siguiente informacion. Su informacion no sera usada por nadie fuera de WHEDco/Colegio Bard. ¡Apreciamos grandemente sus ideas!

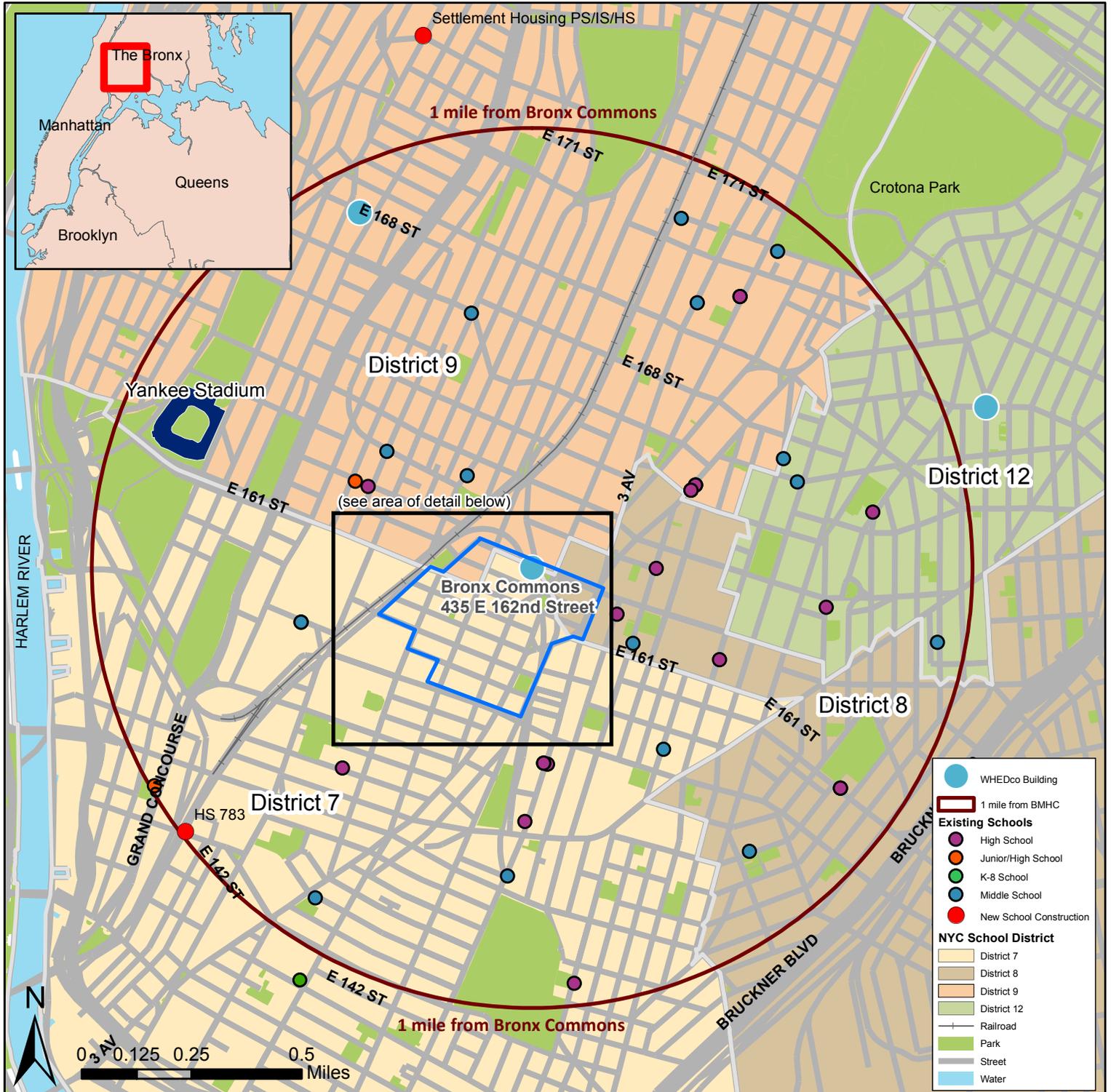
Nombre: _____ Número de teléfono: _____ correo electrónico: _____

dirección: _____ ciudad: _____ estado: _____ zona postal: _____

Cual es su Edad: _____ sexo: _____ raza/origen étnico: _____

Need for Additional School Seats for the Growing Population in the Melrose Community

Public and Charter Schools Serving Grades 6-12 within 1 mile of the WHEDco Bard Academy at Bronx Commons



Nearly 8,400 people will move into new affordable housing developments (shown at left) in the Melrose community between 2010 and 2015.

Between 2000 and 2010, Congressional District 16 (the South Bronx) experienced a 7% population increase with 40,000 new residents moving to the area- one of the highest increases in NYC.

Data: NYC Department of City Planning, NYC Department of Education, NYC School Construction Authority, Census 2010 and WHEDco



718.839.1100
50 East 168th Street
Bronx, NY 10452
www.whedco.org

Urban Renewal Area
New Affordable Housing Development

Bronx Commons

An Arts-based Mixed-use Development Collaboration With WHEDco and Blue Sea Development Corporation

PURPOSE

- To celebrate the rich musical heritage of the Bronx by drawing upon and restoring pride in its history.
- To meet the need for affordable housing options in the Bronx, including live/work space for elder musicians.
- To bring housing together with education, the arts, open green space, health & fitness, and urban farming.
- To utilize the arts as a means of catalyzing the renewal of a neighborhood rich in history and culture.

WHEDco and Blue Sea Development Company are collaborating on a 361,600 square foot mixed-use development which includes affordable housing; the **WHEDco Bard Academy**, a grades 6-12 public charter school; the **Bronx Music Heritage Center**, a community performance and event space; and a rooftop urban farm. It will serve as a cultural destination and site for music and dance performances, community events, production and multimedia activities, and an intergenerational oral history project. The aim is to mobilize a “creative class” to drive economic development and spawn a related cluster of new businesses in the Melrose Commons neighborhood of the South Bronx.



PROJECT TEAM

Developers/Owners

WHEDco and Blue Sea Development Company

Design Architects

Rogers Marvel Architects

PROJECT FEATURES

- Sustainable design features to achieve LEED certification
- 293 affordable rental apartments for low income artists, families and individuals,



- including live/work spaces for elder musicians
- The **WHEDco Bard Academy** Charter School, a grades 6-12 public charter school with an *El Sistema*-inspired music education curriculum
- The **Bronx Music Heritage Center**, including community archives and performance venue
- Ongoing exhibits that celebrate the vibrant and varied cultural legacy of the Bronx
- Community programming, including an intergenerational oral history project
- A rooftop hydroponic green house
- Substantial open green space for recreation



Location

The development will be located in the Melrose Commons neighborhood of the South Bronx, on the west side of Elton Avenue, between East 162nd and East 163rd Street.

Mixed-Income Rental Apartments

Melrose Commons Site B has 293 mixed-income rental apartments for families earning 50-80% of the Area Median Income (\$29,500-\$61,500 for a family of 4). Approximately 75% of the units available have 2 or more bedrooms.

Square Footage Summary

WHEDco Bard Academy	Bronx Music Heritage Center	Residential	Rooftop Greenhouse / Public Plaza Space	Total Project
53,900 gsf	6,500 gsf	290,000 gsf	11,200 gsf	361,600 gsf

Timeline

Site designation to development team by City of New York: November 2009
Anticipated construction start date: 2013

ABOUT WHEDco

The Women's Housing and Economic Development Corporation (WHEDco) has worked for twenty years to build a more beautiful, equitable, and economically vibrant Bronx. We reach over 35,000 people annually through energy-efficient, healthy and affordable homes; early childhood education and youth development; home-based childcare microenterprise and food business incubation; and family support.

ABOUT Blue Sea Development

Blue Sea Development, LLC, with its principals' combined experience of more than 50 years, specializes in the development and construction of market-rate, government-assisted, and planned residential developments incorporating sustainable design and construction elements in all their work. Among its recent accomplishments, Blue Sea Development was the first company to build ENERGY STAR and LEED for Homes housing developments in New York State.



Attachment 3a: Sample Weekly Schedules- MS, HS and Teacher

Sample Student Weekly Schedule: Grade 6 Fall Semester

Please Note: Periods 1&2 and 6&7 are scheduled back-to-back in alternating Humanities and STEM blocks on A and B days, respectively. This allows the English and Social Studies teachers, as well as Math and Science teachers, to organize instructional time for co-teaching and/or extended investigations for students across the two classes.

Period	Time	Monday A	Tuesday B	Wednesday A	Thursday B	Friday A
1	08:00 - 08:40	Advisory*	Advisory*	Advisory*	Advisory*	Advisory/Clubs*
2	08:40 - 09:40	English/Lit	Science	English/Lit	Science	English/Lit
3	09:40 - 10:40	History/SS	Math	History/SS	Math	History/SS
4	10:40 - 11:40	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
Lunch	11:40 – 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:10 - 01:10	Art	Art	Art	Art	Art
6	01:10 - 02:10	Science	English/Lit	Science	English/Lit	Science
7	02:10 - 03:10	Math	History/SS	Math	History/SS	Math
Break	03:10 - 03:20	Snack	Snack	Snack	Snack	Snack
8	03:20 - 04:20	Music	Music	Music	Music	Music
9	04:20 - 05:00	SLC**	SLC**	SLC**	SLC**	SLC/Clubs**

* **Advisory:** This period serves a variety of functions beyond the typical homeroom functions and the advisory curriculum. Since the advisory curriculum is not taught daily, tis period is flexible and will also be scheduled like SLC, described below, for student support, including test prep and portfolio preparation, and will serve as a time on Fridays for extracurricular activities or clubs.

****SLC:** the *Student Learning Center* period is a period that allows for flexible scheduling. Students identified as significantly below grade level in reading or math, for example, will receive intervention support – a Response-To-Intervention plan. Students needing support or extra coaching or students taking on additional challenges/independent projects will also be offered this time to meet with designated teachers.

Sample Student Weekly Schedule: Grade 11 Fall Semester

Please Note: This sample schedule is for a student taking three dual enrollment college courses in Literature, History, and Mathematics to earn 9 hours of college credit that also satisfy Regents Diploma graduation requirements. This would be typical of a student on track to complete at least 30 credit hours of college work at the time of graduation. It should be noted that in this scenario a college course meets five hours per week for approximately 20 weeks, more than twice the amount of time required of college courses. This added time would support a model of scaffolded learning for students in their first college courses, ensuring that a larger group of students can enroll and succeed in college courses. As college competencies are developed, students will meet the traditional three hours per week for college classes and increase their time for independent study, community service projects and senior exhibition preparation.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	08:00 - 08:40	Advisory*	Advisory*	Advisory*	Advisory*	Advisory/Clubs*
2	08:40 - 09:40	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
3	09:40 - 10:40	American History College Course				
4	10:40 - 11:40	English 101 College Course				
Lunch	11:40 – 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:10 - 01:10	Pre-Calculus College Course				
6	01:10 - 02:10	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
7	02:10 - 03:10	Orchestral Music				
Break	03:10 - 03:20	Snack	Snack	Snack	Snack	Snack
8	03:20 - 04:20	Spanish III				
9	04:20 - 05:00	SLC**	SLC**	SLC**	SLC**	SLC/Clubs**

Sample Teacher Weekly Schedules: A and B Days alternate

Please Note: This schedule represents the full-time schedule of a selection of subject area and grade level teachers. Teachers have three hours per day for planning, curriculum development, team meetings, assessment, parent contact, and various collaborations. These opportunities will build a strong professional learning community and allow teachers to complete a significant portion of their work during the regular school day.

Period	Grade 6 History Teacher	Grade 6 Literature Teacher	Grade 8 Math Teacher	Grade 8 Science Teacher	High School PE/Health Teacher	High School Music Teacher
1	Advisory	Advisory	Advisory	Advisory	Advisory	Advisory
2	History 6	English 6	Math 8	Science 8	Nutrition	Orchestra
3	History 6	English 6	Planning	Planning	Yoga	Adv. Theory
4	Planning	Planning	Math 8	Science 8	Planning	Planning
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
5	Team Meeting	Team Meeting	Planning	Planning	Sexual Health	Orchestra
6	History 6	English 6	Math 8	Science 8	Team Meeting	Team Meeting
7	Planning	Planning	Math 8	Science 8	Zumba	Composition
Break	Snack	Snack	Snack	Snack	Snack	Snack
8	History 6	English 6	Team Meeting	Team Meeting	Planning	Planning
9	SLC	SLC	SLC	SLC	SLC	SLC

WHEDco Bard Academy Charter School

Attachment 3b: 2013-2014 Proposed School Calendar
 SCHOOL YEAR – August 26, 2013 through June 25, 2014
 SCHOOL DAY – Begins 8:00 AM, Dismisses 5:00 PM*

AUGUST 2013 (4 DAYS)

				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

AUGUST 2013

August 27 - School Begins

SEPTEMBER 2013 (19 DAYS)

	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

SEPTEMBER 2013

September 2 – No School, Labor Day
September 5 – No School, Rosh Hashanah

OCTOBER 2013 (22 DAYS)

		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		

OCTOBER 2013

October 14 – No School, Columbus Day
TBD Date -- Staff Development Day, No Students

NOVEMBER 2013 (18 DAYS)

					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

NOVEMBER 2013

November 11 – No School, Veterans Day
November 28-29 – No School, Thanksgiving

DECEMBER 2013 (17 DAYS)

	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				

DECEMBER 2013

December 25 – 31 – No School, Holiday Recess

JANUARY 2014 (21 DAYS)

			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	

JANUARY 2014

January 2 – School Reopens
January 20 – No School, Martin Luther King, Jr. Day

WHEDco Bard Academy Charter School

FEBRUARY 2014 (14 DAYS)

	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	28		

FEBRUARY 2014
February 17-21 - No School, Winter Recess

MARCH 2014 (20 DAYS)

	2	3	4	5	6	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					

MARCH 2014
TBD Date -- Staff Development Day, No Students

APRIL 2014 (17 DAYS)

		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			

APRIL 2014
April 14-18 -- No School, Spring Recess

MAY 2014 (20 DAYS)

				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

MAY 2014
May 23-26 -- No School, Memorial Day

JUNE 2014 (18 DAYS)

	2	3	4	5	6	
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

JUNE 2014
June 25 -- Last Day of School

** PENDING APPROVAL*

Attachment 4: Student Discipline Policy

Discipline policy operates in two ways at the WHEDco Bard Academy (WBA) Charter School. First, the WBA community holds to an idea that responsible behavior, respect for others and oneself, self-discipline, and thoughtful action emerge from a culture of positive expectations and respect developed through valued relationships within the community. A responsive, caring community with a clear set of lived values reduces the need for disciplinary measures or interventions by reducing the instances that call for such actions. Simply stated, when students care about maintaining positive relationships with teachers and peers, they tend to behave in ways that serve those interests. Second, the WBA community recognizes the importance of communicating to students the range of behaviors and actions that are impermissible and/or unacceptable within a public school and the consequences for such behaviors and actions if they do occur, as well as the rights and responsibilities of all parties when discipline policies are exercised.

The WHEDco Bard Academy Charter School will use the NYC DOE Chancellor's Discipline Code to address this second aspect of policy, which can be accessed at the DOE website – <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm> - and describes general policies and interventions. The bulk of this document provides charts with lists of infractions and unacceptable behaviors, possible interventions, and consequences. It also defines what behaviors or actions may result in suspension or expulsion and the processes that attend such consequences. The NYC DOE Discipline Code provides explicit guidelines for addressing various behaviors of concern with an emphasis on response to unacceptable behaviors. The preamble to the Code emphasizes that schools should create a culture that promotes desirable behaviors and outcomes:

“Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students’ pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning.”

It is this first expectation that defines the primary focus of WBA regarding discipline policy because we firmly believe that the instances of infractions, especially serious infractions, can be significantly reduced through a proactive approach that builds a culture of individual accountability and responsibility that sustains the learning community. Much of this approach has already been described in **Section F** of the main WBA narrative, above.

The school will follow the model provided by the Positive Behavioral Interventions and Supports (pbis.org), which emphasizes a three tiered model much like the Response to Intervention model adopted by schools to address student academic success. At the primary level, a school-wide plan that supports positive behaviors ensures that school culture provides the model and means for students to take responsibility for their work and their behavior in the school community. This includes a coherent plan for supporting academic success, recognizing that low performance can be a contributing factor to negative and self-defeating behavior. WBA structures are aligned with the key practices outlined by the PBIS model, as shown on the table below:

WHEDco Bard Academy Charter School

PBIS Principles (pbis.org)	WBA Structures
A continuum of behavior and academic supports.	<ol style="list-style-type: none"> 1. Advisory group 2. Instructional/Child Study Teams (ICST) 3. Small class sizes 4. Student Learning Center (SLC) 5. Grade level teams of teachers 6. Regular communications with home 7. Clear expectations in all classes and rubrics that establish transparent learning goals 8. Emphasis on the individual student as learner 9. Broad and inclusive curriculum with multiple opportunities for success
Data that supports decision making and problem solving.	<ol style="list-style-type: none"> 1. Quarterly report cards 2. Monthly academic reports 3. Ongoing assessment and monitoring by teachers in ICST and Advisory 4. Baseline assessments and additional evaluation as indicated for underperforming students
An environment that prevents development and occurrence of problem behavior.	<ol style="list-style-type: none"> 1. Explicit curriculum in Advisory Group 2. All teachers trained in Collaborative Problem Solving approach to addressing student needs and behaviors (<i>Lost at School</i>, Greene. 2009) 3. Small class sizes, collaborative learning, emphasis on the learner as individual. 4. Ongoing outreach to home by advisors. 5. Small school environment. 6. Community service projects.
Teach and reinforce prosocial skills and behaviors.	<ol style="list-style-type: none"> 1. Explicit curriculum in Advisory Group 2. All teachers trained in Collaborative Problem Solving approach to addressing student needs and behaviors (<i>Lost at School</i>, Greene. 2009)
Implement behavioral practices with fidelity and accountability.	<ol style="list-style-type: none"> 1. All teachers share common training in advisory leadership and Collaborative Problem Solving approach 2. All above structures/practices are universal to the school and uniform across classrooms
Screen and monitor student progress continuously.	<ol style="list-style-type: none"> 1. Incoming student data is carefully assessed and additional assessment performed as indicated 2. ICST cycle through all students on a quarterly basis 3. Advisors monitor their advisees academic progress and behavioral status on an ongoing basis

School Trustee Background Information

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

Name: Nancy Biberman

Charter School Name: WHEDco Bard Academy Charter School

Charter School Address: 435 East 162nd Street, Bronx NY

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

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

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

Background

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

As President of WHEDco I have been involved in programs in the Bronx related to education and the development of children. Because of the unmet need for high-quality schools and a history of underperforming schools, I decided WHEDco should create a space for a school in its new development,

Bronx Commons. WHEDco then partnered with the Bard College Masters of Arts in Teaching program to apply for a charter to operate this school

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

I am interested in new approaches to increasing educational attainment for Bronx children.

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

Board Member of Hostos Community College Foundation, the Freelancers Union Insurance Company, and parent of three children all of whom attended and graduated from public and private schools in NYC and Westchester County, NY. I have been actively involved as a parent in three public elementary schools in Brooklyn and Manhattan; one public high school in Manhattan; one elementary, middle and high school in Westchester County, and two private schools, one in Brooklyn and one in Westchester County NY.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: *I know all of the other Board members in a professional capacity. Davon Russell is my colleague at WHEDco, and I know other members through collaborative work in the Bronx.*
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
I am President of WHEDco. WHEDco plans to lease space to incubate the school in its building at 50 East 168th Street. WHEDco plans to build a permanent facility to house the school.
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
I am President of WHEDco. WHEDco has partnered with Bard College Master of Arts in Teaching program as lead applicants.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
I am President of WHEDco. As WHEDco will be landlord to the school, I will recuse myself from all discussions regarding the lease and from any other issues related to the WHEDco Bard Academy Charter School's use of WHEDco space.
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
This would be a conflict of interest. I would bring the matter to the attention of the full Board. If the conflict could not be resolved at the Board level, I would bring it to the attention of the State Department of Education.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
The WHEDco Bard Academy Charter School is committed to providing a full range of students with an academically challenging curriculum, individually responsive and fully inclusive in its approach to teaching and learning, and dedicated to the idea that all children should complete high school prepared for thoughtful citizenship and ready to complete a college degree. An emphasis on a comprehensive curriculum, including the arts and an El Sistema-inspired music program will ensure that adolescents develop

competencies across a broad range of disciplines, building identities through productive experiences in learning that will shape their choices and options as adults and future citizens.

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

At the WHEDco Bard Academy Charter School success in learning emerges from curriculum and instruction that is shaped by three key principles: teaching and learning is student-centered; literacy is the basis for successful learning; and learning emerges from the authentic work and challenges of the core disciplines.

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

The WHEDco Bard Academy Charter School will provide an exemplary education for a broadly representative population of students from the Melrose section of the Bronx. The Board will: develop and approve school policies, such as curriculum design, budget policies, board of trustee's code of ethics, and personnel policies; monitor the effectiveness of the educational program and educational outcomes; approve the school operating budget and monitor financial outcomes; approve the hiring/firing of the school principal; receive and review reports on academic, operational and financial performance; maintain open communication with parents, the community, and the general public; maintain procedures to receive complaints, concerns and positive feedback from parents and the general public; adhere to the Open Meetings Law; and fundraise for the school.

Other

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

To fully and effectively participate in on-going academic and operational oversight of the school.

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

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

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

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

STATEMENT OF ASSURANCE

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

Signature  Date 2/21/12

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Ric Campbell

Charter School Name: WHEDco Bard Academy Charter School

Charter School Address: 435 East 162nd Street, Bronx, NY 10451

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

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

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

Background

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

As a founding member of the charter, I have been aware of the charter fro the outset and am interested and committed to serving on the board because of

my primary interest in the formation, development, and success of the WHEDco Bard Academy Charter School.

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

As a classroom teacher for over 20 years, founding director of the Bard College Master of Arts in Teaching Program, and Bard College Dean of Teacher Education, the WHEDco Bard Academy Charter School represents an unprecedented opportunity to advance our continued efforts to improve public education through active partnerships in public education and the preparation of highly effective teachers in “context specific” residency programs. The WHEDco Bard Academy Charter School will be the second charter school established by the Bard MAT Program to serve as a model and resource for educational improvement in an educationally underserved region and as the core site for a residency based teacher education program. I wish to serve on the board to support and guide this effort to raise student achievement and, through partnerships with neighborhood schools, improve educational opportunities in the South Bronx.

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

I currently serve in the role of vice-president on the Board of Directors of the Paramount Bard Academy, a California charter school in Delano, CA, founded by the Bard College MAT Program and the Paramount Farming Company in 2009. I also served as a member of the Board of Education of the Chatham Central School District in Chatham, NY for four years, from July 1, 2005 to June 30, 2009.

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

This does not apply to me. Yes.

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

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

probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know Nancy Biberman and Davon Russell of WHEDco in the context of the development of this application to establish the WHEDco Bard Academy Charter School. Connected through mutual acquaintances and recognizing our shared history and commitment to addressing the educational and community needs of residents in the South Bronx, we have come to know each other as partners in this initiative. I have known Karen Zorn, President of the Longy School of Music, since 2010, when Bard College and the Longy School began discussions about a merger that is now nearly completed. Karen and I have worked closely together to develop a MAT degree in music education, which was recently approved by the New York State Department of Education. Karen and I have also advanced a partnership between Bard, Longy, and the Los Angeles Philharmonic. "Take A Stand" hosted its inaugural symposium in Los Angeles in January 2012 and is committed to advancing music education through El Sistema inspired programs throughout the United States. An El Sistema program is currently in place at the Paramount Bard Academy in Delano, CA, offering music learning as part of the core curriculum and a similar program will be one unique dimension of the WHEDco Bard Academy Charter School.

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

I am the Bard College Dean of Teacher Education and Founding Director of the Bard Master of Arts in Teaching Program, which is a partner with WHEDco in this current application for the WHEDco Bard Academy Charter School. Bard College is an institute of higher education with an abiding

commitment to improving public education. The Bard MAT Urban Teacher Residency Program, currently operating at the campus of the International Community High School, 345 Brook Avenue, Bronx, NY is a partner in this charter school initiative because of its demonstrated commitment to improving student learning in NYC schools, with an emphasis in the Bronx, and seeks to expand its impact through this partnership.

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

None Yes

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

As a board member in this situation, I would first bring the matter to the board as a decision making body and ask that the member or members in question provide documentation related to the issue in question that describes the potential conflict of interest and establishes the factual basis for determining whether there is such conflict. This documentation would be reviewed by the board and submitted to legal counsel for review. The results of this legal analysis would be the basis for subsequent decisions appropriate to any findings and a full report of this investigation and any resulting decisions and/or actions on the part of the board would be submitted to the New York State Department of Education for review and further counsel.

Educational Philosophy

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

The WHEDco Bard Academy Charter School's principal mission is to provide an exemplary education to a representative population of students in the South Bronx, leading to increased high school graduation and college completion rates. The philosophy of the school is based on an idea that the most desirable forms of learning happen in the context of guided instruction that engages students in the authentic challenges that constitute knowledge making in any and all of the subjects taught at school. ALL students deserve to be challenged in ways that recognize their potential, which means having access to highly effective teachers who are experts in their disciplines and having access to a broad curriculum that allows all students to engage across a range of interests and possibilities in these critical years of identity formation. At WHEDco Bard Academy Charter School, historically

underserved students will be offered the best that public education has to offer and the necessary structures and supports to ensure that they succeed.

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

The educational program is defined by two key ideas – the first having to do with the classroom context for teaching and learning and the second to do with curriculum. First, it is shaped by an educational philosophy that draws on decades of research on teaching and learning that points to an idea that the most desirable outcomes – which are represented by measures of disciplinary understanding, subject area literacy, and reflective capacities – emerge in a learning environment that offers authentic disciplinary challenges as the context for learning and responsive instruction that supports individual student needs, aptitudes, and motivations. Thus, for example, science is taught in the context of inquiry, mathematics through problem-solving, and music through improvisation and composition. But, in each subject area, these learning contexts are carefully targeted towards recognized standards so that inquiry engages knowledge and its applications, improvisation and composition leads to accomplished practice and performances. Second, the program is committed to the values of a liberal arts education so that music and art are part of the core curriculum and students in engage in deep learning across a range of disciplines that reflect the best of human endeavours. Teaching, learning, and curriculum are framed by the critical role of family and community in education and the educational program is structured to be productively inclusive in the broadest sense.

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

The success of a charter school, or any school, is the measure of student achievement and enrollment and the assessment of family and community. The board must ask for and pay attention to these measures and assessments and dialogue regularly with school leaders and faculty as well as family and community members about their sense of these measures and their plans and ideas about how to address continued improvement. The board's role is one of accountability and not the planning and execution of the educational program. In this role, the board must ask questions, be fully informed and conversant with school operations, and be responsive to the families and community that the charter school serves. Board members must be involved beyond board meetings – visiting the school; talking with teachers, students, and families; and attending school events – and, in this

way, establish their accessibility and demonstrate their commitment to the school mission.

Other

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

This question has been addressed as part of the answer to #20, above. In summary, a board member's role is to be accountable to the mission and goals of the charter as approved. This means being an active part of decision making based on data and critical information related to student achievement, family satisfaction, and community support.

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

I have read and understand the WHEDco Bard Academy Charter School application, including all by-laws and proposed policies.

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

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

STATEMENT OF ASSURANCE

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



February 23, 2012

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

CV as Biographical Sketch for Ric (Ralph Ian) Campbell

(a) Professional Preparation

State University of New York Cortland	Elementary Education/Science	BS, 1978
State University of New York Cortland	Education	MS, 1983
State University of New York Brockport	Science/Literature	Postgraduate, 1983-84
State University of New York Albany	Literature/Education	Postgraduate, 1993-94
Harvard Graduate School of Education	Science Education	Ed.D., May 2011

(b) Appointments

- Vice-President, Board of Directors, Paramount Bard Academy, Delano, California. 2009-Present.
- Dean of Teacher Education, Bard College, Annandale-on-Hudson, New York. 2009-Present
- Director. Master of Arts in Teaching Program, Bard College, Annandale-on-Hudson, New York. 2004-Present
- Faculty. Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, New York. 1993-Present
- Associate Director. Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, New York. 2002-2003
- Researcher. PROJECT ASSERT, Harvard Graduate School of Education, Cambridge, MA. 2001-2006
- Facilitator/Group Leader. Conference on Mind, Brain, and Education, Harvard Graduate School of Education, Cambridge, MA. June 2003
- Faculty Member. SENCER Group, Bard College, Annandale-on-Hudson, New York. August 2003 and forward.
- Faculty. Language and Thinking Program, Bard College, Annandale-on-Hudson, New York. 1997-2002
- Faculty. Young Writers Workshop, Bard College at Simons Rock, Great Barrington, MA. 2000-2002
- High School Science and English Teacher. Chatham Central School District, Chatham, New York. 1992-2000
- Co-Director. Liberty Partnership Program Ecology and Writing Institute, Bard College, Annandale-on-Hudson, New York. 1992-1994
- Teacher/Educational Consultant. Liberty Partnership Program, Bank Street College, New York, NY. 1991-1992
- Director of Education. Washington Houses Community Center, New York, NY. 1987-1988
- Teacher/Counselor. The DOOR: A Center for Alternatives, New York, New York. 1984-1985
- Elementary School Teacher/Science Specialty. Dryden Central Schools, Dryden, New York. 1979-1983

Elementary School Teacher/Science Specialty. Cortland City School District,
Cortland, New York. 1978-1979

(c) Publications

No relevant publications to report.

(d) Synergistic Activities

Designed, implemented and continue to develop the Bard College Master of Arts in Teaching (MAT) Program. Recent innovations include urban and rural teacher residency programs in the Bronx and the Central Valley of California.

Awarded a \$775K grant from the U.S. Department of Education Fund for the Improvement of Post Secondary Education to research and develop the Bard MAT Urban Residency program in the South Bronx.

Awarded a \$8.1M five-year Teacher Quality Partnership grant from the U.S. Department of Education for the development and implementation of the Bard MAT Rural Residency program in Delano, CA.

Established and continue to develop active partnerships with high-needs schools, primarily in the Bronx and with the Urban Assembly school network throughout New York City.

Procured a three-year grant for \$1M from the Carroll and Milton Petrie Foundation in 2004 for scholarships awarded to MAT students seeking to teach in high-needs schools in New York City and to provide professional support to teachers in high-needs schools. Second three-year grant of \$1M awarded in 2007. Third three-year grant of \$1M awarded in 2010.

As one of the three graduate teacher education programs, including NYU and TC Columbia, that educate Math for America's Newton Fellows in NYC, oversee continued development of our graduate level mathematics education program as well as systems of support for the induction and retention of graduates as teachers in NYC schools.

Continued research on MAT Program effectiveness. Procured a research grant of \$50K from the Carnegie Corporation in 2005 to collect initial data on MAT student learning and outcomes and develop instruments for ongoing evaluation.

Procured funding from the Resnick Foundation to establish a MAT program and public school on a common campus in Delano, CA, opening July 2009. The goal is to improve education in high-needs communities in the Central Valley in the context of preparing high-quality teachers in a model school working with a representative population of students.

In collaboration with Al-Quds University in Jerusalem, establishing a campus of the Bard MAT Program at Al-Quds in close partnership with a cluster of 10-20 schools serving a range of Palestinian students. Parallel to the project in California, described above, a model public school will open in 2010 to serve as laboratory and center for educational innovation. This

responds to current reforms by the Palestine Ministry of Education, as well as the UNESCO sponsored Palestine Teacher Education Strategy.

(e) Collaborators & Other Affiliations

Collaborators and co-authors (2004 to present): None

Graduate and Postdoctoral Advisors

Ed.D. advisor: David N. Perkins, Harvard Graduate School of Education

Dissertation committee:

Tina Grotzer, Harvard Graduate School of Education

Vicki Jacobs, Harvard Graduate School of Education

School Trustee Background Information

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

Name: VALERIE G. CAPERS

Charter School Name: WHEDCO BARD ACADEMY

Charter School Address: 50 EAST 168 STREET, BRONX, NY 10452

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached (VIDA)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I BECAME AWARE OF THIS CHARTER SCHOOL THROUGH MY PROFESSIONAL ASSOCIATION WITH NANLY BIBERMAN OF WHEDCO.
5. Please explain why you wish to serve on the board.
BECAUSE EDUCATION HAS BEEN A PRIMARY PART OF MY PROFESSIONAL CAREER, I FEEL PASSIONATE IN HAVING A PERSONAL HAND IN DEVELOPING THE HIGHEST QUALITY OF EDUCATIONAL PROGRAMMING, PARTICULARLY IN THE AREA OF MUSIC, WHICH HAS SADLY BEEN NEGLECTED OR ELIMINATED IN OUR PUBLIC SCHOOL SYSTEM.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

I WOULD BRING THE SITUATION TO A BOARD MEETING, WHERE IT CAN BE EXPOSED AND DISCUSSED IN A FRANK AND OPEN MANNER.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. THE PHILOSOPHY IS TO BRING A CREATIVE AND MORE DYNAMIC APPROACH TO THE PROCESS OF LEARNING, WHICH, IN TURN, WILL DEVELOP GREATER STUDY SKILLS AND RELATE ONE'S LEARNING WITH THE LIFE LIFE EXPERIENCE.
19. Please explain your understanding of the educational program of the charter school. THE SCHOOL MUST DEVELOP A LEARNING PROGRAM OF THE HIGHEST QUALITY OF EDUCATION FOR ITS STUDENTS. THIS CAN BE ACCOMPLISHED BY PROVIDING AN EXCEPTIONAL AND COMMITTED FACULTY.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
- SIMPLY STATED, THE SUCCESS RATE OF THE STUDENTS ATTENDING THE SCHOOL IS WHAT CHARACTERISES A SUCCESSFUL CHARTER SCHOOL.
- A) BE ACTIVELEY IN THE HIRING OF TEACHERS Other B) BE INVOLVED IN PLANNING THE CURRICULA.
21. Please explain your understanding of the appropriate role of a public charter school board member. THE PRIMARY ROLE OF A BOARD MEMBER IS ADVISORY.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. YES.
23. Please provide any other information that you feel is pertinent to the Department's review.

Valerie Capers

Personal Brief

Professor Emeritus

**Bronx Community College of the
City University of New York**

Chairman, Department of Music & Art (1986 - 1995)

Full professor (from 1985)

Associate professor (1979 - 1985)

Assistant professor (1972 - 1978)

Adjunct (1971)

Education

B.S. Juilliard School of Music

M.S. Juilliard School of Music

Additional beyond Masters (61 credits)

Manhattan School of Music (Special Courses)

NY Institute for the Education of the Blind

Employment

Bronx Community College (CUNY)	1971 - 1996
Manhattan School of Music	1968 - 1975
High School of Music & Art	Fall 1971
Teen-Age Performing Arts Workshop (TAPAW)	1970 - 1971
Baldwin Piano Jazz Workshops	1968 - 1969
USDAN for the Performing Arts	Summer 1968
Neighborhood Music School	1960 - 1967
Brooklyn Music School	1960 - 1967
Hunter College	1959 - 1960

Free Lance

Private Teaching

Coaching

Workshops

Composing

Arranging

Performing

License

New York City High School (Day) - Music

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

STATEMENT OF ASSURANCE

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

Valerie Capers Signature 6/24/12 Date

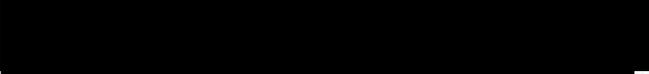
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: "Same as 'Home Telephone'"

Business Address: "Same as 'Home Address'"

E-Mail Address: 

Home Telephone: 

Home Address: 



School Trustee Background Information

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

Name: _____ Maryann Hedaa

Charter School Name: WHEDCO BARD ACADEMY

Charter School Address: _____

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

Member

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

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

Background

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

5. Please explain why you wish to serve on the board. *Children in South Bronx need high quality options.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): Barilla Academy, Saint Ignatius School

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

X This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that

would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. College Prep Program based on Bard's Early College Model.
19. Please explain your understanding of the educational program of the charter school. Solid classical and college prep curriculum. Employs Bard teaching methods of inquiry, questioning and discussion.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Educate the whole person, academics as well as social-emotional behaviors necessary for a productive life. A graduate should also be an engaged and educated citizen.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. Make sure it achieves the results aspired to in the mission of the school.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have.
23. Please provide any other information that you feel is pertinent to the Department's review. This school would offer the most neediest of students access to a high quality education.

Maryann Hedaa, Founder and Managing Director

Maryann Hedaa is the Founder and Managing Director of The Hunts Point Alliance for Children. Maryann has played an active role in transforming the Hunts Point community for over 15 years. In 2004 Maryann founded the St. Ignatius School for Girls, which in 2005 she integrated with the boys school, and was named Principal. Before embarking on her impactful work in Hunts Point, Maryann was a leader in both the academic and business arenas. Her area of expertise is leadership development, with a focus on how to sustain high levels of commitment and motivation in challenging and changing work environments.

Prior to St. Ignatius, Maryann was Sr. Director at Hildebrandt International where she was head of the Leadership and Strategy Practice Group. While there she consulted with several major professional services companies from investment banks to law firms and consulting firms including Goldman Sachs, Credit Suisse, Scadden Arps, Paul Weisse, Brown Brothers Harriman, Cleary Gottlieb, and Thompson Information Publishing Group.

From 1985-1997 Maryann was an instrumental teacher, leader and external business consultant at Columbia Business School, where she was the Assistant Dean of Education and Director of the Institute for Non Profit Management. In addition to teaching and leading the Institute, she taught in both the MBA and Executive MBA programs. While at Columbia, Maryann was a Partner and Head of the Leadership Development & Performance Practice at the Impact Planning Group, a consulting firm made up of CBS professors. In this role she created several executive leadership programs for high potential executives in financial and professional service firms.

In 1979, Maryann founded URBAN ADVENTURES, an adapted college-prep Outward Bound Program for inner city at-risk youth. She was the Executive Director of the program for six years, and during that time she developed the Project Discovery Program at South Bronx High School. This youth leadership program currently exists in several New York City High Schools. At the time, Maryann was known as the "Outward Bound Nun," as she the first Roman Catholic nun to attend OB programs. Also in 1979, she served as the Environmental Education Coordinator for the Bronx Frontier Development Corporation.

Maryann earned a BA in History and English Literature from St. John's University, an MA and MS from St. Mary's College in Ethics and Psychology, an MS from Columbia Business School and an STL in Social Ethics from the Weston Jesuit School of Theology.

She currently is a member of the Board of Directors for both the Shakespeare Society and Brilla College Prep Academy, a new charter school located in the Mott-Haven section of the Bronx. She formerly served on the Board of Directors of the Children's Law Center and The Nantucket Aids Network.

School Trustee Background Information

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

Name: Davon Russell

Charter School Name: WHEDco Bard Academy Charter School

Charter School Address: 435 E. 162nd Street, Bronx, NY

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I serve as the Executive Vice President of WHEDco, a community-based organization operating in the Bronx . WHEDco will be partnering with Bard College to operate the charter school.
5. Please explain why you wish to serve on the board.

I wish to serve on the board because I would like to support the vision for this school. In my role as board member I will be a part of a team built to ensure the school's success and to help design solutions for its long-term sustainability.

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

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: **Nancy Biberman, Ric Campbell, Karen Zorn and Valerie Capers are all known to me and will all serve as board members. Nancy is the President of WHEDco and she and I are partners in running the organization. Ric Campbell and Karen Zorn are both from Bard College, Bard will be the operating partner in the school.**

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

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

WHEDco will be partnering with Bard College to operate the charter school.

Also, WHEDco will be the owner of the building in which the school is housed and hence the leaser to the charter school. I serve as WHEDco's Executive Vice President.

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

None Yes

I am the Executive Vice President of WHEDco. As WHEDco will be landlord to the school, I will recuse myself from all discussions regarding the lease and from any other issues related to the WHEDco Bard Academy Charter School's use of WHEDco space.

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **If a situation such as this arises, I would make it clear to the entire board that I believe there to be a conflict of interest and ask that the board move into discussions without the member that has the particular stake. If the board does not resolve the issue, I will report the issue to the NYS Department of Education.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **Charter schools are designed to serve all students in a community who wish to apply, regardless of their race, ethnicity, gender and level of academic achievement. They are designed to provide an aggressive academic curriculum that challenges all students and raise expectations for high achievement. The WHEDco Bard Academy Charter School is committed to providing a full range of students with an academically challenging curriculum, individually responsive and fully inclusive in its approach to teaching and learning, and dedicated to the idea that all children should complete high school prepared for thoughtful citizenship and ready to complete a college degree. An emphasis on a comprehensive curriculum, including the arts and an El Sistema-inspired music program will ensure that adolescents develop competencies across a broad range of disciplines, building identities through productive**

experiences in learning that will shape their choices and options as adults and future citizens.

19. Please explain your understanding of the educational program of the charter school. The WHEDco Bard Academy Charter School is committed to providing a full range of students with an academically challenging curriculum, individually responsive and fully inclusive in its approach to teaching and learning, and dedicated to the idea that all children should complete high school prepared for thoughtful citizenship and ready to complete a college degree. At the WHEDco Bard Academy Charter School success in learning emerges from curriculum and instruction that is shaped by three key principles: teaching and learning is student-centered; literacy is the basis for successful learning; and learning emerges from the authentic work and challenges of the core disciplines.

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

The WHEDco Bard Academy Charter School will provide an exemplary education for a broadly representative population of students from the Melrose section of the Bronx. The Board will: develop and approve school policies, such as curriculum design, budget policies, board of trustee's code of ethics, and personnel policies; monitor the effectiveness of the educational program and educational outcomes; approve the school operating budget and monitor financial outcomes; approve the hiring/firing of the school principal; receive and review reports on academic, operational and financial performance; maintain open communication with parents, the community, and the general public; maintain procedures to receive complaints, concerns and positive feedback from parents and the general public; adhere to the Open Meetings Law; and fundraise for the school.

Success will be based on our abilities to build the following:

- a. A grounded and aggressive educational philosophy
- b. Solid leadership
- c. A strong commitment to all students
- d. A strong commitment to parents and families in the community
- e. Strong support from the community
- f. A place for the school to reside that will give the students and all the other stakeholders a pride of place

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. I believe that it is the duty of a charter school board member to uphold integrity of the school, its mission and the promise made to the members of the community it will serve. The member must fully understand the terms of the charter, believe in its mission and have the ability to make difficult decisions. A board member is also responsible for choosing the school's leadership team and hold that team accountability through well designed performance evaluation. The member will also be a representative of a school, functioning as its ambassador in many arenas.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the charter school application, board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

Davon Russell



EXPERIENCE

1998-Present **WOMEN'S HOUSING & ECONOMIC DEVELOPMENT CORPORATION (WHEDCO),
BRONX, NY**

WHEDCo is a Bronx-based community economic development organization dedicated to building a more prosperous Bronx. At a time when the gap between rich and poor is greater than ever, WHEDCo narrows the divide by developing sustainable housing and uniquely integrated programs in early childhood, youth and adult education, family day care micro enterprise and small business development. Because the challenges facing low-income families are multiple and interrelated, WHEDCo offers a comprehensive and holistic approach to address the many needs of the community and break down the barriers to opportunity.

January 2010 –
Present

Executive Vice President

Work as part of WHEDCo's Executive Team to lead the agency; and be the clear "number 2" person representing the organization to both insiders and outsiders. Responsible for the overall operations of all WHEDCo programs, including supervision of all program directors and development and implementation of new initiatives.

January 2007 - ***Vice President of Programs***

December 2009 Responsible for the overall operations of all WHEDCo programs, including supervision of all program directors. Ensure that all programs are consistent with WHEDCo's mission. Promote joint efforts and collaborative work between departments and between the agency and other nonprofits, government and other entities. WHEDCo programs include Education and Youth Development Services, Head Start, Home Based Child Care Services and Family Support & Housing Services.

November 1997 - ***Education and Youth Services***

December 2006 (*Education and Youth Services Director, January 2000-December 2006; Youth Programs Coordinator, October 1998-January 2000; Youth Development Associate, November 1997 - October 1998*)

Responsible for year-round comprehensive and multi-disciplinary school-based programs, to include grades K through 8 and Teen Program serving more than 500 youth.

- Design, plan and implement in-school academic and recreational programs, including academic enrichment program for middle school students as they transition to high school
- Hire and supervise all program staff
- Collaborate with public and private agencies (such as NYC Department of Education and The After School Corporation) to integrate an array of academic, recreational and child/family service program components
- Secure public funds for eligible families (e.g., families eligible for HRA/ACD-child care reimbursements)
- Work closely with PS/MS 218 Administration to create comprehensive care for educational, social and emotional needs of students, grades K-8
- Accountable for development and management of the annual budget along with CFO
- Participate in contract negotiations and management of multi-year contracts along with Executive Vice President and CFO
- Manage and utilize program data for purposes of decision-making, accountability and compliance with regulations
- Collaborate on specific foundation/corporate grants-making for youth programs and agency-wide fundraising campaigns under guidance of VP for Development and senior management team
- Serve as Program Coach in The After School Corporation's (TASC) Coach-Mentee Program providing technical assistance to new after school program coordinator

1997-Present

GROWTH AND DEVELOPMENT SERVICES, Inc. (GDS), NEW YORK, NY

GDS is a non-profit organization designed to help vulnerable youth reach their potential. GDS offers youth a week of sleep away summer camp called Camp Excel and a year-long follow-up program.

Program Director

Founding member, responsible for the design, development and overall management of an innovative service model to include clinical, recreation and related support services especially designed to meet the needs of adolescents challenged by emotional, behavioral problems and their families.

- Collaborate with Executive Director on decisions related to all aspects of GDS operations including, fundraising, program development, board development and staff supervision
- Supervise and provide year-round services, i.e., individual/family/group counseling, crisis intervention and advocacy to adolescents and families in the Washington Heights community of Manhattan
- Plan, Direct and Coordinate week long sleep away camp and all other year-round program activities
- Recruit and participate in the assessment of adolescents for GDS program

July 1998-
April 1999

KAPLAN HOUSE, JEWISH BOARD OF FAMILY & CHILDREN'S SERVICES, NEW YORK, NY

Kaplan House is an independent living facility housing 25 young men, ages 17-21 who are in transition from group home living environments.

Occupational Therapist

- Provided tutoring and general computer instruction to residents
- Assisted in the design and implementation of special projects

March 1993-
October 1996

OREGON SHAKESPEARE FESTIVAL, ASHLAND, OREGON

Professional Actor

- Performed in over 20 Shakespeare and contemporary stage productions

March 1996-
October 1996

OREGON SHAKESPEARE FESTIVAL, ASHLAND, OREGON

Teacher

- Taught and facilitated discussion for the festival's Educational Outreach Program
- Taught seminars and led acting workshops for youth and seniors

January 1991-
March 1993

UNIVERSITY OF OREGON, EUGENE, OREGON

Graduate Teaching Assistant/Tutor

- Prepared materials for classes in Theatre Arts
- Led discussion sections of 40 students for class in Theatre Arts
- Graded students' assignments and tests
- Tutored student athletes in course work and academic requirements

EDUCATION:

The Graduate School of Business, Columbia University, New York City, NY
The Institute for Not-for-Profit Management
Class of 2004, June 2004

Management Program for Youth Service Organizations

University of Oregon, Eugene, Oregon

Master of Arts, Theatre Arts, March 1993

Selected Area of Study: Dramatic Theory and Contemporary Literary Criticism

Thesis Topic: The Influence of two African American playwrights, Amiri Baraka and Ed

Bullins, on the American Theatre in the 1960's and 1970's

University of Oregon, Eugene, Oregon

Bachelor of Arts, Telecommunications and Film, June 1990

Selected Area of Study: Film and Television Production

MEMBERSHIP& AFFILIATIONS

- **Bronx Borough President, Ruben Diaz Jr.'s Appointee to the New York City Department of Education's Community Education Council (CEC) – District 9, *July 2011 – present***
- **Member of the Madison Square Garden Cheering for Children Foundation's Advisory Committee, *September 2001 - 2005***

ADDITIONAL INFORMATION

- **PASEsetter Award Certificate recipient in recognition of outstanding service to the youth of New York City, 2001**
- **Varsity Track and Field, University of Oregon 1986-1990**

School Trustee Background Information

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

Name: Gloria Villatoro

Charter School Name: WHEDco Bard Academy Charter School

Charter School Address: 435 E. 162nd Street, Bronx, NY 10451

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **As a parent of two children in the Bronx Public School System, I have stayed involved with the opportunities and programs available in my community. Through the WHEDco Program at PS218, I have established several relationships with organizers and staff members that recognize my commitment to**

the advancement of our children in the community and therefore was offered the opportunity to apply for school board membership.

5. Please explain why you wish to serve on the board. **I wish to serve on this board because I understand that the only way to sustainable improvement in the future is through consistent, and committed involvement. I have witnessed extensive positive results in my children through the various programs they are involved in, and I am confident that as a member of the board I can participate and contribute to the ongoing development of healthier and better prepared students in our school system.**

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

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I know Davon Russell through the school PS/MS 218 school community.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a

management company or charter management organization.

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

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

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

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.' **In the event that I came to believe a colleague was involved in unethical practices, firstly I would ensure the facts were credible and substantial. If this were true, I would then go to that individual with the information I secured and find out directly what is their position. Upon hearing the explanation, I would advise the person that I will be turning over all information to the other board members in order to have a record of what transpired between us, and with the understanding that the actions of this person may or may not have been intentionally unethical. Any further investigation would be at the discretion of the board.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **As I understand the charter school's mission/philosophy, it is to establish an environment of enriched learning designed to graduate all attending students, along with preparing them for effective advancement through college with an all encompassing education that grooms each student beyond the traditional measures of controlled testing and obsolete curriculum.**

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

As I understand the education program of this school, it is a multi-tiered approach to enhanced effectiveness through a variety of traditional and non-traditional approaches. The principles are: student-centered teaching and learning, literacy as the basis for learning, and challenging students

with authentic work and core disciplines. With these principles, the methods can be adjusted as needed based on the capabilities of individual students, while maintaining a consistent bar of expectation for all students. It implies that social promotion is an abysmal disgrace and unacceptable. Furthermore, literacy is the cornerstone of the education, offering students the critical thinking tools of reading on, between and through the lines in order to truly comprehend what the material is designed to offer. This technique should be an extremely effective formula for producing hard working, capable students.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. I believe three of the primary characteristics of a successful charter school and its' board members are: accountability, communication and a shared vision. Accountability is critical because when it comes to the education of our children, bureaucracy and finger-pointing are tantamount to gross negligence. Communication will allow for transparent accountability in the sense that each and everyone is aware of their expectations and responsibilities , thereby ensuring the proper course of action can be taken once any significant lapses have taken place. A shared vision is of utmost importance simply because without a common goal, there is no foreground for effective communication or credible accountability. Although all members and students are not going to agree with every method implemented, the understanding that we are all in agreement with the destination, allows all parties to feel confident and comfortable sharing ideas and feelings on what the various methods can and should be. If these principles are adhered to week by week and month to month, I believe that over the years to come, the results will be consistent and exceptional.

Other

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

My understanding of the appropriate role of a public charter school board member centers on responsible behavior. Board members should be honest, hard working people with integrity and a genuine desire for the students' prosperity. Attendance at meetings, diligent action on assignments and consistent involvement are some of the characteristics when working on school board initiatives. A board members personal life is their own; however their behavior should reflect a person of credence and should not entail reckless or illegal activity.

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

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

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

I would like to add that my petition to become a member of the charter school board is rooted in a commitment I have made to my children's excellence in academic and social performance. I am a person raised in this community and I know first-hand how easy it is to fall into the traditional trappings of impoverished living. On the other hand, I experience the benefits of hard work and effective planning and I strive to reflect that example to my sons. I understand that although I am solely responsible for the health and welfare of my own children, they are part of a larger community, and the more I can do to positively influence that community, the better chances my children have of navigating around the common pitfalls so many experience. In closing, I would like to thank everyone for their time and consideration of my application and say that I am confident this program will be an exemplary example of the level of greatness our community can achieve together.

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

STATEMENT OF ASSURANCE

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

Gloria Villatoro
Signature

6/26/2012
Date

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

Business Telephone: _____

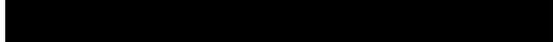
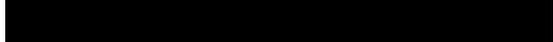
Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

CHARTER SCHOOL
Request for Information From Prospective Charter School Board Member

Name: Karen L. Zorn
Home Mailing Address: 
Daytime Tel: 
Email/Fax: 
Fax: 
Charter School Name: WHEDco Bard Academy
Charter School Address: 435 E. 162nd Street, School District 7), South Bronx, New York, NY
Position on Board (if any),
e.g., parent, rep., vp

BACKGROUND:

- 1. Please provide your educational and employment history. You may do so by attaching a resume.**
I was initially educated as a classical pianist and was on the faculty at organizations including Berklee, MacPhail and the University of Missouri. I became President of Longy School of Music in the spring of 2007, and a few years later, orchestrated plans to merge with Bard College. Most recently, I guided the school toward taking on a national leadership role through the formation of an El Sistema inspired initiative, "Take A Stand" in partnership with the Los Angeles Philharmonic and Bard College. Previously, I spent seven years at Berklee College of Music as Associate Provost, and prior to that, at MacPhail Center for the Arts in Minnesota, as Acting Executive Director and Director of Instruction. See attached resume for specific detail.
- 2. Please indicate that you will be at least 18 years old by January 1st of the year in which the proposed charter school would open.**
I will be at least 18 years old by January 1st of the year in which the proposed charter school would open.
- 3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined by that statute.**
I affirm.
- 4. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.**
I became aware of the plans for WHEDco Bard Academy charter school in the Bronx through my professional relationship with Bard College. Ric Campbell, Dean of Teacher Education, Bard College, and Director, Bard MAT program, invited me to consider sitting on this Board, having worked with him to shape an El Sistema concept and implement an El Sistema-inspired music program at Paramount Bard Academy, a charter school located in Delano, CA ("PBA").

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

I am particularly interested in finding ways to provide music education to all children, having seen firsthand, the tremendously positive impact a music program can have, not only on the life of a child both inside and outside the classroom, but on their families and surrounding community. I would like to share my experience, ideas, and lessons learned throughout my professional career as a music educator, a member of three Boards, and as a President of a music institution.

6. Please indicate if you have previously served on a board of a school district or not-for-profit corporation (including the board of a non-public) school) and describe any relevant experience.

I currently serve on Longy School of Music Board of Trustees (ex officio); on the Board of Frances Clark Center for Keyboard Pedagogy, a not-for-profit educational institution located in Princeton, New Jersey; and on the Board of the Community Music Center of Boston.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

CONFLICT OF INTEREST

9. If you, your spouse or other immediate family members knew of any of the other prospective board members prior to be invited to sit on the Board, please so indicate and describe the relationship; with each such other prospective board member.

I know one of the prospective Board members through professional contact: Ric Campbell, Dean of Teacher Education, Bard College, and Director, Bard MAT program.

10. If you, your spouse or other immediate family members know any people already know to be prospective school employees, please so indicate and describe the relationship.

N/A.

11. If you, your spouse or other family members know anyone that plans to do business with the school, please indicate and describe the relationship and the nature of the potential business.
N/A.
12. If the school proposes to partner with an education service provider (a management company), please indicate if you, your spouse or other immediate family member know of any employee, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.
N/A.
13. If the school proposes to enter into a contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the education service provider.
Longy School of Music will implement the music program at WHEDco Bard Academy. As President of the Longy School of Music, would have a direct contractual interest through this relationship.
14. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school or both. If so, please describe the potential relationship.
As noted above, I would have a direct working relationship with the school through Longy's music program.
15. Please indicate if you foresee any potential ethical or legal conflicts of interest should you serve on the board. If so, describe such potential conflicts.
Although I will have a contractual interest with WHEDco Bard Academy through my role as President of the Longy School of Music, it is unlikely that there would be any potential ethical or legal conflict of interest with my service on this Board.
16. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or for the benefit of their friends and family)?
This conduct has no place in any institution, and as a Trustee, I would fulfill my obligation to advise the Board of any such inappropriate activity.

EDUCATIONAL PHILOSOPHY

17. Please provide your understanding of the school's mission and/or philosophy
WHEDco Bard Academy's mission is to prepare its students to make a seamless transition from high school to college, enabling them to successfully complete a college degree. The El-Sistema-inspired music program that will be implemented by Longy, will ensure these students develop core competencies across a broad range of disciplines.
18. Please indicate if you are familiar with the education program that the school proposes to utilize.
I am familiar with the academic program at WHEDco Bard Academy.

- 19. Please describe what you believe to be the characteristics of a successful school. What specific steps do you think the Board of the school will need take to ensure that this school is successful.**

A successful charter clearly sees its role as a charter, and can strategically utilize its flexibility to make a difference, by tailoring the curriculum and structure of the program. Its leaders, staff and faculty work together to fulfill the school's mission, bring innovative ideas to the table, recognize opportunities for improvement and growth, and act as ambassadors for the school. The Board of a successful school continually monitors the goals and achievements of the school, ensuring it stays on course to fulfill its charter.

OTHER

- 20. Please describe your understanding of the appropriate role of a public charter school board member.**

The very nature of a charter school puts a high expectation on its Trustees. To begin, a Trustee must fully understand the terms of the school's charter, believe in its mission, and have the ability to make difficult decisions. There must be willingness to taking advantage of the school's autonomy by thinking strategically and innovatively. A Trustee holds the responsibility of carefully selecting the school's leadership, ensuring evaluations are performed on a regular basis. A Trustee must also acknowledge their role as a fundraiser for the institution - being an active philanthropist and ambassador will enable the school to add new or improve existing programs.

- 21. Please indicate specifically the knowledge and experience that you would bring to the board.**

As a Trustee (and President) of Longy School of Music, I had to make many difficult business decisions in order to ensure the success of the school. This required a combination of in-depth knowledge of the budget, as well as analytical and strategic thinking, to bringing the school from a deficit to a balanced budget. I also implemented new program initiatives that would realize the school's mission, serving the student of tomorrow. I also have 20 years' experience teaching in a variety of settings, and clearly understand the many challenges that faculty face in the classroom.

- 22. Please provide a forecast of where you see the school in one year and then again in four years:**

Within the first year, the school will have developed its mission statement, and implemented goals and measures to assess student progress. Throughout the next three years, the school would continue to learn from decisions or risks taken at the outset, and implemented necessary changes to better meet the needs of the student/faculty population. A thorough assessment would be in place to review and compare data from year 1 through year 4, with a strategy in play going forward.

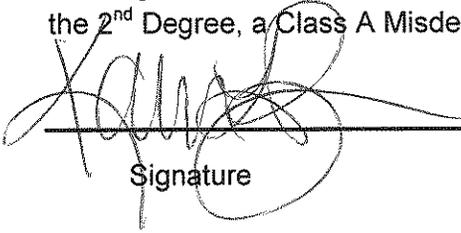
- 23. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**

I affirm.

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

STATEMENT OF ASSURANCE

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


Signature

Feb 21, 2012
Date

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Address: 

Home Phone: 

Board Member Name: Karen Zorn

Date: February 15, 2012

Karen Zorn



PROFESSIONAL EXPERIENCE

Associate Provost / Associate Vice President of Academic Affairs

Berklee College of Music, May 1999 to present

Berklee is the world's pre-eminent college of contemporary music, with more than 3,800 students, 500 faculty, and an \$85 million budget. Having enjoyed tremendous growth in the late 1990s, Berklee faced several serious challenges. The college needed better systems to effectively handle the burgeoning faculty and student body. A sense of community had been lost in the rapid growth, especially among faculty. The relationship between the faculty union and the administration was strained and lacked trust. Faculty had no clear path for advancement. Faculty development was viewed as a punitive measure and was driven by the needs of the administration rather than the faculty themselves. And there had been no serious effort to diversify the faculty in order to address the needs of a changing student demographic.

Achievements

Established Best Practices for Academic Leadership

- Improved financial oversight of Academic Affairs's \$45 million budget by revamping faculty pay process, sabbatical and faculty leave budgeting, and salary equity processes
- Established a well-run, highly productive and customer service-oriented staff for the Office of Academic Affairs by developing direct reports and building a cohesive team
- Improved integration of Learning Resources – including the Library, the Media Center, Tutoring Services and a technology lab for students – through strategic planning and facilitating greater communication between academic departments
- Facilitated crucial strategic and institutional advances as a member of the President's Council, Task Force on Diversity, Academic Leadership Team, Salary Equity Study, Presidential Search Committee, and the Student Laptop Initiative committee
- Improved faculty morale by sensitively managing faculty discipline situations
- Ensured college compliance by handling Title Nine reporting, ADA compliance and MCAD issues
- Facilitated significant leadership changes as Chair of the Search Committee for the Dean of Writing Division, and Member of the Search Committees for the College President, Faculty and Chairs
- Focused entire Berklee community on improving the student experience as *co-chair of college-wide strategic plan, 2005-2008*
- Developed clear path for faculty advancement by collaborating with faculty union to restructure faculty promotion, sabbatical, and leave processes

Built Sense of Community among Faculty

- Created meaningful roles for individual faculty, involving senior faculty as mentors, mid-level faculty in creative projects, and new faculty in pedagogical development
- Mentored individual faculty on applying for grants, solving teaching challenges, improving collegial relationships, and resolving issues with college administration
- Created opportunities for faculty to share experiences such as concert-going, wine-tasting, faculty forums on community issues, and conversations with master teachers and musicians such as Ornette Coleman and Milton Babbitt

Dramatically Improved Relationship Between Faculty Union and Administration

- Helped to build an unprecedented level of trust and cooperation with the faculty union, serving on management's negotiation team (and serving as lead negotiator in the absence of the provost)
- Consistently involved union in establishing best practices for academic leadership

Created Dynamic Faculty Development Program

- Created vital and highly participatory faculty development programs through inclusive management style – involving faculty in vision, management and decision making – and by moving away from a faculty development program driven by college administration
- Increased faculty engagement in faculty development programs by founding the Faculty Initiative Project – a representative committee which led faculty development programs based on the needs and desires of faculty
- Provided international teaching opportunities for faculty by co-founding the International Faculty Exchange, which gives Berklee faculty the opportunity to teach abroad. Secured agreements with the Sorbonne (Paris), St. Petersburg State Conservatory (Russia), the University of Padova (Italy) with agreements pending with the Royal Academy of Music (London), York University and University of Limerick
- Provided individual faculty with opportunities for development through leadership of the Faculty Development Grant Program – created to give faculty mid-sized grants for their own teaching development – and by founding and managing the Faculty Fellowship program – a program which granted individual faculty \$5000-\$7000 grants for creative and research based work
- Created a strong emphasis on quality of teaching through leadership and vision of Berklee Teachers on Teaching – an annual two-day in-house faculty development conference
- Enhanced adoption of technology among faculty by establishing technology training and creating a Laptop Loaner program for all faculty
- Enhanced quality of teaching by creating a learning community among new faculty, including significant orientation and periodic check-ins throughout the year to discuss and resolve issues with teaching – this had a secondary benefit of creating a sense of community among new faculty

Significantly Improved Faculty Diversity

- Implemented recommendations of diversity studies by supervising all faculty hiring and revamping recruitment efforts, hiring processes and procedures
- Increased percentage of faculty of African descent from 4% to 10%
- Implemented recommendations of the Faculty Gender Equity Study as co-chair of the committee
- Improved college-wide commitment to diversity by planning and implementing diversity education program for faculty

Other Achievements

- Established and managed the New Orleans Visiting Artist Project, a highly popular and meaningful series which brought extraordinary but out-of-work musicians from New Orleans and the Gulf Coast to Berklee for 2 week residencies in the aftermath of Hurricane Katrina. This program was the featured story on NPR's "Toast of the Nation" New Year's Eve, 2005

Acting Executive Director, MacPhail Center for the Arts, July 1998 to January 1999
Director of Individual Instruction, MacPhail Center for the Arts, 1995 to May 1999
Chair, Keyboard Department, MacPhail Center for the Arts, 1992 to 1995

MacPhail Center for the Arts is the second largest community music school in the U.S., with more than 4,000 students, 125 faculty and a budget of \$3.5 million. As MacPhail left the comfort of its relationship with the University of Minnesota in the mid 1990s to become an independent school of the arts, faculty morale was at an all-time low. Faculty felt they were not valued or viewed as central to the school's success. Management of the school had been "top-down", with no clear process for involving faculty or building organization-wide consensus. Each department functioned as its own entity – there was no overall vision for teaching and learning and little or no opportunity for faculty development. In addition, a number of prominent and long-time faculty were preparing for retirement, requiring significant recruiting and hiring in order to maintain excellence in teaching.

Achievements

Raised the Standard of Instruction

- Enabled faculty to grow as instructors through grants for conferences, lessons, and research
- Established a strong focus on quality of instruction by starting a series of pedagogy workshops and monthly "Teaching Lunches" where faculty could discuss teaching issues
- Improved excellence of teaching through aggressive recruitment efforts and consistent hiring processes
- Developed orientation for new faculty that provided strong pedagogical foundation, created a sense of community and emphasized quality
- Developed and implemented plan to broaden the ethnic and stylistic diversity of MacPhail's faculty
- Created continuing education program for community music teachers taught by MacPhail faculty
- Developed curricula for all keyboard classes and organized registration and student placement into classes (as chair of keyboard department)
- Co-wrote "Piano for Children," a method for beginning piano instruction (as chair of keyboard department)

Established Best Practices for Administration of Programs

- Brought consistency to the customer experience by unifying the registration process across all departments and identifying and implementing best practices
- Redefined curriculum development and review process to an "outcomes" based model
- Mitigated faculty dissatisfaction with pay inequity by initiating a study of faculty compensation and implementing the recommendations

Improved Services to Students and Faculty

- Created a customer service-oriented environment by using a team approach and encouraging all faculty and staff to be problem-solvers for customers
- Created stronger customer connections to the institution by initiating a new student counseling program
- Established a more customer-friendly and transparent financial aid process
- Developed "new works" commissioning project for intermediate student performers
- Established more performing opportunities for students by organizing an annual performance series
- Developed a composition program for student composers

Renewed Sense of Community and Commitment to School's Mission among Faculty and Staff

- Established stronger connections with faculty through individual counseling and mentoring on career development, continuing education opportunities, and grant writing and funding opportunities
- Transformed evaluations from a punitive process into a development and learning opportunity by involving faculty in designing how they would be evaluated, by whom and on what criteria
- Built a greater sense of pride among faculty by establishing a recital series to showcase their talents and developing a series of in-house workshops where faculty could learn from each other
- Created a sense of openness through all-school faculty meetings, where anyone could bring forward issues to discuss with all faculty present
- Nurtured faculty by establishing annual faculty development program of events and on-going classes
- Inspired faculty to raise the bar of their own expectations by securing national and international educational leaders and artists as workshops leaders and keynote speakers (Leon Fleisher, Yo-Yo Ma, Mimi Zweig, Sergio and Odair Assad)

Developed Consensus-Based Management

- Created an open environment where all faculty and staff could feel their contributions and ideas were valued by initiating a constant open door policy, giving them a role in decision-making, and engaging them in special projects that matched their skills with the school's needs

Developed Plans for Capital Campaign (as acting executive director)

- Directed all development efforts and maintained direct contact with major funders and prospects
- Strengthened the fiscal and fundraising prowess of the board through recruitment and orientation of new members
- Created unified vision for capital campaign by leading in-house visioning processes to ensure that the faculty, staff, and board all had input and could come to consensus on direction
- Coordinated overall strategic planning for the campaign, hired consultant for feasibility study, worked with architects and contractors to create documentation for scope of capital campaign

Raised Institutional Profile

- Helped to develop educational partnerships between MacPhail and the Walker Art Center, the Minnesota Orchestra, St. Paul Chamber Orchestra, the University of Minnesota's School of Music and the American Composer's Forum
- Provided vision and leadership for MacPhail's national piano pedagogy conference

Other Professional Experience

Vice President, Faculty, Conservatory of Music, University of Missouri – Kansas City
Continuing Education Department, 1988 – 1990

- Provided direction and vision for keyboard department events
- Founded annual music festival; assisted with student placement
- Organized pedagogy discussion groups and master classes

Teaching Experience

Faculty, Berklee College of Music, 1999 to present

Faculty, MacPhail Center for the Arts, 1990 to 1999

Piano Instructor, Conservatory of Music, UMKC Continuing Education Department, 1988 to 1990

Piano Instructor, Private Studio, 1986 to 1990

Graduate Teaching Assistant in Piano, UMKC, 1986 to 1988

Piano Instructor, Goshen College Preparatory Department (supervised by Marvin Blickenstaff) 1981 to 1984

Conference and Seminar Presentations

Developed and presented workshops including such topics as faculty development, curriculum development, teaching composition, improvisation, student motivation and piano technique at the following conferences:

- Music Teachers National Conventions
- International Conference on Improving University Teaching, Bern Switzerland
- International Society for the Study of Teaching and Learning, Vancouver, B.C.
- The Society for Teaching and Learning in Higher Education
- The Professional and Organization Development Conferences (Annual North American Faculty Development Conference)
- Bowling Green State University Summer Pedagogy Conference
- Goshen College Piano Workshop
- MacPhail Center Annual Piano Pedagogy Conference
- Madison Area Piano Teachers Association (WI)
- Minnesota Music Teachers State Convention
- St. Paul Piano Teachers Association (MN)
- St. Croix Valley Piano Teachers Association (WI)
- Schmitt Music Workshop
- University of St. Thomas Graduate Program in Piano Pedagogy
- University of St. Thomas Summer Music Institute
- Wisconsin Music Teachers State Convention

Published Articles

"Motivating Students in the Age of MTV." Keyboard Companion, Spring, 1995

"Teaching the Kabalevsky Etude." Keyboard Companion, Fall, 1994

"Upbeat Rhythm!" Keyboard Companion, Fall, 1994

"The Essence of Technique." Junior Keynotes (National Federation of Music Clubs)

Co-wrote "Compose Yourself," a method for beginning composition instruction. Self-published

Performance

Pianist

- Active as a soloist and chamber musician throughout the mid-west. Arranger, composer, and keyboard and synthesizer performer for experimental and children's theatre

Collaborative Pianist/Staff Accompanist, MacPhail Center for the Arts, 1990-1992

- Collaborated with students and faculty on over 60 full-length recitals

Pianist for Dance, Waldorfschule, Mannheim, West Germany, 1984-1985

- Accompanied traditional dance and Dalcroze Eurhythmics classes

Collaborative Pianist, Goshen College, 1980-1984

- Accompanied class voice, opera workshops, degree recitals and jury performances for vocalists and instrumentalists

Education

Masters of Music in Piano Performance, 1988

University of Missouri, Conservatory of Music, Kansas City

Bachelor of Arts, Piano Performance/Piano Pedagogy 1984

Goshen College, Goshen, Indiana

Additional Study in Piano Performance, 1984 to 1985

Hochschule für Musik, Heidelberg-Mannheim, Germany

Teachers include Marvin Blickenstaff, Joanne Baker, Carol Winborne, and Keiko Utsumi-Grosgurin

WHEDoc Bard Academy Charter School

Brief Biographies of the proposed Board of Trustees and additional Founding Members

BOARD OF TRUSTEES:

Nancy Biberman, Esq. President, WHEDco. Ms. Biberman manages an organization with a \$14 million annual budget and 275 employees. She began her career as a legal services attorney after which she oversaw the restoration of 23 abandoned buildings in the Bronx. Ms. Biberman founded WHEDco in 1992 and has since developed 3 buildings with over 300 residential units and over 45,000 sq. ft. of non-residential space now valued at \$78 million. She will serve the Board with legal, administrative and real estate/facility development expertise.

Ric Campbell, Ed. D; Dean of Teacher Education, Bard College. Dr. Campbell, a classroom teacher since 1978, worked with at-risk students in NYC; trained teachers as an associate and administrator of the Institute for Writing and Thinking; founded the Bard College Master of Arts in Teaching Program in 2004 (with campuses in Annandale-on-Hudson, NY; Bronx, NY; Delano, CA; and Palestine); and founded the Paramount Bard Academy, a charter school serving grades 6-12 in Delano, CA. He will serve the Board with expertise in teaching, administration, fundraising and development.

Davon Russell, M.A., Executive Vice President, WHEDco. Mr. Russell oversees WHEDco's community service programs, including Head Start, youth and teen initiatives, family support, and home-based childcare provider training. He works directly with community members, tenants, and families on a daily basis and serves as Bronx Borough President Diaz's appointee to the Community Education Council of the NYC Department of Education, and as member of Mayor Bloomberg's Fatherhood Initiative. Mr. Russell will serve the Board with expertise in administration, fundraising, community engagement and family involvement.

Karen Zorn, M.A., President, Longy School of Music of Bard College. Ms. Zorn negotiated plans to merge with Bard College, and implemented an *El Sistema*-inspired initiative, the "Take A Stand" partnership with the Los Angeles Philharmonic and Bard College. She will serve the Board with expertise in music education, administration, and financial management.

Valerie Capers, Ed.D, Professor Emeritus, City University of New York. Dr. Capers is a world-renowned jazz pianist/composer and lifelong resident of the Bronx. She received her BA/MA from The Juilliard School of Music, served as faculty of the Manhattan School of Music, and Department Chair of Music and Art at Bronx Community College of the CUNY system. Blind since childhood, Dr. Capers is a role model for students with disabilities and will serve the Board with expertise in teaching, performing, and community engagement.

Maryann Hedaa (BA, MA, MS), Founder and Managing Director of The Hunts Point Alliance for Children, an educational support and youth development organization in the Bronx. A veteran educator (founder, teacher and principal, St. Ignatius School), she also serves as a board member at Brilla College Prep Academy, a Bronx charter school in the Mott Haven

section. Maryann will serve the board as an advisor on student recruitment and on promoting academic achievement, as well as providing oversight on school management.

Gloria Villatoro, Parent. Ms. Villatoro is the mother of two boys. One attends a charter high school in the Bronx and the other is in the 4th grade at a Bronx elementary school. She is very interested in the role the arts will play in the life of the school and she believes in the vision of a promising education through implementation of arts and music along with a rigorous curriculum. Ms. Villatoro will serve as the parent advocate on the board.

ADDITIONAL FOUNDING MEMBERS:

Elise DeBoard, BA, MA. NYC Teacher, International Community High School, Bronx. Teaches Government, Economics, Global and American History to recent immigrant students; extensive experience addressing ELL needs, and successfully scaffolding educational materials to reach students with pre-K to HS level literacy abilities. Elise will advise the founding group on curriculum design, ELLs needs and teaching.

Stephanie Lane, BA, MA. NYC Teacher and Department Leader, International Community High School, Bronx. Developed the scope and sequence of science courses at ICHS, curriculum consultant for the Bridges Project, a DOE pilot program for students with low native language literacy or interrupted formal education, and currently teaches both Bridges and 9th and 10th grade biology at ICHS. Stephanie will serve the founding group with expertise in teaching, curriculum development, and literacy instruction.

Eric Nadelstern, Director of Principals' Institute and Professor of Practice in Educational Leadership at Teachers College, Columbia University. Served as Deputy Chancellor for the Division of School Support and Instruction for the NYC DOE's 1700 schools. As founding Principal of the International High School at LaGuardia Community College, he created an innovative public school for English Language Learners that became the replication model for the International High Schools throughout the city and nationally. He will serve the founding group as an advisor on issues of school leadership and addressing the needs of ELLs.

Kristin Erat, Principal, Grant Avenue Elementary School (PS 449). Ms. Erat is a former 5th-grade teacher, she says she founded Grant Avenue Elementary, a grades K-5 school in the Bronx, because she "loved teaching" and wanted to extend the lessons she learned in the classroom to create a school. She aims for Grant Avenue to be a feeder school for proposed charter. Ms. Erat will advise the founding group on family engagement and curriculum implementation.

Paula Torres, Parent. Ms. Torres is the mother of three. Her oldest daughter attends college at Long Island University, and her second will attend college in New Mexico beginning this summer. Her youngest attends 5th grade at PS/MS 218. Ms. Torres was born and raised in the Dominican Republic and came to the United States when she was 15. She wants her children to have the opportunities she did not have as a child and believes in the power of education and its role in their future. Ms. Torres will advise the founding group on parent engagement.

Deborah Taylor, MSW, Parent. A Hunter College graduate, Ms. Taylor's experience growing up with an illiterate parent contributed to an early lack of self-confidence and a deep fear of failure. It also spurred her in her own educational achievement and a deep commitment to her child's learning. She serves on PS449's PTA and SLT and her mission is to create an environment where children are not afraid to dream big and "step out" to achieve through hard work. She will advise the founding group on parent engagement and promoting achievement.

Attachment 5b: Proposed By-laws

ARTICLE I: NAME

The name of the Corporation is the WHEDco Bard Academy Charter School (hereinafter “the Corporation”).

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such

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capacity or arising out of such person's status as such, subject to the provisions of the New York Not-forProfit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity. One Trustee position on the Board is reserved for a parent of a current student of the Charter School, one Trustee position on the Board is reserved for a community member of the district of location of the Charter School.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 40% of the persons serving on the Board maybe interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

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F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: WHEDco Bard Academy Charter School c/o _____ or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate provided however that the location of any board meeting shall comply with the requirements of Article 7 of the New York Public Officer's (hereinafter referred to as the "Open Meetings Law."

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. A minimum of ten Regular Meetings shall be held each year on dates determined by the Board. We say monthly in narrative

D. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law, shall be given as follows

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by

telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustees other than those participating in-person or by live videoconferencing shall not vote. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall BM so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board. The Board shall also have Executive, Grievance, Development and Family Life Committees.

3. Authority of Board Committees. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;

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- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. . Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation's money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and

provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees thepresent.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "President"), Vice President (hereinafter "Vice President"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. President . Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

2. Vice President . If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary . The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance

Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Principal, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

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2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

All changes to the bylaws and any other sections of the charter are subject to approval by the charter entity, the Chancellor of the city school district of the City of New York, and the New York State Board of Regents.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated: _____

Attachment 5c: Proposed Code of Ethics

The WHEDco Bard Academy Charter School’s trustees, officers and employees shall at all times be in compliance with the following code of ethics:

1. The Board shall conduct and direct the affairs of WBACS and exercise all such powers as may be exercised by WBACS, subject to all applicable laws, the Charter and these Bylaws. The Board may delegate the management of the activities of WBACS to others, so long as the affairs of WBACS are managed and its powers are exercised under the Board’s ultimate jurisdiction.
2. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by WBACS for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

(A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee uniquely; (D) in the case of the Director or Co-Directors of the WBACS Charter School, such person’s evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.
4. WBACS shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which WBACS is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following is not a self-dealing transaction and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of WBACS , if the transaction (A) is approved or authorized by the Board in good faith and without unjustified favoritism, and (B) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval or ratification, shall make a prompt, full and frank disclosure of such person’s interest to the Board or committee prior to its acting on such contract or transaction. The body to which such disclosure is made shall thereupon determine, by majority vote, from which such person shall be excused, whether a conflict of interest exists or may reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, use his or her personal influence in connection with, or be present during the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the deliberations and vote.

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6. Trustees representing any not-for-profit corporation proposing to do business with WBACS shall disclose the nature and extent of such business propositions.
7. No trustee, officer or employee of a for-profit corporation having a business relationship with WBACS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - A. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;
 - B. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - C. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.
8. Trustees, officers or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.
9. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.
10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
11. Trustees shall not accept any gift or privilege in connection with WBACS worth \$50 or more that is not available to a similarly situated person unless that gift is for the use of WBACS.
12. WBACS Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

MEMORANDUM OF UNDERSTANDING

This **MEMORANDUM OF UNDERSTANDING** (the "Agreement"), dated as of this 10th day of May, 2012, between **Women's Housing and Economic Development Corporation** ("WHEDco"), a New York Not-for-Profit Corporation, with its principal office located at 50 East 168th Street, Bronx, New York 10452, New York, NY 10001 and **Bard College** ("Bard"), a New York education corporation, with its principal office located at 30 Campus Road, Annandale-on-Hudson, NY 12504 (each of WHEDco and Bard, a "Party", together referred to as the "Parties").

WITNESSETH

WHEREAS, WHEDco is a New York not for profit corporation that provides affordable housing, early childhood education services, youth development programs, family support services, health promotion initiatives, home-based childcare micro-enterprise services, and food-business incubation in the Bronx, New York and other parts of New York City; and

WHEREAS, Bard is an independent coeducational college of the liberal arts and sciences that provides a rigorous education through programs and high academic standards, and promotes civic engagement and the public interest; and

WHEREAS, WHEDco and Bard have developed a working relationship and intend to establish the WHEDco Bard Academy (the "Academy"), a Bronx-based charter school scheduled to open in September 2013 that will provide state of the art education for students in grades 6 through 12 in and around the Melrose Commons neighborhood of the South Bronx; and

WHEREAS, the Academy will be housed in Melrose Commons North Site B ("Melrose Site B"), a 355,000 square foot mixed-use development located on the west side of Elton Avenue, between East 162nd and East 163rd Street, which was awarded to WHEDco and the Blue Sea Development Company, LLC ("Blue Sea") by the New York City Department of Housing Preservation and Development for the design, development and construction of high quality mixed use space that will provide affordable housing, a performance and event space, a community gym, a school, and a rooftop hydroponic farm; and

WHEREAS, WHEDco and Blue Sea will develop Melrose Site B, including the Academy, and obtain such financing and regulatory approvals as are needed for the development; and

WHEREAS, Melrose Site B will be divided into condominium units with one unit constituting the space for the Academy (the "School Unit"); and

WHEREAS, WHEDco or a WHEDco affiliate will be the owner of the School Unit; and

WHEREAS, WHEDco will be primarily responsible as project manager for the development of the School Unit in Melrose Site B (the "Interior Build Out Work"), the execution of a lease of the School Unit with WHEDco or a WHEDco affiliate as landlord and the Academy as Tenant (the "School Unit Lease"), and the execution of a social services agreement

between WHEDco and the Academy to provide social services to the families of students that attend the Academy (the "Social Services Agreement"); and

WHEREAS, Bard will be primarily responsible for the obtaining a charter for creation of the Academy and the execution of a charter school management agreement between Bard and the Academy to provide the day-to-day management and operation of the Academy (the "Charter School Management Agreement"); and

WHEREAS, the Academy will be primarily responsible to raise or borrow funds necessary to complete the Interior Build Out Work; and

WHEREAS, WHEDco, Bard and the Academy shall each appoint members of the board of directors that will govern the Academy;

NOW, THEREFORE, the Parties hereto agree as follows:

I. Obligations of WHEDco and Bard

- A. Academy Charter. Bard shall oversee the preparation and submission of the application to obtain a charter for the Academy, and shall take the lead in the production of any additional required documentation, including, without limitation, any follow-up requests for information from the agencies to which such applications were made. WHEDco will take the lead in building community support for the application. Bard shall provide a copy of the completed charter school application to WHEDco prior to submission for approval.
- B. Academy Governance. The Academy will be governed by a board of directors consisting of 11 directors, 3 of whom shall be appointed by WHEDco, 3 of whom shall be appointed by Bard, and 5 of whom shall be independent directors to be jointly selected by WHEDco and Bard.
- C. Academy Operation and Management. Bard shall enter into the Charter School Management Agreement with the Academy to provide certain educational management services, including, but not limited to, start-up, curriculum design, administration, operations, staff and leadership recruitment, evaluation and assessment, and training and development for the Academy. Bard, in consultation with WHEDco, will prepare a charter school management plan (the "Charter School Management Plan") for the Academy. Bard will provide, coordinate and supervise the provision of the educational management services to the Academy pursuant to the Charter School Management Agreement which shall implement the requirements of the Charter School Management Plan. Bard and the Academy will consult on a regular basis regarding the needs of the students and their families.
- D. Academy Interior Design and Build Out. Bard will work with WHEDco and the Academy architect to design the specific program uses of the Interior Build Out Work. WHEDco shall oversee the preparation of the construction documents for the Interior Build Out Work to ensure all space required to accommodate the Academy has been appropriately designed. Blue Sea or a contractor approved by New York

City School Construction Authority will be the contractor for the Interior Build Out Work. WHEDco shall participate in the oversight of the Interior Build Out Work and Bard shall be kept informed by WHEDco of the progress of Interior Build Out Work and any issues that arise in the course of construction. WHEDco and Bard will undertake such other actions and responsibilities with respect to the Interior Build Out Work and the transactions related thereto as WHEDco and Bard may agree from time to time. The Academy shall be responsible to raise or borrow funds necessary to complete the Interior Build Out Work. Any financing of the Interior Build Out Work shall be consistent with this Agreement.

- E. School Unit Lease. As owner of the School Unit, WHEDco or a WHEDco affiliate shall enter into a School Unit Lease with the Academy. The School Unit Lease will be for a term of 30 years [subject to required renewals of the Academy's charter] commencing on July 1, 2014, or upon issuance of Temporary Certificate of Occupancy, whichever is sooner, and the leased premises shall consist of the entire School Unit located in Melrose Site B. WHEDco or a WHEDco affiliate and the Academy shall negotiate the terms and conditions of School Unit Lease, including, but not limited to, rent, operating costs, utilities, taxes and assessments, insurance, repairs and maintenance, assignment, and renewal options.
- F. Social Services. WHEDco shall enter into the Social Services Agreement with the Academy to provide support services to the students of the Academy and their families. WHEDco, in consultation with Bard, will prepare a social services plan (the "Social Services Plan") for the Academy. WHEDco will provide, coordinate and supervise the provision of the social services to the Academy pursuant to the Social Services Agreement, which shall implement the requirements of the Social Services Plan. WHEDco and the Academy will consult on a regular basis regarding the needs of the students and their families.

II. Representations, Warranties and Covenants of WHEDco and Bard

- A. Authority. WHEDco and Bard each represents and warrants that (i) it has full power and authority to enter into this Agreement; (ii) the execution, delivery and performance of this Agreement will not conflict with, violate or result in a default under (with or without the giving of notice or passage of time or both) such Party's organizational documents and bylaws or other material agreements; and (iii) it has duly executed and delivered this Agreement, which constitutes the valid and binding obligation of WHEDco or Bard, as the case may be, enforceable against WHEDco or Bard in accordance with its terms.
- B. Compliance. WHEDco and Bard each represents, warrants and covenants that it will comply in all material respects with all laws, rules and regulations applicable to the Academy.
- C. Non-Profit Organization. WHEDco represents and warrants that it is a 501(c)(3) non-profit organization with tax-exempt status and covenants that it will continue to operate as a non-profit organization and preserve its tax-exempt status.

- D. Educational Institution. Bard represents and warrants that it is an education corporation chartered under the laws of the State of New York and maintains tax-exempt status and covenants that it will continue to operate as an educational institution and preserve its tax-exempt status.

III. Limitation of Liabilities and Indemnification

- A. Indemnification. WHEDco and Bard each agrees to indemnify and hold the other party, and the other party's officers, directors, trustees, employees and third party agents harmless from and against any and all loss, claim, demand or expense (including reasonable attorneys' fees and expenses) arising under this Agreement in connection with the gross negligence or willful misconduct of the indemnifying party.

IV. Term and Termination

- A. Term. This Agreement shall be effective as of the date first written above and shall remain in effect until (a) June 30, 2018, (b) termination and non-renewal of the Social Services Agreement between WHEDco and the Academy, (c) termination and non-renewal of the Charter School Management Agreement between Bard and the Academy, or (d) termination in accordance with the procedures set forth in Paragraphs IV(B) – IV(D) hereof.
- B. Withdrawal by One Party. If either WHEDco or Bard desires to withdraw from this Agreement, it may terminate this Agreement upon [six months] written notice to the other party, but neither Party may withdraw from or terminate this Agreement unless the withdrawing party takes commercially reasonable measures to ensure that the Academy is fiscally sound and capable of meeting its obligations as of the date of withdrawal and finds a reputable and qualified successor to assume the remaining obligations of the withdrawing party under the Social Services Agreement or the Charter School Management Agreement, as the case may be. In the event that this Agreement is terminated, the representatives of the terminating Party will resign from the board of directors of the Academy and the bylaws of the Academy will be amended to reflect the appropriate changes, and the terminating Party will take all commercially reasonable measures to effectuate its leaving and the successful operation of the Academy after its departure. The withdrawing Party may continue to provide services to the Academy if mutually agreed by the Academy and such Party.
- C. Withdrawal by Both Parties. If both WHEDco and Bard desire to withdraw from this Agreement, they may terminate this agreement by mutual consent, but in that event both Parties must take commercially reasonable measures to ensure that the Academy is fiscally sound and capable of meeting its obligations as of the date of withdrawal and finds a reputable and qualified successors to assume the remaining obligations of WHEDco under the Social Services Agreement and of Bard under the Charter School Management Agreement. In the event this Agreement is terminated by mutual consent, the representatives of both Parties will resign from the board of directors of the Academy and the bylaws of the Academy will be amended to reflect

the appropriate changes and both parties will take all commercially reasonable measures to effectuate their leaving and the successful operation of the Academy after their departure.

D. Other Termination. In addition to the above provisions, this Agreement may be terminated:

- 1) by one of the Parties hereto if the other Party becomes insolvent or is unable to pay its debts after they become due or makes an arrangement with or an assignment in favor of its creditors;
- 2) by one of the Parties hereto if the other Party suffers legal or regulatory authority problems which would materially interfere with such Party's performance under this Agreement or the other Party is subject to a judicial or similar injunction to limit or cease operations, or if the other Party ceases to exist or operate;
- 3) by one of the Parties hereto if the Academy is subject to a judicial or similar injunction to limit or cease operations, or if the Academy ceases to exist or operate;
- 4) by one of the Parties hereto in the event of a material breach of this Agreement by the other Party which is not cured within 30 days of written notice thereof; or
- 5) by one of the Parties hereto if any other event occurs that makes the continued involvement of the other Party a serious threat to the financial, legal, or physical soundness of the Academy or the mental or physical health or well-being of the students and their families.

E. Effect of Termination. In the event that a Party is involuntarily terminated in accordance with the provisions of subparagraph D, above, that Party will also be terminated from its contract to perform social services or charter school management services for the Academy and will cause its representatives to resign from the board of directors of the Academy and to take all commercially reasonable measures to effectuate its leaving and the successful operation of the Academy after its departure.

V. **Miscellaneous Provisions**

- A. Relationship of Parties. It is understood that no agency, partnership, joint venture, fiduciary or other relationship is created hereby, and neither Party has any authority of any kind to bind the other Party in any respect whatsoever, nor any obligation of any kind to the other Party except as expressly provided herein.
- B. Notice. All notices, demands or other communications to be given or delivered under or by reason of the provisions of this Agreement shall be in writing and shall be deemed to have been given (i) when delivered personally to the recipient, (ii) when sent to the recipient by telecopy (receipt electronically confirmed by sender's

telecopy machine) if during normal business hours of the recipient, otherwise on the next business day, (iii) one business day after the date when sent to the recipient by reputable express courier service (charges prepaid), or (iv) seven business days after the date when mailed to the recipient by certified or registered mail, return receipt requested and postage prepaid. Such notices, demands and other communications shall be sent to the parties at the addresses indicated below or to such other address as either party hereto may, from time to time, designate in writing delivered pursuant to the terms of this Section.

If to WHEDco: Women's Housing and Economic Development
 Corporation
 50 East 168th Street
 Bronx, New York 10452
 Attention: Nancy Biberman

with a copy to: Lawyers Alliance for New York
 171 Madison Avenue, Sixth Floor
 New York, New York 10016
 Facsimile: (212) 941-7458

If to Bard: Bard College MAT Program
 P.O. Box 5000 Annandale-on-Hudson, NY 12504
 Attention Ric Campbell

with a copy to: G. Comatos
 Van DeWater and Van DeWater LLP
 85 Civic Center Plaza, Suite 101
 Poughkeepsie, NY 12601

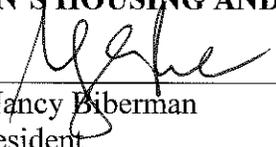
- C. Assignment. Neither this Agreement nor any of the rights, duties or obligations of any party hereunder may be assigned or delegated (by operation of law or otherwise) by either Party hereto except with the prior written consent of the other Party hereto. This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns.
- D. Governing Law. This Agreement is to be construed in accordance with and governed by the laws of the State of New York without giving effect to any choice of law rule that would cause the application of the laws of any jurisdiction other than the laws of the State of New York to the rights and duties of the Parties.
- E. Enforceability. The invalidity of any clause, part, or provision of this Agreement shall not affect the validity of the remaining portions thereof. Should any one or more of the provisions of this Agreement for any reason be held by a court of competent jurisdiction to be unenforceable in any respect, such unenforceability will not in any way affect such provisions in any other respect or any other remaining provision hereof; provided, however, in such event the Parties agree to negotiate in

good faith substitute enforceable provisions which most nearly effect the Parties' original intent in entering into this Agreement.

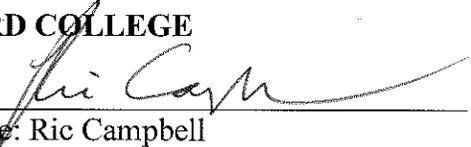
- F. Modifications, Amendments and Waivers. This Agreement constitutes the entire agreement between WHEDco and Bard, and no amendment or modification to this Agreement will be valid or binding upon the Parties unless in writing and signed by designated representatives of the Parties. No failure or delay on the part of either Party in exercising any right hereunder, and no partial or single exercise thereof, will constitute a waiver of such rights or any other rights hereunder.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be duly executed as of this 10th day of May 2012.

WOMEN'S HOUSING AND ECONOMIC DEVELOPMENT CORPORATION

By: 
Name: Nancy Biberman
Title: President
Date: May 10, 2012

BARD COLLEGE

By: 
Name: Ric Campbell
Title: Dean of Teacher Education
Date: May 10, 2012

Attachment 7: Partnership Information

Since its inception in December 2003, the Bard College Master of Arts in Teaching (MAT) Program has remained committed to the continued improvement of public education through a dual and overlapping focus on teacher education and active engagement with practicing public school teachers, with an emphasis on addressing the needs of historically underserved populations of students. This has meant forming close partnerships with public schools so that the work of innovative teacher preparation is closely integrated with continued support and development of practicing teachers. The MAT Program matriculated its first cohort of teacher candidates in 2004 and by 2006 had doubled its enrollment and created a site specific program for candidates committed to teaching in NYC high needs public schools. In 2010, with support from the Carroll and Milton Petrie Foundation and a U.S. Department of Education FIPSE grant, the Bard MAT Program was able to establish a yearlong urban residency program at a campus in the Bronx, sharing the public school facilities of the International Community High School at 345 Brook Avenue. In a parallel development, with the support of a U.S. Department of Education \$8M Teacher Quality Partnership grant and additional funding support from the Resnick Family Foundation, the Bard MAT Program opened a charter school and campus for a yearlong rural residency program in Delano, CA, serving historically underrepresented students in this region of the Central Valley.

The Bard MAT work in the Bronx engages a cluster of partner schools primarily in the South Bronx that includes Mott Haven Village Prep Academy, University Heights HS, International Community High School, MS343, MS223, Fannie Lou Hamer High School, East Side Community High School, MS 224, and Bronx Academy of Letters. But the capacity of the International Community High School to accommodate the facility needs of the Bard MAT program is limited and the program would be well served by having a greater degree of control over curriculum, teacher development, and student outcomes as it does in its charter school in Delano, CA. Though the Bard program has long considered creating a charter school in NYC, a variety of factors have delayed such an initiative, including the significant challenge of finding a building space in the Bronx.

The Bard MAT Program and WHEDco were connected through mutual acquaintances some nine months ago and it was instantly clear that here were two like-minded organizations with overlapping interests and complementary assets. After years of watching and participating in rebuilding the Bronx from its storied ashes and working with underperforming, overcrowded and physically substandard schools WHEDco is determined to improve educational opportunities with a stand-out school in the next phase of development and was already moving ahead with a construction project in the Melrose neighborhood of the Bronx that would include a public school as the anchor tenant of a 355,000 square foot mixed-use building and Bard was actively looking for a solution to its own facility needs and a way to have an instrumental role in the design and implementation of curriculum and instruction in a whole school environment. A single conversation at WHEDco's offices between Nancy Biberman and Davon Russell of WHEDco, Karen Zorn of the Longy School of Music, and Ric Campbell of Bard College quickly advanced to this current proposal for the WHEDco Bard Academy Charter School.

WHEDco Bard Academy Charter School

The partnership between the Bard College MAT program and WBA is singular in its approach and leverages productive results for both institutions. The MAT Program is able to offer graduate candidates a yearlong residency experience as pre-service teachers and WBA is able to employ these candidates as tutors and teaching assistants at no cost. The MAT Program is able to provide professional development opportunities to WBA faculty at no cost across a range of domains from instructional practice to curriculum design since full-time PhD faculty in education and the academic disciplines are part of the educational community at the charter school, which serves as the campus for the graduate teacher education program. WHEDco has been operating successful After School Programs for middle and high school students since 1999. WHEDco's After School Programs not only increase the academic, artistic, and critical thinking skills of adolescents, WHEDco recognizes that educational programming alone does not change communities – communities need to have access to a range of supports to help families succeed. To that end, WHEDco provides assistance to families through its many programs, such as family support services, and a food pantry and small business development. WHEDco remains committed to high quality public education for all children and are especially supportive and proud to be associated with Bard's work in other Bronx public schools. The soul of this development is the Bronx Music Heritage Center, a place we are confident will become a destination for Bronx children and their families and a source of community pride. We believe that pride of place--positive feelings about one's home and community--are essential to the development of self esteem and lifelong success on many measures. The Bronx Music Heritage Center will offer a venue for cultural performances that students may attend or be featured in as part of the El Sistema program that will be led by the Longy School of Music at WBA. The synergies between the music heritage center, the housing for elder musicians and the el-Sistema inspired music education program at WBA are highly promising not only for the children at WBA but for the whole neighborhood, making the school a magnet for years to come.

Recent NY Times Articles on El Sistema:

[Fighting Poverty, Armed with Violins](#)

[A Musical Exchange in Venezuela: El Sistema Performs for the Los Angeles Philharmonic](#)

Please refer to Attachment 2 for more details on the community outreach and development project.

Attachment 8a: Hiring and Personnel Policies and Procedures

The WHEDco Bard Academy Charter School (WBA) executive hiring committee, composed of WBA Board members, Melrose neighborhood community representatives, and representative faculty members of the Bard College Master of Arts in Teaching Program, will be responsible for staffing WBA in the preplanning year. The committee will hire a principal, teachers, administrative personnel, and support staff. In subsequent years, the WBA principal will direct the WBA hiring committee with representation from the WBA Board, the Bard MAT program, WBA faculty, and parents of children in the school community. This committee will assume responsibility for the recruitment, selection, and hiring process for all new WBA staff and faculty members. The recruitment, selection, and hiring of WBA employees will be governed by all pertinent state and federal laws, following all US Equal Employment Opportunity Commission guidelines and the federal statutes that fall within the scope of EEOC oversight.

Individuals who wish to apply for a position will be required to submit a resume and a WBA employment application. Administrative staff at WBA will review all submissions and determine which candidates are best suited for the school based on their qualifications. WBA administrative staff will conduct interviews with non-teacher candidates and notify each person of their status once a decision is made. Candidates who are offered employment will receive written notice from WBA.

The WBA hiring committee will make their hiring recommendations to the principal, who will in turn present the recommended candidates to the **Board of Trustees** for final approval. Teachers will be recommended based on an evaluation of their teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low-income students and English language learners is a strong qualification for employment.

All teachers and other instructional staff will meet the requirements for highly qualified teachers and staff required by the NCLB Act.

Principal

The Board will select the principal on an application and interview basis. Selection of administrators will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial skills, and interest and commitment to educational reform. The Principal supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at the school and shall be responsible for helping the school students achieve outcomes as outlined in the Educational Program. The principal will teach at least on semester long class during each academic year.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience, including administration experience in a public school
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment
- Demonstrated success as a classroom teacher with a minimum of 5 years teaching experience.

This individual must meet all of the following minimum requirements:

- Valid New York State Administrative Credential, or equivalent
- Valid New York State Teaching Credential, or equivalent
- Completion of an appropriate graduate degree or the completion of college level work beyond the undergraduate degree and the expectation of completion of a graduate degree within one year of hiring.

Responsibilities for the Principal include:

- Facilitating communication between all school stakeholders.
- Hiring and firing all other employees according to the mission, philosophy, and obligations defined in the charter petition, with Board approval and in accordance with Board policies and employment contracts
- Overseeing the day-to-day operations of the school.
- Organizing professional development.
- Assisting with student discipline.
- Reporting to the Board of Trustees on the progress of the school in achieving educational success.
- Assisting with preparing grants, facilitating fundraising, and/or obtaining loans.
- Maintaining a balanced budget and drafting an annual budget proposal for Board review.
- Overseeing the development and implementation of all programs.
- Teaching a class for at least one semester each academic year

Teachers

Teachers will meet all requirements for employment in New York State. Primary teachers of core, college preparatory subjects (i.e. English language arts/literature, math, science, history/social science, music, art, foreign languages, and special education) will hold a New York State Teacher certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

All core, college preparatory teachers will be highly-qualified as defined by No Child Left Behind. **WBA** will adhere to all applicable requirements outlined by No Child Left Behind with respect to teachers. All teachers will possess their NYS teaching certificate in the subject area they will teach and will have a demonstrated record of extended and successful study in their subject area at the undergraduate level, but all teachers will receive additional training in literacy **and ELL instruction** and may be asked to continue subject area study at the graduate level.

Appropriate records of credentials held by **WBA** teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

In order to recruit and attract highly-qualified teachers, **WBA** will advertise positions on the WBA website, other professional websites as well as in local New York City newspapers and other publications. **The Bard College MAT program will reach out to experienced graduates and partner teachers known to the MAT program to gauge interest and will post positions with and request referrals from partner professional organizations and educational foundations such as Math for America, the New York City Math Circle, the New York Academy of Sciences, the Institute for Writing and Thinking, the New York Science Teachers Association, the New York State Historical Society, the National Council of Teachers of English, the American Historical Association, and the Woodrow Wilson Foundation.**

The Principal and a select group of volunteer teachers will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced/emergency credentialed teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers will include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established

curriculum content.

- Assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Acting as an advisor and advocate to a group of students throughout their school career.
- Work closely with fellow teachers and MAT faculty on the development of curriculum and assessments and a pedagogical model that fosters critical thinking and performative skills as defined by their subject area.
- Carry out ongoing forms of assessment for purposes of analysis and reflection resulting in continued improvement of teaching and learning.
- Work closely with MAT graduate students as teacher candidates to advance students learning while helping candidates become the kinds of teachers who can provide educational leadership in regional schools as a result of their WBA apprenticeship.
- Maintaining frequent communication with students, students' families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.
- Provide an effective classroom environment that reflects and facilitates the academic program.

Other Certificated Staff/Administrators

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Assistant Principal/ Parent Community Coordinator (PCC)

- Qualifications
 - Minimum of 5 years teaching experience.
 - Possession of a New York Administrative Services Credential or in the process of obtaining one.
 - Public school administrative or comparable experience.
 - Bilingual Spanish preferred
- Responsibilities
 - Coordinate on-campus college visits.
 - Conduct Financial Aid evenings for parents and students.
 - Conduct college application workshops.
 - Disseminate information on college admissions requirements and deadlines.
 - Disseminate information on financial aid/scholarship requirements and deadlines.
 - Meet with every eleventh grade student and parent regarding developing a college application list.
 - Monitor twelfth grade students' college application process.
 - Disseminate information on SAT and SAT II testing dates.
 - Conduct PSAT testing for tenth graders.
 - Coordinate college information research into Advisory.
 - In charge of all standardized testing.
 - Act as the Principal in his/her absence.

School Counselor

- Qualifications
 - Possession of a Pupil Services Credential.
- Responsibilities
 - With the Principal, develop the class schedule.
 - Program students into classes

- Monitor student progress toward graduation and inform parents each semester.
- Advise and program students into credit recovery classes.
- Serve as the point person for discipline.

Administrative/Finance Assistant

The AFA will be selected by the Principal and a group of volunteer teachers on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation, interpretation and communication with parents and community.

Compensation and Benefits

All employees will earn paid legal holidays not less than those currently offered by NYC DOE for a school year of work.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by WBA. Life, health, dental, vision, and related benefits will also be provided to all full-time employees.

In order to attract highly qualified teachers, teacher compensation will be competitive with the compensation provided by NYC DOE. Additional compensation will be provided to teachers if they work summer hours at the request of the School.

Retirement

All full-time certified employees who are eligible will participate in the New York State Teachers' Retirement System. Employees will contribute the required percentage, and WBA will contribute the employer's portion required by the program. All withholdings from employees and the charter school will be forwarded to the NYSTRS Fund as required. WBA will submit all retirement data through the online system and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of the retirement system. Social Security payments will be contributed for all qualifying members. The WBA Board of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time non-certificated employees who are eligible will be covered by a 403(b) retirement plan. The Principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

PERSONNEL POLICY

INTRODUCTION

All personnel and employment policies and procedures of the WBA set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees

or to change the nature of the employment relationship between the organization and its employees, which is at will.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

It is the policy of this School to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

II. Hiring

Upon employment by this School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal or by his or her designee. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this school or a prospective employee's likelihood of being hired.

III. Regular Full-Time and Temporary Employment

Employees may be hired as regular full-time employees, and as such will be placed on the School's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual. The School also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the Principal as a condition of employment. Time off, work without pay for part-time employees may be granted by the Principal or his or her designee.

IV. Adjustments to Employee Status

The Principal may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. Phasing-Out and Elimination of Positions

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time and Attendance."

VI. Unauthorized Absence

An employee who is absent for a period of at least three days without notifying the Principal will be considered to have resigned without giving the required two-week notice (see Section VII of this chapter), with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time And Attendance," unless an exception is made by the Principal. Such an employee will remain eligible for any salary due.

VII. Separation

- Resignation: An employee who wishes to resign is required to give to the Principal, in writing, a minimum of two weeks-notice prior to the desired resignation date, unless an exception is made by the Principal. Regular full-time employees who resign in accordance with the provisions of this section

may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time and Attendance."

If an employee fails to give a minimum of two weeks-notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the Principal. Such an employee remains eligible for any salary due.

- Termination: All employees serve at the will of the Principal, and the authority to terminate an employee is vested with the Principal or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual. Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

TIME AND ATTENDANCE

I. Work Days and Work Week

Unless otherwise provided for or as approved by the Principal, all employees are required to work a minimum of 9 hours each day, Monday through Friday. Unless otherwise provided for by the Principal, all employees are expected to work at least from 8:00 a.m. to 5:00 p.m. each work day. Additionally, classroom instructional staff are expected to work such hours that ensures 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.

II. Pay Periods

WBA will operate on a 2 week pay period.

BENEFITS: PAID LEAVE

I. Vacation Leave

1. Administrative Staff: Accrual

Unless otherwise provided for or as approved by the Principal, Vacation Leave for regular full-time administrative employees – where “Administrative employees” includes all non-instructional staff – shall be accrued as follows:

- Each employee is granted up to ten days of paid Vacation Leave per year, with one day of Vacation Leave accrued at the end of each of the first ten calendar months every year of employment.
- No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.
- Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

2. Administrative Staff: Use

Unless otherwise provided for or as approved by the Principal, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.
- Unless an exception is made by the Principal, all employees must request of the Principal the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee. Denial of a leave request may consist solely of the fact that School is in session for the time period requested.
- Vacation Leave is to be used in increments of one-half work day, except as provided below.

- Any employee whom the Principal has determined to be eligible to accrue
- "Comp" Time Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

3. Instructional Staff

Vacation Leave for regular full-time instructional employees – where “instructional employees” includes all classroom teaching staff and aides – shall be provided only when classes are not in session, and is time off work with pay. The Principal will annually prepare the school session calendar, noting which days instructional staff are not expected to report.

II. Holiday Leave

In addition to the eight weeks of Vacation Leave provided as noted, the School shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. For the school year, this includes the following holidays: Labor Day, Rosh Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year’s Day, Martin Luther King Jr. Day, Presidents’ Day, Memorial Day, and Independence Day.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the Principal. Only employees determined to be eligible to accrue “Comp” Time Leave (see Section VII) shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

III. Weather Days and Other Closures

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

IV. Personal Leave

1. Accrual

Unless otherwise provided for or as approved by the Principal, Personal Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.
- Employees hired after September 1 in any given year are granted a *pro rata* portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.
- Unused Personal Leave may not be rolled-over from year to year.

2. Use

Unless otherwise provided for or as approved by the Principal, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

- Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.
- Unless an exception is made, all administrative employees must request of the Principal the use of Personal Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee.
- Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.
- Personal Leave is to be used in increments of one-half work day.

- Any employee whom the Principal has determined to be eligible to accrue "Comp" Time Leave (see Section VII of this chapter) may use accrued Personal Leave in increments of one-half hour.

V. Sick Leave

1. Accrual

Unless otherwise provided for or as approved by the Principal, Sick Leave for regular full-time employees shall be accrued as follows:

- Each employee is granted five days of Sick Leave on September 1 of each year.
- Employees hired after September 1 in any given year are granted immediately upon the first day of employment a pro rata portion of the five days of sick leave for that school year, rounded up to the next highest ½-day increment.
- Unused sick leave may not be rolled-over from year to year.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the Principal. The Principal retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave (see also Section VII , "Medical Leave").

2. Use

Unless otherwise provided for or as approved by the Principal, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

- Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal. Notice of absence from work due to illness should be provided to the Principal or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.
- When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal or his or her designee.
- Notice of total Sick Leave used should be provided to the Principal or his or her designee upon an employee's return to work. Sick Leave shall be used in increments of one-half work day.

VI. Overtime and Compensatory Time Leave

1. Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

2. Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the Principal.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

VII. Medical Leave of Absence

Employees who have completed at least ninety (90) days 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 Principal or his or her designee with a written notice of their 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 Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the Principal on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Principal 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 at least one week's written notice of their intended 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 arrangement made with an approved by the Principal, will be deemed a voluntary resignation from employment.

VIII. General Leave With or Without Pay

General Leave with or without pay may be granted at the discretion of the Principal according to an orderly process established for such purpose.

IX. Principal

Leave policies for the Principal differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

X. Jury Duty

Full-time employees who are called to serve on a jury panel will be eligible to receive \$15.00 per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Principal or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the Principal a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

XI. Statement of Leave Status

Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the Principal or by his or her designee. Any employee may request of the Principal a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

XII. Other Leave

The Principal retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the Principal to all employees, students, and parents.

XIII. Unused Leave Accruals

Unless otherwise provided for or as approved by the Principal, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or

eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the Principal.

BENEFITS: INSURANCE

I. Medical Insurance

The Principal or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks that the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal or his or her designees.

II. Dental Insurance

The Principal or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

III. Life Insurance

The Principal or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

IV. Vision Care

The Principal or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

V. Workers' Compensation Insurance

Injury resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Principal or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VI. Disability Insurance

The School carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Principal or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VII. Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the Principal or his or her designee.

BENEFITS: OTHER BENEFITS

I. Retirement

Upon determination by the Board of Trustees, the School may submit an application join the NYSTRS and if accepted, all teachers, substitute teachers, business administrators, school counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The School will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. Deferred Compensation

The School may, subject to approval by the Principal and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the Principal.

Employees may join the deferred compensation program only on the first pay day in September or on the first pay day in March, and the amount of income to be deferred must be the same for each pay period throughout that half school year. Employees may opt out of the program at any time, subject to sufficient notification to the Principal or his or her designee.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

III. Tuition Payments

The School may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the Principal, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the Principal. Payment by the school for such employee education or training can range up to full payment, depending upon factors including but not limited to a determination by the Principal of how beneficial the requested education will be to the school, relevance to job performance, and the percentage coverage requested by the employee. Total payments for an employee may be subject to an annual limit.

IV. Unemployment Compensation

This School contributes to the Unemployment Compensation plan administered by the State of New York.

V. Principal's Benefits

The insurance coverage and benefits package offered to the Principal may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

VI. Reservation of Rights

This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

REIMBURSEMENTS

I. Travel

Employees are eligible for reimbursement from the School for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee. All requests for travel reimbursement must appear on a form provided by the Principal or his or her designee for such purpose.

Unless otherwise provided for by the Principal, all employees traveling on approved business are required to abide by the following guidelines:

– Transportation: The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the Principal for such purposes.

– Lodging: Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the Principal. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school.

An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the Principal for such purposes.

– Meals: To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Principal. Employees seeking reimbursement for meal expenses must list on a form provided by the Principal all reasonable and appropriate expenses.

II. Mileage

– Business Use of Personal Vehicle: Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Principal or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the Principal. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the Principal.

– Personal Use of School Vehicles: Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the Principal. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the Principal.

Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the Principal, unless an exception is made by the Principal.

III. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the Principal. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

IV. Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the Principal or his or her designee. Requested reimbursement for such expenses must be specified in writing to the Principal or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Principal or his or her designee.

V. School Credit Cards

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the Principal. Each employee charging any purchases to the school credit card is required to provide to the Principal or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

SEXUAL HARASSMENT

I. School Policy

It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Principal, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the Principal, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Principal, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Principal, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the Principal. Evaluations will be conducted by the Principal or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the Principal. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

II. Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Principal at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The Principal or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Principal, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

II. Personnel Inquiries

No one in this school other than the Board of Trustees, Principal, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

III. Return of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Principal. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the Principal.

IV. Ban on Acceptance of Gifts

The Principal and other school employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the Principal, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal.

V. Change of Personnel Status

Employees are required to notify as soon as possible the Principal and any other person designated by the Principal of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

VI. Examination of Personnel Files

Any employee may examine his or her personnel file(s) at any time but only in the presence of the Principal or his or her designee. Such employee may take written notes about the contents of the file, and

