

APPLICATION SUMMARY

Charter School Name	The WHEDCO Bard Academy Charter School	
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District of Location	CSD 7	
Opening Date	August, 2014	
Proposed Charter Term	2014-2019	
Proposed Partners	Women's Housing and Economic Development Corporation (WHEDco) Bard College Master of Arts in Teaching (MAT) Program	
Projected Enrollment and Grade Span During Charter Term	496 students; Grades 6-11	
Projected Maximum Enrollment and Grade Span	584 students; Grades 6-12	

Mission Statement

The WHEDco Bard Academy Charter School (WBA) will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum. WBA will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from WBA prepared for success in college and for active and thoughtful citizenship.

Summary

The WHEDco Bard Academy Charter School (WBA) is designed to provide a challenging college preparatory liberal arts program that enables all students to meet Common Core (CCLS) and NYS learning standards and to succeed in college and challenging careers. Its mission is to “provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum[,] establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning, [and ensure that] students will graduate from WBA prepared for success in college and for active and thoughtful citizenship.” WBA’s primary objectives are to: a) provide a comprehensive, standards-aligned educational program for students in grades 6-12 that ensures that students achieve grade-level proficiency or better in all subjects and prepares them for entry into and success in college; b) identify, on an ongoing basis, each student’s individual learning needs, learning styles and career/life interests and differentiate instruction to support student success; c) provide students with opportunities for rich and engaging learning experiences in core and critical academic subjects, including music and the arts; and d) provide students with opportunities to engage in college-level study while in high school, thereby establishing a foundation for success in college. It intends to serve middle and high school-aged students in the Melrose area of the South Bronx, which is one of the most economically disadvantaged and high need communities in the nation. WBA’s primary design elements include:

- *Small school culture and extended day/year*—WBA will have a maximum enrollment of 496 students during the charter term, and average class sizes will be fewer than 20 students. Also, extended school days and years will provide opportunities for increased instruction, alternative approaches to assessment (e.g. portfolio presentations and exhibitions) and the offering of a variety of academic supports including graduate student Teaching Assistants and embedded professional development for teachers.
- *Differentiated and personalized instruction*—WBA will differentiate instruction to address student needs and learning styles identified through analysis of a variety of data. Through ongoing assessment and cooperative review of data in professional learning communities, WBA will establish a school-wide data culture in which all teachers are trained and empowered to use data effectively in designing and implementing standards-aligned instructional units. Each WBA student will have an Individual Learning Plan (ILP) that identifies individual needs, gaps and learning styles and sets forth strategies to address them. The ILPs will be reviewed and modified, as needed, each year and will eventually be expanded to include individualized data regarding nutrition and health, academic interests and college preparation and development of “college knowledge” skills.
- *Use of research-based, standards-aligned curricula and instructional strategies*—WBA will use a variety of strategies and tools to design curricula, to establish rigorous Student Learning Objectives (SLOs) in all subjects and to ensure alignment with NYS CCLS. Also, the school will use proven, research-based instructional strategies and practices, including practices to support literacy instruction developed by Bard College’s Institute for Writing and Thinking and frameworks from the Teachers College- Columbia University Reading and Writing Project and the Strategic Literacy Initiative at WestEd.

- *Comprehensive advisory and classroom supports*—WBA will have daily advisory group meetings, in which WBA faculty members will support the academic success of small groups of students—i.e. monitoring their progress, providing counsel and advocacy and supporting effective school-home connections. WBA will also use an adapted Professional Development School model that will ensure increased instructional supports in the classroom with the use of resident graduate students of the Bard College Master of Arts in Teaching (MAT) Program to tutor students and provide meaningful assistance to WBA faculty members.
- *Comprehensive college preparation and opportunities for early college*—WBA will prepare students for entry into and success in college—by providing both a strong educational foundation and ongoing support and assistance in researching, selecting and applying for college. WBA will also provide opportunities for students to take credit-bearing college courses while in high school as dual enrollment courses satisfying high school and college requirements.
- *Parent and family support*—WBA will work with its partner, the Women’s Housing and Economic Development Corporation (WHEDco), to provide a variety of family supports. WHEDco’s social workers and school counselors will provide ongoing support to students and parents, including individual and family mental health counseling and financial assistance counseling to help address WBA student and family social, emotional and academic needs and to help maintain a healthy and sustainable home environment for effective learning. WHEDco will provide WBA with full-time access to professional staff, including a social worker, a guidance counselor, a health/nutrition instructor, and a parent liaison.

As noted above, WBA will partner with the Bard MAT Program to adapt and implement an effective Professional Development School model that will ensure that the school’s teachers and administrators have ongoing access to the latest research-based high-leverage teaching practices. WBA will recruit and hire experienced, highly effective teachers and provide them with extensive ongoing professional development and comprehensive in-classroom supports, including Bard MAT program graduate students who will serve as Teaching Assistants and tutors. In addition, the school will emphasize foundational skills across the curriculum, project-based learning and intensive collaboration between WBA teachers and Bard MAT Program graduate students to provide effective learning experiences for all students. WBA will also leverage the skills and experience of practicing professional artists and musicians as Teaching Artists to enhance learning opportunities for students. WBA students will be encouraged and expected to meet NYS high school requirements on an accelerated basis, and most WBA students will pass and receive credit for college coursework while in high school.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name WHELEO BARN 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."⁶

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 application;⁷
- 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;⁸ 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.⁹

Signature of Applicants:	
Date:	3/14/13
Print/Type Name:	DAVON RUSSELL RIC CAMPBELL

⁶ N.Y. Education Law § 2854(2)(a)
⁷ ESEA § 5203(b)(3)(i)
⁸ ESEA § 5203(b)(3)(ii)
⁹ ESEA § 5203(b)(3)(iii)

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I. Mission, Key Design Elements, Enrollment and Community to be Served

A. Mission Statement and Objectives

Mission Statement: The WHEDco Bard Academy Charter School (WBA) will provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum. WBA will establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning. Students will graduate from WBA prepared for success in college and for active and thoughtful citizenship.

WBA's Objectives and How They Further the Goals of Education Law 2850(2): WBA's primary objectives are to: a) provide a comprehensive, standards-aligned educational program for students in grades 6-12 that ensures that students achieve grade-level proficiency or better in all subjects and prepares them for entry into and success in college; b) identify, on an ongoing basis, each student's individual learning needs, learning styles and career/life interests and differentiate instruction to support student success; c) provide students with opportunities for rich and engaging learning experiences in core and critical academic subjects, including music and the arts; and d) provide students with opportunities to engage in college-level study while in high school, thereby establishing a foundation for success in college. By accomplishing these objectives, WBA will further each of the following objectives of NYS Education Law 2850(2):

1) ***Improving student learning and achievement.*** WBA will provide a challenging college preparatory, liberal arts education for all students. In addition, WBA's academic program is designed to target individual student needs through analysis of a variety of data—including state and internal assessments and student portfolios—and to differentiate instruction to address each student's needs. Student learning, growth and achievement will be monitored on an ongoing basis throughout each student's time at the school, and instruction and interventions will be tailored to maximize student success.

2) ***Increasing learning opportunities for all students, including students who are at-risk of academic failure.*** WBA will leverage the experience of its faculty with the experience and resources of the faculty and Masters-level graduate student teachers of the Bard MAT Program to provide a variety of academic supports and learning opportunities tailored to the needs of all students, including at-risk students, English language learners (ELLs) and students with disabilities (SWDs). WBA, through its partnership with the Bard MAT Program, will further leverage the experience of Bard College to provide students with rich and diverse learning opportunities, including college level study in high school.

3) ***Using innovative teaching methods.*** WBA's partnership with the Bard MAT Program—and its use of the Professional Development School (PDS) model—will ensure that the school's teachers and administrators have ongoing access to the latest research-based high-leverage teaching practices. In addition, the school will emphasize foundational skills across the curriculum, project-based learning and intensive collaboration between WBA teachers and MAT Program graduate students to provide effective learning experiences for all students.

4) ***Creating new professional opportunities for teachers, administrators and all school personnel.*** WBA is designed to ensure that ongoing professional development is provided to all teachers, administrators and school staff through frequent interaction with and embedded support from Bard MAT faculty and experts, as well as through annual summer professional development events. In addition, the PDS model ensures that all of WBA's teachers will supervise and collaborate with graduate-level Bard MAT student teachers on a daily basis, thus providing opportunities for professional leadership and mutual growth.

5) ***Providing parents and students with expanded educational opportunities.*** WBA has established a partnership with WHEDco, a community-based organization with a long history of providing services to and building relationships with youth and families throughout the targeted community. WBA will leverage this history—along with the services that WHEDco will provide—to involve parents in school activities, support parents in helping their children succeed in school and provide expanded educational opportunities to parents and students.

6) ***Creating a positive learning environment where educators can teach and students can learn.*** WBA will maintain a small school culture in which students and teachers interact meaningfully, students work collaboratively with teachers and peers and both students and teachers are supported by the school’s administration and the school’s institutional partners. In addition, students’ families are integrated into the life of the school as actively engaged members of the broader learning community.

7) ***Meeting measurable student-achievement goals.*** Accountability is at the heart of WBA’s design. Each year, student achievement and growth targets will be established on a grade-level, classroom and individual student basis. Student achievement and growth will be monitored on an ongoing basis through analysis of a variety of assessment and other data, and such achievement and growth will be measured against the targets. Also, teacher and principal evaluation will be based largely on progress made towards meeting student achievement goals.

B. Key Design Elements

WBA is designed to provide a challenging college preparatory liberal arts program that enables all students to meet Common Core (CCLS) and NYS learning standards and to succeed in college and challenging careers. By so doing, it will further the purposes of the NYS Charter School Law and support the reform agenda of the New York Board of Regents. WBA will recruit and hire experienced, highly effective teachers and provide them with extensive ongoing professional development and comprehensive in-classroom supports, including Bard MAT program graduate students who will serve as Teaching Assistants and tutors. WBA’s philosophy and curricula reflect the values of a liberal arts education, with the inclusion of music and art as critical components. At the heart of WBA’s educational philosophy are the following principles:

- 1) *A student-centered approach to teaching and learning,*¹ with instructional supports, advisories and other structures that support identification and addressing of student learning needs.
- 2) *A belief that literacy is the basis of all learning and a commitment to literacy instruction across the curriculum.* WBA embraces a broad meaning of literacy that 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. WBA will emphasize a language-rich environment, ensuring literacy development across the subject areas to develop competent understanding in the core academic areas.

- 3) *A belief that learning emerges from authentic work and a commitment to project-based instruction and assessments that include portfolios and exhibitions.* WBA will 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 &

¹ Student-centered learning is well supported by research (Bransford, Brown, & Cocking, 2000; Darling-Hammond & Bransford, 2005)

Associates, 1996; Railsback, 2002; Thomas, 2000), and it will integrate the curriculum across disciplines to support comparative analysis, synthesis and the active transfer of competencies across subject areas. WBA will also include portfolios and exhibits as assessments and learning experiences that reflect professional disciplinary standards (Allen, 1998; McDonald, 1993; Miller, Linn, & Gronlund, 2009; Wiggins, 1998).

Key elements of the school design include:

- *Small school culture and extended day/year*—WBA will have a maximum enrollment of 496 students during the charter term, and average class sizes will be fewer than 20 students. Also, extended school days and years will provide opportunities for increased instruction, alternative approaches to assessment (e.g. portfolio presentations and exhibitions) and the offering of a variety of academic supports including graduate student Teaching Assistants and embedded professional development for teachers.
- *Differentiated and personalized instruction*—WBA will differentiate instruction to address student needs and learning styles identified through analysis of a variety of data. Through ongoing assessment and cooperative review of data in professional learning communities (PLCs), WBA will establish a school-wide data culture in which all teachers are trained and empowered to use data effectively in designing and implementing standards-aligned instructional units.
- *Use of research-based, standards-aligned curricula and instructional strategies*—WBA will use a variety of strategies and tools to design curricula, to establish rigorous Student Learning Objectives (SLOs) in all subjects and to ensure alignment with NYS CCLS. Also, the school will use proven, research-based instructional strategies and practices, including practices to support literacy instruction developed by Bard College’s Institute for Writing and Thinking and frameworks from the Teachers College- Columbia University Reading and Writing Project and the Strategic Literacy Initiative at WestEd.
- *Comprehensive advisory and classroom supports*—WBA will have daily advisory group meetings, in which WBA faculty members will support the academic success of small groups of students—i.e. monitoring their progress, providing counsel and advocacy and supporting effective school-home connections. WBA will also use an adapted PDS model that will ensure increased instructional supports in the classroom with the use of resident MAT program graduate students to tutor students and provide meaningful assistance to WBA faculty members.
- *Comprehensive college preparation and opportunities for early college*—WBA will prepare students for entry into and success in college—by providing both a strong educational foundation and ongoing support and assistance in researching, selecting and applying for college. WBA will also provide opportunities for students to take credit-bearing college courses while in high school as dual enrollment courses satisfying high school and college requirements.
- *Parent and family support*—WBA will work with its partner, WHEDco, to provide a variety of family supports. WHEDco’s social workers and school counselors will provide ongoing support to students and parents, including individual and family mental health counseling and financial assistance counseling to help address WBA student and family social, emotional and academic needs and to help maintain a healthy and sustainable home environment for effective learning.

C. Enrollment, Recruitment and Retention

WBA will enroll students in grades 6-7 during its first year and will grow to serve students in grades 6-11 during its first charter term. Upon renewal, it will serve students in grades 6-12. Enrollment in the first charter term is reflected in the following table:

Year/Grade	6	7	8	9	10	11	12	Total
2014-15	72	72	0	0	0	0	0	144
2015-16	88	72	72	0	0	0	0	232
2016-17	88	88	72	72	0	0	0	320
2017-18	88	88	88	72	72	0	0	408
2018-19	88	88	88	88	72	72	0	496

Rationale for Selecting Enrollment Size and Growth Strategy: WBA will enroll 72 6th grade students and 72 7th grade students in its opening year. Thereafter, each entering class will consist of 88 6th grade students. With a student population of only 144 in the first year, WBA will be able to establish structures that promote and facilitate peer support, foster supportive faculty-student relationships and set the tone for the growth of the school. Concurrently, WBA will establish within a relatively small learning environment the practices and protocols that will promote data-driven instruction, professional learning communities for teachers and additional supports for students. At the end of the first year, WBA will have established the foundation for a positive and data-driven school culture. WBA will enroll students in grades 6-11 and, eventually, grades 6-12, thereby enabling it to provide consistent instruction and support to students throughout middle and high school, as well as individualized support to students during the middle-to-high school transition period—i.e. a transition that often results in achievement drops in 9th grade. The strategy of enrolling grades 6-12 further ensures that the developmental continuum leading to college begins early enough to guarantee success in the high school years.

The enrollment plan assumes a relatively low annual attrition rate, with available seats being filled immediately from the waiting list, through additional recruitment and/or the next enrollment lottery. The plan also acknowledges that a relatively small percentage of middle school graduates may choose to attend specialized high schools and that WBA will backfill any available 9th grade seats each year. The enrollment targets allow for small class sizes, which in turn allow for targeted intervention in middle school (i.e. when a large percentage of students are expected to enter the school significantly behind grade level in ELA, math and other subjects). In designing its enrollment strategy, the Founding Group has considered the considerable research demonstrating that class size has the greatest positive impact on academic achievement when classes have 18 or fewer students.² WBA's enrollment plan will enable it to keep class enrollment at this optimal level and, when combined with high-quality teaching and extensive in-classroom instructional support, will ensure that each student receives personal attention and individualized instruction. WBA's small class sizes will also ensure that 9th and 10th grade students are supported as they acclimate to high school.

Recruitment Plan and Strategy to Meet Regents Enrollment Targets: WBA will employ a comprehensive strategy each year to inform the community about its programs and to recruit

² For instance, Muennig, P. & Woolf, S. H. (2007) Health and Economic Benefits of Reducing the Number of Students per Classroom in US Primary Schools *American Journal of Public Health*, September 27, 2007 ; also Kim Connor and Rosemary Day. "Class Size: When Less Can Be More," Sacramento, California: 1988. Senate Office of Research.

students. During the pre-opening period, WBA will develop and ratify a short-term (i.e. 1st-year) and long-term (i.e. ongoing) student recruitment plan. These plans will outline strategies to leverage the experiences and relationships of WBA's Trustees, Founding Group members, partners and contacts to support the school's student recruitment campaigns. The process of developing this plan will include a thorough review of the school's community outreach efforts to date, including all community outreach during the school design and application development process, to identify and engage the continued support of families, organizations and others that the Founding Group has worked with before, as well as input and advice from the school's Founding Group members. The plan will outline a strategy to reach out to parents across the community and to follow up aggressively regarding family inquiries or responses to correspondences with telephone, e-mail and in-person communication. In particular, the plans will leverage the experience, counsel and support of its partner, WHEDco, in adapting the strategies WHEDco has used to recruit diverse groups of students and families for its 104-child Head Start Center (which has an annual waiting list in excess of 200) and its after-school, summer camp and teen programs that serve more than 1,000 annually and are always at capacity. WHEDco's approach to recruitment for its academic and youth development programs, as well as for informing the community about availability of housing in its low-income and income-restricted buildings, is called "Total Neighborhood Saturation" and it includes comprehensive outreach, communication and alliances with diverse community/civic leaders, community-based organizations, communities of faith, public agencies, educational institutions and elected officials. WBA will engage in paid advertising through city-wide newspapers and local press in multiple languages, as well as local saturation marketing through such "on the ground" methods as flyers, storefront posters and presentations at tenant associations, community boards, communities of faith, merchant associations and others. WBA's recruitment strategy will also include public service announcements and online outreach via a school website, WHEDco's website, e-mail blasts, e-newsletters and social media. The recruitment strategy will also focus on meeting and exceeding Regents-established targets for students with disabilities (SWDs), economically disadvantaged students and ELLs,³ including:

Proactive efforts to identify and recruit SWDs—WBA will reach out to and seek alliances with CBOs and public agencies that serve and/or advocate on behalf of SWDs and other persons with disabilities. In so doing, WBA will draw from the experience and relationships of WHEDco, which has worked closely with several agencies and service organizations that support and assist people with disabilities and their families. It will also leverage the experience and relationships that co-Lead Applicant and Founding Group member Davon Russell has developed as Bronx Borough President Diaz's appointee to the Community Education Council of the NYCDOE. WBA will seek to have these organizations sponsor presentations and meetings that enable the school to communicate directly with parents and families of SWDs and to explain how their children will be served by the school's academic program and comprehensive academic, developmental and social-emotional supports. WBA Principal and/or Special Education Coordinator will make phone calls to parents of SWDs who express interest in or have questions about the school, and tours of the school will be provided to any parent, including parents of SWDs, upon request. As the school progresses from its first operating year, parents and family members of SWDs enrolled in the school will be encouraged and supported in communicating

³ WBA's plans and assumptions regarding enrollment targets generally and by targeted student population are based on data from the SED Enrollment Target Calculator. Each year, WBA will review these targets and revise, as necessary.

with and answering the questions of parents of prospective students with SWDs. WBA will also reach out to charter schools and other organizations that have successful track records for recruiting and serving SWDs to identify, discuss and adapt effective recruitment practices. To this end, and with the assistance of charter school support organization the Center for Educational Innovation-Public Education Association (CEI-PEA) and educational consultants JPS Solutions, several Founding Group members will soon meet with representatives of the New York Center for Autism Charter School and will identify and arrange meetings with other charter schools that enroll significant percentages of SWDs. Each year, the school's efforts to recruit SWDs will be reviewed and revised, as necessary, based on their results.

Proactive efforts to identify and recruit ELLs and economically disadvantaged students—As part of the Founding Group's community outreach process, several public presentations, discussions and "visioning" meetings were held with parents and community members in CSD 7. A critical topic of discussion during these events was the needs of ELL students in the district and how WBA could best reach out to families of ELL students and address ELL student needs. These discussions, along with the experience of partner organization WHEDco and several Founding Group members, informed the Founding Group's planning process and, specifically, its plan to identify and recruit ELLs. As noted above, WBA will develop advertisements and marketing materials in multiple languages and will distribute its marketing materials in a variety of places to ensure that information about the school reaches all parts of the community. WBA will also make its lottery materials available in Spanish and other languages, as appropriate.⁴ WBA administrators and bilingual staff, along with bilingual volunteers, will make phone calls to parents of ELL students who express interest in or have questions about the school and will help ELL parents fill out paperwork. As the school progresses from its first operating year, parents and family members of ELLs enrolled in the school will be encouraged and supported in communicating with and answering the questions of parents of prospective ELLs. WBA will also leverage the experience of partner organization WHEDco in supporting immigrant families and students, including Project STEP (Students Towards Educational Promise), which has been highly effective in helping immigrant families navigate the challenging—indeed, confusing—process of NYC high school admissions.⁵ The school's outreach efforts will also include alliance-building and co-presentations with CBOs, community leaders, public agencies and communities of faith that represent, work with and/or advocate on behalf of ELLs, immigrants and low-income families. To support its efforts to recruit economically disadvantaged students, WBA will leverage the experience, resources and relationships of WHEDco, which has a long history of creating housing and supportive programs for low-income families, including the development of two income-restricted buildings in the Bronx. As discussed above, the school will leverage WHEDco's "Total Neighborhood Saturation" strategy to ensure maximum outreach to parents and families of ELLs and economically disadvantaged students.

Retention Plan and Strategy to Meet Retention Targets: At the heart of WBA's retention strategy is: (1) the establishment of a welcoming, inclusive and supportive learning environment; and (2) the ongoing implementation of an academic program that emphasizes strong teacher-

⁴ WBA will contract with translation and community interpretation services, as necessary, especially for low-incident languages.

⁵ http://www.dnainfo.com/new-york/20121210/concourse/high-school-admissions-process-often-daunting-for-immigrant-families?utm_source=December+2012+Newsletter+12.10.12&utm_campaign=oct+newsletter&utm_medium=email

student relationships and differentiated instruction addressing individual student needs. In implementing its retention strategy, WBA will leverage the experiences of its partners, WHEDco and the Bard MAT Program, which currently operate educational programs with exemplary rates of engagement, retention and attendance for thousands of underserved children and youth in 12 Bronx traditional public schools.

In discussions during the planning and outreach phases of developing this application, as well as through research, the Founding Group identified specific challenges that charter schools have had regarding retention of students, including students in targeted groups. Chief among these challenges are: a) inadequate support to ensure that students meet the school's high expectations without being "overwhelmed"; b) insufficient differentiation of instruction resulting in students losing motivation and failing to achieve; and c) insufficient diversity of coursework instructional options resulting in students losing interest in school. WBA will address these challenges proactively to ensure adequate enrollment and meet or exceed the retention targets. Specifically:

- WBA provides a variety of supports to ensure that students are engaged and meeting its high expectations, including small class sizes, advisory groups, RTI and tutoring. Academic supports will be adapted on an ongoing basis to address individual student needs as identified via analysis of assessment and portfolio data, student Individual Learning Plan (ILP) and related data. WBA's PDS model provides opportunities for daily academic intervention and support through the use of Bard MAT graduate student Teaching Assistants. Also, in partnership with WHEDco, WBA will provide a full range of family supports, thus ensuring strong school-home connections and helping parents understand the school program and support their children's learning.
- WBA will differentiate instruction to address student needs and learning styles identified through ongoing analysis of a variety of data. Indeed, each student will have an Individual Learning Plan (ILP) that identifies individual needs, gaps and learning styles and sets forth strategies to address them. The ILPs will be reviewed and modified, as needed, each year and will eventually be expanded to include individualized data regarding nutrition and health, academic interests and college preparation and development of "college knowledge" skills. For SWDs, the ILPs will incorporate information from and requirements of IEPs so that individualized instruction is tailored to student needs. Also, the PDS model provides that teachers are supported in the classroom by Bard MAT graduate students who will co-teach (under teacher supervision), tutor and provide other academic support. This will ensure that students receive individual and small group instruction tailored to their needs. For ELL students, WBA will provide intensive instructional support and, as discussed in the Academic Program section of this narrative, will implement research-based academic initiatives and interventions adapted from practices of the Internationals Network for Public Schools (Internationals). By utilizing the Internationals model and intensive training for all teachers, WBA will have the equivalent of an ESL teacher in every classroom.
- WBA will provide a rich array of learning experiences and opportunities for students to explore new content and develop new skills. These include daily art and music classes in the middle grades, project-based learning at all grade levels and opportunities to engage in credit-earning college-level study in high school.

Assessment of Community Support: Evidence Supporting a Demand for WBA: Based on its assessment of community interest, the Founding Group is confident that there is sufficient community support for the school and that it will achieve its enrollment targets. In early 2012,

the Founding Group surveyed 318 community members from CSD 7 and Bronx-wide, and the results revealed overwhelming support for WBA’s mission and for the school itself—i.e. 95% of respondents affirmed the need for a high-performing public charter middle and high school with a strong arts component and 85% stated that they know at least one young person who would benefit from attending WBA. This support is consistent with the overall community demand for high-quality charter schools—e.g. there were 11,302 applications for 2,589 charter school seats in the South Bronx in 2011-2012 (the last year for which this information is available).

Attachment 1: Admissions Policy and Procedures

D. Community to be Served: WBA will serve middle and high school-aged youth in the severely economically disadvantaged Melrose community of the South Bronx. The 16th Congressional District, which includes Melrose, is the nation’s poorest Congressional district, with 38% of residents and, worse, 49% of children living below the poverty level. According to the Census Bureau’s American Community Survey, the Melrose-Morrisania section of the South Bronx is the most impoverished community in New York City, with an annual median income of only \$8,694. More than 60% of the residents of Community District 3 (in which WBA will be located) receive government assistance. Escape from poverty is especially difficult in the South Bronx, where the unemployment rate exceeds 14% and is even higher for residents who are minority, young and/or ELLs. According to a 2011 poll and report by the Institute for Children, Poverty and Homelessness, one-third of Bronx residents have trouble paying for food, nearly one-third of Bronx residents who rent spend half their income on housing and 10 percent of Bronx residents live in overcrowded housing. Not surprisingly, there is a sense of despair in many Bronx communities—the aforementioned Institute for Children, Poverty and Homelessness poll found that roughly 47% of Bronx residents are anxious about becoming homeless due to poverty, unemployment and lack of education, a figure that rose from 32% the prior year.⁶

The community to be served is ethnically and linguistically diverse. Fifty-eight percent of Melrose residents are Latino and 45% are African American. The most common language spoken in Melrose is Spanish, spoken by 74.7% of households. ***There is a clear need to improve educational outcomes in Melrose***—according to the Community Educational Index (based on U.S. Census Socioeconomic Status data), only 28% of adult residents graduated high school and 23% of adult residents did not attend high school at all. Only 7% of adult residents have a college bachelor’s degree. In an economy that rewards educational achievement, literacy, critical thinking and technological/digital skills—and that is increasingly unforgiving to persons who lack such skills—it is critical that opportunities for the children and youth of Melrose and the South Bronx to achieve academically and acquire 21st Century economy skills be expanded. WBA will address this need by providing a comprehensive college preparatory academic program grounded in a liberal arts tradition and focused on preparing students to succeed in college and in the 21st Century economy.

WBA will be located in CSD 7, a CSD that has a student population that is disproportionately at-risk, economically disadvantaged and ELL. In CSD 7, 98% of students are

⁶ *On the Brink: Homelessness a Reality in the South Bronx, Institute for Children, Poverty and Homelessness*, http://www.icphusa.org/PDF/reports/ICPH_PolicyReprot_OnTheBrink_HomelessnessARealityInTheSouthBronx.pdf , July 2011

minority (69% Latino and 29% African American) and 89% of students are eligible for free or reduced lunch. The district failed to make AYP in ELA and math at the elementary/middle, secondary and graduation rate levels in 2010-11. For students in CSD 7, opportunities to attend high performing middle/high schools are extremely limited, as reflected by NYS assessment and NYS Regents assessment data. Indeed, students in CSD 7 performed poorly on the 2011-12 NYS assessments in both ELA and math. In 2011-12, only 20.7% of CSD7 students scored “proficient” (i.e. 3 or 4) in ELA and only 36% scored proficient in math. Only 23.1% and 34.9% of 8th graders, respectively, were proficiently in ELA and math. At 8th grade, only 17.8% of students were proficient in ELA and only 35.5% were proficient in math. The academic performance of high school students in CSD7 is similarly troubling. In 2010-11, only 66% of the CSD’s students taking the Regents English exam scored at 65 or better. Even fewer students scored 65 or better on Regents math exams—i.e. 48% on the Integrated Algebra exam, 39% on the Geometry exam and 30% on the Algebra 2/Trigonometry exam.

The Founding Group selected CSD 7 as the site of WBA because its academic programs will have positive impact on academic outcomes of and opportunities for students in the Melrose area and because of the experience that its partners, Bard MAT Program and WHEDco, have in developing and implementing educational and other programs in the South Bronx. These programs include highly successful WHEDco Head Start and after-school programs and successful partnerships the Bard MAT Program has had with traditional public schools in the South Bronx. WBA will be the only school in the Melrose community offering an extended-day, liberal arts early college program featuring strong music and art programs and a comprehensive approach to addressing students’ social, emotional and health needs. In addition, WBA’s use of data-driven-decision-making and the PDS model ensures that its students will receive individualized attention and differentiated instruction well beyond that which is offered in CSD 7’s traditional public schools. WBA students will benefit from the Bard MAT Program’s experience implementing academic programs in traditional public schools throughout the Bronx and NYC, as well as its experience developing and implementing groundbreaking college preparatory curricula and academic programming in its Bard High School Early College campuses in Manhattan, Queens and Newark. WBA students and families will also benefit from WHEDco’s extensive experience developing educational, youth development and other supportive programs within Melrose and throughout the South Bronx, as well as its wide circle of relationships with community leaders, CBOs, public agencies and other organizations and individuals who can help the school.

E. Public Outreach

As documented in Attachment 2, the members of the Founding Group have worked extensively over a period of more than two years to reach out to diverse segments of the Melrose and South Bronx community, to solicit and respond to public input and to inform families about WBA. Outreach initiatives have included:

- Meeting with Community Leaders—Founding Group members made presentations in 2010 and 2011 to Community Board 1, Bronx Borough President Ruben Diaz Jr., Councilmember Helen Diane Foster and other local elected officials to inform them about the school and to solicit input and support. Recognizing the school’s projected educational and economic impact on the South Bronx, Founding Group members also met with and received feedback from key staff of Congressman Jose Serrano and the Bronx Overall Economic Development Corporation. Meetings with community leaders continued throughout 2012 and early 2013, including presentations to the Bronx delegation of the NYC Council and the Community

Education Council (CEC), as well as a meeting with CSD 7 Superintendent Yolanda Torres. In 2012, Founding Group members met with representatives of the 42nd Police Precinct and community members at a Precinct-Community Meeting.

- Meeting with Parents and Soliciting and Responding to Community Feedback—WBA’s outreach efforts were launched in 2010, when the school’s partner, WHEDco, conducted a bilingual English/Spanish needs survey of 500 residents of CSD 7 and the South Bronx, the majority of whom (nearly 62%) were from households with children under 18. The results of this survey clearly indicated that the discussions that WHEDco, the Bard MAT Program and individuals who would later become members of the Founding Group were undertaking about the need for a charter school in Melrose were indeed on the “right track” and consistent with community concerns. Youth education was one of the highest needs identified, along with economic and housing security (not surprisingly, since 75% of respondents live below the borough’s median income) and health issues. The link between quality education and improvement of economic outcomes was clearly indicated by the survey results and informed the Founding Group as it planned the school. A separate 25-person focus group that same year of Bronx educators, musicians, community activists, historians and representatives of elected officials identified community needs that mirrored those identified in the earlier survey and expressed support for the proposed school, with particular enthusiasm about WBA’s educational approach that equips students with the academic foundation to complete high school, transition to college and gain career/life skills leading to gainful employment and a fulfilling career. Meetings and surveys continued throughout 2011 and 2012, including an in-person and online survey of 318 residents of CSD 7 and the South Bronx in which more than 95% of respondents affirmed the need for a high-performing public charter middle/high school with an arts component and in which 85% of respondents said that they knew a young person who would benefit from attending WBA. Founding Group members also held several “visioning” focus groups with parents of CSD 7 students and other South Bronx community members. In early-to-mid 2012, Founding Group members met with 30 South Bronx small business owners to discuss how a new middle/high school could help them meet their workforce needs. The Founding Group has responded to the input received through these efforts by designing WBA to address identified needs voiced by community members, including offering a rigorous, college-focused academic program designed to give students and families a better foothold in the economy; providing onsite social services to support students and their families; providing opportunities for meaningful arts engagement for students; offering regular physical fitness and health education to support lifelong health; and establishing a learning environment that supports differentiated teaching and learning, high-quality teacher development and high levels of student academic achievement. Also, during the public outreach process, three local parent leaders were recruited to join the Founding Group, thus ensuring ongoing input from parents.
- Outreach Efforts that Leveraged Events and Programs of the School’s Partner, WHEDco—The Founding Group worked closely with partner WHEDco to integrate its outreach initiatives into appropriate WHEDco events and activities. WBA was publicized at a variety of WHEDco events in 2011 and 2012, including “Bronx Summer Walks on 167th Street,” “Art Connects NY,” the Bronx “Living Legends” Series, the Community Living Legends series,” Celebrating Celia Cruz” and the “Shifting Communities” series. At each of these hugely popular events, Founding Group members and WHEDco representatives described the charter school and provided opportunities for participants to express interest in the

school, ask questions, give feedback and provide contact information. All persons who provided information were added to the school's contact list and were included in future surveys and outreach initiatives.

- **Public Meetings and Ongoing Outreach**—The Founding Group and WHEDco sponsored and/or participated in numerous public events in which information about the school was presented and discussed. WHEDco hosted more than 12 free community events (i.e. multilingual roundtable discussions, tenant meetings and concerts) since June 2011 to promote the school and its community-based supporter, the Bronx Music Heritage Center (which is expected to lend the school access to its rehearsal and performance space). These events reached more than 1,000 parents, children and community residents, each of whom was encouraged to give input in-person and/or by phone, e-mail or social media. Bilingual (English and Spanish) handouts about the school were provided at most events. In addition, WHEDco and the Founding Group conducted numerous “school-visioning” focus groups and made presentations at tenant meetings, community council precinct meetings and other events throughout 2012 and early 2013, and have continued to schedule events well into the Spring of 2013. At each of these events, attendees have opportunities to provide input, ask questions and express their support of the school. For example, on February 28, 2013, co-lead applicant and Founding Group member Davon Russell participated in a public meeting at the CEC in which he distributed materials about the school and engaged in a dialogue with parents and community members about academic and youth development needs. When community members articulated the need to increase the number of students who graduate and go to college, Mr. Russell spoke about WBA's strategies and programs to improve college preparedness and engaged in a very productive dialogue about how the charter school and community could work together to motivate students and support their efforts to attend and succeed in college.

Attachment 2: Evidence of Community Outreach and Public Review Process

Attachment 2a: Evidence of Support for Restart (NA)

F. Programmatic and Fiscal Impact

Projected Programmatic Impact: WBA will not have a negative programmatic impact on traditional public schools in CSD 7. WBA will open with 144 students and will have only 496 at the end of its charter term, which constitutes less than 3% of the district enrollment. Most charter schools in CSD 7 are elementary schools, and there is only one charter school in CSD 7 that currently enrolls middle school students. WBA will thus provide a much-needed alternative educational opportunity for middle and high school students in CSD 7. Moreover, with 11,302 applications for 2,589 charter school seats in the South Bronx in 2011-2012 (the last year for which this information is available), the introduction of another charter school in the community—and especially a middle/high school—will not adversely affect any charter school's enrollment. Regarding the impact of WBA on non-public schools, most of the parochial schools in CSD7 enroll students in grades K-8. It is not expected that significant numbers of students will leave their parochial schools at 6th grade to enroll in WBA. Also, since WBA expects to have a 9th grade lottery for a limited number of seats each year, it may provide some families whose children are currently enrolled in parochial K-8 schools with an alternative educational option once their children reach the high school grades.

Also, WBA will work hard to maintain positive and mutually-supportive relationships with traditional public schools, charter public schools and non-public schools in the community.

WBA will share its effective and promising practices with other schools in several ways, including school tours and “demonstration days” during which K-12 and college educators from throughout the community and the city will be invited to tour the school, meet staff, visit classrooms and provide feedback regarding WBA’s areas of strength, its challenges and the replicability of its programs and practices in other charter and traditional public schools. As evidence of the school’s effectiveness is produced over time, it will be shared through publications and demonstrations at the school. During these demonstration days, school administrators and teachers will share information about the school’s strategies and practices, as well as lessons learned during the planning, implementation and evaluation of the school’s program. Also, WBA’s partnership with the Bard MAT program will result in the training and graduation of Master’s Degree level teachers with experience working with at-risk, ELL and SWD students in CSD 7 who will be well prepared and motivated to fill teaching positions in charter and traditional public schools in the South Bronx.

Projected Fiscal Impact: As illustrated in the table below, WBA will have a negligible fiscal impact on public schools in New York City.

Year	# of Students	Per-Pupil Allocation	Projected Per Pupil Cost to District	Other Costs to District (e.g. SPED funding)	Total Projected Funding from District	Total District Budget ⁷	Project- ed Impact
2014-15	144	\$13,527	\$1,947,888	\$301,310	\$2,249,198	\$20,907,855,000	.011%
2015-16	232	\$13,527	\$3,138,264	\$482,096	\$3,620,360	\$21,535,092,000	.017%
2016-17	320	\$13,527	\$4,328,640	\$664,960	\$4,993,600	\$22,181,144,000	.023%
2017-18	408	\$13,527	\$5,519,016	\$847,824	\$6,366,840	\$22,846,578,000	.028%
2018-19	496	\$13,527	\$6,709,392	\$1,030,688	\$7,740,080	\$23,531,975,340	.033%

For purposes of this analysis, it is assumed that the NYC School District will have to transfer \$13,527 annually for each child enrolled in the school. The fifth Column includes other funding that will flow to the school from the NYC School District, including special education funding (please see the revenue sources in the budget presentation). The number of WBA students in Year 1 will be 144, and the financial impact on the school district will be \$2,249,198 or only 0.011% of the total NYC School District budget. In later years, the financial impact remains insignificant. By the Year 5, \$7,740,080 will be transferred from the NYC School District to WBA which represents 0.033% of the district’s overall budget, still a tiny amount.

II. Educational Plan

WBA’s educational plan will achieve multiple important NYSED and Board of Regents goals for student learning and for student performance results within a proposed next generation public school. To that end, WBA will:

- Take the lowest performing region’s students and enable them to matriculate from high school in accordance with NYS’s College & Career Readiness aspirational standards.
- Enable its high school graduates to enter college ready to learn at the collegiate level.

⁷ According to the statistics from the Broad Prize for Urban Education (<http://www.broadprize.org/asset/2007NewYorkBrief.pdf>), the NYC School District had a \$17 billion budget in 2007 exclusive of pension and debt service. Assuming a 3% increase in the budget in each successive year, by 2013-14 the NYC School District budget would be approximately \$20.9 billion.

- Provide for the means to earn college credit in High School, with programs that commence preparation for college and career awareness in middle school.
- Engage and involve families effectively in their children’s education, particularly among traditionally underrepresented and less involved high needs, diverse and native language based demographic groups.
- Prepare and support a faculty to develop and implement more rigorous curricula aligned with the CCLS and model curriculum modules, PARCC interim and summative assessments, as well as differentiated syllabi developed in accordance with the Universal Design for Learning approach called for in those standards.
- Embed the Bard MAT education program within WBA, thereby preparing future candidates for teacher certification in accordance with the new literacy and edTPA⁸ assessment systems, and simultaneously enabling highly congruent articulation and implementation of professional learning among the public school and its Higher Education partners with respect to the roles and focus of field placements and student teaching experiences.

In the following subsections, a tightly coupled learning culture is presented involving WBA students, WBA faculty and staff, WHEDCO staff, Bard MAT students, and Bard MAT faculty from both its Arts & Sciences and Education department ranks. Three sets of learning activities are aligned and coordinated within the broad purposes of the Board of Regents P-20 system and its recently considered 2012-2020 Statewide Plan for Higher Education. First, and within WBA, students in grades 6-12 are envisioned to participate in a CCLS aligned interdisciplinary and rigorous curriculum predicated on accelerating learning supported through differentiated instruction and ongoing assessment. Secondly, cohorts of aspiring teacher candidates will learn and develop their craft as WBA co-teachers/Teaching Assistants through Bard College’s MAT program of on-site clinically rich observation and student teaching practicums conducted within the school modeled after the Bard MAT NYC Urban Residency Program (located at the International Community High School in the Bronx). Finally, Bard MAT faculty will sponsor MAT coursework, supervise their teacher candidate cohorts and create embedded collaborative curriculum and professional development with WBA faculty as an ongoing professional learning community. In short, WBA will function as a synergistic set of schools within a school – a public middle and high school embedded within a graduate teacher education school, which has been embedded within a professional development school.

A. Achievement Goals

WBA’s Achievement Goals reflect its commitment to academic excellence, high expectations and preparing students for success in college and beyond. They are also consistent with the NYS Performance Frameworks ratified in November 2012.

Student Achievement Goals

English Language Arts (ELA) and Mathematics

⁸ The New York State Education Department will require candidates applying for initial teaching certification in New York on or after May 1, 2014 to take and pass the edTPA (formerly known as the Teacher Performance Assessment). edTPA is a student-centered multiple measure assessment of teaching. It is designed to be educative and predicting of effective teaching and student learning. Stanford University faculty and staff at Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. Bard College MAT students will be required to pass this assessment as part of their certification program. For more on edTPA see: http://www.nystce.nesinc.com/NY_annTPA.asp

Goal—WBA students will become proficient in reading and writing of the English language and in Mathematics.

Absolute Measure 1: Each year, at least 75% of students who have been continuously enrolled at WBA for two years will be proficient (i.e. score 3 or 4) on the NYS ELA and Math tests.

Absolute Measure 2: Each year, at least 75% of all accountability subgroups of students who have been continuously enrolled for two years will be proficient on the NYS ELA and Math tests.

Absolute Measure 3: Each year, at least 85% of students in the high school Accountability Cohort will score at least 75 on NYS Regents exams in ELA and math.

Absolute Measure 4: Each year, WBA will achieve a score of “B” or better for Student Attainment on the NYC Progress Report.

Comparative Measure 1: Each year, the percentage of WBA students who are proficient on the NYS ELA and math assessments will exceed the state average.

Comparative Measure 2: Each year, the percentage of all accountability subgroups of students who are proficient on the NYS ELA and math assessments will exceed the district average.

Value-Added Growth Measure 1: Each year, the unadjusted Mean Growth Percentile (MGP) for all students on the NYS ELA and math assessments will exceed the state average.

Value-Added Growth Measure 2: Each year, the unadjusted MGP for all accountability subgroups of students on the NYS ELA and math assessments will exceed the state average.

Value-Added Growth Measure 3: Each year, the number of students who are proficient on the NYS ELA and math assessments will increase by at least 5%.

Value-Added Growth Measure 4: Each year, the number of students in all accountability subgroups who are proficient on the NYS ELA and math assessments will increase by at least 5%.

Value-Added Growth Measure 5: Each year, WBA will achieve a score of “B” or better for Student Growth on the NYC Progress Report

Science, Social Studies, Music and Art

Goal—WBA students will demonstrate competency in the understanding and application of scientific reasoning and the social sciences, and they will achieve rigorous Student Learning Objectives (SLOs) in Music and Art

Absolute Measure 1: Each year, at least 75% of students who have been enrolled at WBA for one or more years will be proficient on the NYS Science test and the NYS Social Studies test (if offered).

Absolute Measure 2: Each year, at least 75% of all accountability subgroups of students who have been enrolled for one or more years will be proficient on the NYS Science and Social Studies assessments (if offered).

Absolute Measure 3: Each year, at least 85% 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, and at least 75% will score at least 65 on the NYS Regents Global History exam by the end of their fourth year in the cohort.

Absolute Measure 4: Each year, at least 75% of students in grades 6-8 will be proficient in music and art, as defined by achieving rigorous school-established SLOs in each subject.

Comparative Measure 1: Each year, the percentage of WBA students who are proficient on NYS Science and Social Studies assessments will exceed the district average.

School Accountability Goal

Goal and Absolute Measure—WBA will be in “Good Standing” and achieve its federal Adequate Yearly Progress (AYP) Targets

College and Career Readiness Goal

Goal—WBA students will accumulate credits at a rate that enables them to enroll in college level courses in the last two years of high school. WBA students will be prepared to succeed in college by demonstrating academic achievement in college level courses.

Absolute Measure 1: At least 80% of 8th grade students will pass a course and a related Regents exam that entitles them to high school credit.

Absolut Measure 2: At least 80% of students will complete 11th grade with a minimum of 6 college credits

B. School Schedule and 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, and grade level/departmental curriculum design and data analysis teams.

Attachment 3a: Sample Weekly Student Schedule and Sample Weekly Teacher Schedule

Attachment 3b: Proposed First Year Calendar

C. Curriculum and Instruction

C.1 - Start-up Curriculum Planning and Professional Development: As will be apparent in the following subsections of this part of the application, considerable planning, preparation and training time will be necessary to commence WBA's program and pedagogy. Recruitment of personnel is targeted for the period January 2014 through March 2014, allowing for curriculum and professional development to commence during evening hours and Saturdays on a regular schedule beginning in April 2014. At least two weeks of concentrated curriculum design and grade/departmental team development will be scheduled in Summer 2014 to assist in launching the program in September 2014.

However, this process of development will be augmented by WBA's intent to recruit experienced faculty from the NYC area with no less than three years of teaching experience and deep training in their disciplines and pedagogy, with the demonstrated ability to provide both intense literacy instruction within their disciplines and to be able to differentiate instruction effectively for English Language Learners (ELLs), Students with Disabilities (SWDs), at-risk learners (two or more years below grade level), and to do so by employing appropriate adaptive or other technology resources. In many instances, WBA will be seeking to hire dual or multiple certified personnel with certificates from among literacy, ELL, special education and core disciplines. In the case of WBA faculty recruited from NYC middle and high schools sponsored by the Internationals Networks for Schools⁹, as will be part of the recruitment effort, they will

⁹ See: <http://internationalsnps.org/international-high-schools>

have already served a largely ELL population and many will have graduated from a TESOL graduate studies or professional development program.

Finally, the inclusion of Bard College's MAT and Institute for Writing and Thinking (IWT) faculty as part of the professional development team for WBA brings the Bard ethos for embedded literacy and rigorous thinking and written expression into core discipline instruction as an essential element in the development of WBA curriculum design teams. This will be critical in supporting WBA's commitment to aligning its curriculum, instruction and assessment with the CCLS and CCLS shifts in pedagogy.

C.2 - Aspirational Performance Measures (APM's) and College and Career Readiness:

Although WBA will commence with entering class cohorts of 6th and 7th graders, and will increase in grade span by adding a new 6th grade cohort annually as the initial cohorts are promoted through the grades (i.e., 6 & 7 become 6, 7, & 8; 6, 7, & 8 become 6 – 9th grade and so on), WBA curriculum and instruction program are presented in the context of WBA's commitment to meet and exceed the NYS Regents' College and Career Readiness standards as represented in its Aspirational Performance Measures (APM's). More specifically, and based on the success of the Bard High School Early College Programs (BHSEC)¹⁰ in Manhattan, Queens and Newark (NJ), WBA aspires to a modified model of the matriculation pattern of BHSEC graduates. At BHSEC, students complete most of their high school program and the required five (5) New York State Regents Exams in the first two years of high school. At WBA, a more flexible model advances WBA students into the early college program based on measures of college readiness. For example, students could complete a college level course in literature, history, or chemistry through dual enrollment courses that earn college credit while simultaneously preparing them to successfully pass the Regents Exam in that subject area. Ultimately, it is WBA's aspiration that at the end of four years, all students will have completed at least 12 college credits as well as have earned a New York State Regents diploma with Advanced Designation (defined in next paragraph).

These aspirations are significant embarkation points for our curriculum and instruction discussion for yet another reason. The NYS Board of Regents (BOR) at its February 2013 meetings reviewed the 2012 – 2020 Statewide Plan for Higher Education, which addressed these measures particularly as a strategic component for achieving readiness for Higher Education. According to this Plan, today there are two APM's reported for schools and districts. The first is the percentage of students graduating with a Regents diploma with Advanced Designation. A student may receive this by earning 22 units of credit, scoring at or above 65 on 7-9 Regents examinations, and taking advanced course sequences in languages other than English, CTE, or the arts. The second is an ELA/Math APM that reflects the percentage of students graduating with a Local, Regents, or Regents with Advanced Designation diploma and earning 75 or greater on their English Regents examination and earning 80 or greater on a math Regents examination. Research indicated that students scoring above the cut score of 75 on the English Regents and 80 on math are statistically unlikely to need remedial courses after High School. Additional research studies show that students who successfully engage in dual enrollment courses in high school have greater success in college and higher rate of degree completion.¹¹ While 74% of students in

¹⁰ For more information on Bard High School Early College programs and curricula see <http://bhsec.bard.edu>

¹¹ See, for example: Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). The Postsecondary Achievement of Participants in Dual Enrollment: "An Analysis of Student Outcomes

New York graduated under minimum graduation requirements, under these two alternative measures, only 30.6% of students graduated with a Regents diploma with Advanced Designation and 34.7% of students met the ELA/Math APM. The results are of even greater concern for disaggregated population groups like those who will be served by WBA. Less than 60% of Blacks and Hispanics meet minimum SED graduation requirements, and even fewer in each group (less than 15%) achieve either of the two other measures. However, the Statewide Plan predicts a brighter future for NYS high school graduates as follows:

“With more accurate measures of college and career readiness, particularly around academic readiness in English language arts and mathematics, NYSED will build an early assessment program modeled on the early success of a similar program in California. California's Early Assessment Program (EAP) ... provides opportunities for students to attain a determination of readiness during their 11th grade year in English and mathematics. By providing this information to students and schools in high school, California provided opportunities for acceleration of college and career readiness preparation before graduation. The new Regents Exams and the forthcoming PARCC assessment will provide New York with an early assessment that provides an indicator of academic readiness for college in English language arts and mathematics, and an early assessment program will create a more coherent P-20 system with clear, aligned expectations for readiness and opportunities to identify and address gaps in readiness for postsecondary education.”

As the BOR's Aspirational Performance Measures (APMs) are essential strategic metrics for all NYS high schools, WBA program is embracing these metrics and proposes to exceed the 11th grade target of the California Early Assessment Program praised above. In serving the students WBA intends to serve, (i.e., the lowest performing disaggregated demographic groups of Blacks and Hispanics in the state's current data set with respect to the APMs), WBA aspires to have all students pass requisite Regents exams by the end of 10th grade in order to enter WBA college courses in grade 11 or pass Regents exams through dual enrollment courses that earn college credit during the 11th and 12th grade years. Thus, as designed WBA's program will aspire to achieve an even higher standard of readiness for postsecondary education than that called for in the NYSED and BOR 2012-2020 Statewide Plan for Higher education.¹²

C.3 - Backward Design, CCLS Alignment and Universal Design for Learning: What shall be the essential structures for WBA curricula, which if utilized, shall form the basis for enabling extraordinarily at-risk and academically poor performing fall 2014 entry cohorts of 6th and 7th graders to achieve NYSED and BOR Aspirational Performance Measures in substantial measure by the conclusion of their 10th grade years? First, we shall inform and guide vertical articulation

in Two States". *Community College Research Center, Columbia University*, 83.; Shaughnessy, T. T. (2009). *An investigation of high school dual enrollment participation, year-to-year college retention levels, and bachelor's degree attainment within four years in the Commonwealth of Kentucky*. Doctoral dissertation, Spaulding University; Vargas, J., & Quiara, J. (2010). *Policies Paved the Way: Early College Innovation in North Carolina*. from Jobs For The Future:

<http://www.jff.org/sites/default/files/PoliciesPavedtheWay2010.pdf>

¹² For review *the 2012-2020 Statewide Plan for Higher Education* see

<http://www.regents.nysed.gov/meetings/2013Meetings/February2013/213hea1.pdf>

of curricula, modules and syllabi using the “backward design” process defined by Wiggins and McTighe in Understanding by Design.¹³ This shall be further correlated with the NYS CCLS, NYSED CCLS curriculum modules, the recently announced PARCC performance assessment models and the Bard High School Early College (BHSEC) first year seminar, “Self and Society in the Liberal Arts.” Let us address each of these elements as part of the initial curriculum design process for our middle level program for grades 6-8.

- Backward Design: The three stages of this process are to Identify Desired Results; Determine Acceptable Evidence; and, Plan Learning Experiences and Instruction. As published on the NYSED’s website, EngageNY.org, the CCLS modules for English Language Arts (ELA) and Mathematics use a “backwards design” approach. “The Desired Results” are defined in terms of what students should know, understand, and be able to do. Essential questions and “Big Ideas” form frames for student inquiry and investigation. The capacity to reason and provide evidence for interpretations and proofs become vital as evidence students’ will be expected to demonstrate understanding.
- NYS CCLS and SED CCLS curriculum modules: As published on EngageNY.org, these standards and modules provide the curriculum frameworks and maps¹⁴ that give strong definition to each of the three phases of the “Backward Design” process. Of particular importance also are the twelve (12) CCLS inspired shifts expected of ELA and Mathematics Instruction¹⁵ that are intended to inform the pedagogy and engagement expectations for student inquiry and learning. WBA curricula will reflect adoption and adaptation of the NYSED Grades 6-8 curriculum maps for implementation in ELA and Mathematics. WBA pedagogy will incorporate commitment to nineteen research based “high level practices”¹⁶ “found to be effective for students in a broad range of subject areas” and “helpful in using and managing differences among pupils”. These practices are highly consistent with promulgating the 12 ELA and Math Common Core shifts that will be hallmarks of WBA pedagogy. For example, teachers will “Make content explicit through explanation, modeling, representations, and examples”; “Elicit and interpret individual students’ thinking”; “Establish classroom discourse central to subject area domains”; Appraise, choose, and modify tasks and texts for a specific learning goal”; Select and use particular methods to check understanding and monitor student learning”; and, “Provide oral and written feedback to students on their work.”
- PARCC Performance and End of Year (EOY) Assessments: The March 5, 2013 PARCC website announcement provides description and prototypes¹⁷ for CCLS aligned assessments in both English Language Arts and Mathematics. These multiple interim progress monitoring performance and EOY assessments will become the “backwards design” anchors for WBA curricula as we adopt and adapt NYSED endorsed CCLS modules instructional units which drive students toward the applied knowledge and

¹³ Understanding By Design, expanded 2nd Edition; Wiggins and McTighe © 2005

¹⁴ For example, an overview of the Expeditionary Learning produced Grades 6-8 curriculum map for ELA may be found at: <http://engageny.org/sites/default/files/resource/attachments/ela-grades-6-8-curriculum-plan.pdf>

¹⁵ See: <http://engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf>

¹⁶ See discussion of fundamental teaching capabilities intended as a common framework for the practice of teaching at: <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

¹⁷ See items types at: <http://www.parcconline.org/samples/item-task-prototypes>

capacities to reasoning with content that are essential to the rigor leading to college and career readiness.

- Universal Design for Learning (UDL): The CCLS curriculum modules incorporate UDL principles and practices, particularly with respect to differentiated tasks, assessments and pedagogic strategies for various student learning groups from the at-risk to the accelerated learner. Four highly interrelated components comprise a UDL curriculum: goals, methods, materials, and assessments. The purpose of UDL curricula¹⁸ is not simply to help students master a specific body of knowledge or a specific set of skills, but to help them master learning itself—in short, to become expert learners. Expert learners have developed three broad characteristics. They are: a) strategic, skillful and goal directed; b) knowledgeable; and c) purposeful and motivated to learn more. Designing curricula using UDL allows teachers to remove potential barriers that could prevent learners from meeting this important goal. Taken together with “backward design”, WBA faculty and data/curriculum design teams will study the needs of their students and develop responsive UDL premised curricula. This will enable differentiated pedagogy to be employed routinely in WBA classrooms and co-teaching instructional teams (an instructional model which will be part of WBA practice) to determine which of the various models of co-teaching¹⁹ may be most effectively utilized in various curricula units and lessons to enable student learning and the development of students’ individual and independent learning capacities.
- The Bard High School Early College (BHSEC): In its BHSEC schools, Bard has been very successful in launching the high school experience with its first year seminar in the third year of high school, “Self and Society in the Liberal Arts”. Great questions are posed to develop the deep capacities for students to reason and write with texts as called for in the CCLS “shifts” and as articulated to date in both the CCLS curriculum modules and PARCC assessment prototypes. For example, students will read core texts that, individually and collectively, engage in a vigorous dialogue over such questions as: What are the claims that political and social responsibilities make upon an individual’s quest for self-understanding? At what point should the conscientious citizen sacrifice such a quest in the name of a collective identity? How does scientific inquiry into the nonhuman natural world connect with what are felt to be deeply human issues? How does the link between a private and public understanding of the self also implicate a spiritual exploration, especially the question of the eternity of the soul or the lack thereof? Finally, how do study and close readings, the foundational activities of First-Year Seminar, shape those personal and public narratives that are the focus of our attention? It is the intent of WBA to have this seminar provide the framework for core courses in WBA freshman year, such that interdisciplinary explorations may be conducted in correlation with the new NYSED K-8 Common Core Social Studies Framework inclusive of its interdisciplinary themes and literacy standards for social studies, as well as appropriate inquiries in the STEM integrated courses of Math and Science.

Discussion: Thus the essential structures and underpinnings for an initial middle level curriculum and instructional program shall be predicated on designing that curriculum from both a “backwards design” and UDL perspective using and adapting both the CCLS and PARCC

¹⁸ See UDL curriculum at: <http://www.udlcenter.org/aboutudl/udlcurriculum>

¹⁹ Overview and Resources On Co-Teaching: <http://nichcy.org/schoolage/effective-practices/coteaching>

curricula and performance task assessments as models. These adapted curricula and performance assessments will serve as the resources to guide and inform WBA faculty as they enable students to meet WBA expectation that they will be ready to enter grade 9 with learning capacities that can challenge the kinds of questions that define the Freshman Seminar, interdisciplinary curricula, and Regents level requirements in five subjects (English, Global Studies I and II, Algebra, and one lab science) in grades 9 & 10 with success and in accordance with the BOR's Aspirational Performance Measures.

C.4 – The High School Program (Grades 9-12)

In accordance with NYS Commissioner's regulations Section 100.5.C.3, the WBA high school program will require each student to earn 22 credits in order to graduate. These will generally be earned during grades 9-12, with the potential exception of a second language unit of credit and an accelerated study unit of credit (in a designated area of study to be determined based on the ILPs of students matriculating from grade 7) being earned in grade 8.

As already noted, it is the aspiration of the WBA program that most students will have successfully challenged and passed the minimum five (5) requisite Regents examinations by the conclusion of grade 10 (i.e., in English, math, a lab science, and two years of global studies). These major disciplines, supplemented by other required subject studies in second languages, art (and/or music), physical education/health, and a second lab science will form the primary program blocks of grades 9 & 10. Also as noted earlier, WBA will sponsor a range of college courses in grades 11 & 12 that will serve as dual enrollment high school and college programs through which students may earn both high school and college credit. As the college level portion of the program will not be implemented for four years, and furthermore, as college course offerings may be better identified based on the needs, career aspirations and interests of the WBA student body as they matriculate from middle school, a comprehensive list of college options has not been presented at this time. Nevertheless, WBA students will be required to complete the full array of NYS required credits in grades 11 and 12.

C.5 - The Middle Level Program (Grades 6-8):

- Five key features of WBA middle school program provide an intensive system of supports to ensure accelerated and continuous growth in student achievement in grades 6 – 8. These include: (1) Individual Learning Plans for all students based on data analysis (assessment instruments and methods to be discussed in Section D) which informs an ongoing Response to Intervention (RTI) model for measuring students' present levels of performance and monitoring their progress/growth toward course and grade level content and skill goals; (2) Emphasis on academic literacy and commitment to a framework for literacy instruction in all disciplines; (3) hour-long instructional periods and other master schedule structures to allow for differentiated instruction, inclusive special education (co-teaching) and academic intervention ("push-in") services to be incorporated regularly within all core disciplines and "pull-aside" services to be provided at alternate and individualized periods of the day; (4) a flexible block schedule to permit two-hour interdisciplinary blocks for English-Social Studies (Humanities) and Math-Science (STEM) investigations; and, (5) strong congruence among course syllabi, instructional materials and the rigorous "shifts" called for in instructional practice within the CCLS.

- 1) *Individual Learning Plans (ILPs) and Response to Intervention (RTI)*—Central to WBA process for accelerating learning relative to individual pupil progress and performance

benchmarks will be the RTI process of three-tiered services for all students. Tier I instruction is provided by each content area “teacher of record” (i.e., designated lead teacher for each classroom group) who will focus on ensuring the achievement of common learning outcomes among all students through UDL approaches for differentiated lesson delivery and collecting evidence of unit goal(s) accomplishment(s). These will be tracked through Individual Learning Plans, and if needed for specific students, will provide for and monitor short-term (6 to 8 week) individualized skill and content development interventions (varying ILP lesson/unit goals, activities and/or evidence of learning) to reinforce and enable common learning outcomes to be achieved. Tier II and Tier III RTI interventions are discussed under subsection C.4.(3) below.

- 2) *Emphasis on Academic Literacy and literacy instruction across all disciplines*—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.

Academic literacy instruction will be incorporated in all core disciplines and aligned to the NYSED CCLS for English Language Arts. 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.

- 3) *Hour-long Class Periods and Other Master Schedule Structures to Support RTI*—Tier II RTI interventions are of “higher intensity” and will be central to WBA’s Academic Intervention and ELL instructional services model. In addition to its commitment to hire multiply certified personnel (who will often be the “teachers of record”) and to provide intense training in literacy and thinking practices (enabling the professional capacities to conduct and assess Tier I services), certified WBA staffing will include respectively a Reading specialist, a Special Educator, and ELL trained personnel to provide co-teaching small group instruction and/or individual “pull-aside” instruction as remedial and more specifically focused coaching and support within the hour long classes and classroom setting. These personnel will also be complimented by teaching assistants and Bard MTA graduate students who may further provide for individualized and co-teaching functions within the overall classroom program and instructional design for each lesson and unit.

Tier III interventions (one-on-one or less than five student small groupings) are made possible by two daily 40-minute scheduling blocks – the Advisory and the Student

Learning Center (SLC) periods - that begin and end each middle school instructional day. In these scheduling segments, individual students with very specific learning needs, including individualized skill, language and concept development are assigned to meet with certified intervention specialists (Reading, special education, ELL or math) for supplementary instructional support beyond the primary (Tier I) and pull-aside or co-teaching (Tier II) instruction (of the classroom period). The Advisory period serves a variety of functions beyond the typical homeroom functions and the advisory curriculum (life and social communication skills, career development, personal resource management, anti-bullying, safety, etc.) and will serve as a time on Fridays for extracurricular activities or clubs. However since the advisory curriculum is not taught on a daily basis, this period is flexible and identified Tier III intervention students will be scheduled for supplementary student support, including test prep and ILP or other portfolio/assessment preparation. The Student Learning Center (SLC) period will focus primarily on serving Tier III students identified as significantly below grade level in reading or math, or in accordance with their IEP or ELL services plans. On the other hand, given the flexible nature of the end-of-day master schedule, the SLC may be used to support students needing extra coaching or short term curriculum-based instruction (Tier I RTI students), and/or students taking on additional challenges/independent projects (Able/Advanced students) may also be offered this time to meet with designated teachers offering enrichment support.

- 4) *Flexible Block Schedule*—The middle school master schedule features an alternating A and B day format with Periods 2&3 and 6&7 scheduled back-to-back in alternating Humanities (ELA and History/Social Studies) and STEM (Math and Science) blocks on the designated A and B days, respectively. This allows the ELA and Social Studies teachers, as well as Math and Science teachers, to organize instructional time for co-teaching and/or extended interdisciplinary investigations for students across the two classes. It allows for “Essential Questions” to be considered across disciplines. It allows for Tier I and Tier II interventions to be customized among multiple groupings of students within disciplines and for blocks of time over periodic two-hour blocks that will supplement the daily one-hour course schedule. Within the STEM block, applied math and engineering based projects may be enhanced with technology resources and design or measurement based software to conduct tests (e.g., bridge designs and load factors).
- 5) *Congruence Among Course Syllabi, Instructional Materials and CCLS Shifts*—As stated earlier, WBA will adopt and adapt as a model the Expeditionary Learning CCLS modules and the PARRC performance assessments for both English Language Arts and Mathematics. For grades 6-8 mathematics, WBA will utilize the CCLS aligned Connected Math program and its instructional materials. The LearnZillion website, as promoted on NYSED’s EngageNY.org also provides many model lessons in specific CCLS areas and using laptop technologies, these will compliment differentiated instructional design in WBA’s classrooms. Other learning resources will be selected and/or developed by the faculty of WBA in consultation with faculty of the Bard College MAT Program, as aligned with the CCLS and the need to have differentiated lessons which reflect the emphases of the 12 CCLS pedagogic shifts (e.g., Balancing informational and literary texts with increasing levels of grade level appropriate complexity). Instructional materials will also for increasing levels of challenge to be introduced in the project based assessments and investigations within each discipline.

This “backwards design” model will allow for alignment with 9th grade and Regents Level performance expectations and support the creation of a college-going culture, articulating the expectation that all WBA students can and will develop the knowledge, understanding, and academic skills essential to academic success in college coursework as early as 11th grade. While standard adopted textbooks will be part of WBA’s classrooms, they will typically serve as only one of many print and media based resources supporting student learning. Central texts or other combinations of grade level content area readings will provide access to essential information in condensed, summary or other reference forms that will build context for inquiry and investigations with other learning materials and web or media resources.

- 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 are 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.

- The Visual and Performing Arts as Critical Parts of the Curriculum

At WBA, fine art, music, and the dramatic arts will be key elements of the curriculum. Arts involvement among at-risk youth is associated with a variety of positive academic and civic outcomes. Extensive evidence for this correlation is found in a 2012 National Endowment for the Arts report entitled, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies* (Catterall, et al. 2012). The report details the findings of a large-scale, longitudinal study of academic and civic behavior outcomes of low socioeconomic status teenagers and young adults who have engaged deeply with the arts. In keeping with WBA’s commitment to rigorous instruction in music and the arts, WBA will establish SLOs in each subject that are tied directly to student achievement and growth measures and aligned with the NYS standards and requirements in music and art education. The music and arts faculty of WBA, with direction from the Principal and advice and support from faculty from the Bard MAT Program, the Longy School of Music and the Bards Fine Arts program, will develop benchmark assessment measures which will be used to establish achievement measures for the SLOs. For instance, an SLO may provide an achievement objective that 80 percent of course completers will demonstrate achievement at the B or better level on the end-of-course benchmark assessment. An SLO growth measure might use faculty-developed fall baseline pre-assessments of both content knowledge and discipline-specific skills and end-of-course assessments to provide a growth objective that 80 percent of students will demonstrate some growth exceeding their pre-assessment measure on the end-of-course benchmark test. Specific SLOs will be established prior to the beginning of the school’s first year. Features of WBA’s visual and performing arts program include:

1) ***Fine Art.*** All students will study and practice the visual arts as a core subject in grades 6-8. At full capacity, WBA will offer 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 high school by drawing on the extensive resources of Bard College's undergraduate arts faculty; the Bard Center for Curatorial Studies; the Bard MFA 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**. 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. 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.

3) **Dramatic Arts**. By no later than the second year of the school's existence, students at 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.

- Physical Health and Wellness.

From the first year of the school's operation, WBA will provide daily physical fitness/education activities integrated with health education as called for in NYSED regulations. 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). Health education will also be coordinated with WHEDco social worker and family services personnel to provide appropriate instruction in human sexuality and drug and alcohol prevention.

- Languages Other Than English

Both the 6th and 7th grade years have been designed as intensive core subject instructional years focusing in depth in the four major subject disciplines (English, social studies, math and science). This provides longer instructional periods (60 minutes) and opportunities for intensive RTI interventions to be delivered within each course. As intimated earlier, the purpose of this schedule is, in part, to accelerate learning and achievement in these disciplines with the intention of enabling each student to enter ninth grade more ready to challenge Regents level programming (as discussed with respect to "backwards design").

As a result, but also as is permissible within NYS regulations, all 6th and 7th grade students will defer formal study of Languages Other Than English (LOTE) until Grade 8, at which time each will take a full-year course in a second language along with NYS language proficiency examination. By state regulation, this state LOTE assessment is administered at

the conclusion of the course in order to determine whether the student’s full year of “seat time” may with a passing test score be the basis for awarding a high school credit in that second language subject area.

The Grade 6 sample student schedule (reflecting 9 period blocks) does not reflect the inclusion of this daily period of 8th grade second language instruction. The 8th grade schedule will be altered to reflect a set of shorter periods, and a ten (10) period schedule to accommodate the additional LOTE subject area of study.

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. Additionally, screening of incoming ELL students will be done using the Language Assessment Battery – Revised (LAB-R), with annual NYSED testing using the NYS English as a Second Language Achievement Test (NYSESLAT). In addition to mandated state tests as listed above, and for SWDs, annual and triennial testing will be coordinated with the Committee on Special Education and District of Location personnel in order to inform the development of each student’s annual IEP.

For purposes of High School graduation, all students will have the opportunity to complete the necessary coursework to take the five Regents exams in math, English, science and Social Studies required to meet the standards for the Regents Diploma and the additional two examinations required for a diploma with advanced designation. The timing for administration of grades 6 and 7 NYSED tests in year one of operation, and other state tests subsequently, will be in accordance with NYSED testing periods and requirements.

Beginning with summative assessments, which apply the principles of “backwards design” discussed earlier, 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 published CCLS, other national standards, and expectations associated with the BOR APMs and other measures of college readiness. Unit assessments will also draw on David Conley’s College-readiness Performance Assessment System (CPAS at <http://www.epiconline.org/cpas>) designed to determine college-readiness by evaluating student use of “key cognitive strategies” and aligned well with the functional abilities required within the CCLS. These include:

- Problem Formulation: formulating hypotheses and developing problem-solving strategies;
- Research: identifying sources and collecting information;
- Interpretation: analyzing and evaluating findings or conflicting viewpoints;
- Communication: organizing and constructing work products in a variety of formats; and,
- Precision & Accuracy: monitoring and confirming the precision and accuracy of all work produced.

Using these cognitive strategies, a typical portfolio 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 teacher and specialist support within the three tiered RTI system described earlier. 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, or as otherwise modified in an individual students' IEP (i.e., for SWDs) or ILP (e.g., for AIS or ELL students), 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 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 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 opportunities to directly experience and assess learning at WBA. At 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 state approved standardized test instruments (e.g., Stanford Achievement Test – 10TH Edition in the four core subject disciplines and AIMSWEB in subsequent progress monitoring assessments of Math and Language Arts) to establish a baseline for growth expectations and the means to conduct more discrete progress monitoring for individual students. 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. Curriculum-based tests of core knowledge will provide intermediate assessments as well (Note: NYS CCLS Curriculum modules and the previously referred to PARRC Performance Assessments will also support this purpose). 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 CCLS and designed to meet or exceed these standards in ELA, science, mathematics, and history/social science.

Data on graduation rates and college entry and completion rates will be compiled as the data becomes available. 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 period (conducted daily during period one) 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 advisee’s 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 WBA’s 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 period 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. The Stanford Achievement Test – 10th Edition will be employed twice annually (fall and spring) in the four major core disciplines in grade 6-10. These will allow for the assessment of both baseline skill and content knowledge levels and annual growth in each subject relative to the assessed skills and standards. These results will be one basis, along with state test performance scores and curriculum based performance assessments (i.e., PARRC and CCLS curriculum modules), for a three part matrix of indicators to inform the development of ILPs and IEPs for WBA students. Literacy and math skills will be additionally assessed during the mid-year period (2nd and 3rd marking periods) using AIMSWEB in order to support more refined planning of RTI interventions. 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.

Assessment	Purpose	Grades	When
Stanford Achievement Test – 10 TH Edition (From NYSED Approved List)	English, Math, Science and Social Studies: Screening* and Annual Pre/Post Testing**	6-10	* September (within 10 Days of Student’s Enrollment) ** Sept/Oct and May/June
AIMSWEB (From NYSED Approved List)	ELA and Math	6-10	2 nd and 3 rd Marking Periods for Progress Monitoring and RTI Intervention Planning
PARRC Performance Assessments and EOY Assessments	Curriculum Based Assessments correlated to CCLS testing in core subject disciplines	6-10	In accordance with CCLS Curricula Modules’ units of instruction
ELA CCLS Module Assessments	Curriculum Based Assessments correlated to CCLS units in SED approved curriculum modules	6-12	In accordance with CCLS Curricula Modules’ units of instruction

Math CCLS Module Assessments	Curriculum Based Assessments correlated to CCLS units in SED approved curriculum modules	6-12	September & June
Individual Student Portfolios	Student assembled and presented exhibitions of learning and accomplishments within courses	6-12	Twice Annually: Once each semester
Grades 6-8 State Mandated Tests	ELA and Math 6-8; Science – Grade 8; Languages Other Than English (LOTE) in Grade 8	6-8	April – June annually in accordance with State testing schedule
Teacher-Developed, including Common Assessments across Subjects, Grades & Teachers	Assessment of Learning in subjects other than the four core subject disciplines: e.g., Health, PE, Art, Music, etc.	6-12	As Needed; Common Assessments at Mid-Term & Final
Language Assessment Battery—Revised (LAB-R)	Assesses English Proficiency	6-12	September (within 10 Days of Student’s Enrollment)
NYS English as a Second Language Achievement Test	Assesses English Fluency for ELL Students	6-12	April & May
NYS Regents Exams (ELA, Math, Global, US History, Living Environment)	Assesses Mastery of NYS Learning Standards as a Requirement for High School Graduation	9-12	January, June & August
Preliminary SAT (PSAT)	Assesses Student Verbal & Math Skills as SAT Practice	10-11	February
SAT/SAT II	Assesses Student Verbal & Math Skills for College Placement	12	As Needed

Use of Data. The data outlined here will be used by 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 WBA’s 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. 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 appropriate means. This data also provides the basis for reporting to the local school districts, the NYS Education Department 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. The ICST will also take a lead role in developing and reviewing Individual Learning Plans (ILPs) for each student annually; and/or refining those plans based on faculty or parent referrals during the school year.

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 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 expected 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 three 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 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.
- 3) Students must complete a 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 WBA quarter grades and final credit units.

F. School Culture and Climate

WBA will operate within an extraordinary professional culture of aligned professional performance expectations, which will influence the ongoing characteristics of planning for, delivering and assessing the results of instruction for WBA students. As noted earlier, WBA will simultaneously be a public 6-12 school, a field and student teaching placement location for aspiring teacher candidates to learn their craft and a graduate teaching program location for the Bard MAT program. NYSED and the Board of Regents (BOR) have envisioned a more congruently designed P-20 system in the recently considered 2012-2020 Statewide Plan for Higher Education with three touchstones of alignment: (1) commitment to the CCLS and rigorous assessment at the P-12 and University levels of students’ capacities to demonstrate their learning; (2) evaluation of both teaching and student teaching performance based on intensive observation and supervision correlated with NYS Teaching Standards; and (3) shared P-20 commitment to develop the next generation of certified teachers in clinically rich teacher education placements in public schools.

To accomplish this vision, both NYSED and the BOR expect strong articulation agreements between Teacher Education Programs and public school partners with respect to the supervision and development of teacher candidates. Shared language, shared observation tools, shared commitment to common models of pedagogy, differentiation, and assessment must be developed among partner institutions to provide for the consistent mentoring and coaching of teacher candidates. The NYSED certification examination known as edTPA (scheduled for first administration among all schools of education for all teacher candidates will be in spring 2014) require teacher candidates to develop portfolios documenting units of instruction and assessments of students, video journals capturing models of their instruction, and literacy and content assessments correlated with CCLS.

In short, WBA must be a learning climate of shared professional discourse and it will be. Both WBA faculty and Bard student teachers will be evaluated with performance rubrics in four common domains of teaching originated by Charlotte Danielson (A Framework for Teaching

2011 – approved by NYSED). Bard further augments its student teacher evaluation rubrics with core subject or disciplinary teaching standards not common to the Danielson framework but correlated with the CCLS. Bard faculty and Bard MAT students are prepared and certified for program participation based on having demonstrated the literacy and discourse objectives of the Bard Institute for Writing and Thinking (again, highly correlated with the CCLS). These objectives will be a part of the professional development program for all WBA faculty. The use of videotape to record and be collaborative with other colleagues in reflective practice about one’s pedagogy (a Domain 4 tenet of the Danielson rubric) is a part of the Bard MAT program and will be a part of shared professional practice among WBA faculty in departmental and grade level team planning time. Finally, each Bard MAT student is expected to complete extended portfolio based research consistent with the edTPA requirements. However, more importantly, in completing this work in assigned WBA classrooms as co-teachers/Teaching Assistants, they will join WBA faculty who will be engaging their own grades 6-12 students in extending project based and portfolio based assessments. Thus, WBA will engender the kind of aligned learning environment called for in the NYSED/BOR vision.

Attachment 4: Student Discipline Policy

G. Special Populations

WBA anticipates serving four sets of special populations and based on disaggregated data analysis over time, additional subsets of the student population may require additional curriculum modifications and programming. These include: SWDs, ELLs, general education students needing Academic Intervention Services (AIS) in ELA or Math and Able/Advanced Performing Students. Additionally, the NYS VESID and School Report Card data systems have noted over time that subgroup populations may need school wide plans for subgroup pupil performance improvement. WBA will monitor student results on state assessments to determine if any of these potential trends evolve at WBA.

As discussed earlier, the student schedule allows for hour long periods in all subjects and periodic ELA/Social Studies and Math/Science block schedules of two-hours on alternating A and B days. Additionally, an Advisory period and Student Learning Center period are scheduled respectively for 40 minutes each daily. All subject area classes at WBA will be heterogeneously grouped to promote collaborative learning among students, to promote appreciation and shared assets among students of diverse cultures and language traditions, and to promote ELL language development based on the demonstrated success of this approach within the Internationals School model. Tier 2 and Tier 3 interventions will be developed and delivered within these scheduling and grouping structures to meet the needs of SWDs, ELLs, and others in need of targeted Academic Intervention Services. “In class” co-teaching and “pull-aside” small group and individual instruction, including that provided by “push-in” Reading and Special Education specialists, teaching assistants, and Bard MAT student teachers (who serve as additional co-teachers and/or teaching assistants) will provide the instructional services called for each Tier II child. Tier III interventions will be delivered through both the Advisory and Student Learning Center (SLC) periods. Able/Accelerated students will be served through ILPs that call for enrichment activities within the subject area classrooms, as well as short-term assignment to the Student Learning Center for more individualized support on their project based investigations.

WBA will employ a full-time Special Education Coordinator (SEC), special education teacher and Reading specialist. These specialists will work closely with teachers in their classrooms and on grade level teams to design and deliver instruction that meet student needs

and appropriate provide for Section 504 or IEP accommodations in all classrooms. WHEDco is providing four additional full-time related service personnel: a social worker, a guidance counselor, a health/nutrition instructor, and a parent liaison. Together with at least one classroom teacher for each child, the specialists, special educators, and WHEDco personnel form the core members of WBA's Instructional Child Study Teams (ICST) which interface with the District of Location's Committee on Special Education to develop, implement and monitor each SWDs IEP, and within WBA develop, implement and monitor each student's ILP and RTI Tier II and III intervention plans. Additionally the ICST has the responsibility to review any barriers (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school that may give rise to the development of a Section 504 accommodation plan and to monitor and review results of the recommendations at least annually. ICST referrals 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.

WBA will comply with all IDEA (Individuals with Disabilities Education Act) and Part 100 and 200 NYSED regulations defining and guiding intervention services for special populations. 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 District of Location 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 for each student with a disability, and will cooperate with the student's district of location 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 WHEDco's family services network and beyond that address social, emotional and academic needs to augment and sustain effective parent communication with WBA families in support of each students ILP and IEP. 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. SWDs and ELLs 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 ILP or the IEP prepared by the CSE. SWDs and ELLs, as well as their parents, will receive all notices concerning school sponsored programs, activities and services; with appropriately developed translated notifications in native languages being provided to ELL parents and guardians.

Finally, WBA recognizes that students from low-income families are often identified for special education or other intervention 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 (RTI) model. WBA's ability to

coordinate a full range of related support services and personnel with the educational delivery system of clinical teaching within the classroom setting 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. Organization and Fiscal Plan

A. Applicants/Founding Group Capacity

The Founding Group: As demonstrated in the table below, WBA's Founding Group comprises 15 individuals who brought a diverse and complimentary set of skills to the development of the charter school program and application. Members of the Founding Group have worked together, both in person and via telephone and e-mail, for more than two years to design the school program, reach out to and communicate with the community, research effective charter school and educational practices, access expert guidance from a variety of sources and develop the application. Specifically:

- a) Designing the charter school program: The process of designing the charter school program was facilitated by co-lead applicants Davon Russell, Executive Vice President of WHEDco and Ric Campbell, Ed.D., Dean of Teacher Education at Bard College, as well as Founding Group member Nancy Biberman, Esq., Founder and President of WHEDco. The idea of the charter school grew from discussions by these Founding Group members that focused on the benefits to children and families in Melrose of developing an effective community-based, college-preparatory charter middle-high school that emphasizes literacy and the arts, utilizes a PDS model and is supported by WHEDco and the Bard MAT program. These discussions led to the recruitment and involvement of the Founding Group members, each of whom contributed his or her ideas, expertise and/or experiences to support the development of the school's mission, academic program and operational/governance structure. Through meetings, telephone calls and frequent e-mail communication, members of the Founding Group worked collaboratively as WBA was designed.
- b) Designing and implementing a public outreach plan: WHEDco, one of WBA's partner organizations, initiated community outreach efforts for WBA in 2010 by completing a school needs survey of over 500 people in Community District 3, the Community District in which WBA will be located. The public outreach campaign was launched officially the following year. Since June 2011, WHEDco and various members of the Founding Group have made presentations about WBA to the Community Board and local elected officials, hosted more than 12 free community events (concerts, roundtable discussions, tenant meetings) and engaged more than 1,000 parents, children and seniors in discussions and presentations about the school. In early 2012, 318 community members from CSD 7 and Bronx-wide were surveyed, with 95% of respondents affirming a need for a high performing public charter middle and high school with an arts component in the Bronx, and with 85% reporting knowing a young person who would benefit from WBA. Also in 2012, members of the Founding Group facilitated three school visioning focus groups with parents of 5th and 6th graders from the Melrose community. In August 2012, members of the Founding Group held a public meeting and presentation at Community District 3 and met with CSD 7 superintendent Yolanda Torres. Additional meetings and events were held in 2013, including

a presentation and public meeting at the Community Education Council 7 in February and public focus groups in March.

- c) Researching effective charter school and educational practices: In addition to utilizing the resources and research made available to them through WBA’s relationship with the Bard MAT Program and Bard College, the Founding Group members have communicated with successful charter school and educational leaders and researched effective charter school programs in New York City and across the country. Partner organization WHEDco has worked closely with the successful and well-established Grand Concourse Academy Charter School for years, and Founding Group members spoke with the school’s administrators and teachers about effective practices. Also, the Founding Group has examined and adapted effective practices of the highly successful Bard High School Early College programs. In addition, the Founding Group took a very serious look at the experience of the Paramount Bard Academy in California, a PDS charter school of which the Bard MAT Program is a partner, including conversations with the school’s founders and administrators. This investigation examined areas in which the school has been successful and areas in which it has been challenged, and the results of this investigation informed the Founding Group members as they designed WBA’s academic program.
- d) Accessing expert guidance: Members of the Founding Group have met frequently with the senior leadership of the Center for Educational Innovation-Public Education Association (CEI-PEA), a NYC-based nonprofit organization that has been deeply involved with charter schools for more than 20 years and has helped develop more than 40 NYS charter schools. The CEI-PEA leaders advised the Founding Group members about effective charter school practices and introduced them to charter school leaders and experts. As a result of the positive working relationship that the Founding Group developed with CEI-PEA, Harvey Newman, a CEI-PEA Senior Fellow, agreed to join the school’s Founding Group and serve on the school’s Founding Board of Trustees. Other experts consulted by members of the Founding Group include Daniel Pasek Consulting, the New York City Charter School Center and JPS Solutions, LLC.
- e) Developing the charter application: The process of writing the charter application was led by Ric Campbell, Nancy Biberman and Davon Russell and included substantive input and assistance from the other members of the Founding Group, CEI-PEA and JPS Solutions, LLC. As drafts of the program design and other sections of the charter application were developed, they were shared with those members of the Founding Group with expertise or experience in the subject of the respective application subjects, who in turn reviewed the drafts and made recommendations and revisions. The final draft of this charter application was reviewed and approved by the Founding Group.

The table below lists and describes the members of WBA’s Founding group:

Name	Current Employment	Relevant Experience/ Skills and Role on Founding Group	Proposed Roles
Nancy Biberman, Esq	Founder and President of WHEDco	Ms. Biberman has experience in law, administration, founding and building effective organizations and facilities development. She oversaw the growth of WHEDco into an organization with a \$14 million budget and 275 employees.	Board Member
Davon	Executive V.P. of	Mr. Russell has experience in administration,	Board

Russell	WHEDco	fundraising, community engagement and family involvement. He oversees WHEDco's community service programs, including Head Start, youth and teen initiatives.	Member
Ric Campbell, E.D.	Dean of Teacher Education at Bard College	Dr. Campbell has experience in teaching, administration, professional development for teachers, fundraising and development. He 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 in Delano, CA.	Board Member
Maryann Hedaa	Founder and Managing Director of Hunts Point Alliance for Children	Ms. Hedaa, is Trustee at the Brilla College Preparatory Charter School and the founder and former teacher and Principal of the St. Ignatius School. She has experience in student recruitment, school management and promoting student achievement.	Board Member
Deborah Taylor, MSW	Parent	Ms. Taylor, as a member of the PS 449 PTA and Principalship Team, has experience in parent engagement and school improvement.	Board Member
Harvey Newman	Senior Fellow, CEI-PEA	Mr. Newman has served for more than 30 years as a successful teacher and principal and is Director of CEI-PEA's Charter School Technical Assistance Center and the Charter School Coalition and the Co-Director of the federally-funded Partnership for Innovation in Compensation for Charter Schools and national Network of Independent Charter Schools projects.	Board Member
Stephanie Lane	Teacher, International Community High School (ICHS)	Ms. Lane has experience in science instruction and, as curriculum consultant for the Bridges Project, a NYCDOE program for students with low native language literacy or interrupted formal education, in ELL student education.	Advisor
Elise DeBoard	Teacher, ICHS	Ms. DeBoard has experience in curriculum design, teaching and ELL instruction.	Advisor
Kristin Erat	Principal, PS 449	Ms. Erat founded PS 449 and has experience in starting and running a successful school.	Advisor
Eric Nadelstern	Director of Principals' Institute and Professor of Practice in Educational	Mr. Nadelstern 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	Advisor

	Leadership at Teachers College, Columbia University	Community College, he created a school for ELLs that became the model for the International High Schools across NYC and the nation.	
Valerie Capers, Ed.D.	Professor Emeritus, CUNY and professional jazz pianist and composer	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 (CUNY). Blind since childhood, Dr. Capers is a role model for SWDs and has expertise in teaching and music education.	Board Member
Karen Zorn	President of Longy School of Music of Bard College	Ms. Zorn has expertise in music education, educational administration and financial management.	Advisor
Raymond Peterson	Former Principal and Project Director, Bard High School Early College, Newark and Manhattan campuses.	Mr. Peterson is expected to be the founding Principal of WBA. He is an experienced high school Principal and former director of the Bard College Institute for Writing and Thinking.	Advisor
Gloria Villatoro	Parent	Ms. Villatoro has experience in parent advocacy and has been a strong for voice for parents in the development of the charter application.	Advisor
Paula Torres	Parent	Ms. Torres has experience in experience in parent engagement.	Advisor

B. Board of Trustees and Governance

WBA’s Board of Trustees (“the Board”) will have overall responsibility for governance. The activities and responsibilities of the Board are defined in WBA’s By-laws, which are attached hereto. The Board will be responsible for conducting and directing the affairs of WBA, subject to all applicable education and charter laws, the Charter, and the By-laws. While the Board may delegate day-to-day management and other activities of the School to the Principal and others, it is understood that the Board will at all times retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board’s responsibilities are: 1) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and school’s charter; 2) reviewing all data necessary for the viability of the school including, but not limited to, lottery procedures, fiscal information, and student outcomes; 3) hiring and evaluating the performance of the Principal; 4) ensuring the School meets all relevant local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and 5) acting as liaison to the charter authorizer.

The Board will comprise no less than five and no more than 15 members, and it will include the following officer positions: President, Secretary and Treasurer. Initial officers will be elected at the first meeting of the Board of Trustees. Trustees will serve staggered three-year

terms. Trustees will be elected to the Board by a majority vote of the Trustees then in office. Any Trustee elected to fill an unexpired term will serve until the next election. A Trustee may resign at any time and, in such instance, a new member may be elected by majority vote of the remaining Trustees. A Trustee can be removed only for cause and in a manner consistent with the requirements of education law. Grounds for removal from the Board include anything that is in violation of the school’s conflict of interest policy, code of ethics or by-laws, consistent failure to attend Board or committee meetings or any illegal activity. No school employee or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve on the Board. Also, at no time will more than 40% of Trustees be employees of a single organization. In addition to meeting all legal requirements, Trustees will be expected to demonstrate commitment to the mission, goals and programs of WBA. The qualifications for service on WBA Board of Trustees will include being at least 18 years of age and having experience and expertise in a professional field that would benefit the Board and the School. The Board of Trustees sets the tone for the culture of the school.

The founding Board of Trustees comprises the following members:

Trustee Name	Voting Yes/No	Position on Boardⁱⁱ	Length of Initial Term
1. Nancy Biberman	Yes	Member	3 years
2. Ric Campbell	Yes	Member	2 years
3. Davon Russell	Yes	Member	3 years
4. Harvey Newman	Yes	Member	1 year
5. Valerie Capers	Yes	Member	2 years
6. Maryann Hedaa	Yes	Member	1 year
7. Deborah Taylor	Yes	Member	2 years

Board meetings will be held monthly at the school and will be open to the public, in full compliance with the Open Meetings Law, the New York Charter School Act and WBA’s By-laws. The agenda for each meeting will be prepared by the President in consultation with the Chair of each committee and the Principal. A majority of voting Board members will constitute a quorum. A vote by a majority of the Trustees, if a quorum is present, will constitute a binding decision by the Board for purposes of doing business. As governed by the By-Laws, the Board will govern WBA and have final authority for its policies and operations. The Board will have oversight over the academic progress and fiscal soundness of the school. The Board will delegate to the Principal the day-to-day decision-making and authority for instructional leadership and hiring and evaluation of staff. The Principal will be accountable to the Board and, as noted above, the Board will retain absolute authority and responsibility for all activities and functions of WBA.

The Board will act as a whole and may appoint committees as needed to carry out its work. All committees will be accountable directly to the Board, and a written committee description will be developed for each committee outlining what the Board expects from the committee. The Board will have four standing committees—i.e. An Executive Committee chaired by the President, a Finance and Operations Committee chaired by the Treasurer, a Personnel Committee and an Education Committee. Standing committee assignments will be made at the first Board meeting. Additional committees may be established at any time. Specific roles and responsibilities of the standing committees will include:

- 1) Executive Committee: Responsibilities of the Executive Committee will include: a) meeting to draw up an agenda for each meeting of the full Board; b) making decisions on behalf of

the full Board as needed which cannot wait for the full Board or on matters delegated to the Executive Committee by the Board; c) maintaining effective communication with the committees of WBA's Board; d) coordinating the annual planning and budget process of WBA in conjunction with the Finance and Operations Committee and the Principal; e) responding to the call of the Board president or Principal for emergency meetings to deal with special problems between regular Board meetings; f) annually submitting objectives as part of the planning and budgeting process; g) annually evaluating its work as a committee and the objectives it has committed itself to and report on same to the Board; and h) reporting to the Board at regular meetings of the Board in a manner determined by the Board.

- 2) Finance and Operations (F&O) Committee: Responsibilities of the F&O Committee will include: a) preparing annual budgets for the school in collaboration with the Principal; b) developing and annually revising, in collaboration with the Principal, annual and multi-year financial forecasts and developing long-range financial plans based on the forecasts; c) reviewing grant proposals and as necessary, recommend action by the Board; d) reviewing all non-budgeted expenditures over a set dollar amount to be determined by the Board and recommend action to the Board; e) submitting annually objectives as part of the planning and budgeting process; f) evaluating annually its work as a committee and the objectives it has committed itself to and report on same to the Board; g) arranging for an annual audit with submission of same to the Board; and h) reporting to the Board at regular Board meetings.
- 3) Personnel Committee: The Personnel Committee will be primarily responsible for developing policies related to staffing, compensation and employee evaluation and will evaluate the Principal each year using methods and rubrics described in this application narrative. The Personnel Committee will report its evaluation findings to the full Board and make recommendations regarding retaining and compensating the Principal. The membership of the Personnel Committee will include at least one Trustee with experience in education and another with experience in law or finance.
- 4) Education Committee: The Education Committee will focus on program planning, curriculum, professional development and other matters related to the school's academic program. The Education Committee, in consultation with the Principal, will: a) review instructional programs and student achievement; b) monitor the school's progress in implementing the instructional program and achieving student achievement outcomes; c) review the status of certified teachers and teacher assistants; d) review the professional development plan and monitoring the Principal and staff's progress in achieving academic goals; e) Participate, as appropriate, in the development of the school's Consolidated Application and related Title I and NCLB forms; f) 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; and g) provide a report at each Board meeting.

The Board will engage in professional development each year to ensure that all Trustees have a common vision of the Board's roles and responsibilities and to address needs or gaps identified by the Board President based on an annual self-evaluation completed by all Board members. In addition, all new Board members will participate in an orientation that includes written orientation materials (i.e. the charter, the By-laws, the Code of Conduct, previous Board and Committee meeting minutes and information and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board President and the Chairperson of any Committee on which the new Trustee will serve. Board professional

development for all members will include training to ensure that Trustees understand their legal and financial obligations (e.g. duty of loyalty, duty of care) as well as the laws and regulations that govern how a Board may do business (e.g. the Open Meetings Law).

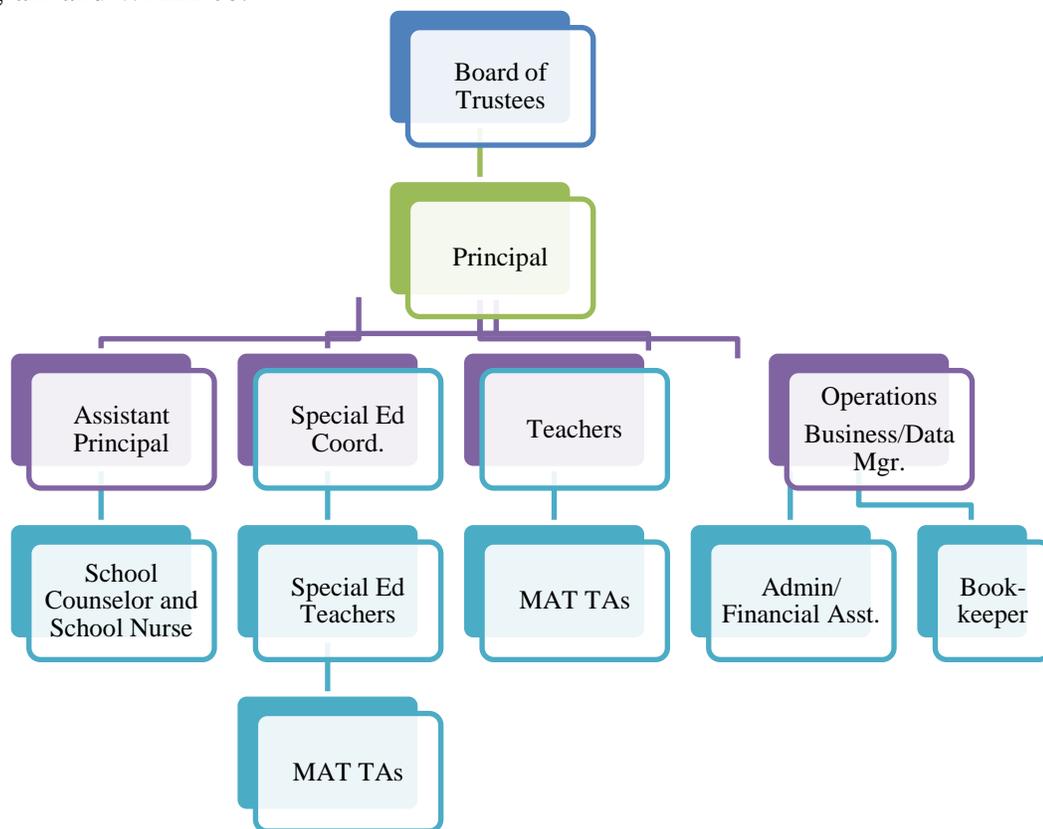
Attachment 5a: Trustee Biographical Information

Attachment 5b: By-laws

Attachment 5c: Code of Ethics

C. Management and Staffing

The organization chart below sets forth the management and staffing structure of WBA that will be established over the course of the charter term. Also, as described below, the school’s faculty and staff will be supported meaningfully and comprehensively by permanent commitments of staff and resources provided at no cost to the school by its partners the Bard MAT Program and WHEDco.



The roles and responsibilities of the Board are described in the Governance section of this narrative and in the By-laws. Day-to-day management and instructional leadership of WBA will be the responsibility of the **Principal**, with oversight by the Board of Trustees. The Principal will be hired by the Board during the pre-opening period and will report directly to the Board. The Principal is responsible for ensuring that the school adheres to its mission, that its goals and objectives are achieved and that it is operationally and financially sound. Most importantly, the Principal is the instructional leader of the school. The Principal manages all school staff and, in coordination with the Board, oversees all instructional programs, including the deployment and oversight of Bard MAT Program faculty and Teaching Assistants (TAs). In addition, the

Principal will be expected to teach or co-teach courses on a regular basis throughout his or her tenure, thus ensuring the establishment of a culture of shared professional engagement in which both teachers and the Principal participate in classroom instruction and, consequently, can engage in productive communication about teaching and learning based on shared classroom experiences.

The Founding Group has identified and recruited an outstanding educator, **Raymond D. Peterson**, to be its founding Principal. Mr. Peterson was Principal and Project Director of the Bard High School Early College in Newark from 2011-12 and the Bard High School Early College in Manhattan from 2001-2010. Like WBA, the Bard High School Early College provides a rigorous academic program that expects and enables students to complete all high school requirements on an accelerated basis and engage in college study while in high school. Ninety-five percent of Bard High School Early College students successfully move on to a four-year college. Prior to his tenure at the Bard High School Early College campuses, Mr. Peterson was the Director of the Bard College Institute for Writing and Thinking. He was also the English Department Chairperson at the Rye High School in Rye, NY and an instruction and English Department Chairperson at Santa Rosa Junior College in Santa Rosa, CA.

Mr. Peterson will be supported by a strong administrative staff comprising an **Assistant Principal (AP)**, a **Special Education Coordinator** and an **Operations/Business/Data Manager (OBD Mgr.)**. **The AP** will be hired in the school's second year and will report directly to the Principal. The AP's primary role is to oversee administration (in coordination with the Principal), student discipline and student support services, thus enabling the Principal to focus on instructional leadership. The AP's responsibilities will include: a) supporting the Principal in school-wide planning, managing day-to-day activities at the school and developing policies related to student discipline and school culture. The AP will also work closely with school-based and WHEDco counselors, social workers and related service providers to facilitate, support and monitor delivery of student and family support services. In recruiting and selecting the AP, WBA will seek candidates who possess at least the following qualifications: a) administrative experience in an urban charter or traditional K-12 public school; b) experience with developing and implementing student discipline programs; c) appropriate credentials, certifications and experience; d) experience working effectively with teachers and diverse school stakeholders; e) experience managing student support services; f) understanding of the NYS Charter School Law and other relevant laws and regulations; and g) experience with data-driven decision-making and effective use of data to design and improve school programs. **The Special Education Coordinator** will be hired in the school's first year and will be responsible for overseeing all special education programming and services at the school, including managing and providing professional development to special education teachers, supporting special education teachers and non-special education teachers in addressing the needs of students with disabilities, working cooperatively with the CSE of the local district and ensuring that the school is in compliance with all laws, regulations and requirements related to special education. In selecting a Special Education Coordinator, WBA will seek a highly-competent, appropriately credentialed individual with experience overseeing special education programs in a K-12 charter or traditional public school. **The OBD Mgr.** will be responsible for planning, coordinating and supervising the day-to-day business operations of the school, including supervising the enrollment, transfer and related processes for students; maintenance of student records and files; preparation of reports to the Board and the state; completion of Consolidated Applications; oversight of purchasing, payroll, expense records and other financial activities; maintenance of the school's website;

coordination of budget development and monitoring of the school budget; oversight of facilities-related matters; maintenance of insurance; scheduling and organization of interviews and hiring of school staff; preparation and maintenance of school schedules; preparing annual performance audits in collaboration with the Principal; coordinating the school's initiatives regarding the use of data and performing other duties as assigned by the Principal. In selecting an OBD Mgr., WBA will seek highly-competent appropriately credentialed candidates with experience managing the operations and business affairs in a K-12 school (preferably a NYS charter school).

WBA will hire teachers throughout the charter term. In its initial year, the school will hire 15 teachers, including one special education teacher and 6 specialty teachers (art, music, PE/health). At the end of the charter term, the faculty will have grown to 43, including five special education teachers, two LOTE teachers and 12 specialty teachers. A critical part of WBA's instructional strategy during its early development (i.e. the first two-to-three years of operations) is to hire only teachers with at least three years of experience working effectively in an urban K-12 school (with an exception for "teaching artists" described below). This will ensure that entering students, who are highly likely to require remediation and acculturation to WBA's culture of high expectations and academic rigor, will be taught by teachers with demonstrated experience in instruction, curriculum development, aligning curricula with CCLS and NYS standards and effective classroom management. The school's recruitment efforts will focus on identifying, screening and selecting NYS-certified teachers with experience teaching in NYC schools and a record of demonstrated effectiveness. Teachers will be selected based on evaluation of their teaching experience, subject matter expertise and ability to work effectively with at-risk students. Teacher candidates will be required to provide resumes and references and will be interviewed by the Principal and other staff members. Candidates may also be required to present demonstration lessons and learning experiences. As the school matures and the culture is well-established, the composition of the faculty may be modified to include a mix of experienced teachers and teachers who are highly-qualified but relatively new to the profession. Such new teachers will be expected to have at least a Master's Degree in education and have served as a Teaching Assistant or pre-service teacher in a NYC charter or traditional public middle or high school. To ensure that WBA attracts high-quality teacher candidates, the school will provide compensation that is commensurate with that offered by NYCDOE, including health and NYSTRS benefits. As discussed elsewhere in the application narrative, all teachers will be evaluated annually through a process that is data-driven, compliant with state laws and regulations (including Section 3012c of the NYS Education Law) and uses multiple measures including student attainment, student growth and professional growth based on rubrics adapted from the Danielson Framework for Teaching.

With respect to instruction in the arts, WBA will hire certified full-time art and music teachers and a small number of non-certified Teaching Artists—i.e. practicing professional musicians or visual artists with the complimentary skills and experience as an educator, who engages students in learning experiences in, through and about the arts. The Teaching Artists will complement the school's art and music curricula and enrich each student's learning experience by providing the perspective of a working visual or musical artist. WBA will work with cultural institutions and organizations such as the Association of Teaching Artists to identify teaching artists who are well regarded in their respective disciplines and have extensive experience teaching in K-12 learning environments and collaborating with teachers. WBA will hire Teaching Artists on a contract basis each year.

WBA's management and staff will be supported with permanent commitments of staff and resources by its partners Bard MAT Program and WHEDco. The commitments are outlined in the attached Memorandum of Understanding, and include the following:

- **The Bard MAT Program** will provide the time and expertise of its faculty members, who will provide ongoing professional development, advise the Principal and teachers regarding curriculum and instructional strategies and support the school in planning, teacher recruitment, teacher development and related areas. It will also provide at least 30 Master's level graduate students to work on-site at the school for three-to-five days per week, 30 weeks per year, to support WBA teachers as Teaching Assistants and tutors. The Bard MAT Program will also secure the cooperation and assistance of other departments and offices at Bard College to support the school.
- **WHEDco** will provide personnel to implement student and family supports, including a Parent/Family Engagement Coordinator, a Health and Wellness Coordinator, a Guidance Counselor, a School-based Social Worker and additional professional support, as needed. WHEDco will work closely with the Principal, the Assistant Principal and school-based student support staff to coordinate the delivery of student support services.

Attachment: Personnel Policies and Procedures

Attachment: Resume of Principal (NA)

C1. Charter Management Organization

X We do not intend to contract with a Charter Management Organization

Attachments: Charter Management –related Documents (NA)

C.2. Partner Organization(s)

WBA will be established in partnership with two organizations: a) **WHEDco**, a not-for-profit 501 c3 organization based in the South Bronx, NY; and b) **the Bard MAT Program**, the graduate teacher education school at Bard College with campuses in NYC, Annandale-on-Hudson, Delano, CA and Palestine. The rationale for partnering with these organizations is that each partner is uniquely qualified, positioned and motivated to contribute to WBA's academic program, teacher quality, student and family support structure, student recruitment and community outreach/relations initiatives. A clear indicator of the partners' commitment to the success of WBA is that each partner will provide its services, support and counsel to the school completely free of charge. Specifically:

- **WHEDco** is a community-based organization that has, over twenty-plus years, played a critical role in the redevelopment and restoration of the South Bronx. WHEDco partnered with community leaders to convert the ravaged site of the abandoned Morrisania Hospital into the award-winning Urban Horizons Economic Development Center, and it catalyzed the construction next door of a public school, the Rafael Hernandez Dual Language Magnet School (PS/MS 218), which serves the residents of Urban Horizons and the surrounding community. In the area of education and youth development, WHEDco provides academic and enrichment opportunities for more than 1,000 students annually through its award-winning after school programs, its summer arts day camp, its Project STEP (Students Toward Educational Promise) for middle school students, its student-led JAM (Just Ask Me) Program for teens and its linkage with College Access Programs. WHEDco's contribution to WBA will include: a) advice and assistance in developing and implementing a school-wide Social

Services plan to coordinate the integration of school-based counseling and social services with the social service and family supports that will be provided by WHEDco, as well as in areas of community outreach, family awareness and student recruitment initiatives; b) providing staff—including a Parent/Family Engagement Coordinator, a Health and Wellness Coordinator, a Guidance Counselor and a School-based Social Worker—to work with WBA’s Principal and student support staff and to provide direct services to students and families (under supervision of WBA’s Principal and Assistant Principal and in coordination with school-based student support services staff); c) leveraging of its own community relationships and outreach initiatives—i.e. leveraging community participation in its programs and conducting joint outreach events and activities with WBA to support the establishment and success of the school; and d) assistance in developing and implementing a fundraising and grant development campaign. WHEDco’s primary contact persons are: Founder and President Nancy Biberman (nbiberman@whedco.org) and Executive Vice President Davon Russell (drussell@whedco.org).

- **The Bard MAT Program**, founded in 2003, engages its students, its faculty and public K-12 school teachers in advancing the best ideas about teacher preparation and the improvement of secondary and postsecondary education. Since the inception of the program, it has been committed to the improvement of public education through a dual focus on teacher education and active engagement with practicing K-12 public school teachers. This work has focused on addressing the needs of historically underserved populations of students in the Bronx, in NYC and throughout the nation. The Bard MAT Program forms partnerships with public schools to fully integrate innovative teacher preparation with continued support and development of practicing teachers. 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. Moreover, the Bard MAT Program works with several partner schools primarily in the South Bronx, including 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. The Bard MAT Program has also opened a charter school in Delano, CA, with the support of a U.S. \$8M Teacher Quality Partnership grant and additional funding support from the Resnick Family Foundation. The Bard MAT Program’s contribution to WBA include: a) advice and assistance in establishing the PDS model at WBA and in creating the policies, practices and protocols that will govern the implementation of the school’s academic program and the interaction of WBA’s administration and faculty with the Bard MAT Program faculty, staff and graduate students; b) advice and assistance in establishing and implementing a plan for providing support to WBA’s teachers via professional development and in-classroom support; c) provide comprehensive and targeted professional development to teachers and administrators at WBA; d) support WBA in integrating college coursework into its high school curriculum, ensuring that the pre-high school and high school curricula prepare students for college work and supporting WBA students and families in researching, selecting and applying successfully to college; and e) assistance in developing and implementing a fundraising and grant development campaign. The Bard MAT Program’s primary contact person is Ric Campbell, Ed. D., Dean of Teacher Education at Bard College. (dte@bard.edu)

Attachment 7: Memorandum of Understanding and Evidence of Tax-exempt status and legal status to do business in NYS

D. Evaluation

WBA is committed to using a variety of data effectively to assess its programs, financial soundness and the performance of its Trustees, staff and partners and to use evaluation processes to identify and address needs. Primary evaluation of the school's programs—including the school's effectiveness in achieving its goals and objectives each year—will rest with the Board of Trustees, with support from the Principal and designated staff members. The Board will use data on an ongoing basis to inform its decision-making process to ensure that the school is making progress towards academic and other goals, complying with its charter and applicable charter laws and conducting its operations in a fiscally responsible manner. For each monthly Board meeting, a dashboard of key data will be developed and made available to all Trustees beforehand for review. The dashboard will include key updates along with data from the preceding month (as well as multi-month reports, as requested, to indicate trends or to help identify needs over time). Information included on the dashboard each month will be selected by the Board President, in consultation with Committee Chairpersons and others, to ensure that the items reviewed and discussed by Board members assist in providing an effective organizational picture of the school. Such data may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic assessments, assessment results and 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. Also, WBA will undergo an independent audit of the financial statements to be conducted annually by a CPA selected by the Board.

Trustee performance will be assessed twice-annually (November and March) through a self-evaluation process that all Trustees will participate in. This process will be facilitated by an outside consultant with experience in developing, implementing and guiding Boards effectively through self-evaluations and with expertise in helping Boards analyze the results of self-evaluations to improve their governance practices. In the evaluation, each Trustee will be required to consider various aspects of the school, including the academic environment, quality of instruction, rigor of the academic program, soundness of the school's finances, board oversight, quality of services for special student populations and compliance with charter agreement and charter law. Trustees will also evaluate the work of the Board over the prior period and identify challenges, needs and areas in which the Board should focus its recruitment, training and planning efforts. The will use an assessment survey instrument that that is anonymous and administered online, and it will use an independent consultant to compile and present survey results. Following each survey, the Board will discuss survey results at a regular meeting or a retreat and set goals for individual Trustees and for the Board as whole.

WBA faculty will be evaluated through a process that is compliant with Section 3012c and uses multiple measures, including student growth, student attainment and teacher professional development measured with performance rubrics in four common domains of teaching originated by Charlotte Danielson (A Framework for Teaching 2011 – approved by NYSED). Teacher evaluation will take into account not only standardized assessment data, 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. WBA will work closely with the Bard MAT Program to augment its teacher evaluation rubrics

with core subject or disciplinary teaching standards not common to the Danielson framework but correlated with the CCLS. The use of videotape to record and be collaborative with other colleagues in reflective practice about one's pedagogy (a Domain 4 tenet of the Danielson rubric) is a part of the Bard MAT program and will be a part of shared professional practice among WBA faculty in departmental and grade level team planning time. The principal will conduct a formal annual evaluation of each teacher, and informal evaluations will take place on an ongoing, consistent basis throughout the year. Formal evaluations for teachers will include specific criteria and a narrative summary, written by the principal and based on year-to-date observations, objective student assessment data and self-assessments by teachers. The focus of the evaluation letter will be on identifying exceptional strengths and areas for improvement. Teachers will be asked to submit a self-evaluation each year and the self-evaluation, along with formal and informal evaluation by the Principal, will be used to identify personal goals and areas of improvement and to develop individualized professional development plans that build on teacher strengths and address areas in need of improvement.

To support the evaluation of teachers of subjects that are not tested by NYS (e.g. music, art, Physical Education/Health), WBA will establish rigorous Student Learning Objectives (SLOs) in each subject. These SLOs will be tied directly to student achievement and growth measures and aligned with NYS standards and requirements. WBA faculty, working with Bard MAT Program faculty, will establish benchmark assessment measures and which will be utilized to create SLOs that serve as measures of achievement. For instance, 80% of course completers must demonstrate achievement at the B or better level on the end of course benchmark performance assessments in order for faculty to receive a "Meets Expectations" rating and 90% will demonstrate achievement at the A level or better to receive an "Exceeds Expectations" rating on their teacher APPR EOY evaluation. SLOs will also be developed as growth measures. For instance, using fall baseline pre-assessments developed and administered in relation to anticipated end of course benchmark assessments, at least 80% of course completers must demonstrate growth exceeding their pre-assessment measure on the end of course benchmark performance assessments in order for faculty to receive a "Meets Expectations" rating and 90% must demonstrate assessment growth sufficient to have achieved an A level performance on the end of course assessment in order to receive and an Exceeds Expectations rating on their teacher APPR EOY evaluation. Specific SLOs will be established prior to the beginning of the school's first year.

Principal evaluation will be conducted twice-annually by the Board. The evaluation process will consider a variety of factors in assessing the performance of the Principal, including school-wide student assessment data (state assessments, Regents, school-based assessments, etc.), reviews from staff and satisfaction ratings by parents. The Board's Education Committee will meet with the Principal regularly to assess the academic health of the school and will inform the Board of its findings at regular Board meetings. The Education Committee will also conduct the first phase of formal Principal evaluation and make reports and recommendations to the full Board. The Principal evaluation process will also include a self-assessment in which the Principal will identify accomplishments, challenges, areas in need of improvement and professional goals for the upcoming evaluation period. A similar process (i.e. regular meetings to discuss school-wide progress, challenges and needs, combined with review of data and self-assessment results) will be used by the Principal to evaluate non-teaching staff.

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 may be developed. Each spring, conclusions based on survey data will be posted on the WBA website along with a link to the DOE survey report.

E. Professional Development

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**. 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. 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. Such ongoing support ensures meaningful integration of the 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. WBA will provide mandatory ten-day pre-service professional development each August. Teachers will receive training in classroom management techniques, instructional and intervention strategies, CCLS and NYS learning standards, student data analysis, differentiation of instruction, standards-based instruction and other topics. Teachers will also 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. Teachers will also receive training in non-violent crisis prevention strategies, practices and responses, as well as the school's policies and practices regarding student health services. Non-teaching staff will receive job-specific training.

In-service Training and Ongoing Coaching: WBA teachers and staff will benefit from continuous educational support, including Bard-led Writing and Thinking workshops, graduate courses, TESOL certificate classes, and targeted workshops and consulting by Bard faculty and other experts in ELL, curriculum design, instructional strategies and other topics. Bard MAT faculty will provide onsite coaching and 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, which will be identified by the Principal, in consultation with the Bard MAT Program, through analysis of teacher evaluations, assessment data and faculty and community feedback, as well as Board-developed goals and other school-wide objectives. Bard MAT Program faculty will facilitate instructional planning, analyze student achievement data, offer graduate courses in the disciplines, coach instruction and support instruction in classrooms. WBA will also look to members of its own faculty with advanced training in ELL and other areas to support other teachers as trainers, coaches and technical assistance providers. Where appropriate, WBA will call upon experts outside of Bard to provide specialized professional development. For instance, it is expected that ELL training will be provided by the Internationals Network of Public Schools

The graduate faculty of the Bard MAT program will have a constant on-site presence at WBA, thus creating a cohesive educational community that will span grades 6-12. Bard MAT faculty members with PhDs in education and the academic disciplines, as well as graduate students, will form a common learning community with WBA teachers and students in which both groups are committed to developing and sustaining an exemplary model of education for all

WBA students. This community will provide the context for graduate candidates to hone their craft as aspiring teachers, while also providing comprehensive in-classroom support to teachers.

F. Facilities

WBA is working actively to find and secure a suitable space in CSD 7 for the school. In so doing, it is leveraging the experience and expertise of its partner WHEDco in identifying and developing properties, evaluating the facilities needs of organizations and negotiating real estate transactions. In other words, WBA is utilizing WHEDco as an advisor in identifying and defining the school's facility needs, identifying appropriate space, determining renovation and related needs and negotiating financial arrangements to secure and occupy a facility.

The Founding Group's efforts to secure a school site have been ongoing throughout the planning of the school's program and the development of this application. Initially, WHEDco sought to include WBA in a comprehensive multi-use development it was establishing in the South Bronx, and considerable planning had occurred to try to make the site appropriate and available to the school. It has since become apparent that this site will not be available for the school to occupy in 2014. Notwithstanding this disappointing news, though, the work and preparations that the Founding Group did to attempt to secure this property have helped it in its search for a new site. For instance, the planning process that the Founding Group engaged in to identify, plan, develop and "cost out" the originally-proposed site has informed it regarding the school's facility needs and market pricing of rents and renovation costs in CSD 7. Armed with this knowledge, WBA is currently seeking a facility that it can accommodate its initial space needs (roughly 21,000 square feet) and enable it to grow over the course of its charter term and beyond (roughly 55,000 square feet). WBA is currently in discussions with property owners regarding the possible occupancy of two sites in CSD 7, each of which is appropriate for the school and could be occupied with relatively little renovation. One site is a state-owned former juvenile justice correctional/educational facility that could be adapted for use by the school with relatively little effort and cost. The second site is a former nonprofit educational site that could also be readily adapted for use by WBA. WBA will continue to search for a facility as this application is considered. WBA has budgeted for rent at market rates for the neighborhood, and intends to conduct a capital campaign to raise additional facilities funds.

G. Insurance

The following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate: a) General Liability (\$1,000,000 occurrence/ \$2,000,000 aggregate); b) Workers Compensation (Statutory Limits pursuant to NY laws); c) Employee Benefits Liability (\$1,000,000); d) Automobile/Bus Liability including underinsured and uninsured as needed (\$1,000,000); e) Umbrella/Excess Liability above primary program (\$10,000,000); f) Employment Practices Liability (\$1,000,000); g) Educators Legal Liability (\$1,000,000); h) School Board Errors & Omissions--D&O (\$1,000,000); i) Sexual Misconduct Liability (\$1,000,000 / \$2,000,000 aggregate); j) Crime/Fidelity Coverage—Bonds (\$500,000); k) Property/Lease and Boiler Machinery Coverage Blanket (Limits as needed by School, on an all risk of direct physical basis); and l) 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.

H. Health, Wellness, Food, and Transportation Services

Health and Wellness Services: WBA will comply with all relevant laws and regulations regarding the administration and implementation of school health services. In accordance with Section 902 of Article 19, WBA will employ a nurse practitioner, who will serve as Medical Director and as the full-time school nurse. In the second year of operations, when the school's enrollment will be over 250 students, it is expected that the NYCDOE will provide a nurse and Medical Director. In the event that NYCDOE does not so provide, WBA will continue to meet its obligations through the employment of a nurse practitioner as Medical Director and school nurse. In accordance with Section 903, all students will be required to provide to the school a health certificate within 30 days after they enter the school or within 30 days after they enter the 7th or 10th grades and a certificate of immunization at the time of registration or within the acceptable time frame after enrollment. These requirements are subject to exceptions permitted under the law for religious exemptions. Each student's health and immunization certificates will be filed in his or her cumulative record. In accordance with Section 904, WBA's Medical Director will perform the physical examination necessary for the health certificate if the parent or guardian requests. Also, in the event that a student does not present a health certificate (unless he or she has been accommodated on grounds of religious beliefs), the school will send a notice to the parents or guardians of the student and inform them that, if the required certificate is not furnished within 30 days of the notice, the school's Medical Director will be directed to conduct a health examination. All such notices and examinations will be done in a manner that is completely consistent with Sections 903 and Section 904 and other relevant laws and regulations. In addition, the school will request from each student a dental certificate. However, providing such a certificate is not required for school attendance. WBA will also provide screenings for vision, hearing and scoliosis as required by Section 905 and outlined in Commissioner's Regulation 136.3. Such screenings will be performed by the Medical Director or by the licensed health professional he or she designates.

The Medical Director/school nurse will oversee school health services and provide direct services to students, including dispensing medication in compliance with the rules and policies described below. As Medical Director, he or she will approve students to participate in intramural and interscholastic sports activities and to return to play following injury or illness, and he or she will ensure that the school complies with the requirements of the Concussion Management and Awareness Act. WBA will notify parents and guardians whenever their children are referred to the nurse's office, and the school will ask parents and guardians each year about any medical conditions and other relevant health-related circumstances regarding their children. Prior to the start of each year, the Medical Director/school nurse will provide training to all school faculty and staff regarding school health policies and procedures, including first aid provisions and protocols for health emergencies. He or she will also train faculty and staff members to perform a number of student health-related tasks, including recognizing vital signs, applying clean dressings, assisting self-directed students in taking their own medications, blood glucose monitoring, administering emergency epinephrine via auto injector to specific students and administering emergency glucagon to specific students. The training provided to WBA faculty and staff will include information and guidance to ensure that they understand the scope and limitations of what they can do with respect to providing health services and that they know the protocols and practices they must implement when students require administering of medication or present other circumstances that require health-related services beyond what they can legally provide. All faculty and staff will have access to first aid resources. WBA will also

comply with Section 917 of the Education Law's requirements regarding access to automated external defibrillators.

Prior to the commencement of WBA's first year of operations, the Trustees will adopt a policy regarding the administration of medications at the school. Before the beginning of each school year, WBA will ask parents and guardians about any prescription and/or non-prescription medication that a student is required to take at school. WBA will also secure parental consent to identify students with health risks and to provide accommodations to faculty and staff, as appropriate. To dispense prescription and/or non-prescription medication to students (including over-the-counter drugs such as Tylenol, Motrin, and Advil), WBA must receive a completed Medication Permission Form filled out by the student's physician. Parents will be able to retrieve this form from the nurse's office, the school's main office or via download from the school website. Only the Medical Director/school nurse and/or, in the event that the school hires additional school nurses, an additional school nurse (with authorization from the Medical Director) can administer medications to students. 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 Medical Director/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. WBA will maintain and keep current a digital record of telephone numbers and other contact information for the parents and guardians of each student and for alternative contacts in the event that a parent or 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 free and reduced 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. 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 NYS nutritional requirements and guidelines.

Transportation: WBA will not provide transportation services directly, but will 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 CSD 7, including the #4, B and D subway lines and several bus lines. WBA has budgeted for the cost of Metrocards for 75% of students for school days in excess of 180. WBA has also included funds to support student field trips. WBA will work with the local district to ensure that transportation is provided for students with disabilities in compliance with IEP mandates and local and federal laws.

I. Family and Community Involvement

As described earlier in this narrative, WBA grew from community-based planning and collaboration, and parents, families and community members have been involved from the earliest stages of the school's development. Such involvement will continue throughout the implementation of the school's programs. WBA's vision of parental involvement holds that parents must be active and empowered partners with the school's Principal, teachers and staff to

support the educational and social-emotional development of their children. To support this vision, WBA will leverage the efforts and resources of its staff, partner organizations and allied community-based organizations to ensure meaningful inclusion of parents and families in the school's activities. The school's family and community involvement strategy includes:

- Including parents and community members in planning and school design: Parents and community members are prominent in the Founding Group. Also, the process of designing the school included public meetings with parents and community members and focus groups and “visioning” meetings with parents. WBA will establish and support a Parent Advisory Council and will sponsor a series of parent and community events, including exhibitions and performances of student work and parent discussion groups, each year.
- Including parents and community members in school governance and ongoing school improvement initiatives: Parents and community members will be represented on the Board of Trustees and in ad-hoc committees established by the Board. In addition, parents and community members will be recruited to participate in the Title I School-wide Program planning committee and school-based planning and advisory teams. Parents and community members will also be surveyed each year to provide opportunities for input and recommendations for ongoing school improvement.
- Strengthening home-school relationships: As described throughout this narrative, WBA will provide comprehensive students and family supports in coordination with its partner, WHEDco. WBA's student support services staff will work closely with WHEDco staff members designated to work at the school, including at least one Guidance Counselor and one Parent/Family Engagement Counselor. The WHEDco-provided staff members will work with families, students and teachers to provide a full range of family supports, thereby ensuring strong school-home connections and helping parents understand the school program and support their children's learning.
- Leveraging the experience and relationships of the school's partners to promote family and community involvement: WBA intends to leverage the knowledge, experience and relationships of its partners—especially WHEDco, whose roots are firmly in the communities of the South Bronx. Indeed, WHEDco has spent more than 20 years developing relationships and building credibility with families and community-based organizations in Melrose and the South Bronx. WHEDco was founded in 1991 with the vision of restoring the South Bronx to the beautiful, bustling place it once was for upwardly mobile immigrant families and to rebuild a community that had been devastated during the dark days of the 1970s. A critical part of WHEDco's organization strategy has been its sponsorship and implementation of events and initiatives designed to celebrate and build community spirit in the South Bronx, including arts and music activities such as the widely-celebrated Bronx Rising and Bronx Summer Walks programs. Such initiatives have enabled WHEDco to establish itself as a core and trusted community resource. They have also allowed WHEDco to establish professional alliances and working relationship with a variety of essential South Bronx community-based organizations, including: a) the Southern Boulevard Merchant Association; b) the E. 161st Street Merchants Association; c) the E. 167th Street Merchants Association; d) the Bronx River Arts Center; e) the Bronx Business Solutions Center; f) the Bronx Museum; g) Bronx Community Board 3; g) Bronx Community Board 4; h) the Bronx-Lebanon Hospital Center; i) BronxWorks; j) the Children's Aid Society; k) City Harvest; l) the Columbus Medical Rehabilitation Center; l) Fordham University; m) Hostos Community College (CUNY); n) the Montefiore Medical Center; o) Morrisania Neighborhood Health Center; p) the

Neighborhood Coalition for Shelter; q) the Phipps CDC and Phipps Houses; and r) the South Bronx Overall Economic Development Corporation. WHEDco will work with the Board and Principal of WBA to leverage these relationships in support of the school.

J. Financial Management

WBA's financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of the school's funds, and to further ensure that the school is at all times in sound and stable financial condition as evidenced by performance on the key financial indicators set forth in the Charter School Performance Framework (Benchmarks 4 and 5). WBA will have and follow a written set of fiscal policies. WBA's Board of Trustees will have ultimate responsibility for approving such fiscal policies and providing academic, fiscal and regulatory oversight of the school. The Principal will have oversight responsibilities over the financial management of the school and thus will be responsible for the protection of the school's financial records with oversight from the Board Treasurer. WBA will hire an Operations Business and Data (OBD) Manager and an Administrative/Finance Assistant to administer the daily fiscal and accounting functions of the School. The OBD Manager will report directly to the Principal who, in turn, will report regularly about the fiscal condition and financial management of the school. The OBD Manager will be responsible for the maintenance and protection of student and financial records and will also oversee policies and procedures for tracking enrollment and attendance eligibility, eligibility for free- and reduced- lunch; special education services; and other services for special populations of students. WBA 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 WBA's charter of accounts and implementation of an accounting software system. All financial statements will be prepared in accordance with GAAP. Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

Independent Audit

The Board of Trustees will be responsible for hiring an independent auditor to perform an audit of the financial statements prepared by the management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). The Principal, OBD Manager and designated staff will provide complete and timely access to the school's books and other records as requested by its independent auditor.

Upon completion of the audit, the Finance Committee will have a meeting either in person or via a teleconference with the independent auditor to discuss the report and any findings. At least a portion of that meeting will be conducted without the staff present to allow for candid communication from the audit team. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board. WBA will also submit a complete copy of the independent auditor's report to NYSED by the November 1st deadline.

Accounting procedures including the fiscal controls of the school

WBA is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with

GAAP, and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System that WBA will implement.

Internal Control Systems

The internal control structure represents those policies and procedures that affect the organization's ability to process, record, summarize, and report financial information. This structure will be established and maintained to reduce the potential unauthorized use of WBA assets or misstatement of account balances. The internal control structure is composed of the following two basic elements: (1) the control environment and (2) the control procedures

1. **The Control Environment:** The control environment reflects the importance WBA places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, and personnel policies and practices. WBA's Board will review the fiscal reports as a part of its board meetings; the board will also ensure that the organization's structure allows for sufficient checks and balances.
2. **The Control Procedures:** Control procedures are the procedures that will be set up to strengthen WBA's internal control structure and thus safeguard the school's assets. They are divided into the following:
 - **Segregation of Duties:** No one person would control all the key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other.
 - In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees (Principal, OBD Manager, bookkeeper) and the contracted financial consultant (who is overseen by the Principal) whenever possible.
 - When these functions are not or cannot be separated, then a detailed supervisory review of related activities should be undertaken by managers or officials as a compensatory control.
 - **Restricted Access:** Physical access to valuable and movable assets will be restricted to authorized personnel (Principal and OBD Manager). Systems access to make changes in accounting records will be restricted to authorized personnel (Board Treasurer and Principal).
 - **Document Control:** To ensure that all documents are captured by the accounting system, all documents will be pre-numbered and the sequence for documents must be accounted for.
 - **Processing Control:** Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that WBA expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
 - **Reconciliation Controls:** Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers.
 - **Fraud Prevention:** WBA will seek to include measures in its banking relationship to deter check fraud.

WBA will adopt fiscal policies and procedures that would implement the above mentioned control structures. The Board Treasurer will develop fiscal policies and procedures,

with support from the contracted accountant. An independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. These fiscal policies and procedures will be ratified by the Board of Trustees and adopted by the School no later than the end of January 2014.

Student Records

WBA will have trained personnel on staff who are responsible for managing the student information that drives the school's finances. The OBD Manager, with oversight from the Principal and support from the Administrative Assistant, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The OBD Manager will work closely with the Assistant Principal, who will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. WBA will acquire a robust SIS system that will be utilized by the OBD Manager to store, analyze and produce needed reports on all relevant student data. The OBD Manager will be responsible for the protection of student records under the supervision of the Principal. With regard to the special education program, the Special Education Coordinator will work closely with the Principal to ensure proper maintenance, management and security of all records regarding SWDs. He or she will be responsible for submitting all required reporting on SWDs and services provided to the SWD in accordance with their IEPs to appropriate agencies including reporting necessary for special education reimbursement.

K. Budget and Cash Flow

WBA will maintain a balanced budget each year. The financial plans presented for WBA 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 each year in almost every category.
2. The primary source of revenue is from school district AOE/TAPU payments following each student attending WBA and is held flat through the school's charter.
3. Teacher salaries are calculated with an average salary of \$61,000, 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's 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, as well as for health benefits commensurate to those paid to teachers in traditional public schools in New York City. 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. Annual reserves balances exist every year and include coverage for dissolution contingency and reserve accounts for unanticipated expenses, including additional staffing needs.
7. 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.

Attachment 9: Budget

L. Pre-opening Plan

The table below summarizes WBA’s pre-opening plan. In addition to the tasks below, the school and its partner organizations will engage in fundraising, including grant development, on an ongoing basis. The pre-opening plan will be reviewed and modified in consultation with NYSED upon authorization of the school’s charter.

Task	Date	Steps to Complete	Responsibility	Resources
Human Resources				
Identify and Hire Principal and Assistant Principals	Upon approval	Recruit and hire Principal and Asst Principals; establish insurance for pre-opening period	Board	Recruitment costs (RC) and salaries
Identify and Hire OBD Mgr.	Upon hiring of Principal	Recruit and hire OBD Mgr.	Principal/ Board	RC and salaries
Identify and Hire Teachers	Upon hiring of Principal	Recruit, conduct interviews and hire teachers	Principal/ Board	Recruitment Budget
Identify and Hire Staff	Upon hiring of Principal	Begin search Complete hires for first year	Principal/ Board	Recruitment Budget
Complete and distribute Staff Handbook and other HR documents	1/14-3/14 4/14-5/15 6/15	Complete drafts Legal review and Board approval Distribution	Principal/ Board	Partner (WHEDco) Pro bono Legal
Complete fingerprinting and background checks	As teachers are hired	Fingerprinting Background checks	Principal/ Board	Recruitment Budget
Recruitment/Enrollment				
Recruitment generally	Immediately	Finalize recruit plan, prepare and translate materials, launch general outreach and marketing	Principal/ Board/ OBD Mgr.	Budget costs for student recruitment (printing, translation,

	2/14 4/1/14 4/14 6/14	Distribute applications Applications due Conduct lottery Notify parents Conduct open houses for admitted students		staffing, etc.)
ELL recruitment	Immediately	Start recruitment in other languages Contact and visit community groups Engage WHEDco	Principal/ Board/ OBD Mgr.	Budget costs for student recruitment
SWD recruitment	Immediately	Contact and visit community and advocacy groups Engage WHEDco Reach out to CSE, parents, et al	Principal/ Board/ OBD Mgr.	Budget costs for student recruitment
Enrollment	5/1/14 6/1/14	Complete enrollment Identify SWDs, ELLs, F&R, etc. Obtain student records from parents, schools, etc. Secure IEPs from district	Principal/OBD Mgr/ Teachers/ Admin. Asst.	Budget costs
Facility				
Identify and secure school facility	On-going as of now	Identify and secure school facility	Board, Principal, OBD Mgr.	Budget facility costs
Educational Program				
Curriculum and Assessment	3/14 thru 7/14	Develop and approve curriculum and assessment program	Board, Principal	Budget development costs
Professional Development	4/14-5/14 8/14	Design initial P.D. objectives and plan Implement pre-opening P.D. sessions for all staff	Board, Principal	Budget dev. costs
Finance and Operations				
Set-up	Immediately	Obtain 501c3 status, establish bank account, secure insurance	Board/ Principal/OBD Mgr.	Budget development costs
Financial Procedures	Within 30 days of approval	Approve fiscal policies/procedures, set up accounting system, identify and establish protocols to comply with reporting	Board/ Principal/OBD Mgr.	Budget development costs

		requirements, complete initial statement of financial controls		
Student Information System (SIS)	3/14- 5/14 5/14- 6/14	Research and obtain SIS Set up with enrolled student information	Principal/OBD Mgr.	Budget development costs
Approve annual budget	First Bd meeting	Review and approve budget	Board	Budget dev. costs
Finalize/distribute school calendar	2/14 3/14	Approve calendar Distribute calendar	Board/ Principal	Budget dev. costs
Contract for food services	7/14	Finalize contract	Board/ Principal	Budget dev. costs
Secure transportation	7/14	Contact DOE OPT Inform parents of options	Principal	Budget dev. costs
Create plans	Immed- iately and ongoing	Create and implement safety plans, Dignity for All Students Plan, emergency plans, etc.; Submit to SED where required	Principal, w approval by Board	General staffing costs
Establish health services	7/14	Secure first aid resources, train staff, establish protocols for storing and administering medicine, establish secure records storage system	Principal/School Nurse-Medical Director	Budget dev. costs
Governance				
Initial Bd. meeting	1/14	Appoint Trustees and officers, ratify by- laws and code of ethics, ratify set up minutes book, establish meeting calendar, appoint committees, plan Bd training	Board	General Board expense
Legal/Admin Set-up for the Board	1/14	Obtain board insurance, file IRS forms, create open meetings law and FOIL policies	Board	General Board expense

M. Dissolution Plan

In the event of closure or dissolution of WBA, the Board shall delegate to the principal and the OBD 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, OBD 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 NYCDOE 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 WBA:

Days 1-5: (1) WBA will deliver a current student list to the NYCDOE; (2) The principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The OBD Manager and a WBA 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 OBD 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 OBD Manager will provide written notice to appropriate NYCDOE 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 OBD 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.

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 NYCDOE and provided a copy of those records; and (5) WBA will conduct a final meeting with the NYCDOE 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 OBD Manager will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The OBD Manager will maintain an up-to-date inventory of the assets of the school. She or he, with the assistance of the Board Finance and Operations 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 OBD Manager with the cooperation of the NYCDOE. 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.

Attachment 1: Proposed Admissions Policy and Procedures

WHEDco Bard Academy Charter School (WBA) is a public school that is nonsectarian in its programs, admission policies, employment practices, and all other operations. As a public school, it is open to all New York City students and will not limit the admission of any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, ancestry, sexual orientation, athletic ability or intellectual aptitude or achievement. In 2014-15, 72 sixth grade seats and 72 seventh grade seats will be available. Each year thereafter, 88 new 6th grade seats will be available.

Application and Admission Procedures, Including Plan for Public Lottery

WBA 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 (and possibly other languages, based on need and/or future changes in the demographic profile of the community). WBA's informational materials will advise all families of the opening of the charter school, the means by which students may apply to the school and the educational goals and structure of the school. Informational materials will emphasize the school's academic programming and supports for all students, including English language learners (ELLs) and students with disabilities (SWDs).

Should the number of pupils who wish to attend WBA exceed the enrollment limit, a lottery will take place to determine the school enrollment. In accordance with the New York Charter Schools Act, applications will be accepted from February 1st until April 1st of each year. The lottery conducted prior to the first operational year will accept applications from incoming 6th and 7th grade students. Applications for this initial lottery will be available at the WHEDco building at 50 East 168th Street, Bronx, NY 10452. Applications will also be available for download from the school's website and from WHEDco's website. WBA will also accept the common charter application available on the New York City Charter Center website. After the first operational year, applications will be available in the main office of the school and on the school's website.

Applications can be completed in person, faxed, mailed or emailed as an attachment by 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 application deadline date has passed.

The school will inform parents and guardians of all applicants and all interested parties of the rules to be followed during the public lottery drawing process, as well as the location, date and time of the public lottery 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 or near 6:00 pm. The drawing will be held at the school site if the school facility can accommodate all interested parties. During the lottery, a person unaffiliated with WBA will draw names one at a time until all names are drawn and will create an ordered list of all students who have submitted an application. WBA will use the ordered list to admit students using the following preferences:

- First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.

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- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the lottery process below.
- Third preference is for all other students residing in the CSD 7.
- Fourth preference is for all students residing in CSDs outside of CSD 7.

A waiting list will be developed from the list of students that do not receive admission in the lottery. Students whose names are not selected from the list during the admissions lottery are placed on WBA's waiting list in the order that their names appear on the original list. 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. When a vacancy occurs, waiting list families will be contacted, in order, by phone and e-mail (if e-mail address is available) and will be given 24 hours to return the call with intentions to enroll a student. If a family does not return the call or e-mail within 24 hours, the space will be forfeited to the next applicant on the waiting list.

Once a student has been admitted to WBA, parents will be notified by e-mail and by letters sent home. The notification will include a list of forms that need to be provided, including an original birth certificate (to verify that the student is of the appropriate age for the entering grade), immunization records and proof of address. The admitted student is automatically guaranteed a seat at WBA for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents and guardians will be asked to submit a letter confirming their desire to enroll their child in the school for the following 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 (including diagnosis of reading, writing and math skills) to better address individual needs and to establish baseline data for purposes of curriculum/instructional planning and program assessment.

Enrollment Preferences

Sibling Preference: For the purpose of satisfying the requirements of this preference, applicants are considered "siblings" if they 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); or (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. 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 legal 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

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statements: a) gas utility bill; b) electricity utility bill; c) cable television bill; d) receipt of rent payment; e) paystub from employer; and/or f) bank statement.

Community School District Enrollment Preference: In order to qualify for this preference, families must present proof of residence.

Ensuring that Admissions Process Adheres to Legal Requirements

Prior to the lottery, an independent unaffiliated observer of the lottery will review the applications and assure the following: a) all applicants have completed the 5th grade; and b) each application received within the February 1st to April 1st timeframe has a corresponding lottery card with the student's name on it. The lottery drawing will be 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 made available for public viewing.
- Each eligible 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
- The lottery board is also open to the public as well as a lottery log that records names of applications as they are called.

Withdrawal or Transfer Procedures

Parents and guardians may withdraw their child at any time from WBA. When a parent or legal guardian withdraws a student from the school he or she must complete a withdrawal form. This form will be available in the school's 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.

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 will call absent students and give 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 share information about any withdrawn student 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 must first complete a withdrawal form. The withdrawal process will be complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. ATS will then be checked, and the new school will be contacted to confirm enrollment. If a parent/guardian's signature cannot be obtained, then the student will be considered officially withdrawn only after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file will be

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moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files will be 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/b e 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

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!

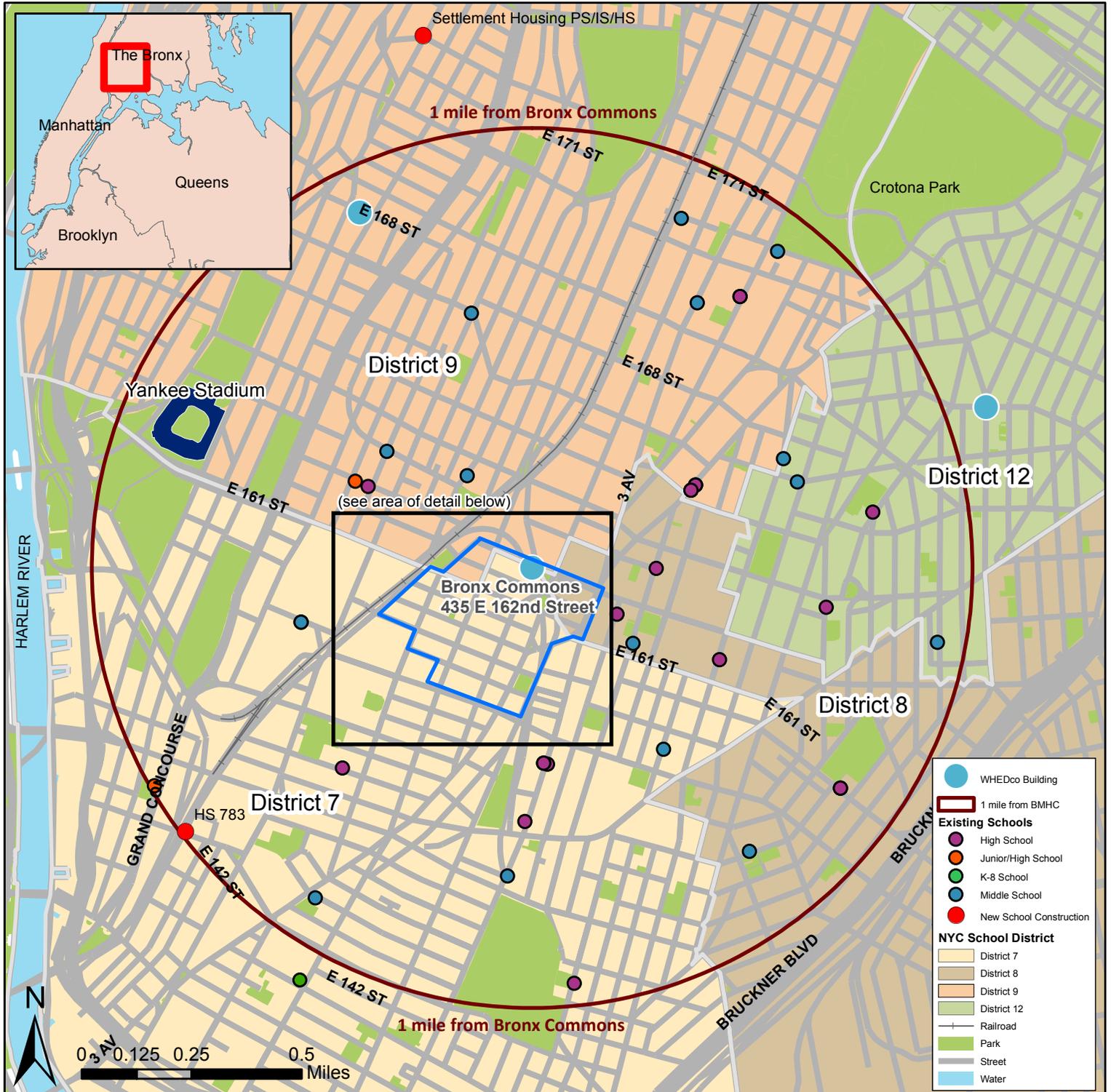
Nombre: _____ Número de teléfono: _____ correo electrónico: _____

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

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.





**Community Education Council District 7
 Consejo Comunitario de Educación del
 Distrito 7**

501 Courtlandt Avenue, Bronx, NY 10451 Room 105

March 11, 2013

New York State Education Department
 89 Washington Avenue
 Albany, New York 12234

We write to support the application by the Women's Housing and Economic Development Corporation (WHEDco) and Bard College, Masters of Art in Teaching Program (Bard MAT) to seek a charter for a new public school, the WHEDco Bard Academy, which is proposed for location in Community School District 7.

We applaud the proposed school's mission to provide a rigorous and comprehensive liberal arts education to students in the South Bronx through a challenging, New York State Common Core standards-aligned curriculum; to establish a learning environment that emphasizes differentiation and personalization of instruction and a student-centered and fully inclusive approach to teaching and learning; and to prepare students for success in college and for active and thoughtful citizenship.

Our district needs a school like the WHEDco Bard Academy to inspire our students, support our families, and prepare Bronx children for college and life. The population in our district is growing, and our educational needs are growing with it. While many families that live in our district face economic challenges, a good education can change their children's future.

We believe the WHEDco Bard Academy can provide that opportunity for children and their families in District 7, and appreciate the school's pledge to give priority entrance to District 7 applicants.

We hope that you recommend their Charter for approval.

Sincerely,

 Neyda Franco,
 CEC#7 President

WHEDco Bard Academy Charter School

Attachment 2A: Evidence of District Support for Restart/Turnaround

NOT APPLICABLE

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

Sample Student Weekly Schedule: Grade 6 Fall Semester

Please Note: Periods 2&3 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: 2014-2015 Proposed School Calendar
 SCHOOL YEAR – August 26, 2014 through June 25, 2015
 SCHOOL DAY – Begins 8:00 AM, Dismisses 5:00 PM*

AUGUST 2014 (4 DAYS)

	25	26	27	28	29	

AUGUST 2014

August 27 - School Begins

SEPTEMBER 2014 (20 DAYS)

	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

SEPTEMBER 2014

September 1 – No School, Labor Day
September 4 – No School, Rosh Hashanah

OCTOBER 2014 (22 DAYS)

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

OCTOBER 2014

October 13 – No School, Columbus Day
TBD Date -- Staff Development Day, No Students

NOVEMBER 2014 (17 DAYS)

	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

NOVEMBER 2014

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

DECEMBER 2014 (18 DAYS)

	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			

DECEMBER 2014

December 25 – 31 – No School, Holiday Recess

JANUARY 2015 (20 DAYS)

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

JANUARY 2015

January 2 – School Reopens
January 19 – No School, Martin Luther King, Jr. Day

WHEDco Bard Academy Charter School

FEBRUARY 2015 (15 DAYS)

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

FEBRUARY 2015

February 17-21 - No School, Winter Recess

MARCH 2015 (22 DAYS)

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

MARCH 2015

TBD Date -- Staff Development Day, No Students

APRIL 2015 (17 DAYS)

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

APRIL 2015

April 13-17 -- No School, Spring Recess

MAY 2015 (20 DAYS)

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

MAY 2015

May 25 -- No School, Memorial Day

JUNE 2015 (18 DAYS)

	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30				

JUNE 2015

June 25 -- Last Day of School

** PENDING APPROVAL*

Attachment 4: Student Discipline Policy

The approach of the WHEDco Bard Academy (WBA) to student discipline is a two-tiered one. First, the WBA community holds to the 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. WBA will strive at all times to maintain a culture in which all stakeholders respect one another and in which students care about maintaining positive relationships with teachers and peers. WBA, with the support of its partners, will establish a school culture that promotes positive values, habits and character traits for all students and that supports the academic, emotional and developmental needs of students in a variety of ways.

WBA believes that the goals of the first tier of its approach to student discipline are consistent with those of the New York City Department of Education Discipline Code (NYCDOE Discipline Code), which will provide the structure and guidelines for 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 preamble to the NYCDOE Discipline Code emphasizes that schools should create a culture that promotes desirable behaviors and outcomes, stating:

“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.”

The NYCDOE Discipline Code

(<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>) provides explicit guidelines for addressing various behaviors of concern with an emphasis on response to unacceptable behaviors. WBA will adopt the policies and interventions defined in the NYCDOE Disciplinary Code, including its lists of infractions and unacceptable behaviors and consequences, its standards of behavior, its requirements and recommendations regarding due process and its emphasis on using discipline as a “teachable moment” with the objective of promoting positive behaviors and preventing future infractions. This approach is consistent with and supportive of WBA’s institutional belief that 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. Prior to beginning its first year of operations, WBA will develop a detailed plan for adopting the NYCDOE Discipline Code and aligning it with its programs and initiatives to create and maintain a positive, safe, respectful and nurturing school environment and culture.

WHEDco Bard Academy Charter School

To support the development of a positive school environment and culture, the school will adapt 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 on the next page.

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 pro-social 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

PROFESSIONAL EXPERIENCE

Founder and President, Women's Housing and Economic Development Corporation (WHEDco) and Urban Horizons Economic Development Center 1992-Present

- Conceived and created new organization to advance goal of economic literacy and security for low-income women and their families
- Oversee staff of 156 full-time and 132 part-time employees, and \$14.3 million organizational budget
- Completed \$23 million historic restoration of the abandoned Morrisania Hospital in the South Bronx into 132 apartments for formerly homeless and low-income families and 40,000 square foot community Economic Development Center that includes a Head Start Early Childhood Discovery Center, Commercial Kitchen Business Incubator, Institute for Family Health, After-School Youth Development Program, Family Support Services and Home-based Childcare Microenterprise Program/Childcare Improvement Project

Developer, Bronx Commons 2009-Present

- Awarded Melrose Site B by NYC Department of Housing Preservation and Development to build a 361,000 square foot new construction in the Melrose Commons neighborhood of the South Bronx to break ground in 2013
- 293 affordable apartments with sustainable design features to achieve LEED certification; live/work space for elder musicians
- Music-based grades 6-12 charter school and headquarters of project partner Bard College Masters of the Arts in Teaching Program; curriculum will integrate *El Sistema*, the Venezuelan universal music education program and offer college courses to 11th and 12th graders
- Bronx Music Heritage Center that features community performance space, a recording studio, and a museum celebrating the Bronx's rich music and cultural heritage
- Hydroponic roof garden, public recreational green space, and a community fitness/wellness center

Developer, Intervale Green/Louis Niño 2002-2008

- Led WHEDco in the development of Intervale Green, the nation's largest multi-family, Energy Star-certified affordable housing development; broke ground in 2006 and completed in 2008; includes 128 apartments for formerly homeless and low-income families
- 2,000 square foot urban rooftop farm for resident use
- Home to WHEDco's Home-based Childcare Microenterprise Program/Childcare Improvement Project
- Pilot initiative in partnership with NY State Energy Research and Development Authority (NYSERDA), designed to achieve highest energy efficiency using healthy and recycled

Nancy E. Biberman
WHEDco



building materials, green roofs and extensive landscaping. Anticipated to save \$600,000 annually in energy costs and to reduce emissions by the equivalent of 400 cars

- Site of Housing and Urban Development (HUD)/Rutgers University 2010-2012 study of green living behaviors
- Site of National Science Foundation/Rutgers 2012-2013 study of scientific, engineering, and human factors affecting energy and water use in urban green buildings
- Louis Niñe, developed in partnership with Neighborhood Coalition for Shelter, includes 46 units for young people aging out of foster care

Third Age Housing—an alternative to “assisted living” for the elderly 1998-Present

- Developing an alternative vision for retirement—both an independent residence and an in-home service structure

Executive Director, Highbridge Heights Unity Apartments 1988-1992

- Assembled development team and directed rehabilitation of tracts of abandoned buildings and land
- 722 apartments in 23 buildings, six vest-pocket parks, and a neighborhood resident service program
- Created model minority hiring program for building construction
- Facilitated community advisory process for input into program and space design
- Developed advocacy agenda to address issues affecting resettlement of homeless families in previously abandoned communities

Founder and Director, West End Intergenerational Residence 1987-1999

- Conceived and directed development of 108 apartment intergenerational homeless housing program on Manhattan's Upper West Side
- Located and negotiated acquisition of partially vacant building; secured public and private financing; oversaw renovations; developed Board of Directors
- Worked in partnership with neighborhood groups to ensure community acceptance of program; created programs for single mothers with children, including on-site child care; developed off-site classes at a local university; designed intergenerational activities, including foster grandparent program; created a community advisory committee

Consultant, Catholic Charities, Archdiocese of New York 1986-1987

- Researched and wrote position papers advocating the enactment of a Hotel Preservation Law for SRO hotels and the public acquisition of residential hotels for intergenerational and special needs housing
- Drafted model Hotel Preservation Law
- Advocated for Anti-Harassment Laws and a Moratorium on demolition or conversion of SRO housing, enacted by the New York City Council

Nancy E. Biberman
WHEDco

Founder and Director, East Side SRO Law Project 1981-1985

Managing Attorney, MFY Legal Services, Inc.

- Conceptualized and secured funding for new law project
- Trained and supervised ten person staff that initiated and defended lawsuits on behalf of over 2,000 tenants to prevent their displacement
- Developed precedent-setting "two-for-one" formula requiring developers to replace two units of SRO housing for every one unit lost through demolition or conversion

Senior Staff Attorney, MFY Legal Services, Inc. 1976-1981

- Broad litigation responsibilities in all areas of "poverty law" practice
- Co-counsel in landmark 1976 class action lawsuit, which established rights for battered women in family court and mandated police arrest of abusive spouses

Staff Attorney, The Legal Aid Society 1973-1981

- Civil Litigation in all areas of poverty law practice

EDUCATION

- Fannie Mae Foundation, James A. Johnson Community Fellow
- Harvard Law School, Wasserstein Fellow
- Columbia University, Revson Fellow
- Rutgers University School of Law, J.D. Admitted to Bar, NY State
- Barnard College of Columbia University, BA

AWARDS

- Head Start Early Childhood Discovery Center named one of seven top school readiness programs among over 2,200 in New York State by Root Cause, a nonprofit research firm dedicated to mobilizing the nonprofit, public, and business sectors to work together in a new social impact market, 2010
- TD Charitable Foundation Housing for Everyone Award for the Urban Horizons Energy Retrofit, 2010
- HUD/American Planning Association Opportunity and Empowerment Award, Urban Horizons I, 2000
- Fannie Mae Foundation Maxwell Award for Excellence, Urban Horizons I, 1998
- National Civic League, All America Cities Award for the Bronx, 1997
- The New York Municipal Art Society, Annual Livable Cities Award, for the historic preservation of the former Morrisania Hospital-Urban Horizons I, 1996

BOARD MEMBERSHIPS

- Freelancer's Insurance Company
- Hostos Community College Foundation

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:

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,

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:
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

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.

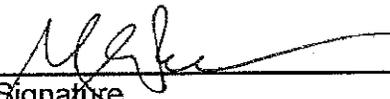
I affirm that I have read and understand the charter school application, the charter school board's by-laws, and all proposed policies.

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

3/14/2013
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: 

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
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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]

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

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.

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: [REDACTED]
Business Address: [REDACTED]
E-Mail Address: [REDACTED]
Home Telephone: [REDACTED]
Home Address: [REDACTED]

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: Davon Russell

Charter School Name: WHEDco Bard Academy Charter School

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. I serve as the Executive Vice President of WHEDco, a community-based organization operating in the Bronx. WHEDco will be offering student and family support services to the charter school.
5. Please explain why you wish to serve on the board.

I wish to serve on the board because I support the vision for this school. In my role as board member I will be a part of a team charged with ensuring the school's success and 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.

I am not and have not served on such a board. 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.

I have not. 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.

There are none. 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, 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 is from Bard College. Bard will also be offering support to the school through its Master of Arts in**

Teaching Program. Valerie Capers has worked with WHEDco and serves on our Bronx Music Advisory Board.

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

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.

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 an employee of WHEDco and WHEDco will be providing student and family support services to the school.

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 a robust/high quality 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 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 will emerge 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 the 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 responsible for overseeing the

education of all students enrolled in the charter school. A board member is also responsible for choosing the school's leadership team and holding that team accountable through a well-designed performance evaluation. A board member is also a representative of a school, functioning as its ambassador in many arenas. It is also a board member's responsibility to oversee the finances of the school and the expenditure of public monies directed to it.

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.

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

STATEMENT OF ASSURANCE

I, Davon Russell (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

3/14/15
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: 

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: _____ **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.

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.

Deborah Taylor-Harrison



Summary

Skilled Social Worker with 8 years of experience, excellent at multi-tasking and working under pressure. Action-oriented with strong ability to communicate effectively with difficult clients. My experiences has taught me to think quickly when faced with tense situations, leading to positive outcomes. As a social worker, I have found that when a genuine, healthy worker-client relationship has been established, no topic is too difficult to discuss.

Highlights

- Understanding of adolescent development
- Excellent relationship building skills
- Excellent writing and critical thinking skills
- Substance abuse counseling experience
- Experience performing assessments
- Able to participate in multidisciplinary team approach
- Proficiency with Windows and Microsoft applications
- Understanding of diverse communities

Accomplishments

School Social Worker Provisional Certificate
School Violence Prevention and Intervention
Identification and Reporting of Child Abuse and Neglect

Experience

01/2007 - 01/2009

Lincoln Medical Center NY

Social Worker

- Worked extensively with HIV/AIDS teenagers.
- Counseled and educated teenagers individually and in group counseling sessions on sharing painful feeling, confronting problem and taking responsibility.
- Addressed legal issues, such as child abuse, discipline, assisting with hearings and providing testimony to inform custody arrangements.
- Provided, found, or arrange for support services, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.

01/2001 - 01/2007

Lincoln Medical Center NY

Addiction Counselor

- Initiated the implementation of a Ryan White Title 1 program.
- Provided substance abuse counseling focused around the harm reduction model.
- Participated in community outreach.
- Assist patients with medical insurance, public assistance and other benefits as needed.

1999 - 2001

New York Foundling Hospital NY

Case Worker

- Establish and maintain case records,.
- Supervise family visits and report all finding to ACS.
- Arrange appropriate referrals for children & families and follow -up.

Education

2006

Hunter College School of Social Work, NY

Masters of Social Work

2000

Touro College, NY

Bachelor of Arts

School Trustee Background Information

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

Name: Deborah Taylor -Harrison

Charter School Name: WHEDco Bard Academy Charter School

Charter School Address: TBA

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. **WHEDco, through its work in our school district, often holds meetings at the school where I am the President of the PTA. Mr. Davon Russell, WHEDco's Executive Vice President, asked if I would be interested in working on the development of a charter school and I said yes.**
5. Please explain why you wish to serve on the board?
Education is important to me because, I grew up with an illiterate parent and this left me emotionally scarred. I lacked self confidence and I felt a deep fear of failure. I care about the children in my community and I want to make a difference. My mission is to create an

environment where our children are not afraid to dream big and consciously plant seeds of confidence.

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.

I do not currently serve or have served on a school board. I demonstrate my commitment to our school community through my work as a parent, the President of the PTA and member of the School Leadership Team. I work collaboratively with constituents in every facet of our school community because education is something I firmly believe in.

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.

I have not.

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

I do not.

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 do know Davon Russell, who will also be a board member.

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

We do not know any such persons.

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.

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.

The charter school will not be partnered with such a provider.

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.

N/A

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.

N/A

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.

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

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 it to the attention of the other Broad members, so we could handle the situation collectively.

Educational Philosophy

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

The Academy's mission is dedicated to the idea that all children should complete high school prepared for thoughtful citizenship and ready to complete a college degree, so the possibilities for success are endless.

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

My understanding is that the Academy has a responsibility to ensure that all students acquire the skills to complete high school, prepared to complete a college degree. The school will: a) provide a comprehensive, standards-aligned educational program for students in grades 6-12 that ensures that students achieve grade-level proficiency or better in all subjects and prepares them for entry into and success in college; b) identify, on an ongoing basis, each student's individual learning needs, learning styles and

career/life interests and differentiate instruction to support student success; c) provide students with opportunities for rich and engaging learning experiences in core and critical academic subjects, including music and the arts; and d) provide students with opportunities to engage in college-level study while in high school, thereby establishing a foundation for success in college.

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 a successful charter school will have the following characteristics: – supportive, enriching, exploratory, inviting, creative, hands on, evolving and innovative learning environment.

- Supportive to parents in all aspects of the home-school experience

The board will need to:

- Meet frequently

- Evaluate to the principal

- Maintain open door policy, (Make it easy for parents to participate and have a voice),

- Stay abreast of current events, make curriculum relatable, welcome feedback.

Others

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

As a member of a public charter school's board, I am responsible for overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter 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, 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, Deborah Taylor -Harrison (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 *Deborah Taylor Harrison* Date *3/14/13*

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:

E-Mail: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



Center for Educational Innovation - Public Education Association
28 West 44th Street, New York, NY 10036-6600
Phone: 212.302.8800 Fax: 212.302.0088

Harvey Newman

After 30 years as a successful New York City teacher and principal, Harvey following in the footsteps of his colleagues Seymour Fliegel and John Falco, was Assistant Superintendent and Director of District Four's Alternative Schools from 1995 -1999, during which he also was Director of Assessment and Supervisor of Plant Operations. It was during this period that he helped found The Young Women's Leadership, which has become the beacon of single sender education.

While teaching in the 1960's, Mr. Newman was selected as a National Defense Fellow to focus on urban education, after which he became a guidance counselor and school administrator. For 13 years he headed the East Harlem Block School, which was a community founded and supported public elementary school. This background was preparations for his current position as Director of the Charter School Technical Assistance Center, which has assisted in the passage of the New York State Charter Law, assisted the first New York State Charter schools in their application and opening. The CEI-PEA sponsored coalition of charter schools continues to be a forum for all State Charter Schools to share information, receive legal assistance, and have a dialogue with a broad range of leaderships within the Charter movement. Mr. Newman serves on the board of a number of Charter Schools and provides direct operational assistance to schools throughout the region. Harvey assisted in establishing five of the first 8 New York State Charter schools.

HARVEY NEWMAN



ADMINISTRATIVE EXPERIENCE

SENIOR FELLOW 1999
Center for Educational Innovation, 28 West 44th Street, Suite 300, New York, NY 10036

- Coordinate charter school activities at the Center for Educational Innovation-Public Education Association.
- Explain the Charter School law to groups and individuals.
- Broker relationships between individuals and groups interested in supporting charter schools.
- Provide technical assistance to Charter School applicants.
- Coordinate administration and instruction for new charter schools.

DIRECTOR OF OPTION SCHOOLS 1994 - 1999
Community School District 4, New York, NY 10035

- Oversaw administration of 26 schools serving 5300 students in Grades Pre-K through 9 which have been recognized as national school models.
- Responsible for placement of all district junior high school students through an open zoning process.
- Supervised curriculum development initiatives, helped establish school themes and philosophies, coordinated resources within district and outside the district.
- Restructured existing schools and created new schools, including The Young Women's Leadership School, in concert with the Central Board of Education and private support.
- Administered and supervised all district assessment and evaluation.
- Coordinated and monitored plant operations for 20 school buildings and one leased property.
- Worked closely with funded programs, business office, and superintendent in monitoring and supporting existing programs and developing new initiatives.
- Maintained ongoing contact with community agencies to develop, maintain, and improve educational and related supports for the schools.

DIRECTOR OF EAST HARLEM BLOCK SCHOOL 1978 -1993
1615 Madison Avenue, New York, NY 10029

- Administered and supervised K-6 elementary school in Manhattan's School District 4 as a joint effort with the East Harlem Block School Association.
- Oversaw hiring, staff development, scheduling, curriculum development, maintenance of records, proposal writing, administration of all mandated City and State examinations within the school.

COORDINATOR OF SCANT PROGRAM 1971 - 1978
Community School District 4, New York, NY 10035

- Responsible for the design and implementation of academic and therapeutic programming for at risk students in a city and state sponsored drug prevention program.
- Supervised ten teachers and five counselors in developing a child-centered environment.

DIRECTOR OF EAST HARLEM NEIGHBORHOOD STUDY CLUB 1968 -1974
1935 Second Avenue, New York, NY 10029

- Supervised year-round after-school reading program and summer recreational and educational activities for elementary and junior school students.
- Coordinated staff development for 29 regular and volunteer staff.

TEACHING AND COUNSELING EXPERIENCE

Guidance Counselor Community School District 19	1970 -1971
Language Arts Teacher Community School District 5	1964 - 1967
Guidance Counselor Community School District 5	1968 - 1970
Teacher of English as a Second Language New York City Adult Education Program	1965 - 1967

EDUCATION

Advanced Certificate in Educational Supervision and Administration, Hunter College, 1991

Master of Science, City University of New York, 1968

Bachelor of Science, University of Pittsburgh, 1964

Further graduate study at Columbia University, 1965 - 1967

Further study at Baruch College, 1975 - 1977

LICENSES

New York City Board of Education, Education Administer

New York City Board of Education, Principal

New York City Board of Education, Guidance Counselor

New York City Board of Education, Speech Teacher

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

Name: Harvey Newman

Charter School Name: Wedco-Bard Charter School

Charter School Address: 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 was approached by the founders.
5. Please explain why you wish to serve on the board.
- I want to help improve educational opportunities for underserved 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): Hellenic Classical Charter School and Wildcat Charter School Board Membership

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 consult legal counsel.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
- I have been involved for the past two months with the founders to fully understand their goals and objectives.
19. Please explain your understanding of the educational program of the charter school.
- I have been involved for the past two months with the founders to fully understand their goals and objectives.
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.
- Quality leadership at the board, administrative and operation levels.

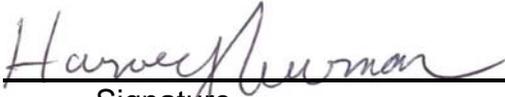
Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
- Having served on a number of charter school boards, I understand the scope of the responsibility.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
- Confirmed
23. Please provide any other information that you feel is pertinent to the Department's review.
- NA

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

STATEMENT OF ASSURANCE

I, Harvey Newman 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

3/14/2013

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]

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 Board of Trustees (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 General Municipal Law, the New York Public Officers Law and the Corporation's Charter and these By-laws. 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 By-laws, 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 capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and any limitations noted in these By-laws.

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 By-laws.

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.

2.Eligibility. The Board may elect any person who is eligible under the General Municipal Law and other applicable laws, rules and regulations, is not an employee of the Corporation, who is at least 18 years old and who, in its discretion, it believes will serve the interests of the Corporation faithfully and effectively.

3. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class at the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. The term of office of a Trustee elected to fill a vacancy in these By-laws 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 By-laws, 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 By-laws or other Board action

4. 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. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, 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 WHEDco, 50 East 168th Street, Bronx, NY 10452 or at such other place as the Board may select by resolution or amendment of the By-laws. The Secretary shall note any change in office on the copy of the By-laws 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. Regular Meetings shall be held at least once every calendar month on dates determined by the Board.

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 shall be given to the public in a manner consistent with the Open Meetings Law and shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time of the 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. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

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.

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

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 by-laws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, 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 do so from a site at which the public may attend, listen, and observe, and the location of such site shall be included in the public notice of the meeting. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person or participating by live video-conferencing shall not vote. All meetings of the Board are subject to the provisions of the Open Meetings Law.

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 Committees. The Board shall have the following standing committees: an Executive Committee (Chaired by the President); a Finance and Operations Committee (Chaired by the Treasurer); the Education Committee; and the Personnel Committee. .

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; 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 By-laws or the adoption of new By-laws; 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 By-laws 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 By-laws, 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 then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "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. **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 By-laws, with amendments; (c) keep or cause to be kept a copy of the Corporation's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe, including presiding over Board meetings when neither the President or Vice President are able to do so.

3. **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 and Operations 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 President.

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 in accordance with Section 226(8) of the Education Law and other such applicable sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. 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 and permitted by law (including such applicable provisions of the General Municipal Law, the Education Law and the Not-for-Profit Corporation Law). "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 By-laws, 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 By-laws. Without limiting the generality of the foregoing, words in these By-laws 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 By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Conflict of Interest. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. 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 School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent

or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

E. Interpretation of Charter. Whenever any provision of the By-laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these By-laws subject to approval by the charter entity.

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 By-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

_____, Secretary Dated: _____

Attachment 5c: Code of Ethics

The Trustees, officers and employees of the WHEDco Bard Academy Charter School (WBA) shall at all times be in compliance with the following code of ethics:

1. The Board of Trustees (the Board) shall conduct and direct the affairs of WBA and exercise all such powers subject to the applicable limitations of the New York Education Law, the New York Not-for-Profit Law, the New York General Municipal Law, WBA's Certificate of Incorporation and WBA's By-laws. The Board may delegate the management of the activities of WBA to others, so long as the affairs of WBA are managed and its powers are exercised under the Board's ultimate jurisdiction.

2. A Trustee, officer or employee of WBA shall not disclose confidential information acquired by him or her in the course of his or her official duties. A Trustee, officer or employee shall not use any confidential information acquired by him or her in the course of his or her official duties to further his or her own personal interest. In addition, he or she shall not disclose information about any matters discussed in an executive session of the Board, whether such information is deemed confidential or not. Notwithstanding the foregoing, the provisions of this paragraph shall not restrict any Trustee, officer or employee from making any disclosure required by law, including, but not limited to, disclosure in connection with any judicial or administrative proceedings.

3. A Trustee, officer or employee of WBA shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.

4. A Trustee, officer or employee of WBA shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by WBA with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services.

5. 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 as provided under WBA's By-laws with respect to: a) any transaction or other conflict of interest between the Trustee (or any affiliate or immediate family member of the Trustee or any entity or association in which the Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and WBA, on the other hand; b) indemnification of a Trustee uniquely; or c) any other matter with respect to which applicable law or WBA's Code of Ethics would make it impermissible for such person to participate in discussion or approval of such matter.

6. A Trustee, officer or employee of WBA shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which WBA is a party and in which one or more of the Trustees, officers or employees has a material financial interest. Notwithstanding the foregoing, the following transaction is not a self-dealing transaction and is subject to the Board's general standard of care: a transaction that is part of

WHEDco Bard Academy Charter School

a public or charitable program of WBA, 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.

7. Any Trustee, officer or employee of WBA, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall make a prompt, full and frank disclosure on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest, and shall be made prior to the Board or Committee acting on the matter. The term "interest" means a pecuniary or material benefit accruing to a Trustee, officer or employee.

8. Any Trustee, officer or employee representing any not-for-profit corporation proposing to do business with WBA (whether or not for compensation) shall disclose the nature and extent of his or her relationship with the not-for-profit entity.

9. No Trustee, officer or employee of a for-profit corporation, limited liability corporation or partnership having a business relationship with WBA shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that the exceptions set forth in the General Municipal Law shall apply. No Trustee, officer or employee of a for profit corporation, limited liability corporation or partnership having a business relationship with WBA involving the provision of educational management services shall serve as a voting member of the Board of Trustees.

10. Trustees, officers or employees of any single external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.

11. 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.

12. No Trustee, officer or employee of WBA shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. No Trustee, officer or employee of WBA shall, after the termination of service or employment with WBA, appear before the Board or any committee of the Board in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

WHEDco Bard Academy Charter School

13. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

14. Other than solicitation of donations to WBA or another not-for-profit entity for the benefit of the School, a Trustee, officer or employee shall not directly or indirectly accept any gift from any person associated with WBA in any capacity, including but not limited to, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. A Trustee, officer or employee shall not accept or receive any single gift or privilege in connection with WBA worth \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a 12 month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

15. A Trustee, officer or employee of WBA shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

16. All Trustees, officers and employees of WBA will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to: a) Theft of inappropriate removal or possession of property belonging to WBA or otherwise used by the School; b) Falsification of documents; c) Possession, distribution, sale, transfer or use of alcohol or illegal drugs in the workplace or while on duty; d) Use of tobacco or tobacco products on School grounds; e) Insubordination or other disrespectful conduct; f) Violation of safety or health rules; g) Sexual or other unlawful or unwelcome harassment; and h) Excessive absenteeism or any absence without notice.

All Trustees, officers and employees of WBA will be given a copy of the Code of Ethics upon commencement of their association with WBA.

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be suspended or removed from office or employment in the manner provided by law and by the by-laws of WBA.

Partnership Agreement
Between
The WHEDco Bard Academy Charter School (WBA) and
The Women's Housing and Economic Development Corporation (WHEDco)

This **Partnership Agreement (Agreement)** is entered into by and between: a) **The WHEDco Bard Academy Charter School (WBA)**, a charter school education corporation located in the South Bronx, New York City, that will provide college preparatory educational programs and services for children in grades 6-11 during its initial five-year charter term and, upon renewal, will expand to enroll students in grades 6-12; and b) **WHEDco**, a 20 year old not-for-profit organization that provides affordable housing, education, youth development and economic development initiatives in the Bronx. These organizations have established a **partnership** to support the mission and operations of WBA. This Agreement sets forth the understanding of both parties regarding the scope of the partnership and the responsibilities of each party. Except as specifically noted in this document, the statements and commitments of each party expressed herein will extend throughout the entirety of the charter term.

Background of WHEDco Bard Academy (WBA)

WBA is currently applying to the New York State Education Department (NYSED) to become a charter school. WBA expects to commence operations in the Fall of 2014. Upon approval and award of a charter by NYSED, WBA will provide educational programs designed to promote the academic, physical, social, emotional and moral growth of all of its students. WBA is designed to provide a challenging college preparatory liberal arts program to all students. WBA will feature: a) small school culture and extended day/year; b) differentiated and personalized instruction; c) use of research-based, standards-aligned curricula and instructional strategies; d) comprehensive advisory and classroom supports; e) comprehensive college preparation and opportunities for early college; f) commitment to a liberal arts tradition, including music and art as critical subjects; and g) comprehensive parent and family supports.

As outlined in this Agreement, WBA will work with WHEDco to support and improve its academic programs and to ensure the success of WBA's students.

Background of WHEDco

WHEDco was founded in 1991 with the vision of restoring the South Bronx to the beautiful, bustling place it once was for upwardly mobile immigrant families. Over twenty-plus years, WHEDco has played a critical role in the redevelopment and restoration of the South Bronx. WHEDco partnered with community leaders to convert the ravaged site of the abandoned Morrisania Hospital into the award-winning Urban Horizons Economic Development Center, and it catalyzed the construction next door of a public school, the Rafael Hernandez Dual Language Magnet School (PS/MS 218), which serves the residents of Urban Horizons and the surrounding community. In the area of education and youth development, WHEDco provides academic and enrichment opportunities for more than 1,000 students annually through its award-winning after school programs, its summer arts day camp, its Project STEP (Students Toward Educational Promise) for middle school students, its student-led JAM (Just Ask Me) Program for teens and its linkage with College Access Programs.

WHEDco is located in the South Bronx (50 East 168th Street). Its primary contact persons are: Founder and President Nancy Biberman (nbiberman@whedco.org) and Executive Vice President Davon Russell (drussell@whedco.org). Copies of WHEDco's Certificate of Incorporation, proof of tax-exempt status and/or authorization to do business in New York State are attached hereto.

General Provisions

This Agreement outlines the terms, obligations and responsibilities of WBA and WHEDco related to the development, start-up, administration and management of WBA. This agreement will be valid upon the approval of WBA's charter application by NYSED. The term of this agreement will commence on the date that WBA's charter is approved and will end on the final date of the initial charter term. The agreement will be renewed at the end of the initial charter term for five years or for the term of the renewal charter, if less than five years, provided that none of the conditions permitting termination listed below are present. The agreement will also be renewed at the end of subsequent charter terms for periods that match the terms of the renewal charters, provided that none of the conditions permitting termination listed below are present.

The agreement will be reviewed at least annually by WBA's Board of Trustees. The board will also evaluate the partnership and the services provided by WHEDco each year, with input from the Principal and other appropriate staff. The purpose of the evaluation will be to identify and document what is working well and to identify and address challenges. Based on this evaluation, the terms of the Agreement, including the scope of services, may be modified to improve the effectiveness of the partnership and the impact of the services provided by WHEDco on the school and its students. Any such modification must be agreed upon, in writing, by both parties.

All of the provisions of this agreement are subject to review and oversight by the charter school authorizer and, to the extent that there are any conflicts between the terms of WBA's NYSED-approved charter and the terms of this agreement, the terms of the charter will control.

It is understood by WBA and WHEDco that authority for developing, implementing and managing all charter school activities rests with the Board of Trustees of WBA, and that the role of WHEDco is to support, assist and advise WBA in carrying out its mission in the areas specified in this Agreement. All school staff members, including the school's principal and teachers, are employees of WBA.

This agreement may be terminated by the Board of Trustees of WBA in the event that: a) WHEDco fails to perform the duties or fulfill the responsibilities described below; b) WHEDco fails to properly and accurately maintain records and related documentation of its activities as required by WBA and NYSED and/or fails to provide such records and documentation to WBA's Principal or Board of Trustees, whenever requested; c) WHEDco's performance of the duties outlined in this agreement is deemed unsatisfactory by WBA's Board of Trustees, provided that WHEDco is given advance notice of the Board's concerns and fair and reasonable opportunity to meet and attempt to address such concerns with the Board; or d) WHEDco ceases its operations, becomes insolvent or is adjudged bankrupt.

This Agreement may be terminated by WHEDco in the event that WBA fails to provide adequate support, information or access, provided that WHEDco will first make its concerns known to the

Principal and, if the concerns are not addressed, will provide WBA's Board of Trustees with notice of its concerns and fair and reasonable opportunity to meet and attempt to address them.

This agreement will be terminated in the event that WBA ceases its operations for any reason, including voluntary dissolution or revocation of its charter.

In the event that this agreement is terminated, WBA will notify its authorizer, NYSED immediately, in writing, and will describe all pertinent details about the grounds of termination and the effective date of termination. If the termination is for a reason other than cessation of charter school operations, then a transition plan will be implemented, under the supervision of the Principal, to ensure that all appropriate data, records and documents in the possession of WHEDco are transferred to WBA and that the school's operations continue with minimal disruption. A transition team comprising WBA's Principal, at least one member of WBA's Board of Trustees and the President and Executive Vice President of WHEDco and other appropriate persons will coordinate the transition.

Responsibilities of WHEDco to WBA

WHEDco will provide WBA with a broad range of services designed to: a) help WBA support the healthy social and emotional development of its students; b) build the capacity of parents and families of WBA students to support their children's education; c) provide social services and family supports to families of WBA students aimed at creating and sustaining home environments that support student learning; and d) help WBA reach out to and communicate effectively with families and the community to support student recruitment (including recruitment of students from special student populations) and positive school-community relations.

In carrying out the responsibilities outlined herein, WHEDco will work directly and cooperatively with WBA's Trustees, Principal and designates. It is understood that WHEDco has no authority to commit WBA to a course of action, to contract on WBA's behalf or to otherwise engage in management or supervision of WBA activities, except as specified herein or as specifically authorized, in writing by WBA's Board of Trustees. WHEDco will have no authority to make educational, strategic, management or operational decisions on behalf of WBA.

WHEDco will provide the services described below at no cost to WBA.

WHEDco will provide to WHEDco Bard Academy the following services:

Services during the start-up phase of the charter school

1. WHEDco will advise and assist WBA in developing a school-wide Social Services plan to coordinate the integration of school-based counseling and social services with the social service and family supports that will be provided by WHEDco. Under the direction of the President and/or Executive Vice President, WHEDco staff will work cooperatively with WBA's Principal and designees (including counseling and guidance staff hired during the start-up phase) to identify social service-related needs and to establish strategies for using WHEDco personnel and resources most effectively to support and improve the impact of WBA's school-based guidance and counseling staff. WHEDco

will also assign staff members who will provide on-site services to students at WBA and services to families, including at least the following: a) a social worker; b) a guidance counselor; c) a health/nutrition instructor; and d) a parent liaison. WHEDco will also help WBA's Principal coordinate the school's pre-opening student in-take, counseling and social service initiatives.

2. WHEDco will advise and assist WBA in community outreach, family awareness and student recruitment initiatives by leveraging its own community relationships and outreach initiatives, leveraging community participation in its programs and conducting joint outreach events and activities with WBA. WHEDco will assist WBA in planning and implementing its initial student recruitment campaign and admissions lottery. Prior to the opening of the school, the Principal will also work with representatives of WHEDco to develop a community outreach plan that outlines WHEDco's ongoing role and involvement in WBA's outreach and recruitment initiatives.
3. WHEDco will assist WBA in developing and implementing a fundraising and grant development campaign, in coordination with WBA's Principal and Board of Trustees. Such support may include assistance in grant writing and in planning fundraising events. It is understood that all major fundraising events and grant proposals must be approved by WBA's Board of Trustees.
4. WHEDco will work with WBA's Principal and/or designee to establish procedures, systems and, if necessary, technology to ensure that WHEDco provides WBA with all data, records and reports required to conduct and complete the annual review of WHEDco's performance and to respond to requests for information from the charter authorizer. During the start-up phase, WHEDco will work with the Principal to develop a detailed description of how each of the services described in the Agreement will be evaluated and will establish specific performance metrics for use in evaluating WHEDco. The descriptions and performance metrics will be presented to WBA's Board of Trustees by the Principal and, upon approval by the Board of Trustees, will define the process for evaluating WHEDco each year. WHEDco will thereafter cooperate with the Principal or designee, who will prepare an annual evaluation data report to the Board of Trustees, which will then conduct the evaluation.

Services following the start-up phase of the charter school

1. WHEDco will provide WBA with access to personnel and resources, as needed, to implement the Social Services plan and to support the school in providing for the social and emotional development of WBA's students. In accordance with the Social Service plan, WHEDco will support WBA's counseling/social services staff and provide counseling, social services and related services to students of WBA and their families, including on-site counseling of students and family supports (in coordination with WBA counseling/social service staff and with direction from the Principal). WHEDco will also work with WBA to provide information and advice to families about the services offered by WHEDco and other community-based organizations that can assist them.

2. WHEDco will provide WBA with full-time access to at least the following staff, who will work in coordination with WBA's leadership and student support staff:
 - a. A bi-lingual (Spanish) social worker, who will provide wrap-around counseling services in a comprehensive school-based student support service program that focuses on improving student functioning. The social worker provide individual, group and family counseling services, including home visits.
 - b. A guidance counselor, who will promote and enhance academic, personal, social, and career development for students in their respective grade levels. The guidance counselor will provide individual counseling and crisis intervention, and will support the formation and facilitation of groups that provide students, faculty, parents and staff with supportive services and strong, healthy team-based relationships.
 - c. A health/nutrition instructor, who will develop and implement, in coordination with WBA physical education/health teachers and WBA's curriculum development and standards alignment initiatives, a robust health curriculum and program in the areas of human growth and development - emotional and physical, nutrition, human sexuality and sexual education, disease prevention and control and tobacco, alcohol and other substance abuse prevention.
 - d. A parent liaison, who will coordinate and implement parent involvement in students' educational programs and school activities, research and acquire community resources to support instruction and facilitate positive parent, school and student relationships.
3. WHEDco will work with WBA's Principal and appropriate WBA staff to implement an ongoing community outreach and public communication campaign aimed at building awareness of the school within the community, supporting the school's student recruitment initiatives and promoting positive school-community relations.
4. WHEDco will support WBA in implementing a fundraising and grant development campaign, in coordination with WBA's Principal, Trustees and appropriate staff.
5. WHEDco will provide frequent reports regarding its activities and impact to WBA's Board of Trustees, including verbal or written reports at board meetings and written reports at least annually. WHEDco will also assist WBA in completing any accountability and financial reports required by NYSED and/or the U.S. Department of Education.
6. WHEDco will cooperate with WBA's Principal, Trustees and appropriate staff to support the annual evaluation of its performance, pursuant to this Agreement. Such cooperation will include providing all requested data.
7. In the event of dissolution of WBA, WHEDco will work closely with WBA's Board of Trustees, Principal and appropriate staff to coordinate an effective transition plan, including: a) organization and transfer of all relevant student, operational and financial data in WHEDco's possession; b) assisting WBA in transferring its assets in accordance

with the requirements of NYSED; and c) supporting the charter school in concluding its business affairs. WHEDco's Executive Vice President will coordinate all work by WHEDco personnel related to the dissolution.

Responsibilities of WBA to WHEDco

WBA's Board of Trustees will be responsible for oversight of WHEDco's services and will review the delivery and effectiveness of such services on an ongoing basis. WBA's Trustees, administrators, faculty and staff will work closely with WHEDco to facilitate the delivery of the above-listed services and to implement the charter school operations. WBA will be responsible for the following:

1. WBA's Principal and appropriate staff will work with representatives of WHEDco to facilitate and support the design of the above-referred systems, procedures and technologies and the delivery of the above-referred services. The Principal or designee will be primarily responsible for interacting with WHEDco on behalf of WBA.
2. WBA's Board of Trustees, Principal and appropriate staff will review reports submitted by WHEDco and will work closely with WHEDco representatives to address issues or concerns arising from such reports.
3. Under the supervision of the Principal, WBA will provide WHEDco with appropriate access to the school, its records and its employees, as necessary, to support the delivery of the above-referred services.

Both WHEDco and WBA agree that this partnership agreement represents their full and complete understanding of each party's responsibilities. The terms and responsibilities set forth in this Agreement may not be modified, except in writing and signed by authorized representatives of all parties.

Signed:



Nancy Biberman, Esq.
President
WHEDco, Inc.
Date: 3/14/2013

Signed:



Ric Campbell, Ed.D.
Co-Lead Applicant
The WHEDco Bard Academy
Date: MARCH 14, 2013

Internal Revenue Service

Date: March 10, 2005

WOMENS HOUSING AND ECONOMIC
DEVELOPMENT CORPORATION
% NANCY BIBERMAN
50 E 168TH ST
BRONX NY 10452-7929

**Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201**

Person to Contact:

Carol Kraft - #31-08206
Customer Service Specialist

Toll Free Telephone Number:

8:30 a.m. to 5:30 p.m. ET
877-829-5500

Fax Number:

513-263-3756

Federal Identification Number:

11-3099604

Dear Madam:

This is in response to your request of March 10, 2005, regarding your organization's tax-exempt status.

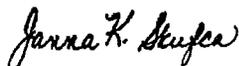
In June 1996 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

Pf

CERTIFICATE OF INCORPORATION
OF
WOMEN'S HOUSING AND ECONOMIC DEVELOPMENT CORPORATION

Under Section 402 of the
Not-for-Profit Corporation Law

The undersigned, natural persons of the age of eighteen or over, desiring to form a corporation pursuant to the provisions of the Not-for-Profit Corporation Law, do hereby certify:

1. The name of the Corporation is Women's Housing and Economic Development Corporation
2. The Corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law and shall be a Type B corporation under Section 201 of the Not-for-Profit Corporation Law.
3. The Corporation is formed for the purposes of providing relief to the poor, distressed and underprivileged, and for the promotion of the public good through programs to combat community deterioration in New York. In furtherance of these charitable and educational purposes, the corporation shall:
 - a. Acquire, develop or otherwise improve, and operate property to provide housing for low-income persons;
 - b. Plan and operate programs, projects and activities, including job training and other educational initiatives, aimed at encouraging the economic development of low-income persons, with a special emphasis on women.
 - c. Provide appropriate social and other services to low-income persons, with a special emphasis on women, either directly or by cooperating and developing programs with those organizations, public or private, concerned with the provision of such services.
 - d. Conduct all lawful activities which may be useful in accomplishing the foregoing purposes.
4. In furtherance of the foregoing purposes, the Corporation shall have all the general powers enumerated in Section 202 of the Not-for-Profit Corporation Law together with the power to solicit grants and contributions for any corporate purpose and the power to maintain a fund or funds of real or personal property for any corporate purposes. The corporation shall have the right to exercise all other powers which are, or hereafter may be, conferred by law upon a corporation organized for the above purposes or incidental to the conferred powers.

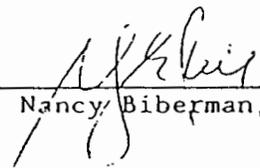
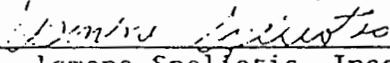
5. Notwithstanding any other provision of this certificate, the Corporation is organized exclusively for charitable and educational purposes, as specified in Section 501(c)(3) of the Internal Revenue Code of 1986, as it may be amended, and shall not carry on any activities not permitted to be carried on by a corporation exempt from Federal income tax under Section 501(c)(3).
6. The Corporation is not formed for pecuniary profit or for financial gain and no part of its assets, income or profit shall be distributed to or inure to the benefit of any private individual. Reasonable compensation, however, may be paid for services rendered to or for the Corporation in furtherance of one or more of its purposes.
7. Nothing herein shall authorize the Corporation, directly or indirectly, to engage in or include among its purposes any of the activities mentioned in Section 404(b) through (v) of the Not-for-Profit Corporation Law.
8. No substantial part of the activities of the Corporation shall be devoted to carrying on propaganda, or otherwise attempting to influence legislation, (except to the extent authorized by Internal Revenue Code Section 501(h) as amended, or the corresponding provision of any future United States internal revenue law, during any fiscal year or years in which the corporation has chosen to utilize the benefits authorized by that statutory provision) and the corporation shall not participate in or intervene (including the publishing or distributing of statements) in any political campaign on behalf of or in opposition to any candidate for public office.
9. The office of the Corporation shall be located in Kings County, State of New York.
10. The names and addresses of the initial directors until the first annual meeting, each of whom is of full age, are as follows:

<u>Name</u>	<u>Address</u>
Nancy Biberman	129 Columbia Heights Brooklyn, NY 11201
Ismene Speliotis	3600 Fieldston Road Bronx, NY 10463
Barbara Petro-Budacovich	38 Miriam Parkway Elmont, NY 11003

11. The Secretary of State is hereby designated as agent of the Corporation upon whom process against it may be served. The address to which the Secretary shall mail a copy of any process against the Corporation served upon him or her is 129 Columbia Heights, Brooklyn, NY 11201.

ent of dissolution, the assets and property of the Corporation
after payment of expenses and the satisfaction of all
s shall be distributed for the not-for-profit purposes of the
on and/or to such charitable and educational organizations as
ify under Section 501(c)(3) of the Internal Revenue Code of
t may be amended, in accordance with a plan approved by the
n and by a Justice of the Supreme Court of the State of New

-EOF this certificate has been signed and the statements made
= true under the penalties of perjury this 8th day of November

berman mbia Heights , NY 11201	 _____ Nancy Biberman, Incorporator
peliotis ldston Road Y 10463	 _____ Ismene Speliotis, Incorporator

WAIVER OF NOTICE

The undersigned has no objection to the granting of judicial approval hereon and waives statutory notice.

Dated: _____

Robert Abrams
Attorney General
State of New York

By: _____
Assistant Attorney General

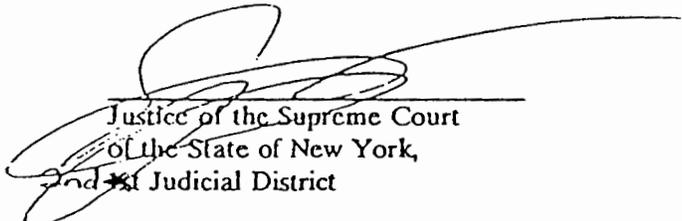
Nov. 12, 1991
THE UNDERSIGNED HAS NO OBJECTION
TO THE GRANTING OF JUDICIAL
APPROVAL AND WAIVES

by Howard Holt
HOWARD HOLT
Associate Attorney

APPROVAL OF SUPREME COURT JUSTICE

I, HON. EDWARD K. PIERCE a Justice of the Supreme Court of the State of New York, of the 1st Judicial District, in which the office of incorporation is located, approve of the forgoing Certificate of Incorporation of the Women's Housing and Economic Development Corporation and consent to its filing.

Dated: Dec 10, 1991


Justice of the Supreme Court
of the State of New York,
1st Judicial District

F 145

Women's Housing and Economic Development Corporation

DEC 30 12 07 PM '91

Handwritten: *du nu H-Type B*

CERTIFICATE OF INCORPORATION

Jill Cohen
Matthew Golden
Interns

Attorney(s) for Women's Housing and Economic Development Corporation
Office and Post Office Address, Telephone
Community Development Clinic
Columbia Law School, Box B-6
435 West 116th Street
New York, NY 10027 (212) 854-4291

RECEIVED
DEC 27 2 08 PM '91

Service of a copy of the within is hereby admitted.

Dated: _____ 19__

Attorney(s) for

STATE OF NEW YORK

DEPARTMENT OF STATE

FILED DEC 30 1991

TAX \$ _____
BY: *Edw King*

of which the within is a true copy one of the judges of the

PLEASE TAKE NOTICE:

NOTICE OF ENTRY

that the within is a (certified) true copy of a duly entered in the office of the clerk of the within named court on

NOTICE OF SETTLEMENT

that an order will be presented for settlement to the HON. within named Court, at

on _____ 19__ at _____ M.

Dated,

Yours, etc.

917230000162

**Certificate of Amendment
of the Certificate of Incorporation
of
Women's Housing and Economic Development Corporation
Under Section 803 of the
Not-for-Profit Corporation Law**

We, the undersigned, being the Chairperson and Secretary of Women's Housing and Economic Development Corporation do hereby certify and set forth as follows:

1. The name of the corporation is Women's Housing and Economic Development Corporation.

2. The Certificate of Incorporation of Women's Housing and Economic Development Corporation was filed with the Department of State on November 8, 1991. Said corporation was formed under Section 402 of the Not-for-Profit Corporation Law of the State of New York.

3. The corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law; it is and shall continue to be a Type B corporation under Section 201 of said law.

4. The Certificate of Incorporation of the corporation is hereby amended to include among the purposes of the corporation the establishment and operation of day care centers upon the prior written approval of the New York City Department of Health.

The third paragraph subsection d. shall now read as follows:

"Establish, maintain and operate year round day care and school-age programs, open to the general public in Bronx County provided, however, that before each center is established and opened, the written approval of the New York City Department of Health shall be obtained;"

The third paragraph subsection e. shall now read as follows:

"Conduct all lawful activities which may be useful in the accomplishing of the foregoing."

5. This amendment of the Certificate of Incorporation was authorized by an affirmative vote of a majority of the board of directors of the corporation, the affirmative vote of which constituted a quorum, at a meeting of the board duly called and held on FEBRUARY 19, 1999.

6. The Secretary of State is hereby designated as agent of the corporation upon whom process against it may be served. The post office address to which the Secretary shall mail a copy of any process against the corporation served upon him is Women's Housing and Development Corporation, 50 East

VERIFICATION

~~BARBARA PETRO~~ BIDACOVICH being duly sworn deposes and says, that (s)he is the President of the Board of Directors of Women's Housing and Economic Development Corporation, the corporation named in and described in the foregoing certificate; that (s)he has read the foregoing certificate and knows the contents thereof, and that the same is true of his/her own knowledge, except as to matters therein stated to be alleged on information and belief, and as to those matters (s)he believes is to be true.

Barbara Petro Bidacovich

President of the Board of Directors

Sworn to before me this 19th day of FEBRUARY, 1999.

Ronald M. Rivera

Notary Public

RONALD M. RIVERA
Commissioner of Deeds
City of New York - No. 1-3309
Certificate Filed in New York County
Commission Expires 10/1, 2000

This consent to filing is granted with the understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to engage in the practice of law, except as provided by subdivision 7 of section 495 of the Judiciary Law, or of any of the professions designated in Title VIII of the Education Law, or to conduct a school for any such profession, or to hold itself out to the public as offering professional services.

This consent to filing is granted with the further understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to operate a nursery school, kindergarten, elementary school, secondary school, institution of higher education, cable television facility, educational television station pursuant to section 236 of the Education Law, library, museum, or historical society, or to maintain an historic site.

This consent to filing shall not be deemed to be or to take the place of registration for the operation of a business school in accordance with the provisions of section 5001 of the Education Law, nor shall it be deemed to be, or to take the place of, a license granted by the Board of Regents for the operation of a private school pursuant to the provisions of section 5001 of the Education Law, a license granted by the Commissioner of Motor Vehicles pursuant to the provisions of section 394 of the Vehicle and Traffic Law, a license as an employment agency granted pursuant to section 172 of the General Business Law, or any other license, certificate, registration, or approval required by law.

2

FILING RECEIPT

CORPORATION NAME: WOMEN'S HOUSING AND ECONOMIC DEVELOPMENT CORPORATION

DOCUMENT TYPE : INCORPORATION (DOM. REF) TYPE: B COUNTY: KING

SERVICE COMPANY : ** NO SERVICE COMPANY **

FILED: 12/30/1991 DURATION: PERPETUAL CASH #: 911230000182 FILM #: 911230000

ADDRESS FOR PROCESS

THE CORPORATION
129 COLUMBIA HEIGHTS
BROOKLYN, NY 11201

REGISTERED AGENT



FILER

MATTHEW GOLDEN, COMMUNITY DEVELOPMENT
CLINIC, COLUMBIA LAW SCHOOL, BOX E-6
435 WEST 116TH STREET
NEW YORK, NY 10027

FEE	AMOUNT	PAYMENT METHOD	AMOUNT
FILING	75.00	CASH	0.00
TAX	0.00	CHECK	110.00
CERT	0.00	BILLED	0.00
COPIES	10.00		
HANDLING	25.00		
		REFUND	0.00
TOTAL	110.00		110.00

**Partnership Agreement Between
The WHEDco Bard Academy Charter School (WBA) and
The Bard Masters of Arts in Teaching Program (The Bard MAT Program)**

This **Partnership Agreement (Agreement)** is entered into by and between: a) **The WHEDco Bard Academy Charter School (WBA)**, a charter school education corporation located in the South Bronx, New York City, that will provide college preparatory educational programs and services for children in grades 6-11 during its initial five-year charter term and, upon renewal, will expand to enroll students in grades 6-12; and b) **The Bard MAT Program**, a comprehensive educational program that provides teacher preparation and professional development services and partners with traditional and charter public schools to support improvement in teaching and learning. These organizations have established a **partnership** to support the mission and operations of WBA. This Agreement sets forth the understanding of both parties regarding the scope of the partnership and the responsibilities of each party. Except as specifically noted in this document, the statements and commitments of each party expressed herein will extend throughout the entirety of the charter term.

Background of WHEDco Bard Academy (WBA)

WBA is currently applying to the New York State Education Department (NYSED) to become a charter school. WBA expects to commence operations in the Fall of 2014. Upon approval and award of a charter by NYSED, WBA will provide educational programs designed to promote the academic, physical, social, emotional and moral growth of all of its students. WBA is designed to provide all of its students a challenging college preparatory liberal arts program. WBA will feature: a) small school culture and extended day/year; b) differentiated and personalized instruction; c) use of research-based, standards-aligned curricula and instructional strategies; d) comprehensive advisory and classroom supports; e) comprehensive college preparation and opportunities for early college; f) commitment to a liberal arts tradition, including music and art as critical subjects; and g) comprehensive parent and family supports.

As outlined in this Agreement, WBA will work with the Bard MAT Program to support and improve its academic programs and to ensure the success of WBA's students.

Background of the Bard MAT Program

The MAT Program at Bard College, founded in 2003, engages students, faculty and public school teachers in advancing the best ideas about teacher preparation and the improvement of secondary and postsecondary education. All programs of study include integrated course work, student teaching, and independent research, and upon satisfactory completion of these programs, MAT graduates receive a master of arts in teaching degree and a New York State Initial Certificate in Adolescent Education (grades 7-12) in one of four areas: English, mathematics, biology, and history.

The Bard MAT Program has offices in Annandale-on-Hudson, NY, New York City, Los Angeles, CA and Delano, CA. Its primary contact person is Ric Campbell, Ed. D., Dean of Teacher Education at Bard College. (dte@bard.edu)

General Provisions

This Agreement outlines the terms, obligations and responsibilities of WBA and the Bard MAT Program related to the development, start-up, administration and management of WBA. This agreement will be valid upon the approval of WBA's charter application by NYSED. The term of this agreement will commence on the date that WBA's charter is approved and will end on the final date of the initial charter term. The agreement will be renewed at the end of the initial charter term for five years or for the term of the renewal charter, if less than five years, provided that none of the conditions permitting termination listed below are present. The agreement may also be renewed at the end of subsequent charter terms for periods that match the terms of the renewal charters, provided that none of the conditions permitting termination listed below are present.

The agreement will be reviewed at least annually by WBA's Board of Trustees. The board will also evaluate the partnership and the services provided by the Bard MAT Program each year, with input from the Principal and other appropriate staff. The purpose of the evaluation will be to identify and document what is working well and to identify and address challenges. Based on this evaluation, the terms of the Agreement, including the scope of services, may be modified to improve the effectiveness of the partnership and the impact of the services provided by the Bard MAT Program on the school and its students. Any such modification must be agreed upon, in writing, by both parties.

All of the provisions of this agreement are subject to review and oversight by the charter school authorizer and, to the extent that there are any conflicts between the terms of WBA's NYSED-approved charter and the terms of this agreement, the terms of the charter will control.

It is understood by WBA and the Bard MAT Program that authority for developing, implementing and managing all charter school activities rests with the Board of Trustees of WBA, and that the role of the Bard MAT Program is to support, assist and advise WBA in carrying out its mission in the areas specified in this Agreement. All school staff members, including the school's principal and teachers, are employees of WBA.

This agreement may be terminated by the Board of Trustees of WBA in the event that: a) the Bard MAT Program fails to perform the duties or fulfill the responsibilities described below (subject to amendment in the manner described below); b) the Bard MAT Program fails to properly and accurately maintain records and related documentation of its activities as required by WBA and NYSED and/or fails to provide such records and documentation to WBA's Principal or Board of Trustees, whenever requested; c) the MAT Program's performance of the duties outlined in this agreement is deemed unsatisfactory by WBA's Board of Trustees, provided that the Bard MAT Program is given advance notice of the Board's concerns and fair and reasonable opportunity to meet and attempt to address such concerns with the Board; or d) the Bard MAT Program ceases its operations or loses financial viability.

This agreement may be terminated by the Bard MAT Program in the event that WBA fails to provide adequate support, information or access, provided that the Bard MAT Program will first make its concerns known to the Principal and, if the concerns are not addressed, will provide

WBA's Board of Trustees with notice of its concerns and fair and reasonable opportunity to meet and attempt to address them.

The agreement will be terminated in the event that WBA ceases its operations for any reason, including voluntary dissolution or revocation of its charter.

In the event that this agreement is terminated, WBA will notify NYSED immediately, in writing, and will describe all pertinent details about the grounds of termination and the effective date of termination. If the termination is for a reason other than cessation of charter school operations, then a transition plan will be implemented, under the supervision of the Principal, to ensure that all appropriate data, records and documents in the possession of the Bard MAT Program are transferred to WBA and that the school's operations continue with minimal disruption. A transition team comprising WBA's Principal, at least one member of WBA's Board of Trustees, the Director of the Bard MAT Program and other appropriate persons will coordinate the transition.

Responsibilities of the Bard MAT Program to WBA

The Bard MAT Program will provide to WBA a broad range of services and resources designed to support WBA's academic programs, improve capacity of WBA's faculty and instructional staff, provide extensive classroom supports to WBA's teachers and enhance WBA's college preparation initiatives. Also, the Bard MAT Program will provide advice and consultation to WBA, as necessary and upon request. It is understood, however, that such advice and consultation shall not be binding and WBA may, at its option, accept, reject or adapt the Bard MAT Program's recommendations.

In carrying out the responsibilities outlined herein, the Bard MAT Program will work directly and cooperatively with WBA's Trustees, Principal and designates. It is understood that the Bard MAT Program has no authority to commit WBA to a course of action, to contract on WBA's behalf or to otherwise engage in management or supervision of WBA activities, except as specified herein or as specifically authorized, in writing by WBA's Board of Trustees. The Bard MAT Program will have no authority to make educational, strategic, management or operational decisions on behalf of WBA.

The Bard MAT Program will provide its services at no cost to WBA.

The Bard MAT Program will provide to WBA the following services:

Services during the start-up phase of the charter school

1. The Bard MAT Program will advise and assist WBA's Principal, Trustees and appropriate staff in establishing the Professional Development School model at WBA and in creating the policies, practices and protocols that will govern the implementation of the school's academic program and the interaction of WBA's administration and faculty with the Bard MAT Program faculty, staff and graduate students. The Bard MAT Program will participate in WBA's pre-opening instructional planning process, curriculum development process and professional development planning. To this end, the Bard MAT Program will authorize and facilitate the involvement and participation of its faculty to

work directly and extensively with WBA's Trustees, Principal and planning teams and advisors throughout the start-up phase of the school.

2. The Bard MAT Program will work closely with the Principal and appropriate staff to establish a plan for: a) identifying the Bard MAT Program faculty members and graduate students who will participate on-site at WBA providing professional development and/or in-classroom support; b) for integrating Bard MAT faculty and graduate students into WBA's academic programs and classrooms; c) for supporting effective cooperation and collaboration among WBA's classroom teachers and Bard MAT Program faculty and graduate students; d) for evaluating the effectiveness of specific assignments of Bard MAT graduate students to work with classroom teachers, with input in the evaluation from the classroom teachers, and for changing such assignments where warranted; e) for receiving feedback on an ongoing basis from WBA teachers and Bard MAT Program faculty and graduate students; and f) for ensuring that any Bard MAT Program faculty member or graduate student working at WBA recognizes and respects that WBA's Principal is ultimately responsible for all instructional decision-making.
3. The Bard MAT Program will work with the Trustees and Principal of WBA to facilitate a process that results in a formal Articulation Agreement between WBA and Bard to endorse and support WBA-Bard MAT Program partnership and to ensure that the commitment of the Bard MAT Program and Bard College to WBA is documented and enforceable throughout the life of the charter school.
4. The Bard MAT Program will provide professional development to teachers and others at WBA, as described in the narrative of WBA's charter application. The Bard MAT Program will work closely with the Principal and other appropriate staff to develop an annual school-wide professional development plan that includes, at least, embedded professional development in classrooms and other professional development events and activities.
5. The Bard MAT Program will provide WBA's Board of Trustees with information about its teacher preparation programs and its work at WBA. The Bard MAT Program will also support the school in providing ongoing advice and support to Trustees, particularly relating to oversight of the academic program, assessments and interventions.
6. The Bard MAT Program will work closely with WBA's Principal, Trustees and appropriate staff to integrate appropriate college courses in its high school program so that such courses can be established and available for WBA's first cohort of high school students. The Bard MAT Program will help WBA secure all necessary authorizations and certifications to offer such courses and to provide dual high school and college credit for college courses taken by WBA students.
7. The Bard MAT Program will work closely with WBA's Principal to design student and family supports at all grade levels to help WBA students prepare to research, select and apply successfully to colleges.

8. The Bard MAT Program will assist WBA in developing and implementing a fundraising and grant development campaign, in coordination with WBA's Principal and Board of Trustees. Such support may include assistance in grant writing and in planning fundraising events. It is understood that all major fundraising events and grant proposals must be approved by WBA's Board of Trustees.
9. The Bard MAT Program will work with WBA's Principal or designee to establish procedures, systems and, if necessary, technology to ensure that the Bard MAT Program provides WBA with all data, records and reports required to conduct and complete the annual review of the Bard MAT Program's performance and to respond to requests for information from the charter authorizer. During the start-up phase, the Bard MAT Program will work with the Principal to develop a detailed description of how each of the services described in the Agreement will be evaluated and will establish specific performance metrics for use in evaluating the Bard MAT Program. The descriptions and performance metrics will be presented to WBA's Board of Trustees by the Principal and, upon approval by the Board of Trustees, will define the process for evaluating the Bard MAT Program each year. The Bard MAT Program will thereafter cooperate with the Principal or designee, who will prepare an annual evaluation data report to the Board of Trustees, which will then conduct the evaluation.

Services following the start-up phase of the charter school

1. The Bard MAT Program will continue to advise and assist WBA's Principal, Trustees and appropriate staff in establishing the Professional Development School model at WBA and in implementing the policies, practices and protocols created during the start-up phase. The Bard MAT Program will provide WBA with access to personnel and resources, as necessary, to support its involvement in the school's academic programs. The Bard MAT Program will authorize and facilitate the involvement and participation of its faculty to work directly, extensively and on an ongoing basis with WBA's Trustees, Principal and staff.
2. The Bard MAT Program will identify the Bard MAT Program faculty members and graduate students who will participate on-site at WBA each year in a manner consistent with the plan developed during the start-up phase of the school. The Bard MAT Program will facilitate the integration of Bard MAT faculty and graduate students into WBA's academic programs and classrooms and will provide supervision of all Bard-affiliated staff and students, with the understanding that responsibility for academic decision-making at WBA rests squarely with the Principal. The Bard MAT Program will participate in the ongoing evaluation of its activities at WBA and of individual WBA teacher-Bard graduate student "matchups." The Bard MAT Program will provide training and other services on an ongoing basis to improve the effectiveness of its classroom supports and to facilitate cooperation and collaboration among WBA's teachers and the Bard MAT Program's faculty and graduate students.
3. The Bard MAT Program will continue to provide professional development on an ongoing basis to teachers and others at WBA through training, technical assistance and embedded professional development activities. The Bard MAT Program will continue to

keep the Board of Trustees apprised of its activities and progress through reports at board meetings and through written reports at least annually.

4. The Bard MAT Program will continue to plan the integration of college courses into the high school program and, as necessary, to secure or renew necessary authorizations and certifications. Beginning with WBA's first cohort of high school students, the Bard MAT Program will facilitate the offering and teaching of college courses at WBA. The Bard MAT Program will work closely with WBA's Principal, Trustees and appropriate staff to monitor and evaluate the effectiveness of college programming at WBA on an ongoing basis and will adjust the programming, as necessary, to address problems and/or improve its positive impact.
5. The Bard MAT Program will work closely with WBA's Principal and appropriate staff to implement grade-appropriate student supports, as well as family supports, to help WBA students learn about, research, select and apply successfully to colleges.
6. The Bard MAT Program will support WBA in implementing fundraising and grant development activities, in coordination with WBA's Principal, Trustees and appropriate staff.
7. The Bard MAT Program will assist WBA in completing any accountability and financial reports required by NYSED and/or the U.S. Department of Education.
8. The Bard MAT Program will cooperate with WBA's Principal, Trustees and appropriate staff to support the annual evaluation of its performance, pursuant to this Agreement. Such cooperation will include providing all requested data.
9. In the event of dissolution of WBA, the Bard MAT Program will work closely with WBA's Board of Trustees, Principal and appropriate staff to coordinate an effective transition plan, including: a) organization and transfer of all relevant student, operational and financial data in the Bard MAT Program's possession; b) assisting WBA in transferring its assets in accordance with the requirements of NYSED; and c) supporting the charter school in concluding its business affairs. The Director of the Bard MAT Program will coordinate all work by Bard MAT Program personnel related to the dissolution.

Responsibilities of WBA to the Bard MAT Program

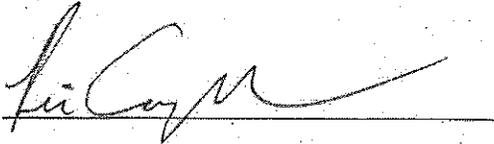
WBA's Board of Trustees will be responsible for oversight of the Bard MAT Program's services and will review the delivery and effectiveness of such services on an ongoing basis. WBA's Trustees, administrators, faculty and staff will work closely with the Bard MAT Program to facilitate the delivery of the above-listed services and to implement the charter school operations. WBA will be responsible for the following:

1. WBA's Principal and appropriate staff will work with representatives of the Bard MAT Program to facilitate and support delivery of the above-referred services and the design of the above-referred systems, procedures and technologies. The Principal or designee will be primarily responsible for interacting with the Bard MAT Program on behalf of WBA.

2. WBA's Board of Trustees, Principal and appropriate staff will review reports submitted by the Bard MAT Program and will work closely with the Bard MAT Program representatives to address issues or concerns arising from such reports.
3. Under the supervision of the Principal, WBA will provide the Bard MAT Program with appropriate access to the school, its records and its employees, as necessary, to support the delivery of the above-referred services. WBA will provide the Bard MAT Program with appropriate office space on its site.

Both the Bard MAT Program and WHEDco Bard Academy agree that this partnership agreement represents their full and complete understanding of each party's responsibilities. The terms and responsibilities set forth in this Agreement may not be modified, except in writing and signed by authorized representatives of all parties.

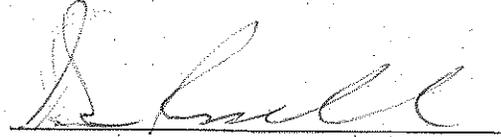
Signed:



Ric Campbell, Ed.D.
Dean of Teacher Education, Bard College
Founding Director, Bard MAT Program

Date: MARCH 14, 2013

Signed:



Davon Russell
Co-Lead Applicant
The WHEDco Bard Academy

Date:

Attachment 8a: Hiring and Personnel Policies and Procedures

All hiring decisions are the responsibility of the Board of Trustees, which may be delegated to the Principal. Notwithstanding such delegation, all hiring decisions must be approved by the Board of Trustees. The recruitment, selection, and hiring of all WHEDco Bard Academy Charter School (WBA) employees will be governed by pertinent federal, state and local laws and regulations, including US Equal Employment Opportunity Commission guidelines and the federal statutes that fall within the scope of EEOC oversight. All teachers and other instructional staff will meet the requirements for “highly qualified” teachers and staff required by the NCLB Act.

Individuals who wish to apply for a position will be required to submit a resume and a WBA employment application. WBA’s Principal or designee will review all submissions and determine which candidates are best suited for the school based on their qualifications. The Principal or designee will conduct interviews with teacher and non-teacher candidates and notify each person of their status once a decision is made. The candidate selection process will also include checking of references and other appropriate investigation regarding each candidate’s education and experience. Candidates who are offered employment will receive written notice from WBA.

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 improving academic achievement of low-income and/or minority students. The Principal reports directly to the Board of Trustees and supervises the Assistant Principal, teachers and non-instructional staff. The Principal shall act as the instructional leader at the school and shall be responsible for helping students achieve the outcomes outlined in the school’s educational program. The Principal will also be expected to teach or co-teach classes during his or her tenure..

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience, including administration experience in a traditional public or charter school
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment
- Understanding of charter school law and related laws, regulations and guidelines
- Demonstrated success as a classroom teacher with a minimum of 5 years teaching experience.

Candidates will meet 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.

The Principal's responsibilities will include:

- Facilitating communication between all school stakeholders.
- Hiring all other employees according to the mission, philosophy, and obligations defined in the charter, 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 or co-teaching classes on a regular basis

Assistant Principal

The Assistant Principal will be selected on an application and interview basis and will report directly to the Principal. Selection of this administrator 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 Assistant Principal will oversee operations and will direct the activities of the guidance department and student support services of the school.

The Assistant Principal must possess:

- Excellent communication and community-building skills
- Administrative experience, including administration experience in a traditional public or charter middle and/or high 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 2 years teaching experience.

The Assistant Principal 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 Assistant Principals include:

- Facilitating communication between school stakeholders, respectively, at the middle and high schools.
- Overseeing the day-to-day operations of the middle or high school, in coordination with the Principal.
- Organizing professional development, in coordination with the Principal.
- Assisting with student discipline.
- Assisting the Principal in preparing reports 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.
- Teaching or co-teaching classes on a regular basis

Teachers

Teachers will be selected 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. Teachers will be expected to be “highly-qualified” as defined by No Child Left Behind, except as permitted by the Charter Schools Act and other relevant laws and regulation. Accordingly, teachers will be expected to 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’s 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 school’s 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 designees 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 the basis of educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. In addition, as described in the narrative of the charter application, a limited number of Teaching Artists will be hired to provide instruction and support in arts and music classes. Responsibilities for the teachers will include:

- Preparing and implementing lesson plans that lead to student understanding of the 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.
- Working closely with fellow teachers and Bard MAT Program 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.
- Carrying out ongoing forms of assessment for purposes of analysis and reflection resulting in continued improvement of teaching and learning.
- 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.

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. 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 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 WBA 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 WBA'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 WBA, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal or 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 WBA 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
- 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 may 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 WBA 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 WBA 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 WBA'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. WBA will also comply with all requirements of the Dignity for All Students Act (DASA).

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 WBA;
- 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 WBA shall not, in any way, release any information about WBA, 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 WBA, 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 WBA 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 WBA.

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 WBA; (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

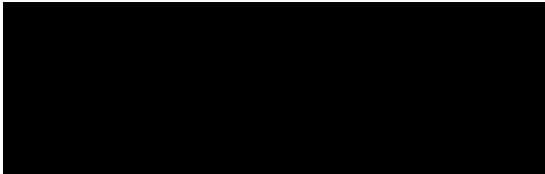
Employees are required to notify as soon as possible the Principal and any other person designated by the Principal of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by WBA.

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 may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the Principal or his or her designee.

CURRICULUM VITAE

RAYMOND D. PETERSON



EDUCATION:

New York University, Doctoral studies in English
Education

University of Iowa, Master of Arts, American
Civilization

Southwestern College, Bachelor of Arts. American
History and Literature

TEACHING AND ADMINISTRATION:

Bard High School Early College, Newark
Principal and Project Director 2011-2012

Bard High School Early College, Manhattan
Principal and Project Director 2001-2010

Bard College Institute for Writing and Thinking, 1983-
present
Director, 1998-2001
Freshman Language and Thinking Program, 1983-
present
Bard/Stockholm Institute exchange

The Rye High School, Rye, NY, 1980-1998
English Department Chair
New York/New South Wales faculty exchange

Santa Rosa Junior College, Santa Rosa, CA 1970-80
Instructor and English Department Chair

Central Missouri State University, 1969-70

Instructor of English

PROFESSIONAL HONORS:

Carnegie-Mellon Writing Research Fellow, Carnegie-Mellon University, "Protocol Analysis," Professor Linda Flower, 1980

Bay Area Writing Project Fellowship, UC Berkeley, 1979

NEH Summer Institute, "Writing in Science," Michigan State University, Professor E. Fred Carlisle, 1978

NEH Fellow "American Intellectual History," University of Illinois, Professor W. Solberg, 1976-77

MLA Summer Seminar Fellowship, "Interfaces of Minority Poetry," Stanford University, Professor Arnold Rampersad, 1975

Coe Foundation Fellowship in American Studies, 1967

PUBLICATIONS:

"To Write and Think in the Community of School"
Writing-based Teaching, SUNY Press, 2010

"The Process of Assessment" Writing in Australia,
Oxford, 1986

"Uncle Harry" Before and After, Random House, 1985

"Writing and Learning Across the College Curriculum"
California English Journal, March 1979