# APPLICATION SUMMARY

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<tr>
<th>Charter School Nameⁱ</th>
<th>The WHEDco Bard Academy Charter School (WBA)</th>
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<tr>
<td>Applicant Name(s)</td>
<td>1. Bard College Master of Arts in Teaching</td>
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<td>2. Women's Housing and Economic Development Corporation (WHEDco)</td>
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| Media Contact Name, Email Address and Telephone Number | 1. Davon Russell, Executive Vice-President, WHEDco  
Email: drussell@whedco.org  
Phone: 718-839-1118  
2. Ric Campbell  
Dean of Teacher Education, Bard College  
Email: dte@bard.edu  
Phone: 845-758-7145 |
| District of Location | CSD 9/7 in the Melrose section of the South Bronx |
| Opening Date        | July 1, 2013 with Planning Year 2012-2013 |
| Proposed Charter Term² | July 1, 2012 to June 30, 2017 |
| Proposed Management Company or Partners | The two principal partners are the Women's Housing and Economic Development Corporation (WHEDco) a NY State not-for-profit 501(c) (3) corporation and the Bard College Master of Arts in Teaching Program. The Longy School of Music and the Bronx Music Heritage Center are secondary partners, with the Longy School of Music providing leadership for the *El Sistema-inspired* music program and the Bronx Music Heritage Center providing support and resources from Bronx artists. |

**Projected Enrollment and Grade Span During Charter Term:** Grades 6-11 Enrolling **500 Students**  
**Projected Maximum Enrollment and Grade Span:** Grades 6-12 Enrolling **560 Students**

**Mission Statement:**  
The WHEDco Bard Academy 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 family engagement and a comprehensive curriculum, including the arts and an *El Sistema-inspired* music program ensures 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.

The WHEDco Bard Academy is a project born of a partnership between the Women Housing and Economic Development Corporation in the Bronx and Bard College Masters of Arts in Teaching (MAT) program. WHEDco has worked for nearly twenty years to build a more beautiful, equitable and economically vibrant Bronx. They reach over 30,000 people annually through a variety of social and economic programs.

As an organization deeply entrenched in the Bronx, WHEDco is in touch with the evolving needs of the community. WHEDco was awarded a site in the Melrose Urban Renewal zone through a competitive NYC HPD RFP process. The goal for the site was clear, to build a

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¹ N.Y. Education Law § 2851(2)(k)  
² N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2018.
complex that will create a community-focused "ecosystem" where educational opportunities, affordable housing, cultural expression, health, and community pride intersect in rich and transformative ways. An integral piece of this plan involves a high quality, grades 6-12 public school, a much-needed institution in the Melrose neighborhood.

Bard College emerged as a perfect educational complement to WHEDco’s resources. Where WHEDco could provide community resources to the school model- Bard would bring expertise in public education in under resourced communities. The Bard College Master of Arts in Teaching (MAT) program has been actively involved in partnering with NYC DOE public schools for the past eight years and runs its NYC campus out of The International Community High School in the Bronx.

The WHEDco Bard Academy will ultimately be located at 435 E. 162nd Street in School District 7 in the South Bronx. Upon completion of construction, WBA will be housed within a campus consisting of a new 355,000-square-foot development including over 250 units of affordable housing (with a set-aside for elder musicians); a performance, rehearsal and event space (The Bronx Music Heritage Center); a community gym and an outdoor recreational ball field. Until the completion of the permanent space, WHEDco Bard Academy will occupy a WHEDco building at 50 East 168th St, Bronx, NY 10452, which is in the same section of the Bronx, but is in Community School District 9.

The WHEDco Bard Academy Charter School will emphasize music education as a core element of its program. Students will be given the opportunity to learn to play instruments, perform in ensembles and earn credits for college level courses at no cost to them. Bard College is in the process of merging with Longy school of music of Cambridge Massachusetts. When this partnership is completed, the Longy Music arm of Bard will oversee the implementation of the El Sistema music program within WHEDco Bard Academy. The renowned El Sistema-based curriculum that seeks to effect social change through the pursuit of musical excellence, will collaborate with the Bronx Music Heritage Center (BMHC), to be housed in the same complex as the school facility. The BMHC will offer students and the community exposure to the rich musical heritage of the Bronx and enhance the music curriculum used at the school. As planning for the physical Bronx Music Heritage Center proceeds, WHEDco has been bringing together and building bridges with musicians, educators and members of the Bronx cultural community.

At the WHEDco Bard Academy, success in learning emerges from curriculum and instruction that is shaped by four key principles: teaching and learning is student-centered; literacy is the basis for successful learning; learning emerges from the authentic work and challenges of the core disciplines; curriculum will reflect the values of a liberal arts education, with the singular inclusion of music and art as part of the core curriculum. Instructional practice emphasizes effective clinical practice attending to the needs and dispositions of individual learners while applying what research tells us about how people learn. All WBA students and their families will have access to ongoing individual, family and group counseling by certified social workers. Other key design elements of WBA include an extended 190 day school calendar; a no homework based 8am-5pm school day; school uniforms; small school culture; focus on family engagement through music; culture and academics; lottery preferences for English Language Learners (40%) and students with disabilities (25%); faculty advisory support, block scheduling; portfolio based projects and presentations; differentiated instruction for at-risk students; access to college before graduation; and highly qualified classroom support through Bard MAT graduate students.
CERTIFICATION AND ASSURANCES STATEMENT

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

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at risk of academic failure or students with disabilities and English language learners.¹

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 ²
• 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;³ 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.⁴

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¹ N.Y. Education Law § 2854(2)(a)
² ESEA § 5203(b)(3)(J)
³ ESEA § 5203(b)(3)(K)
⁴ ESEA § 5203(b)(3)(N)

New York State Education Department
January 2012 RFP to Establish Charter Schools Authorized by the Board of Regents - Draft for Public Comment
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Signature of Applicants: [Signature]
Date: February 23, 2012
Print/Type Name: [Name]

1 N.Y. Education Law § 2854(2)(a)
2 ESFA § 5203(b)(3)(A)
3 ESFA § 5203(b)(3)(K)
4 ESFA § 5203(b)(3)(N)
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The WHEDco Bard Academy Charter School

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, COMMUNITY

A. Mission Statement and Objectives
The WHEDco Bard Academy Charter School (WBA) 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 ensures 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.

Educational Philosophy
The WHEDco Bard Academy will provide an exemplary education for a broadly representative population of students from the Melrose section of the Bronx. The goal is to increase the number of students who complete a postsecondary education; to ensure the development of students as self-motivated, competent, lifelong learners; and to offer broad opportunities for adolescents to explore and develop a range of lifelong competencies and interests through a comprehensive curriculum “liberal arts” curriculum that includes music and art.

Objectives for Achieving This Goal
The WHEDco Bard Academy has a focus on quantifiable objectives that guarantee continued educational success leading to increased opportunities for employment and learning throughout the lifespan. The following are the objectives of the WHEDco Bard Academy Charter School.

1. Communicative competency (The ability to read, write, listen, and speak effectively)
2. Core knowledge in subject areas
3. Technological competency/fluency
4. Academic literacy (Understanding of key concepts in critical fields of study)
5. Self-discipline, self-reflection, and the capacity for self-directed learning
6. Performative skills in music, art, and other subject area practices
7. Graduation from high school including between 6 and 12 earned credit hours of college coursework

The following objectives of the New York State Charter School Act will be met by the WHEDco Bard Academy Charter School:

1. Improve student learning and achievement
   At the WHEDco Bard Academy, success in learning emerges from curriculum and instruction that is shaped by three key principles or design elements: 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. Instructional practice emphasizes effective clinical practice attending to the needs and dispositions of individual learners while applying what research tells us about how people learn. Effective use of language builds an educational foundation as well as a broader idea of what literacy means across the range of disciplinary contexts. Developing the thinking, skills, and usable knowledge that lead to competent understanding in any subject.
The WHEDco Bard Academy Charter School

requires engaging with the forms of inquiry and knowledge making that motivate a discipline. By partnering with the Bard College MAT program, WBA will have immediate access to experienced teachers and professional development to improve classroom instruction as needed. WBA has clear accountability measures for creating a learning environment in which the students will outperform the surrounding district counterpart schools on the NYS English Language Arts and Mathematics assessments.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure

The WHEDco Bard Academy 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 ensures 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. The student population in the Melrose section of the Bronx is growing faster than the housing and schools in the area. WBA will likely serve many families that receive services from WHEDco, whose children are often times at-risk. In addition, the Melrose section of the Bronx is home to 90 percent of students who qualify for free or reduced meals, 25 percent of students who qualify for special education services and 19 percent who are limited English proficient.

3. Create new professional opportunities for teachers, school administrators and other school personnel

By partnering with Bard College’s MAT program, the staff personnel will benefit from the ongoing professional development accessible through the college’s NYC campus offerings. In addition, the professional staff will be connected with staff already working in Bard’s network of NYC DOE schools. Bard College will truly facilitate a bridge between the existing DOE schools with a Bard presence and the WHEDco Bard Academy Charter School. It is anticipated that this Charter School - College partnership will become a model among public secondary schools seeking to develop effective partnerships between charter schools and the local districts in which they exist to ultimately best serve all students.

B. Key Design Elements

The WHEDco Bard Academy (WBA) is a replication of the Paramount Bard Academy (PBA) in Delano, California. PBA is now in its third year, with 530 students in grades 6-11 and serves a representative demographic of students in this rural region of the Central Valley, which was recently described as the Appalachia of the West. Roughly 85% of the student body is eligible for free and reduced lunch and 87% is Mexican-American, which makes English language learning one of many key issues to be addressed in classrooms. The curriculum is influenced by El Sistema, a comprehensive Venezuelan music education philosophy centered on the link

1 http://www.economist.com/node/15331478
between the intense study of music and improved self-esteem, communication skills, and curiosity. Learning from the experiences of this first Bard College charter school, WBA will start with a small student population and build gradually to full capacity.

1. Teaching and learning is student-centered;
2. Literacy is the basis for successful learning; and
3. Learning emerges from the authentic work and challenges of the core disciplines;
4. The curriculum reflects the values of a liberal arts education, with the singular inclusion of music and art as part of the core curriculum

These four principles are realized through specific structures that constitute the WHEDco Bard Academy educational program as follows:

**Small school culture as learning support** – at full capacity, the WHEDco Bard Academy will enroll 80 students at each grade level, from grades 6-12.  
**Reduced class size** – the WHEDco Bard Academy will maintain class sizes of no more than 22 students in grades 6-12.  
**Advisory support** – students will be organized into grade-level cohorts of 10-15 students attached to a single faculty member as their advisor. These advisory groups will meet daily to support learning under the guidance of the advisor, who will act as a student advocate and communicate regularly with parents/guardians to build and maintain links between school and home.  
**Highly competent, qualified teaching faculty** – all teachers will satisfy predetermined standards for ‘highly competent’ teachers, will work to receive National Board Certification within their first year of teaching, and will remain active as learners within their selected academic fields. Teachers will meet all applicable “highly qualified” requirements under the No Child Left Behind Act.  
**Highly qualified classroom support** – MAT Program graduate students will serve as assistant teachers during the apprenticeship cycle of their teacher education program. These students are a select group of college graduates with deep knowledge in their respective subject areas and an abiding interest in becoming successful teachers of their disciplines.  
**Core literacy practices across subject areas** – the WHEDco Bard Academy will emphasize a language rich environment, emphasizing literacy development across the subject areas to develop competent understanding in the core academic areas. Teachers will draw on the work of Teachers College - Columbia University Reading and Writing Project for instructional models in grades 6-8, the work of the Strategic Literacy Initiative at WestEd for grades 6-12, and the work of Bard College’s Institute for Writing and Thinking throughout grades 6-12.  
**Project-based instruction** – students will engage in learning that is prompted by the forms of inquiry that constitute each of the academic disciplines, developing knowledge and understanding in authentic contexts. Instruction will focus on the key cognitive strategies identified by the Educational Policy Improvement Center that build towards success in college. The WHEDco Bard Academy will build instructional units that guide learning and ongoing assessments that shape the continued improvement of instruction in collaboration with the MAT Program faculty.  
**Ongoing assessment** – in addition to attending to the educational standards and assessments of New York State, the WHEDco Bard Academy will develop forms of assessments that provide ongoing feedback for students and teachers – helping students become increasingly strategic and
The WHEDco Bard Academy Charter School

self-directed in their learning and allowing teachers to modify instruction to the individual needs of a range of students.

**Block scheduling** – classes will meet for extended periods of time to allow for sustained inquiry and in-depth engagements with the various subject areas.

**Integrated curriculum** – teachers will plan lessons collaboratively, building units of study across disciplines that allow for meaningful connections and the broad application of key cognitive abilities.

**Art and Music** – instruction and experiences in the visual and performing arts will be integral to the school curriculum and part of the daily schedule for all students in grades 6-8. The El Sistema inspired music program will be guided by the Longy School of Music, a national leader in music education and partner with Bard College, and the LA Philharmonic in the recently inaugurated Take A Stand program.

**College in the school** – the presence of graduate students as apprentice teachers increases opportunities for individualized instruction and the inclusion of college faculty in education and the disciplines as members of the teaching community supports curriculum innovation and allows for college courses to be taught in school, fully integrated with the high school curriculum.

**Community Service Learning** – will be a forum for students to partake in candid conversations about issues that are of direct concern to them – poverty, bullying, hunger, immigration, dropout rates – and the leadership roles they can play to address these social issues by implementing projects in their community.

**Extended school day** – ‘after school’ programs that extend the school day will provide support and enrichment for all students, ensuring that students benefit from homework and remain engaged with what is implicitly valuable to study in various subject areas.

**Extended school year** – the academic year will be expanded to 190 days, creating two weeklong cycles for student presentations of work and projects to peers, teachers, and community members as part of end-of-the-semester assessments.

**Regular cycles of parent-school interactions** – advisory group leaders will communicate with parents of their advisees on a monthly basis and various forums for school-community engagements will be part of annual planning initiatives.

**An emphasis on postsecondary education and lifelong learning** – the integration of Bard College faculty and graduate students in the daily life of the school and the fact that classroom teachers are engaged in continued learning through MAT Program provides models for learning that foster a culture of educational aspiration and achievement.

**Family Support services including individual and family mental health counseling** – WHEDco social worker and school counselor will provide ongoing support, as needed, to both students and parents providing access to public benefits, legal and financial assistance.

**There is NO HOMEWORK at WBA.** This element was developed based on the available research on homework and the challenges faced by students and families to make much of value from this form of independent practice. WBA faculty will design instruction that allows for productive practice and the development of independent work habits within the parameters of a much longer school day. There will also be designated instructional periods targeted at both intervention and enrichment to give the students opportunities for guided independent work. Students will carry home musical instruments and other instructional materials for the purpose of enhancing their learning, but academic progress will not be contingent on assigned homework. It
is our intention that families may have the chance to enjoy each other’s company without the struggles and frustrations that required homework often creates.

C. Enrollment, Recruitment, and Retention
The rationale for the enrollment build-out at WBA draws from both research and experience. Available data suggests that schools that begin with split enrollment across 6th and 9th grade do not fare as well in AYP as schools that begin with a single age cohort and fill out the upper grades over time. The Bard MAT experience with the Paramount Bard Academy affirms this claim. Additionally, it suggests that a less ambitious initial enrollment plan will allow for the more consistent and reliable development of an alternative school culture- one that fosters increased student initiative and reflection in a curriculum shaped by authentic inquiry and explorations across a range of subjects. Thus, WBA begins with a small cohort of 80 students and a lower than average student-to-teacher ratio that ensures the creation of a school culture that will provide the basis for the acculturation of an increasing number of students over time. There is an additional goal of maintaining grade level cohorts of no more than 80 students so that grade level instructional teams are able to effectively address individual needs in the classroom context.

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* It is anticipated that rising 9th graders will be competitive applicants to high schools throughout NYC and that students may elect to transfer to programs of particular interest after completing 8th grade.

WHEDco and Bard currently operate educational programs for thousands of underserved children in 12 Bronx public schools all of which have exemplary rates of engagement, retention and attendance. The experience of WHEDco and Bard in enrolling and recruiting students with disabilities, English language learners, and those eligible for free/reduced price lunch will be applied to the WHEDco Bard Academy. WHEDco will continue its practice of placing social workers in the school to address needs of the student and the ‘whole’ family.

Both WHEDco and Bard are committed to utilizing WBA's resources to support local Bronx public schools. WHEDco has extensive experience attracting participants to its various programs, serving 30,000 people each year (mostly Bronx families). WHEDco's 13-year old nationally accredited 104-child Head Start Center has an annual waiting list in excess of 200. WHEDco's After School, Summer Camp and Teen programs serving over 1,000 annually are always at capacity. To attract and recruit students, WHEDco will employ strategies it has used as a developer of two income-restricted buildings in the Bronx. Recruitment was accomplished via

2 N.Y. Education Law § 2851(2)(p)
advertising through city-wide newspapers and local press in multiple languages, local saturation marketing that employs traditional methods (including flyers, storefront posters, presentations at tenant associations, community boards and to elected officials, church and merchant associations), as well as public service announcements, and digitally through two WHEDco-run websites, community e-blasts, and social media.

D. Community to be Served

Initial assessment reveals great need for a high-performing school in District 7 due to the population influx in Melrose and the district's low-performing schools. The past decade has brought a 25% increase in the number of housing units located within the census tracts surrounding the Melrose area. This population influx has brought needs not addressed by existing or planned schools, especially those that can meet the needs of an ethnically diverse, limited English proficient and economically disadvantaged student body.

The WHEDco Bard Academy will be located at 435 E. 162nd Street in School District 7 in the Melrose section of the South Bronx. WBA will be housed within a campus consisting of a new 355,000-square-foot development including over 250 units of affordable housing (with a set-aside for elder musicians); a performance, rehearsal and event space (The Bronx Music Heritage Center); a community gym and an outdoor recreational ball field.

Currently vacant land, the site was awarded to WHEDco and development partner Blue Sea Development Company through a competitive NYC HPD RFP process. The development represents the final phase of the Melrose Urban Renewal Plan, spanning a 30-block area. There is an acute need in the Melrose community for additional, high-quality educational institutions. The past decade has brought a major increase in the number of housing units located within the census tracts surrounding the Melrose area. This positive growth has resulted in a corresponding demand for more schools. On average, the number of housing units within the surrounding census tracts has increased by 25% since 2000. WHEDco’s proposal to NYC HPD clearly identified a school as a much needed community resource. WHEDco was introduced to the Bard College Masters in Teaching Program and the concept of a school with a music based curriculum was a perfect fit within the larger Bronx Commons Development. The Academy in this complex will create a community-focused "ecosystem" where educational opportunities, affordable housing, cultural expression, health, and community pride intersect in rich and transformative ways. Until the completion of the permanent space, WHEDco Bard Academy will occupy a WHEDco building at 50 East 168th St, Bronx, NY 10452, which is in the same section of the Bronx, but is Community District 9.

E. Public Outreach

In the spring of 2010, WHEDco began outreach by conducting a needs survey of 448 people in English and Spanish in Community District 3 where the proposed school will be located. It revealed a very high percentage of households with children under 18 (almost 62%), much higher than the Bronx’s average of 41%. Youth education was one of the highest needs identified by respondents. Concerns about economic and housing security also featured prominently, with three-quarters living below the borough’s median income. Health issues were another recurring theme.

In May 2010, WHEDco held a 25-person focus group comprised of Bronx educators, musicians, community activists, historians, and elected officials’ representatives. The concerns

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3 New York City Department of City Planning, 2010
The WHEDco Bard Academy Charter School

raised mirrored those captured on the broader needs survey. Focus group participants showed strong support and enthusiasm for the proposed school and expressed the need for a curriculum that would equip Bronx students with the academic foundation to successfully complete high school, transition to higher education, and gain valuable career-life skills leading to gainful employment in fields ranging broadly from music to science. The WHEDco Bard Academy aims to respond to these needs. The focus group led to the formation of a Music Advisory Board tasked with helping shape the programming of the Bronx Music Heritage Center, secondary partner of the WHEDco Bard Academy located on the same campus.

Between 2010 and 2011, WHEDco made presentations to the local Community Board, Bronx Borough President Rubén Diaz Jr., Councilmember Helen Diane Foster, and other local elected officials to inform and update them on plans for the WHEDco Bard Academy Charter School. The goal of the meeting was to present the idea of the school and solicit input from attendees. Recognizing the school’s projected economic impact on the South Bronx; WHEDco also met with and received feedback from key staff of Congressman José Serrano’s Office as well as the Bronx Overall Economic Development Corporation. WHEDco has hosted more than 12 free community events (roundtable discussions, tenant meetings, concerts) since June 2011 that promoted the mission of the WHEDco Bard Academy and its cultural partner, the Bronx Music Heritage Center, reaching more than 1,000 parents, children and seniors. Attendees were encouraged to given input in-person, by phone, e-mail, website, and social media, and written handouts about the school and surrounding campus were provided at most events.

Public outreach about the WHEDco Bard Academy Charter School continued between January and February 2012 with in-person and online surveying of 318 community members from School Districts 7, 9 and Bronx-wide. The results have been astounding. More than 95% of respondents agree that there is a need for a high performing public charter middle and high school with an arts component in the Bronx. Eighty-five percent (85%) reported knowing a young person who would benefit from the WHEDco Bard Academy Charter School. A school visioning focus group, tenant meetings, community council precinct meetings, event tabling, and other activities have rounded out our community outreach for the first two months of 2012. Ten (10) more events are scheduled through December 2012, including a presentation to the Bronx School District 7’s Community Education Council by March 2012. Community surveying will also continue. A representative list of our past and upcoming outreach activities is attached.

WHEDco and Bard College have responded to the input received from our diverse, multilingual, and broad outreach by designing the WHEDco Bard Academy Charter School and surrounding campus to address to the needs identified. Of particular relevance is the school’s rigorous, college-focused curriculum to give students and families a better foothold in the economy; on-site social services to support students and their families; the opportunity to celebrate, learn about and create new Bronx music; outdoor and indoor fitness amenities to support health; and emphasis on high-level teacher education, training, and curriculum delivery.

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, and across the borough. Our goal is to increase the number of students who complete a postsecondary education and contribute to the development of students as self-motivated, competent, lifelong learners.

F. Programmatic and Fiscal Impact
The approval of the charter for the WHEDco Bard Academy will serve the hopes and needs of a population of students and their families while providing benefits for local schools and contributing to the community in various ways. This section describes the benefits and also addresses the few concerns that are typically associated with the founding of a charter school. Typical concerns associated with the inception of a local charter school – such as loss of per pupil amounts, reduction in staffing, and the enrollment of a disproportionate number of high achieving students – are not problems in the case of the WHEDco Bard Academy. Interestingly, the enrollment of students in the charter school may be seen as a benefit to the taxpayers in the community.

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

Charter schools are suspected of drawing a disproportionate number of high achieving students away from a local school district, but this will NOT be true for the WHEDco Bard Academy. WBA’s goal is to demonstrate how a different kind of school can educate the same cross-section of students as the local district. Careful planning and efforts in the student recruitment process as described earlier in this document will ensure a broad range of students is enrolled in the charter school. Local school districts will be asked to help identify populations of students that WBA can contact for recruitment in an effort to enroll students that might otherwise be neglected or overlooked. With community effort and support, this recruitment goal will be achieved.

**Benefits to the Bronx Community and Schools:**

1. Parents in Bronx and surrounding communities have a choice for free public school education for their children.

2. As a small school community focused on individual student needs, the WHEDco Bard Academy will be able to increase high school completion and college attendance rates by addressing the needs of all students, including students at risk of dropping out.

3. As a differently structured educational program, the WHEDco Bard Academy provides working models of alternative practices, acting as a local laboratory for educational innovation.

4. Bard College’s Master of Arts in Teaching (MAT) Program will provide high quality apprentice teachers as teaching assistants during their internships in the Bronx schools and other area schools as well as the WHEDco Bard Academy.

5. Professional development and graduate level study for area teachers will be available through the work of Bard’s MAT program, which is integrated with the WHEDco Bard Academy. This not only could represent a cost savings to local districts but also means that professional support can respond effectively to local needs since the graduate program is located in Bronx.
6. Bard’s MAT Program will graduate master’s degree level teachers who have worked with local children and are well prepared to fill teaching positions that become available in Bronx and other local school districts.

7. Over time, there should be clear evidence of educational improvement based on student achievement across school districts due to collaborative efforts and opportunities that are possible with addition of this educational alternative to the region.

8. Many federal, state, and private foundation grants for the improvement of public schools target college/public school partnerships and demonstrate preference for proposals that maximize impact for the greatest number of students. The WHEDco Bard Academy represents a unique initiative at a national level and thus has the potential to attract funding for districts in the Bronx region to support continued school improvement.

9. Regular college course offerings for high school students in the WHEDco Bard Academy will be available to all area high school students based on seat availability.

10. This collaboration for educational improvement creates an unprecedented NYS model of college/public charter school partnership with numerous benefits for local districts. As a center for educational change, the WHEDco Bard Academy promises to build on the current work of the Bronx schools, attracting positive attention from educators and researchers across the state and the country.

11. The El Sistema based music program that is integral to the WBA curriculum involves families and the broader community in regular performances and other cultural activities that “spin off” of the core music program, such as visits by guest artists, trips to concerts across NYC, events related to the national Take A Stand initiative, and musical events with partner public schools.

12. The inclusion of an El Sistema based music program as part of the WBA curriculum will be expanded so that opportunities for music instruction will be available to the community at large, including a program for younger students in their elementary school years.
A. Achievement Goals

**English Language Arts**

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

**Absolute Measure 1:** By the end of school year 2014-15, 60 percent of WHEDco Bard Academy’s students in grades 6 through 8 who have been continuously enrolled at the school for at least two years will attain a score of Level 3 or Level 4 on the New York State English Language Arts exam. This pass rate will increase by an average of five percentage points per year until it reaches 75 percent in school year 2017-2018.

**Absolute Measure 2:** Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

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

**Comparative Measure 1:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in the local school district, Bronx Community School District 7.

**Comparative Measure 2:** Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school from the local school district, Bronx Community School District 7.

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

**Mathematics**

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

**Absolute Measure 1:** By the end of school year 2014-15, 60 percent of WHEDco Bard Academy’s students in grades 6 through 8 who have been continuously enrolled at the school for at least two years will attain a score of Level 3 or Level 4 on the New York State Mathematics exam. This pass rate will increase by an average of five percentage points per year until it reaches 75 percent in school year 2017-2018.

**Absolute Measure 2:** Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade math exam will score at least 65 on a New York State Regents Math exam by the completion of their fourth year in the cohort.

**Absolute Measure 3:** Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Math exam by the completion of their fourth year in the cohort.

**Comparative Measure 1:** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be
greater than that of all students in the same tested grades in the local school district, Bronx Community School District 7.

**Comparative Measure 2:** Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school from the local school district, Bronx Community School District 7.

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

### Science

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

**Absolute Measure 1:** Each school year commencing in 2015-2016, 75 percent of eighth grade students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

**Absolute Measure 2:** Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

**Comparative Measure 1:** Each year, the percent of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of eighth grade students in the local school district, Bronx Community School District 7.

**Comparative Measure 2:** Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

### Social Studies

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

**Absolute Measure 1:** Each school year commencing in 2015-16, 75 percent of eighth grade students who are enrolled in at least their second year will perform at or above Level 3 on the grade 8 New York State Social Studies examination.

**Absolute Measure 2:** Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

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

**Comparative Measure 1:** Each school year commencing in 2015-16, the percent of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of eighth grade students in the local school district, Bronx Community School District 7.

**Comparative Measure 2:** Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school from the local school district, Bronx Community School District 7.
Comparative Measure 3: Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school from the local school district, Bronx Community School District 7.

High School Graduation
Goal 5: WHEDco Bard Academy Charter School will maintain high graduation rates each year.

Absolute Measure 1: Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their third year in the cohort.

Absolute Measure 2: Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Absolute Measure 3: Each year, 75% of students in the high school Graduation Cohort will have earned 12 college credits upon graduation from WBA.

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

Absolute Measure 1: All entering 6th graders who graduate from WBA will have completed at least two college courses and of these graduates a minimum of 75% will have earned 12 or more college credits.

No Child Left Behind
Goal 7: The school will make Adequate Yearly Progress.

Absolute Measure 1: Each year, the school will be deemed in ‘good standing’ by the state’s accountability system.

B. School Schedule and Calendar: The WHEDco Bard Academy will operate on a 190-day calendar year, providing an additional two weeks of instructional time compared to the typical school calendar. The school day will be constituted in longer instructional blocks of 80 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 and 5-minute passing time between periods, this academic calendar yields a maximum total of 90,250 annual instructional minutes for all students. The annual calendar, including holidays, will be adapted from the local school district calendars so that, as much as possible, the school year will model the local district holidays. Experienced teachers may be relieved of teaching duties during part of their day in order to perform leadership roles within their department such as observations, PD, formative and summative assessment development, data analysis, and curriculum work. All teachers will act as advisors for a group of students with time within their schedule to meet with advisees, teams and parents.

Summer Academy: WBA will provide a summer program that complements the academic year in terms of content, experience, cultural experience and skills. Detailed plans will be developed during the 2012-13 planning year.

C. Curriculum and Instruction
Though the newly hired teaching faculty of the WHEDco Bard Academy and Bard College professors will develop curriculum and instructional approaches in the months leading up to the opening of the school, it is important to recognize that all curriculum design will be governed by a few basic principles:
Course content and expectations for student achievement are aligned with state and national standards and are aimed at preparing students for success in college and productive habits for lifelong learning.

A concept of literacy development, ranging from the acquisition of increasingly effective communication skills (reading, writing, speaking, and listening) to a conceptual fluency allowing for transfer of understanding across areas of inquiry, and research-based practices related to literacy development are implicit to instructional designs.

The primary structures for learning are units of inquiry aimed at answering questions or resolving problems that are the basis for the various forms of disciplinary practice and knowledge making.

Approaches to teaching are student-centered and appropriate to the knowledge and concepts being taught.

Assessment is structured as a means of informing teaching and learning, helping students become increasingly reflective and self-directed and ensuring that forms of instruction are modified to respond to individual student learning needs.

**What does it mean to be an “educated person” in the 21st century?**

The WHEDco Bard Academy believes that an “educated person” in the 21st century possesses much more than the core body of knowledge and key understandings mandated by state standards. In a world in which information proliferates and knowledge is power, the ability to access and analyze information for particular purposes and to understand and evaluate different ways of knowing is essential. Learning to apply the analytic ‘tools’ of key academic and artistic disciplines to a range of problems is a necessary foundation of participatory citizenship and career success. In this sense, the values of a liberal arts education, including a rigorous music program based on the principles of *El Sistema* (a comprehensive music education philosophy developed in Venezuela — which stresses the link between the intense study of music and improved self-esteem, communication skills, and curiosity in children) provide the basis for this school’s curricular and instructional emphasis. This broad exposure provides students with a comprehensive education, including opportunities for learning in a variety of contexts and preparation for the challenges of increasingly complex world. Further, the range of academic subjects associated with a liberal arts education teach students how to think critically, learn effectively, and make meaningful connections. The abilities that lead to continued educational success and the qualities that employers look for in future employees are implicit to a liberal arts education and academic literacy. These include effective communication skills, the ability to solve complex problems and work collaboratively with others, as well as a fundamental grasp of core ideas in various subject areas. We hold academic literacy - the ability to be fluent with the knowledge and means to understanding that constitute key academic areas- as a primary educational goal.

**How does learning best occur?**

The WHEDco Bard Academy is uniquely configured to integrate the work of an innovative public school with Bard College’s Master of Arts in Teaching (MAT) Program. Public school and college faculty work side by side on a common campus, supported by graduate students as teaching assistants. Together the two will move public school students towards success in college in an environment that actively engages educational theory and practice in the study of core academic disciplines.
These elements contribute to a culture that is meaningfully engaged with learning not only as the acquisition of skills and knowledge but also, as the development of forms of understanding that are directly connected to the responsibilities of adulthood, continued learning through the lifespan, and the demands of citizenship in the modern world. Such connections are essential to developing a learning culture that values intellectual competency and moral character. As John Dewey described the effect of such connections in *Democracy and Education* (1916), “For under such conditions, the school becomes itself a form of social life, a miniature community and one in close interaction with other modes of experience beyond school walls.” At the WHEDco Bard Academy, success in learning emerges from these conditions, which are shaped by **four key principles** and guided by research-based practices.

1. **Teaching and learning is student-centered.** The WHEDco Bard Academy attends to the learning needs of students in two dimensions. The first dimension has to do with the development of competent learners who possess the knowledge, skills, and cognitive abilities to become increasingly self-directed. This means that teaching is responsive to individual student needs, which is supported by small classes that allow teachers to deliver tailored instruction while maintaining a challenging curriculum. Forms of ongoing assessment become the basis for teachers to diagnose individual needs, evaluate teaching approaches, and respond with changes in instruction that support learning and provide forms of feedback that allow students to self-correct and become increasingly strategic and independent in their learning. Effective instructional design emerges from clear educational goals and responds to differences among individual students. The forms of reflective practice that constitute the National Board for Professional Teaching Standards will be a part of regular practice, amplified by the classroom research that is a cornerstone of the graduate education of MAT students, which is guided by public school and college faculty.

   The second dimension provides key supports for young learners who are responding to a variety of challenges as they move towards adulthood. All members of the school faculty will be responsible for a cohort of students in **Advisory Groups** of ten to fifteen students. These advisory groups will meet on a daily basis for a variety of purposes, from the discussion of school-related issues to forms of academic support and the active exploration of issues that impact individual learning. Each advisor becomes the advocate for his/her students, making regular contact with students’ parents and teachers and working closely with students to support their success.

2. **Literacy is the basis for successful learning.** The ability to read and write effectively is widely recognized as the cornerstone of successful school learning and an essential prerequisite for progress through college. The WHEDco Bard Academy recognizes the need for students to develop these basic skills but goes beyond this narrower sense of literacy to include forms of literacy across the disciplines that are the hallmark of the highly competent learner. Fluency with the knowledge and concepts that constitute understanding in the arts, history, literature, mathematics, music, and the sciences is the basis for continued educational success. The WHEDco Bard Academy also adheres to a culturally responsive pedagogy; high school and college faculty will actively connect the language and literacy of students’ lives with the increasingly complex demands of what it means to be literate in the 21st century.
To this end, research-based literacy practices will shape pedagogical practices, building core skills and abilities in the early years of schooling. Writing and thinking practices developed by the Institute for Writing and Thinking at Bard College will provide a model for classroom learning that emphasizes the reflective use of language and collaboration to develop higher order thinking. Secondary literacy instruction will be based on the academic literacy practices developed by the Strategic Literacy Initiative at WestEd. (See http://www.wested.org) Literacy instruction, in grades 6-8, will draw on the model of the Teachers College – Columbia University Reading and Writing Project.

3. The school curriculum reflects the authentic work and challenges of the core disciplines. The WHEDco Bard Academy curriculum will incorporate New York State and Common Core standards but will emphasize a project-based learning approach that challenges students to develop the cognitive strategies and performance skills necessary for success in college-level work. The academic year will be divided into units of study that are shaped by performance assessments using the model of the College-readiness Performance Assessment System (C-PAS) developed by the Educational Policy Information Center (EPIC). These units will be developed through the collaborative efforts of the WHEDco Bard Academy teachers and the MAT Program college faculty. These units will reflect domain specific challenges of all subject areas – from mathematics to music, science to art. Furthermore, these units will integrate learning across the disciplines, making connections between literature, history, mathematics, science, and the arts that reflect the interdisciplinary work that is common to research in these fields while emphasizing the ways that forms of understanding can be applied across domains.

High school students will begin taking college courses offered on site by Bard College faculty members as soon as they demonstrate the motivation and have successfully completed necessary prerequisites. It is expected that all students will graduate from high school having completed a minimum of 12 college credits. The early college movement has demonstrated consistent success moving populations of low-income students into college, students who would more typically have struggled to complete their high school degrees.

4. The curriculum reflects the values of a liberal arts education, with the singular inclusion of music and art as part of the core curriculum. The public school years represent a critical developmental period. Offering students a deep exposure to a broader range of valued human pursuits maximizes the potential for developing capacities and exploring identities that will enhance their opportunities and sense of possibility as adults. The inclusion of an El Sistema inspired music program for all students in grades 6-8 leverages a program that has demonstrated great success in motivating student success in school as well as reinforcing the values of collaboration and self-discipline through the pleasure of musical performance. This form of engagement with music provides a guiding model for all subjects at WBA as it strives to reconceive of school as a place of such lively and rewarding engagement across the range of disciplines.

Curriculum and Instructional Design
**Guiding principles.** The WHEDco Bard Academy school curriculum will be aligned with New York State Education Department and Common Core Content Standards as well as standards developed by those national professional organizations that represent the values and aims of learning in various academic fields. For example, the values and aims for learning in science are determined by the shared standards of the scientific community and include identified areas of core knowledge as well as an understanding and ability to apply standards associated with the scientific method as a set of accepted processes for establishing knowledge claims in the field. In history, there are recognized standards for the construction of a historical narrative based on criteria or values that determine the choices, uses, and interpretations of data. Standards and/or curriculum published by the National Council of Teachers of Mathematics (NCTM), the National Academy of Science, the American Association for the Advancement of Science (AAAS), the National Council of Teachers of English (NCTE), the National Council for Social Studies (NCSS), the Organization of American Historians (OAH), the American Historical Association (AHA) will inform/shape both curriculum and instructional designs. Bard College professors and WHEDco Bard Academy teachers will collaborate on the development of curriculum, ensuring that content is structured in ways that emphasize the qualities of thinking and the forms of understanding that are authentic and essential to the respective areas of inquiry.

**Instructional Materials.** Learning materials will be selected and/or developed by the faculty of the WHEDco Bard Academy in consultation with faculty of the Bard College Master of Arts in Teaching Program, and in compliance with New York State Education Department. The emphasis will be on the kinds of materials that are productive for learning as it is valued by WBA. Though the instructional materials will align with State Standards, they will be selected to support the creation of a college-going culture and the development of knowledge, understanding, and academic skills identified as essential to continued academic success. Standard adopted textbooks will be part of WBA classrooms but will typically serve an ancillary or supportive role in student learning, providing students with access to information in a condensed or summary form as a reference that builds context for other readings.

For example, sixth grade students will have access to a text, such as *The World in Ancient Times*, published by the Oxford University Press, but will rely on primary and/or secondary sources for their study of ancient civilizations. A sample unit on ancient civilizations could include readings in texts such as:


Similarly, science instruction in middle school would draw on standard textbooks as resources, but would emphasize a lab-based inquiry driven approach to learning about the physical setting or the living environment. Scientific research articles and online resources at an appropriate level become primary texts in the sciences. Teacher developed materials that allow students to engage
in observation, data collection, and hypothesis testing allow students to engage in science as a
disciplinary practice that is qualitatively similar to the work of professional research scientists.
Connections to college faculty at Bard College, Bard High School Early College, as well as
partner organizations such as Rockefeller University and the New York Academy of Sciences
allow students to engage with practitioners in the field in a variety of contexts that are part of the
instructional ‘materials’ that constitute learning in a given subject area.

Instruction is further enhanced by field trips and technological avenues that allow
students to connect to databases and virtual communities online, building technological
competencies in meaningful contexts. Curriculum materials will be developed by the Charter
School faculty. The teaching faculty will be hired beginning February 1, 2013 and no later than
May 1, 2013 with the expectation that they will work to develop curriculum and prepare the
necessary lists of curriculum materials for purchase prior to the opening of school. This work
will be compensated beyond contractual salary at a rate to be determined.

Emphasis on Academic Literacy Development

Academic Literacy. WBA will incorporate the deliberate use of research-based literacy
practices into all content area classes in order to build academic literacy. The emphasis at WBA
will be on the integration of authentic practices in the disciplines (i.e., the practice of Wineberg’s
“corroboration” in the study of history) with literacy practices (i.e., 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, p. 51). The WBA
will be uniquely situated to provide this instructional approach in that its partner faculty from the
Bard College Master of Arts in Teaching Program will include experts in the disciplines and in
literacy who are working collaboratively with the school to develop curriculum that is both
demanding and culturally attuned. For example, in a ninth grade unit that integrates students’
own experiences with literature and history in response to the essential question, Why do we seek
the new? students will study the emergence of the Blues as text while learning how to “read”
both the historical and literary significance of a revolutionary movement in music.

Framework for academic literacy instruction. The following framework will guide the
approach to academic literacy instruction for all students at the WBA. Each item of the
framework is aligned with New York State and Common Core English Language Arts Standards.
In particular, we will draw on instructional practices that have been developed by Bard’s
Institute for Writing and Thinking, Columbia University’s Teachers College Reading and
Writing Project, the Strategic Literacy Initiative at WestEd, and the work of Susan Dutro and
E.L. Achieve.

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

2. Teachers will use explicit and embedded reading comprehension strategy
instruction across all content areas. Research-based literacy practices developed by the
WHEDco Bard Academy Charter School

Strategic Literacy Initiative at WestEd will be combined with cognitive strategies for reading and writing that have been pioneered by the Pathway Project at UC Irvine and approaches to reading that have emerged from the work of SUNY Albany’s Center for English Learning and Achievement (CELA). Most importantly, students will become fluent in the cognitive tools that expert readers use to answer questions such as: How do I make sense of text? What is my purpose for reading? What questions are raised? What is missing?

3. **Students will be asked to write in a variety of modes both to extend and demonstrate their understanding of content.** Based on the methods used in Bard’s Institute for Writing and Thinking, students will maintain daily journals (and/or weblogs) in which they write in response to teacher-directed prompts that are designed to sharpen students’ thinking about text. They will also engage in forms of informal writing that advance forms of disciplinary thinking through various writing strategies. (see Writing Based Teaching: Essential Practices and Enduring Questions. Chang and Vilardi, eds. 2009. SUNY Press.)

4. **Teachers will use a balance of classroom organizational structures (one-on-one, whole class, small group, pairs).** The Teachers College Reading/Writing Project and the Strategic Literacy Initiative at WestEd provide exemplary models for how to create organizational structures in classrooms. At WBA, block scheduling will be used to maximize these organizational features. Small group instruction, as in literature circles; one-on-one instruction, as in reading and writing workshop approaches; and Socratic Seminar are all organizational structures for instruction that are supported by the longer periods of time available through block scheduling. Each approach requires additional ‘startup’ time and extended interactions that benefit from the continuity of extended time on task.

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

6. **Teachers will make deliberate connections between students’ native languages/cultures and academic literacy.** Effective literacy instruction is responsive to students’ native languages and cultural backgrounds (Alvermann, Hinchman, Moore, Phelps, & Waff, 2006). WBA will systematically incorporate students’ strengths and interests into the curriculum. For example, in a historical or literary unit focused on a theme of community, students will consider what it means to “belong” to the variety of communities in Melrose, the Bronx, New York City (and beyond) as a bridge to understanding the formation of communities in the ancient world. Students at WBA will have full access to the resources of the Bronx Music Heritage Center, which will allow for daily cultural enrichment opportunities and musical mentorship by Bronx elder musicians, connecting students to the long history of music and musicians that is associated with the Bronx. Students’ ongoing literacy practices will consist of opportunities to make choices about what to write and what to read.
7. **WBA will provide expert tutoring and instruction for students who need additional support in building academic literacy.** Students who need (or who seek) additional support will not fall through the cracks. During each academic block, faculty and apprentice teachers will be available to provide small-group instruction or tutoring through one-on-one conferences. Furthermore, WBA will offer an extended school day and school year that provides additional support for all students to achieve.

8. **Teachers will conduct continuous cycles of formative assessment.** Aside from the NYS tests, teachers at WBA will design classroom-based assessments that provide a more nuanced view of students’ progress over time. Teachers will have opportunities to meet outside of class in order to conduct Looking at Student Work Sessions (see [www.lasw.org](http://www.lasw.org)). These sessions will be geared towards formative assessment in that teachers will review and critique their own assignments, analyze how students perform across tasks and disciplines, and develop instructional plans that are responsive to students’ needs.

9. **Teachers will participate in ongoing professional development in literacy instruction.** Faculty at the WBA will participate in professional development that is provided by the Strategic Literacy Initiative at WestEd and CELA. The Pathway Project, which has incorporated research from the Strategic Literacy Initiative at WestEd, has demonstrated that an explicit focus on the development of cognitive strategies in reading and writing will result in higher achievement (on both standardized and classroom-based assessments) for English language learners at the secondary level. Also, teachers will work with the Bard College program within the International Community School in the South Bronx for support to design curriculum that is particularly responsive to the needs of adolescent English language learners.

10. **WBA will create a Literacy Team** (Lent, 2007). The role of the Literacy Team is to guide the ongoing evolution of curriculum and instruction, assessment, and professional development related to building academic literacy for WBA students. The team shall consist of members who are representative of all grade levels and subject areas, the administration (preferably the principal), the guidance department, and parents.

**Technological Literacy – An Integrated Approach**

The need for skills and understanding related to the use of available technologies is widely recognized as an essential characteristic of successful students seeking advancement in school and in future careers as adults. For this reason, the use of appropriate technologies in the context of regular classroom instruction will be the basis for developing fluent technological know-how. Not only will teachers be expected to employ technology for purposes of instruction but also, and more importantly, students will use technologies to build understanding in their academic studies. The use of online databases, computing technologies, modeling software, word processing, and communication/presentation programs are essential to the authentic work of the core academic disciplines. Student access to laptop computers in classrooms and desktop computers in a dedicated computer room will ensure that teachers are able to build technological literacy through meaningful learning challenges in their classrooms.

**High School Programs**

The WBA will offer a challenging academic curriculum in an environment that emphasizes the development of knowledge and understanding in core academic areas through authentic forms of inquiry and forms of teaching and assessment that address individual needs while building...
increasing self-direction and independence in student learning. The educational goal of the WBA is to ensure that every student graduates from high school with between 6 and 12 credit hours of college credit, fully prepared to complete a postsecondary degree. Students will also receive assistance with navigating the college application process. The WBA will connect students to one-on-one college counseling, group workshops, college trips, and college entry exam courses.

College courses will be taught by Bard College faculty as a part of the regular high school curriculum. Students will receive Bard College credits for successful course completion. WBA will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements through an annual information packet sent to student homes at the beginning of each school year with follow-up information to be provided by student advisors. Parents will also have access to all Bard College materials and information resources through WBA website and by direct request to the WBA.

Secondary Course Requirements
Students will fulfill course requirements through high school and college level coursework at the WBA. All students must complete between 6 and 12 credit hours of college coursework to graduate and all students may complete the course requirements for an associate degree by the time they have completed their high school education. The WBA will provide middle school students with intensive test preparation, tutoring, and one-on-one assistance with the complex high school admission process. Each year, staff will organize a high school fair at the school, where students gather material from public, independent and parochial schools, talk to admissions counselors, and learn about the programs offered by these schools from across the tri-state area.

Secondary Graduation Requirements
The WBA approach to curriculum design and teaching will allow students to achieve the objectives set forth in this charter proposal, enabling all students to master academic content standards in core curriculum areas as adopted by the New York State Education Department and to exceed these standards by engaging in college level work and earning college credits prior to graduating from high school.

NYS Graduation Requirements for a Regents Diploma:
- 4 years of English
- 4 years of Social Studies
- 3 years of Math
- 3 years of Science and must pass Living Environment
- 1 year of Foreign Language
- 1 credit in Art/Music
- 2 credits in PE (unless graduating early)
- ½ credit in Health (parenting req. is covered in this course)

Students must pass the following Regents Exams with a minimum score of 65%:
- Integrated Algebra
- 1 Science
- Global History & Geography

Electives: 3.5 credits to earn a total of 22 credits.
Regents Diploma with Advanced Designation:
All of the requirements as the Regents Diploma with the following additions:
- Math B, or Geometry and Algebra 2/Trigonometry Regents Exams
- 1 additional Science Regents Exam
- additional courses in the same Foreign Language and pass the Comprehensive Regents Exam in that language
- 1.5 credits in elective courses to total 22 credits
Students that are language exempt must take additional electives to earn the 22 credits.

Programs in the Visual and Performing Arts
Fine Art. In its first year, the WBA will hire one full-time art teacher and all students will engage in the study and practice of the visual arts. At full capacity, this will include courses in art history/appreciation as well as individual electives in the practice of such arts as drawing, painting, printing, sculpture, ceramics, jewelry design, computer graphics, and photography.
Music. In its first year, WBA will hire one full-time music teacher and students will have the opportunity to engage in the study and practices of music, including lessons in instrumental and vocal music, in regularly scheduled classes as part of an El Sistema inspired program directed by faculty from the Longy School of Music.
Dramatic Arts. By no later than the second year, students at the WBA will have the opportunity to engage in aspects of theater production, staging plays and creating performances that connect to various areas of the academic curriculum.

D. Assessment System
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 partner Bard College graduate faculty and will be aligned with state and national standards as well as expectations associated with college readiness. Unit assessments will also draw on the model of the C-PAS assessments that have been designed to determine college-readiness on the basis of evaluating student use of “key cognitive strategies” that have been determined through an analysis of current educational research.

What will these projects look like and how will the portfolio assessments be constructed to hold WBA accountable to state and school standards? A typical project will require students to answer a problem that requires the application of knowledge and a demonstration of understanding that is authentic to a discipline, or an integration of fields in an interdisciplinary project. These projects shape units of instruction that require extended work by students over time, closely monitored and with scaffolded support provided by teachers. They draw on various models, including but not limited to models described in: 1) Newmann, F.M. and Secada, W.G. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. Madison, WI: Wisconsin Center for Education Research, 1995; 2) Wiske, M.S. (ed.) Teaching for Understanding: Linking Research with Practice. San Francisco, CA: Jossey-Bass, 1998; 3) David Conley’s College-readiness Performance Assessment System. (http://www.epiconline.org/cpas)

Twice a year, students will be expected to 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 process 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 providing commentary on what and how they have learned, students are required to be reflective. This ‘metacognitive’ element serves a fundamental goal of the WBA and is well recognized by research as instrumental in enhancing understanding and developing increasingly strategic learners. (National Research Council. *How People Learn.* Washington, D.C.: National Academies Press, 2000.) Second, the bulk of the presentation time is devoted to answering questions from the panel, requiring students to employ 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 learning community, holds students to ‘public’ standards, and gives parents and community members an opportunity to assess learning at WBA first hand.

At the same time, students at WBA will participate in all state-mandated testing including the NYS grade 6-8 English Language Arts, mathematics and science exams as well as all high school Regents level assessments ensuring that grade level standards are met. WBA will meet or exceed its Adequate Yearly Progress (AYP) target growth each year and students will be expected to obtain a minimum of one year’s academic growth in each school year. Incoming students will be assessed using standardized test instruments to establish a baseline for growth expectations. Other forms of assessment will be developed by WBA and Bard MAT Program faculty to assess student progress on an ongoing basis and to measure additional dimensions of academic achievement and disciplinary understanding. All forms of assessment will be aligned with NYS and Common Core Standards and designed to meet or exceed these standards in English/language arts, science, mathematics, and history/social science.

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

**Use of Data**

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

The WBA’s annual school accountability report will present all pertinent data on student progress, using both standardized measures and the results of locally developed assessments. This annual accountability report will be provided to the authorizer. Annual progress will be reported based on changes in achievement measures from year-to-year. In its first years of operation, WBA will administer various assessments to students who are entering the school as new students to establish a baseline profile for monitoring academic progress in addition to achievement measures included in prior academic records. Beginning 2014, only the incoming
sixth grade will be required to complete assessments to establish such a profile. In addition, WBA will identify and analyze trends in the demographics of students, measure the impact of our program support services, develop new solutions to the problems in our school community, and share our findings with relevant stakeholders. We will track students, parents and staff satisfaction with both academic and other school support services.

E. Performance, Promotion, and Graduation Standards

1) Middle School Promotion/Retention Policy

Promotion to the next grade level will be granted upon completion of the following criteria: A student has received a 70% or better in both the math and ELA courses AND achieves higher than a level one on the New York State Math and ELA exams.

OR

A student attends and successfully passes math and/or ELA in the Summer Academy. Any student who fails the first semester of math and/or ELA, and passes the second semester with a 60% or higher by the end of the second marking period of the second semester, will receive a passing grade for the year, if recommended by the teacher and approved by the principal. A student who passes the first semester and fails the second semester will fail the course and must attend the Summer Academy. A student who achieves a level one, on the New York State ELA and Math exams must attend the Summer Academy for promotion.

2) High School Grading & Promotion/Retention Policy

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

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 A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses are weighted at 1.02% and AP courses are weighted at 1.05%.

STUDENTS WHO TRANSFER FROM OTHER INSTITUTIONS Students transferring to WBA may be able to carry their former institution’s credits over. Students who transfer to WBA mid-year will have their exit grades considered for Academy quarter grades and final credit units.

F. School Culture and Climate

The school culture of WBA Charter School shall be one of individuality, safety and student achievement. Students and staff will be encouraged to be curious and develop themselves as well rounded citizens and college bound learners. The school will be part of a neighborhood and the students will experience progress as Bronx culture gains with the addition of the Bronx Music Heritage Center. WBA will take a positive approach to student discipline, where students will be
recognized for good behavior and accomplishments, while there also will be clear, consistent consequences for off-task behavior. This policy will be applied to all students, at the school site and off (including buses and trips). The school’s discipline policy for minor infractions will be detailed in the school’s Student and Family Handbook and distributed to families (in English and Spanish) before the start of the school year. Families will be given the handbook at the time of registration when the Principal can highlight major policies and practices. We will also attempt to involve families in the school as often as possible, so that the students’ parents and guardians have the opportunity to interact with school staff in positive ways, which will help us create a strong sense of community focused around the school. This will strengthen the students’ ties to the school and increase engagement. Additionally, we will hold semi-annual meetings for families to keep them updated on happenings at the school, as well as multiple opportunities for community gatherings and social events. The focus on music and related projects will also create a focal point for parent involvement and volunteering. WBA will follow the NYC DOE Chancellor’s Student Discipline Code, but will create additional expectations based on the school program as necessary in the initial years of WBA.

A safe, supportive, and structured learning environment is critical to adolescent learning. To support school culture and nurture positive behavior, we will allocate resources for professional development that addresses school climate, behavior, and discipline. We will develop and streamline school-wide discipline and behavioral supports and interventions using a Positive Behavior Intervention and Support (PBIS) framework. PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The WBA will have an Assistant Principal, who will also serve as the bilingual Parent/Community Coordinator (PCC) on staff who will work extensively to engage parents and the community with the school. The PCC will lead parenting classes, support groups, workshops and events and collaborate with the school social workers to conduct parent workshops—the largest of which, offered annually, involves a series of EPIC (Every Person Influences Children) workshops over a six week period. The workshops target parents who work during the day and focus on topics such as developing character, abusive relationships among dating teens, bullying, and other key issues.

Two critical components of the WBA will be community service learning and peer-led teen sexual health education. (1) Students will identify topics of interest, upon which teachers facilitate discussions and base the service learning projects. Community service learning will be a forum for students to partake in candid conversations about issues that are of direct concern to them – poverty, bullying, hunger, immigration, dropout rates – and the leadership roles they can play to address these social issues. Through the critical examination of social justice issues and participating in service learning activities, students discover their voice, express their opinions and advocate for change. (2) High school teens will teach a sexual health curriculum to their middle school peers. Topics will be adapted based on grade level and include puberty, anatomy, healthy relationship, sex and sexuality.

G. Special Student Populations and Related Services

Plan for Students Who Are Academically Low Achieving
This section of the proposal addresses the issue of low academic achievement with two questions in mind:
1. Is the WBA structured in ways that anticipate and support individual learning needs and approaches so that students are consistently meeting challenges successfully and the phenomenon of low achievement is a less common occurrence?

2. Is the WBA able to accommodate a presenting history of low achievement in new/incoming students in ways that build success over time?

Both questions can be answered affirmatively. Structures described in the previous pages include forms of individualized instruction, as well as ongoing assessment and diagnosis that foster teaching as a clinical profession to identify early those students who may be struggling academically. Advisory groups, homework support built into the school day, and extended periods of instructional time are other elements that contribute to a learning culture that acknowledges and responds to individual learners while maintaining challenges that build towards critical academic competencies associated with college-level work. Educational research has clearly linked literacy skills to academic achievement and that is why literacy development is quite purposefully placed at the center of curriculum and teaching designs at the WBA. In addition, WHEDco’s Family Support Services Department will work in tandem with the school social workers to address issues as they arise through individual and family counseling and parent workshops on topics such as communication, family relationships, self-image, stress, and relationship violence. The extended day including a no homework policy allows students to complete meaningful assignments with professional support within the school day allowing for time at home to be spent with family. It helps to level the playing field for children who do not have an appropriate environment in which to work.

Low academic achievement can also be attributed to a number of factors that can be grouped into two primary categories – the social/emotional and the cognitive/physiological. The former category includes issues of motivation, identity, self-efficacy, self-expectations, personal/family issues, interpersonal relations; in other words, factors that are primarily emotional in nature but no less significant or potentially intractable than specific learning disabilities. Cognitive/physiological factors are that range of learning difficulties that can be linked to particular disabilities, many of which have been identified and can be determined through diagnostic testing. How WBA will respond to this latter category is described in the section below in the Section on Serving Students with Disabilities.

In either case, the experience of lower achievement or ‘falling behind’ can result in lower motivation due to a sense of failure and a belief that ‘catching up’ is not achievable. The WBA approaches these dimensions of low achievement in three ways:

1. An emphasis on prevention is realized through systems of ongoing assessments that allow teacher and student to monitor progress, providing regular feedback that allows the teacher to modify instruction, provide critical support, and make sure that the student is able to participate in the learning community with a sense of competency. Additionally, an instructional approach that asks students to be reflective in their work while communicating standards and expectations clearly (through the use of rubrics and models, for example) allows students to self-assess, leading to increasingly independent, self-directed learners.

2. Creating a culture of caring with an emphasis on college-going builds instrumental relationships directed towards positive accomplishments. Small class sizes, advisory groups, an extended school day, tutorial teaching associated with problem based learning, portfolio assessments, as well as regular school contact with home and family are all elements that strengthen interpersonal relationships in learning contexts in and out of school. Students are
able to affirm an identity of self-direction and productive interdependence through meaningful interactions with others that are integral to the WBA learning environment.

3. Students in need of particular interventions short-term or long-term will be identified and provided with the necessary supports to advance basic skills and knowledge. Additionally, students will not suffer from the historically problematic tradition of requiring homework that many students (and their families) are ill equipped to complete in ways that are productive for learning. The longer school day allows for necessary interventions and reinforcement of practice to be supported in dedicated time blocks without compromising a student’s ability to engage with the full core curriculum.

**Child Study Team Process.** One way that these ongoing assessments will be used and a culture of caring will be realized is through what has come to be known as a Child Study Team Process. Typically, this is a process that is implemented when a student is determined to be at risk of failure, gathering all the pertinent individuals (including parents and teachers who work with a student in various capacities) to look at data related to student learning and achievement and develop a plan to respond to the student’s needs. At WBA, this process is enhanced through a structure of instructional study teams, made up of student advisors and teachers who share students in common, that meet once a week for the explicit purpose of discussing individual student progress. The responsibility of each advisor is to ‘check in’ on the progress of at least one-fourth of the students in his/her advisory group so that all students are reviewed in these instructional study teams in the course of a four-week cycle. Any identified concerns will be addressed by the team and a plan for that student will be constructed and communicated to the student and parents in a conference. A date will be set to check in on progress and next steps will be taken as indicated.

**Plan for Students Who Are Academically High Achieving**

The WBA curriculum is designed to provide continual challenges for all students. Courses are planned around essential questions that allow for open-ended inquiry and projects that encourage students to build critical thinking and research skills. Small class sizes, the added presence of graduate students as teaching assistants, and extended blocks of time for study and reflection support an individualized approach to learning in which students have ready access to caring, thoughtful adults who can help students build on their questions, encouraging the curiosity and passion for learning that are the hallmark of high achieving students. It is a core belief of WBA that this learning structure will increase the numbers of high achieving students over time.

Students in the WBA may also enroll in college-level courses as soon as they demonstrate the capacity for these academic challenges. Flexible scheduling options create opportunities for more individualized learning plans that accommodate understandable differences among students in development, motivation, aptitudes, and interests.

The active inclusion of parents in the life of the school is one added element that addresses the needs of all students by strengthening the connections between school and community and building a culture of high expectations that fosters continued achievement. Opportunities for parent involvement include:

a. Monthly parent contact with student advisors allow for regular dialogue about student progress and individual learning plans.

b. Parents and other community members sit on panels to assess student exhibitions and portfolio presentations, engaging in the evaluation of student work and learning.
Parents, students, and teachers meet to discuss student progress at least twice during the school year near the midpoint of each semester.

d. Parent volunteers are welcomed in the classroom and specific opportunities are planned during the school year, including leadership in extra-curricular activities, participation in field trips, and committees to address aspects of continued school development.

e. Ongoing parental contact throughout the high school and college admissions processes

Plan for English Language Learners (ELLs)

WBA will meet all applicable legal requirements for English Language Learners (“ELL”) as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. WBA will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

Given that many of the students at the WBA will be English learners (ELLs), the school will adhere to the recommendations made by the Educational Alliance at Brown University (Coady, Hamann, Harrington, Pacheco, Pho, & Yedlin, 2003) based on a review of research literature that highlights effective instructional practices for ELLs. In the successful programs reviewed, researchers identified the following patterns:

1. ELLs are heterogeneously integrated into all aspects of the academic program;
2. teachers provide access to challenging academic content while explicitly teaching and modeling the skills that students need to achieve in academic environments;
3. students have opportunities to read and write in a variety of genres;
4. teachers value and build upon students’ native languages and cultures;
5. teachers expertly use multiple instructional approaches;
6. students continually engage in conversation and collaboration with teachers and peers; and
7. teachers participate in professional development and work towards TESOL certification.

In the framework for academic literacy instruction provided in the next section, qualities of effective instruction for ELLs are woven into each component. Researchers note that effective literacy instruction for English Language Learners follows the same principles as effective literacy instruction for native English speakers (Olson & Land, 2007).

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Total Physical Response (TPR).

Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning.
opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). (For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)

**Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

**Language Experience Approach.** This approach uses students’ words to create a text that becomes material for a reading lesson (Carraquillo & Rodriguez, 2002). Activities move from student dictation/teacher transcription to various read aloud and comprehension activities that help students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. Students are able to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

**Dialogue Journals (Also known as Interactive Journals).** This approach generates reflective written exchanges in which the teacher writes back regularly, responding to and asking questions, making comments, or introducing new topics. The teacher models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). This is also a practice developed by the Institute for Writing and Thinking at Bard College. Known as ‘dialectical notebooks’, it is one of many practices that engage students in the practice of thinking through informal writing, building literacy and the language of thinking in a community of collaborative learning and reflective language exchange. Loop writing, freewriting, focused freewriting, metacognitive writing, and various writing to read activities are part of the strategies that have emerged from the work of the Institute as ways to build language competencies in a ‘low stakes’ manner with ‘high end’ results.

**Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

**Native Language Support.** Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and
even when an instructor is not fluent in a student’s language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students “access to academic content, to classroom activities, and to their own knowledge and experience” (paragraph 5). In addition, they found that it also “gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures” (paragraph 24).

**Strategies for Serving English Language Learners (ELLs)**. English language literacy is the foundation and basis for learning and continued academic progress and success. The instructional program for academic literacy promotes language acquisition and the development of literacy skills critical to intellectual development and success in school. Instructional planning across academic areas will emphasize a differentiated approach that is responsive to individual learning needs while maintaining challenges and standards for all students. Instructional materials and strategies, curriculum designs, and the culture of classroom learning at WBA emphasize the development of reading, writing, listening, and speaking skills for continued academic success and are aligned with NYS English Language and Content Standards.

**LEP Support Program**

WBA will comply with all applicable federal law. In accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, WBA is committed to ensuring that all students are given the best opportunity to succeed. The language support program consists of five elements:

1) **Identification**: The identification process begins with the school’s use of the Home Language Questionnaire (HLQ) to identify all incoming students for potential limited English proficiency. All incoming WBA students are required to fill out the HLQ. If the student’s home language is not English or the student’s native language is not English, then school staff will conduct an informal interview in the student’s native language and in English. The HLQ serves to identify students in whose homes English is not the spoken language in a manner that is equitable, comprehensive, and not based on assumptions or stereotypes.

2) **Assessment**: If a student speaks a language other than English and speaks little or no English, then the school will administer the Language Assessment Battery-Revised (LAB-R). A score below the designated cut-off score for the child determines eligibility for ELL services. The LAB-R is administered only once to each incoming student. The LAB-R assesses students’ English language proficiency in reading, writing, speaking, and comprehension of English. In no case will a WBA student be labeled ELL without a valid HLQ and LAB-R on file. Students will be assessed at least semi-annually to determine and verify the school’s opinion of the student’s ELL classification. In addition, all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve the high standards set for all students in the school. Student progress in the core academic subjects will be evaluated regularly to determine if any changes to the educational program are necessary.

3) **Placement and Services**: With the school’s structured immersion approach, all LEP and ELL students will learn in the same classrooms as English-speaking children. All teachers will receive training on educating LEP and ELL students. In addition, WBA will work with teachers who will be given specific and general training on identifying students who continue to experience difficulty in English-related issues. They will also receive a curriculum that will mesh with general education students’ work, and will serve as enrichment for the students. ELL students
may receive “push-in” English training to facilitate improvement of English, and will be frequently paired with English-speaking students in the classroom. In the case of certain city and state assessments, accommodations such as extended time, individual administration, translation of directions, and oral reading of directions in English may be used.

Students with limited proficiency in English will have the same access to all curricular and extra-curricular activities as all other students. In addition to the services provided by the Special Education Coordinator and staff, ELL students requiring special education services will receive those services using Sheltered English and/or their home language.

4) **Transition/Exiting**: The school’s exit criterion for students with limited English proficiency is based on student achievement or progress in the English language measured annually by the New York State English as a Second Language Achievement Test (“NYSESLAT”). Scores on the NYSESLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the student has achieved each year, and whether or not the student’s level of English is high enough to exit the ELL program. Our goal is for all students to achieve English Proficiency by the second grade. Thus, all South Bronx Classical students will be ready to excel on the state and city exams that start in the third grade.

5) **Monitoring**: There are a variety of ways that SBCCS assesses the efficacy of our language support program. WBA will assess students through: A written LAB test to measure English proficiency; New York State English as a Second Language Achievement Test (as required); Teacher Observations and Exams.

Most importantly, WBA will assess, monitor, and evaluate ELL students individually, creating specific programs and goals for each ELL student. This will ensure that students exited from the language support program are achieving in the general education program without encountering significant barriers primarily caused by limited English proficiency. Notices and messages going to the student’s home will be translated into their native tongue. No barriers will exist between the opportunities of English speaking students and LEP students. Home visits to the student’s home to discuss issues in their native tongue will also create a bond between the family and the school.

**Serving Students with Disabilities (SDIS)**: WBA Charter School will address the needs of students with identified learning disabilities with targeted classes as needed and an instructional model that supports individual learning needs. At least 25% of students enrolled at WBA Charter School will be students with identified learning disabilities. In addition to the services and accommodations that will be provided as per each student’s IEP, WBA will address the needs of these students, as with all students at WBA Charter School, through targeted efforts in two domains. First, teachers will work closely together in grade level teams to articulate the curriculum in ways that accommodate individual needs and will plan carefully to differentiate instruction to meet particular student needs. Second, the WBA daily schedule establishes a class period for targeted short-term and long-term interventions. For example, students reading three or more years below grade level would be assigned to a reading class with a specialist and a program of instruction designed to address the development of reading skills. For example, at the Paramount Bard Academy in Delano, CA, students who lag behind in reading skills are assigned to such a class and work with a teacher, using the Read 180 program. Reading levels have increased by 1.5-2 years on average since this class began six months ago.

**Students with Disabilities (SDIS) [Ed.L. §2851(2)(s)]**

WBA will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education
Plan (IEP) prepared by the Committee on Special Education (CSE) of the students’ school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The School shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at the School shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students’ school district of residence.

WBA expects that the number of special needs students it serves will be 25 percent of enrollment as it has an admissions preference to allow for proportionate numbers with the district. WBA’s recruitment efforts towards this special population of students and their families will include: (1) print advertisements that include specific information about WBA’s Special Education program and that, where appropriate, describe the qualifications of WBA’s Special Education teachers, (2) special open-house information sessions held in the community geared towards parents of Special Education students, and (3) one-on-one meetings between WBA’s Principal and/or WBA’s Special Education staff with any parents of Special Education students who express interest in learning more about how WBA can meet the particular needs of their child.

WBA is committed to educating each student including those students classified as special education, to the maximum extent appropriate, in the classroom he or she would otherwise attend. Thus, the School will maintain a full inclusion model regarding the education of special education students. Full inclusion involves bringing the necessary support services to the student regardless of handicapping condition or severity, (rather than moving the student to the services) and requires only that the student will benefit from being in the class (rather than having to keep up with the other students).

According to this model, special education students will be removed from the classroom only when appropriate services cannot be provided in the regular classroom setting. Special education students in WBA, when appropriate, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher or MAT teaching assistant may sit with them to help implement the goals of their IEPs. "Full inclusion" maintains that the social interactions with regular education students are vitally important and that special services can be provided most effectively in the context of the regular classroom. For special education students, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

A series of building blocks support all the student support services offered to students at WBA. These building blocks include the following: accurate and thorough evaluation; involved and committed instructional staff, dedicated parents and professionals, and an understanding that every student, regardless of ability, is an individual and an important member of the WBA community. These building blocks form the foundation upon which WBA’s program of student supports rests. Although many more features may be added to the program, a foundation that lacks any of these building blocks would fall short of the program’s expectations.
WBA will employ an inclusion model. Special education inclusion signifies the participation of special education students in regular education classrooms and provision of support services to these students. The main objective of inclusion education at WBA is that all students regardless of their strengths and their weaknesses in any area, become part of the WBA school community. As a member of the school community, every student develops a feeling of belonging with other students, teachers, and support staff. An advantage of special education inclusion at WBA is that both disabled and non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education and this would lead to the development of new friendly relationships. Inclusion education also enables active participation of all parents in their child's education.

WBA will employ a full-time special education teacher in its first year that will be supported by the Special Education Coordinator as well as other staff. It is expected that special education students will comprise 25% of the student population, or roughly 20 students during the first year of operations. The special education teachers will work collaboratively with the general studies teachers in order to address the needs of students with disabilities. The special education and general education teachers will work together to implement different teaching strategies and modify assignments to accommodate individual special education students. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, for the entire class. The workshop model supports the needs of special populations of students such as special education students as guided instruction provides small groups and individual students with opportunities for the teacher to engage in remedial instruction, while independent study time is offered to those students who need less support.

WBA will hire a Special Education teacher in Year 1 and a Special Education Coordinator, who will coordinate and supervise the School’s Special Education program. S/he will ensure compliance with all IEP requirements and regulations; manage the review and referral process and ensure provision of services as mandated on student IEPs. WBA recognizes that there might be limitations to provide all required services to all students with disabilities. WBA will always defer to the regional CSE to provide students with support services that are not available at WBA or to place students where best supports can be accessed.

According to Education Law § 2853(4)(a), WBA has the option of providing the special education programs directly or by contract, or arranging to have such services provided by the school district of residence. If WBA requests that the school district of residence provide a self-contained class or resource room, WBA and the school district of residence will meet such obligation by placing the student in a self-contained class or resource room operated by the school district at a location other than the charter school, if that is appropriate to the needs of the student. However, if a self-contained class or resource room on the site of the charter school is determined by the CSE to be the appropriate placement for the student and the charter school requests that the school district provide such services, the self-contained class or resource room will be provided by the school district of residence. In this situation, WBA and the CSE will work with the parents to develop an IEP that meets the student's needs and design a program that is integrated into the charter school's educational programs and makes use of charter school and school district resources.

Once housed in the final school facility, WBA will be serviced by the CSD 7 CSE. Services provided to WBA include annual reviews, processing of referral submissions from the School; observations and evaluations of students referred to the CSE, assistance with providers of specialized services that are not available at WBA.
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 of the students’ district of residence.

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

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

If WBA is unable to directly provide services to the extent necessary, WBA will contract with appropriately certified or licensed individuals to provide services under its direction. The services to be provided may include, but are not limited to: speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; diagnostic and/or evaluative medical services and student and/or parent counseling.

Referral to the CSE: Consistent with NYS Regulations of the Commissioner of Education, it is the policy of WBA that all reasonable efforts be made to provide appropriate interventions to maintain students in general education. It is further mandated that should a referral become necessary, the referral must include a description of the interventions attempted or reasons why no such attempts were made. Therefore, it is essential that careful consideration be given to all possible alternatives and that opportunities be provided for appropriate implementation.

A student suspected of having a disability will become the focus of the School’s Child Study Team (CST) consisting of an administrator, teachers, social worker and special education teacher. The WBA CST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The CST has the responsibility to: Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child’s performance in school; Brainstorm solutions; Make recommendations to meet the child’s needs; and Monitor/review results of the recommendations.
The CST will review the student’s behavior and academic performance, interview the student’s teacher(s), and consult with the student’s parents and offer recommendations. A referral to the CSE should 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. Consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near chalkboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding, presentation of concepts in small segments of time, use of physical manipulatives, use of integrated sensory approaches to address different learning styles, etc.); (8) providing opportunities for peer/cross age tutoring; and (9) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.).

Consideration will be given to interventions, such as: (1) having the CST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker or Educationally Related Support Services provider; (3) consulting with members of the Child Study Team for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; (5) changing the student's classroom; and (6) changing the school to allow the student to attend an alternative program. Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.). If there is no improvement in the student’s academic or non-academic areas of concern then an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE using the Initial Referral Form to the CSE of the NYC DOE for an individual evaluation and determination of eligibility for special education programs and services.

Regulations of the NYS Commissioner of Education outline procedures for initiating a referral for a student suspected of having a disability and further identify responsibilities for school personnel with respect to such a referral. In accordance with Part 200.4 of the Regulations: A student suspected of having a disability shall be referred in writing to the chairperson of the district's CSE or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services...If a referral is received by the building administrator, it shall be forwarded to the committee chair immediately upon its receipt by the building administrator.

A referral may also be made by: a student's parent or person in parental relationship, a professional staff member of the school, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members, directing that such a referral must: (1) state the reasons for the referral and include any test results, records, or reports upon which the
WHEDco Bard Academy Charter School

referral is based; (2) describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made; and (3) describe the extent of parental contact or involvement prior to the referral. The various components described above are integral elements of a referral made by school staff members. In consideration of their importance in Regulation and policy, a referral that does not include all required items will be considered incomplete and will be returned to the sender for completion by the CSE. The evaluation process will not begin until the referral is completed with all required components and resubmitted to the CSE.

Therefore, professional staff members are encouraged to carefully consider all components of the referral in order to avoid any delay in processing. In addition, WBA requires that specific information regarding vision and hearing screenings must be attached to a referral made to the CSE, including: (1) a copy of the student's health record, which should include the results of a primary vision and hearing screening conducted within the last year and/or (2) a copy of the results of secondary vision and hearing screening for all students who failed a primary screening. WBA is responsible for providing annual hearing and vision screenings for all students. An initial referral for evaluation will include the student's hearing and vision screenings in addition to his or her physical examination report. It is the responsibility of WBA to attach a copy of the student's health record which includes primary vision/hearing screenings; possible secondary vision/hearing screenings for students who failed the primary screening; and/or physical examinations obtained. WBA will contact the Department of Health to gather current medical information on students within the school.

The Initial Referral Form to the Committee on Special Education reminds professional staff members of these required components and the requirements for a referral to be considered complete. The referral also provides more opportunity to consider and describe interventions attempted prior to referral. The wide variety of interventions identified on the referral form serves two purposes: to offer intervention strategies and options that may not have been considered prior to referral and to substantiate those that have been attempted. This revised referral form reinforces the responsibility of school personnel to consider appropriate alternatives in general education before proceeding with a referral. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency—the school district of a student’s residence (see 34 CFR §§300.22, 300.312 and 300.340 et al). WBA will implement the IEP developed by the CSE of the student’s district of residence for each student with a disability, and will cooperate with the student’s district of residence to ensure that all services as recommended in that IEP are provided to the student.

WBA will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student’s regular education teacher will be involved in the development and implementation of a student’s IEP, provided that the student is, or may be, participating in the regular education environment. WBA will ensure that the teacher is knowledgeable about the student’s needs and will help implement any modifications or accommodation as determined by the CSE of the student’s district of residence. While WBA may send the mandated procedural safeguards notice to parents, it is the responsibility of the CSE of the student’s district of residence to do so. Every WBA teacher of a student with a disability will be provided a copy of the student’s IEP. Training will be provided by the special education staff of WBA for teachers, as needed, to ensure that teachers fully understand the IEP of each special education student and its instructional implications. With support from the special
education staff, general teachers will be able to establish modifications in the general education classrooms based on the students’ IEPs.

Quarterly progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The school district is welcome at any time to monitor the School’s implementation of its special education program. The WBA special education staff will interact with the students’ district(s) of residence in a number of ways, including seeing that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE; and establishing a reporting structure in accordance with applicable law whereby the district of the student’s residence is provided progress on the degree to which the services on the IEP are being provided. The WBA Principal or his/her designee will communicate directly with the Chairperson of the district’s CSE.

**New York State Alternate Assessment (NYSAA):** Schools across the United States are required to assess all students according to federal statute and State regulations. Assessment results tell educators how students are progressing and signal where changes may need to be made in curriculum and/or instruction at the district, school and classroom levels. Teachers should assess students in all areas (academic, social, etc.) on an on-going basis as part of the instruction cycle. WBA will utilize the New York State Alternate Assessment which is a datafolio-style assessment measuring the achievement of students with severe cognitive disabilities toward meeting the NYS learning standards at alternate achievement levels. All students, including those with severe cognitive disabilities are required by federal law to have access to the general education curriculum. NYSED has aligned alternate grade level indicators (AGLIs) with the core curriculum in English language arts (ELA), mathematics, science and social studies for the administration of NYSAA. The content area subject matter assessed by NYSAA is clearly related to the grade level content.

While the content is reduced in scope and complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the NYS and Common Core Learning Standards. Alternate Grade Level Indicators afford students the opportunity to experience a richer learning experience. The NCLB Act and NYSAA are in part designed to raise expectations for students’ academic achievement. Students with severe cognitive disabilities, when given the appropriate instruction and access to the general education curriculum, have demonstrated progress in their knowledge, skills and understanding in academic content areas that were not initially anticipated by school personnel or parents.
III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicants/Founding Group Capacity

The founding group of the WHEDco Bard Academy Charter School has been brought together in a serendipitous manner, ultimately stemming from community need in the Melrose section of the South Bronx. WHEDco was a lead applicant of the winning proposal representing the final phase of the Melrose Urban Renewal Plan. As plans for the school were researched, talks between WHEDco and Bard College began. The partnership between the Longy School of Music and Bard College ensures the expertise needed to implement El Sistema principles at the WHBA. Longy will also shape musical program and artistic performances set to occur through the Bronx Heritage Cultural Center. Using the Paramount Bard Academy in California as an educational model, work began to infuse the program with the Bronx-specific social elements. Further details on the partnership may be found in Attachment 7. The authoring of this application truly was a collaborative effort of the founding group with team members contributing to the sections appropriate to their organization and function. Ric Campbell lent his expertise on the model school (PBA) and educational program development appropriate for the Bronx. Nancy Biberman, Davon Russell and WHEDco team provided community information, outreach and service knowledge. Daniel Pasek Consulting LLC was brought in for project management and insight on NYS charter schools.

Nancy Biberman, Esq. President, WHEDco. As President of WHEDco, Ms. Biberman manages an organization with a $14 million annual budget and 275 employees. She began her career as a legal services attorney after which she oversaw the restoration of 23 abandoned buildings in the Bronx. Ms. Biberman founded WHEDco in 1992 and has since developed 3 buildings with over 300 residential units and over 45,000 sq. ft. of non-residential space now valued at $78 million. WHEDco's Intervale Green is the largest Energy Star certified affordable housing development in the nation. She will serve the Board with legal, administrative and real estate/facility development expertise.

Ric Campbell, Ed. D, Dean of Teacher Education, Bard College and Director, Bard MAT Program. Dr. Campbell began his career as a classroom teacher in 1978; worked with at-risk students in NYC in various venues; worked as an associate of the Institute for Writing and Thinking (IWT) in 1994; became associate director of the IWT in 2002; founded the Bard College Master of Arts in Teaching Program in 2004 (with campuses now in Annandale-on-Hudson, NY; Bronx, NY; Delano, CA; and Palestine); and founded the Paramount Bard Academy, a charter school serving grades 6-12 in Delano, CA. He will serve the Board with expertise in teaching, administration, fundraising and development.

Davon Russell, M.A., Executive Vice-President, WHEDco. As Executive Vice-President of WHEDco, Mr. Russell is responsible for WHEDco's community service programs, including Headstart, youth and teen initiatives, family support, and home-based child care provider training. He works directly with community members, tenants, and families on a daily basis. Mr. Russell is Bronx Borough President Diaz's appointee to the Community Education Council of the NYC Department of Education, and is a member of Mayor Bloomberg's Fatherhood Initiative. He will serve the Board with expertise in administration, fundraising, community engagement and family involvement.


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4 Existing public charter school documentation was referenced throughout this application process in building policies and practices.
President of Longy in the spring of 2007. Ms. Zorn negotiated plans to merge with Bard College. She guided the school toward taking on a national leadership role through the formation of an El Sistema-inspired initiative, the "Take A Stand" partnership with the Los Angeles Philharmonic and Bard College. She served as Associate Provost at the Berklee College of Music, and the Acting Executive Director of MacPhail Center for the Arts in Minnesota. She will serve the Board with expertise in administration, financial management and accounting, and fundraising and development.

The WHEDco Bard Academy (WBA) is a replication of the Paramount Bard Academy (PBA) in Delano, California. PBA is now in its third year, with 530 students in grades 6-11 and serves a representative demographic of students in this rural region of the Central Valley. Roughly 85% of the student body is eligible for free and reduced lunch and 87% is Mexican-American, which makes English language learning one of many key issues to be addressed in classrooms. Learning from the experiences of this first Bard College charter school, WBA will start with a small student population and build gradually to full capacity.

B. Board of Trustees and Governance

As the ultimate governing authority of the school, the board of trustees exercises, “final authority for polices and operational decisions of the school,” [Educational Law §2854 (1)(f)]. Primary responsibilities include:

- Developing and approving school policies, such as curriculum design, budget policies, board of trustee’s code of ethics, and personnel policies;
- Monitoring the effectiveness of the educational program and educational outcomes;
- Approving the school operating budget and monitoring financial outcomes;
- Approving the hiring/firing of the school principal;
- Receiving and reviewing reports on academic, operational and financial performance;
- Maintaining open communication with parents, the community, and the general public;
- Maintaining procedures to receive complaints, concerns and praises from parents and the general public;
- Adhering to the Open Meetings Law [Education Law §2854(I)(e)] [Article 7 of the Public Officers Law §100 et seq.];
- Fundraising for the school.

To this end, the board provides effective and on-going academic and operational oversight through the leadership role of the board chair, executive committee, and sub-committees, all of which regularly meet with the appropriate school discuss progress and issues that may arise. The founding board will serve in staggered terms. As per the bylaws, the board established the following committees: 1) Executive Committee, 2) Academic Committee, 3) Budget and Finance Committee, 4) Board Development Committee, and 5) Grievance Committee. The board may authorize members to serve on a subcommittee or to act as an official board representative on matters of school business or policy. However, no opinion, decision or commitment can be made by a board representative or subcommittee without the board’s authorization. In addition, the board may create additional ad hoc committees to address specific processes or issues.

_The Executive Committee_

The executive committee facilitates effective decision-making by the board. Comprised of a
subset of board members, the executive committee is responsible for:

- Planning board meeting agendas;
- Making decisions on behalf of the full board;
- Serving as a communication link with other board members;
- Assessing the charter school’s short and long-term needs and presenting a long range plan to the board.

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

- Review instructional programs and student achievement;
- Monitor the management's progress in achieving the instructional program’s implementation and student outcomes;
- Oversee the employee grievance procedures;
- Review the status of certified teachers and teacher assistants;
- Review the professional development plan and monitor the principal and management's progress in achieving goals;
- Participate in the development of the school's Consolidated Application and related forms for planning and implementing the No Child Left Behind Act in assisting all children to achieve at their highest level.
- Meet periodically to discuss the academic program and its full implementation including student outcomes, certification status of staff, implementation of Consolidated Application and any problems identified;
- Conduct regular walk-throughs of the school;
- Provide a report at each board meeting;
- Make recommendations to the board on the principal's performance.

**The Budget and Finance Committee**
The finance committee is responsible for coordinating the board’s financial oversight responsibilities. They meet regularly (e.g. monthly or quarterly) with the school business manager to review the financial status of the school. In particular, staff prepare monthly detailed reports on revenue collection and expense line items. Discussions revolve around analyzing budget to actual, proposed budget amendments and its programmatic impact (if any), and corrective actions. The budget and finance committee will continue to:

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

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

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

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

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<tr>
<th>Trustee Name</th>
<th>Voting Y/N</th>
<th>Position on the board (e.g., officer or constituent representative)</th>
<th>Length of initial term</th>
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<td>3. Davon Russell</td>
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<td>7. NYC based member with unique educational experience</td>
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*All Board members will recues themselves from any and all votes that are conflicts of interest pertaining to the school.

C. Management and Staffing Rationale
1. Advisory Groups. The focus at WBA is on instructional innovation and strong academic engagement for all students. In a model that departs from some traditional structures and builds off structures initiated at the Paramount Bard Academy in Delano, CA, teachers
assume a broader role in the learning lives of their students through advisory group. The structure of advisory groups is such that each teacher has a group of 10-14 students whom they meet with daily to monitor progress, discuss issues and concerns, share school information, meet with individual students, and provide guidance around a range of topics from study skills to college applications to making sure that students are on track to graduate. It's a caseload model, to use a social work metaphor. The advisor is an advocate for each of these students within the school and the primary liaison with family, communicating on a regularly scheduled basis about student progress, news from school, etc. The school counselor functions as a coordinator of the advisors but the advisory system is a very strong and highly responsive structure that seems to obviate a large part of the need for forms of guidance and home communications carried out in other schools by school counselors and parent coordinators. All faculty will receive training in how to be effective in this advisory capacity.

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

3. **Administrators as teachers.** With the possible exception of the business manager, all administrators are expected to spend a portion of their time engaged in teaching or co-teaching in WBA classrooms as part of their job description. The rationale is simple. A culture of shared professional engagement is ensured since everyone participates in the primary site of school activities – the classroom, providing the basis for conversations about teaching and learning that are based in classroom experiences across the learning community.

### Non-Instructional Staff

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<td><strong>6</strong></td>
<td><strong>6</strong></td>
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### Instructional Staff

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<tbody>
<tr>
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C.1. Charter Management Organization

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

C.2. Partner Organizations
The two principal partners are the Women's Housing and Economic Development Corporation (WHEDco) a NY State not-for-profit 501(c)(3) corporation and the Bard College Master of Arts in Teaching Program. The Longy School of Music and the Bronx Music Heritage Center are secondary partners, with the Longy School of Music providing leadership for the El Sistema-inspired music program and the Bronx Music Heritage Center providing support and resources from Bronx artists.
D. Evaluation

In an effort to create the best organization possible, all WBA financials, educational programs, BOT and staff are subject to an evaluation process. The Board will use data to inform its decision-making process to i) ensure the school is making progress towards goals outlined in the charter; ii) ensure the school remains in compliance with its charter and applicable charter laws; and iii) ensure the school remains fiscally responsible. Each month at the BOT meeting, a dashboard will be developed and made available prior to meeting for review. The dashboard will include important updates as well as the previous month’s numbers for comparison. Information included on the dashboard will be chosen based on the key items that assist in providing an effective organizational picture for the stakeholders. Data may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic measures, assessment results, upcoming school and community events or performances. The dashboard will include a financial section which may include Accounts Payable over 30 days, cash on hand, checks over $5000 requiring BOT approval and relevant reports generated from the accounting software. Further, the BM will notify school leadership in the event that situations may impact the budget or school programs in an unexpected way. As stated in section III.J. of this document, the school will undergo an independent audit of the financial statements to be conducted annually by a New York State Certified Public Accountant selected by the Board of Trustees.

WBA will employ multiple measures that tap evidence of good teaching practices as well as a variety of student outcomes, including, but not limited to, standardized test score gains. Teacher evaluation will take into account not only student results and gains on standardized tests, but also other measures of student outcomes, such as authentic product assessments, formative and summative assessments and portfolios, in addition to Principal evaluations of teaching practice. The Principal will conduct a formal annual evaluation of each teacher; however, informal evaluations will take place on an ongoing, consistent basis throughout the year. Formal evaluations for faculty will include specific criteria and a narrative summary, written by the Principal. These evaluations will be based on year-to-date observations, objective student assessment data and self-assessments. The focus of the evaluation letter will be on exceptional strengths and areas for improvement. The lead teachers will also conduct periodic observations throughout the year, but the Principal will have primary responsibility for evaluating teachers. Teachers will be asked to submit a self-evaluation. Faculty will have individualized professional development plans as part of our continuous cycle of improvement, in which they will set goals for the year. Faculty will receive targeted support from the Principal around the areas they cited for improvement, including professional development, coaching and mentoring by appropriate staff, as well as outside consultants. The Principal will prepare a written report to discuss with the teacher in a formal evaluation conference, and, in consultation with the BOT, will determine if the teacher’s at-will contract will be renewed.5

The BOT manages the principal’s performance assessment, which takes into account both objective indicators, like student test grades and standardized test scores, and subjective measures, such as reviews from staff, and satisfaction ratings by parents. The board’s academic committee meets with the principal regularly to assess the academic health of the school and recommends a formal evaluation of the principal to the full board at mid-year and year-end. At

5 Based on New York City Charter School Center documentation
the end of the year, the principal is asked to perform a self-assessment, including accomplishments, areas in need of greater assistance, and goals for the upcoming year. Finally, the academic committee, in conjunction with the finance committee, reports to the full board and recommends any bonus and/or raises amounts, for the upcoming school year. Since the school’s curriculum and accountability outcomes establish specific, measurable goals for student learning in each grade, teacher performance standards include specific expectations for student progress during the school year as measured through periodic assessments.

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

One of the key practices in building an effective board is the establishment of a process for annual self-evaluation of the board. The WBA school board will get two whole school evaluations per year (Nov. & March) to oversee the implementation and progress of the school towards goals outlined in the charter application. The evaluation shall focus on academic environment, teaching quality, academic rigor, school’s finances, board oversight, special education and ELL, gifted and talented student needs and compliance with charter agreement and charter law.

The Board will evaluate its work and identify areas, which could benefit from new board members’ skills, expertise or development. The following outlines the Board Assessment Survey that will be used.

- The survey is anonymous so that each board member can be as candid as possible.
- The survey shall be administered through an online service, such as Survey Monkey or an outside consultant.
- An outside party such as a consultant will compile the survey results for confidentiality.

The survey summary will be provided to the board and discussed at the next board meeting or as part of a retreat, where the board of trustees can find solutions to the areas that need attention. Each board member is asked to assess their performance as a board member the following outlines the considerations of this process:

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

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

E. Professional Development

To ensure higher levels of student achievement and to accomplish the mission of producing students who exceed the New York State and Common Core learning standards, WBA will implement a professional development program that has three parts: 1) pre-service training,
2) in-service training and coaching, and 3) continuous professional development opportunities via Bard College. The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. Educational consultants along with Bard College staff specializing in curriculum and instruction will support staff members in the use student achievement and school data to identify areas in need of improvement. Teacher training content will reflect the needs of the school. For instance, if student test scores are weak in manipulation of fractions, additional training would be given in instruction on fractions.

Our professional development priorities are to support our staff in a variety of areas to ensure that they remain motivated, engaged, and most importantly, focused on teaching and learning. To that end, our teachers receive specific development around effective team planning, data analysis to inform instructional decisions, differentiating instruction to meet the needs of all students, and continued engagement in the academic field as intellectuals and experts.

The professional development structure is designed so that teachers have intensive professional development in the two weeks prior to the beginning of the school year and constant on-going professional development throughout the year. Pre-service provides a comprehensive introduction for newly hired teachers and reinforcement for returning teachers to our school’s curriculum and priorities. The on-going support ensures meaningful integration of our school’s priorities and serves as a source of refreshment for teachers, keeping them motivated and inspired.

**Pre-Service Training**

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

During the school’s two week pre-service, all teachers receive training on the evaluation of individual student behavior, the behavior of groups of students, behaviors typically occurring in specific settings and behaviors occurring during specific time periods of the day. Our school emphasizes the use of nonviolent crisis prevention. WBA will also offer all teachers training in physical restraint so that teachers are aware of proper procedures, should the need for emergency restraint occur. Parent Handbooks will be distributed at the outset of each academic year which contains the School’s policy opposing any and all forms of corporal punishment and its intolerance to such conduct. The WBA understands that school staff may be presented with situations where a student’s conduct is dangerous to her/himself and/or other students. In those circumstances, reasonable physical force may be required to restrain a student. Reasonable physical force is only exercised to ensure the safety of the student and other students; reasonable physical force is never as a punishment towards any student.

**In-service Training and On-going Coaching**

In addition to pre-service training, WBA teachers and staff will benefit from on-going educational support. Curriculum trainers and senior educators, supplemented by consultant specialists as needed, will provide on-site coaching throughout the school year. They work closely with the principal and classroom teachers to ensure the effective delivery of the
curriculum. Their services vary depending on the school’s needs at any given moment in time. They may facilitate grade level meetings; analyze student achievement data; or even model classroom instruction. Whatever the need, they are available to ensure that high levels of student achievement are attained.

The graduate faculty of the Bard MAT program share a common campus with WBA teachers, creating a common educational community that will span grades 6-12. PhDs in education and other academic disciplines form a community with WBA teachers, where both groups are committed to developing and sustaining an exemplary model of public education that serves its students. This community provides the context for graduate candidates to hone their craft as aspiring teachers. Aspiring teachers at WBA will work with the very kinds of students who they will teach as they move into schools in NYC. In this sense, WBA follows a longstanding model of the Professional Development School (PDS) with the critical difference of including the college partner as a resident full-time member of the school community, avoiding pitfalls that have been identified in some of the research on PDS models.

F. Facilities
In the fall of 2015, the WHEDco Bard Academy will move into approximately 54,000 square feet of space in the new Bronx Commons campus. Below is an overview of the school components and space allocations. In addition the space below, WBA will have access to over an acre of recreation space including a sports field and a performance auditorium within the Bronx Commons campus.
The WHEDco Bard Academy will incubate for the first 2 years in WHEDco’s development located at 50 East 168th Street in the Bronx. WBA will occupy up to 8,000 square feet, which was partially occupied by the Grand Concourse Academy Charter School in previous years. The location is very suitable for use as a school.

G. Insurance

The following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate: Coverage/Limit: General Liability/ $1,000,000 occurrence $2,000,000 aggregate; Workers Compensation Statutory Limits pursuant to NY laws; Employee Benefits Liability/ $1,000,000; Automobile/Bus Liability including underinsured and uninsured as needed/ $1,000,000; Umbrella / Excess Liability above primary program/ $10,000,000; Employment Practices Liability/ $1,000,000; Educators Legal Liability/

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<tr>
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<td>Storage Spaces</td>
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<td>Administration Offices and Spaces</td>
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<td>Custodial Space</td>
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<td><strong>TOTAL</strong></td>
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$1,000,000; School Board Errors & Omissions (Directors & Officers)/ $1,000,000; Sexual Misconduct Liability/ $1,000,000 $2,000,000 aggregate; Crime / Fidelity Coverage (Bonds)/ $500,000; Property/Lease and Boiler Machinery Coverage Blanket Limits as needed by School, on an all risk of direct physical basis; Student Accident Coverage/ Primary $25,000 limits and CAT option at $5,000,000. WBA will only be placed with at least an A+ rated insurance carrier as determined by AM Best rating guidelines. WBA financial plan assumes a total cost of $25,750/annum for insurance premiums at full capacity in year 3.

H. Health, Food, and Transportation Services

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

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

Accidents: The school nurse will administer initial treatments for minor injuries. The student’s emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student’s permanent file. In such cases, it is especially crucial that WBA has working phone numbers for a student’s parents/guardians and for alternative contacts in the event that a parent/guardian is unavailable.

2) Food Services: WBA intends to utilize Red Rabbit food services to provide breakfast and lunch to the school. (http://www.myredrabbit.com/) Red Rabbit is based in New York City and provides healthy meals that are kid-tested and approved; sourced from local and regional suppliers; and farm fresh. They also provide educational programs offering cooking, nutrition and gardening learning activities for kids, parents and educators. The meals are competitively priced and fit WBA’s financial plan. WBA intends to have its own cafeteria with kitchen facilities. However, if the building in which the school is ultimately located does not have these facilities, WBA will ensure that contractual arrangements provide food services to students directly in the classroom or other suitable common area. The school will provide an on-site refrigerator for short-term milk storage and an eating area/cafeteria for meal consumption. The school will comply with any additional nutritional guidelines from NY State as part of the Healthy Schools Initiative legislatively adopted.

3) Transportation: WBA will not provide transportation services directly, but will partner, as all New York City public schools do, with the New York City Department of Education Office of Pupil Transportation to provide Metrocards to all eligible students. Ample subway and bus
service runs throughout CSD 9 & 7, including the 4, B and D trains, as well as roughly several different bus routes. We have budgeted the cost of Metrocards for 75% of our students for school days in excess of 180, and we have budgeted $75/student in field trip expenses to account for fieldwork and project travel. WBA will work with the local district to ensure that transportation is provided for any students with disabilities in compliance with all local and federal laws, and will not provide transportation to anyone who is ineligible.

I. Family and Community Involvement
WHEDco has made sure that the community has been actively involved in the design and planning for WBA since inception. A 25-person Music Advisory Board of community members was established to assist in the planning and development of Bronx Commons in response to a focus group meeting in May 2010. WHEDco made presentations to the Community Board and local elected officials and hosted nine free community events (concerts, roundtable discussions, tenant meetings) that promoted the mission of the WHEDco Bard Academy and the Bronx Music Heritage Center and engaged more than 1,000 parents, children and seniors.

WHEDco provides a broad range of service to 30,000 community members annually through our economic development center in the Bronx. We already have a captive audience to keep the community engaged through planning, design and implementation of the school, which we are leveraging. Parents and the community will continue to be involved in the planning, implementation and design of the WHEDco Bard Academy in many different capacities. A lifelong Bronxite and community member, Ms. Valerie Capers, will be a founding member of the Board of Trustees. WBA will have an active Parent Advisory Council and an experienced Parent/Community Liaison coordinating family involvement. WHEDco works with PS/MS 218, PS2/63 and Grant Avenue Elementary schools and has 10 years of experience engaging parents to take active roles in their children’s school through parent/teacher conference nights, recitals, and other events. WHEDco will continue these activities in WBA, and will utilize the Bronx Music Heritage Center as a community resource. In addition, we will engage the residents of the building, including elder musicians, to form relationships with students in the school through a variety of innovative program.

WHEDco has worked with dozens of community partners over the past 20 years. WHEDco has collaborated with each of these partners with many different family and community engagement initiatives in the past including Bronx Summer Walks, community roundtable discussions as part of exhibits, community surveys, web marketing and economic development. This list is of a select group of longtime community partners:

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

The WHEDco Bard Academy Charter School shall employ a Business Manager (BM) and Finance Associate to administer the daily fiscal and accounting functions of the School. It is likely that the Administrative Assistant will also act as the Finance Assistant. The Board of Trustees and Principal will provide fiscal oversight. The Charter School will contract with an independent certified public accountant (CPA) to provide support to the School in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing the Charter School’s charter of accounts and implementation of an accounting software system.

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

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

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

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

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

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6 Based on New York City Charter School Center documentation
year-to-date budget data. Financial statements shall be presented to and reviewed by the Board of Trustees monthly.

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

6. **Bank Account Management: Opening/Closing Accounts**
   **Policy:** The signature of the Principal shall be required to open or close accounts, subject to restrictions of such authority established by the Board of Trustees and by state law or regulation.
   **Procedure:** The Principal, after consultation with and authorization by the Board Chair, shall secure any necessary signatures to open or close a charter school account.

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

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

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

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

**11. Payroll System**

**Policy:** The charter school shall maintain a payroll system approved by the Board of Trustees.

**Procedure:** documentation of authorized pay rates shall be maintained in the employee’s personnel file. Personnel files shall be secured with access limited to authorized individuals. The charter school will contract with a payroll service to provide payroll processing. Personnel will be paid biweekly, by check. Personnel electing direct deposit will receive a check stub. Employee time sheets will be maintained daily. Time sheets, signed by the employee and approved by a supervisor, shall be forwarded to the Finance Associate at the end of the pay period for payroll processing. The Finance Associate will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing. The BM and Principal will receive all completed payroll reports and paychecks from the payroll service. The BM will review the payroll reports and document approval. The Finance Associate will distribute the paychecks. All payroll changes will be authorized by the Principal and forwarded to the payroll service by the Finance Associate. The Finance Associate will record each payroll to the accounting system, including any payroll accruals, in accordance with GAAP. The Finance Associate will be responsible for payment of all payroll-related liabilities. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party.

All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

**12. Mail Management; Incoming Checks**

**Policy:** All incoming mail is opened and distributed by a designated staff person. Any checks received are immediately restrictively endorsed by the mail opener.

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

**13. Budgeting Of Funds**
Policy: The Board of Trustees shall approve an annual operating budget for the charter school. Adjustments to budget categories during the year shall be approved by the Board.

Procedure: The Principal shall develop, in conjunction with the BM, the charter school’s annual budgets. Budget assumptions in the initial year of operations will be based on known expenditures of similar entities, modified for the charter school’s specifications and expectations. Future budgets will be based on the school’s history, specifications and expectations. Budgeted expense categories shall include the cost of personnel instruction, administration, facilities, operations and other spending categories of the charter school. Detailed expenses, such as supplies, repairs and maintenance, travel, contracted services; utilities, rent, and other expenses will be budgeted according the above spending categories.

The Board of Trustees will approve the annual budget of the charter school by June 1 of the immediately preceding fiscal year. The Board also will approve any amendments proposed during the year. The Board of Trustees will compare year-to-date revenues and expenditures to the budget and review significant variations on a monthly basis.

14. **Capital Depreciation; Dispositions and Depreciation**

**Policy:** The Charter school shall, either independently or with the assistance of an accountant, maintain appropriate fixed asset and related depreciation accounts.

**Procedure:** All property and equipment acquisitions and dispositions shall be approved by the Board of Trustees. Assets in excess of $500 shall be capitalized and depreciated over their useful life in accordance with GAAP for nonprofit organizations. Asset purchases of under $500 and software purchases shall be expensed. The Finance Associate will reconcile the fixed asset and related depreciation schedules to the general ledger account monthly.

15. **Staff and Travel Expenses**

**Policy:** Staff shall be reimbursed for travel and related expenses while on approved charter school business.

**Procedure:** All out-of-town travel shall be approved by the Principal in advance. All staff shall submit travel reimbursement forms by which they request reimbursement. Travel reimbursement forms shall document employee name, travel dates, destination, business purpose, and detail business costs such as tolls, parking, mileage and meals. All receipts and substantive documentation must be attached to the travel reimbursement form.

Submitted travel reimbursement forms shall be reviewed by the Finance Associate for: (a) accuracy of computations; (b) completeness of required receipts; and (c) adherence to established guidelines. Inaccurate or incomplete information shall be discussed with the submitting staff member, and any necessary additional information shall be requested by and provided to the Finance Associate prior to reimbursement. Staff shall be compensated within 20 business days of submission of a complete and accurate reimbursement form to the Finance Associate. Reimbursement requests submitted by the Finance Associate shall be reviewed and approved for payment by BM; requests submitted by the BM and HOS shall be reviewed and approved for payment by a member of the Board of Trustees.

16. **Audits; Financial Regulatory Forms**

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

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

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

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

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

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

22. Borrowing Funds
Policy: All borrowing of funds, and the establishment or increase of all credit lines must be approved by the Board of Trustees.
Procedure: Based on annual audits, financial statements, and cash flow projections, the Principal may establish credit lines and borrowing limits as directed by the Board of Trustees. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The BM or his or her designee shall alert the Board of Trustees if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board of Trustees may amend the borrowing policy and credit limits.

23. Bequests and Contributions
Policy: Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the Principal and/or the Board of Trustees of the charter school, consistent with conditions set forth by the Board of Trustees of the charter school. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor,
except that in no case shall the school accept any such bequest or contribution for which the donor restriction violates any federal or New York state law.

**Procedure:** Bequests and contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The BM will maintain supporting schedules to document revenues and expenditures related to unrestricted, temporarily restricted and permanently restricted net assets. Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the Principal and/or Board of Trustees of the charter school. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor. The Board of Trustees will review and approve expenditures on a monthly basis in accordance with donor stipulations, if any.

24. **Honoraria**

**Policy:** Honoraria received by staff while on charter school time or on charter school business shall be the property of the charter school.

**Procedure:** Staff shall request that any anticipated honoraria be made payable to the charter school, and any honoraria received by staff in any form shall be the property of the charter school.

25. **Credit Cards**

**Policy:** The charter school may maintain corporate credit cards which shall be issued to staff as designated by the Principal. Such credit cards shall be used solely for charter school business.

**Procedure:** All credit cards account billing shall be given immediately to the Finance Associate. The Finance Associate shall maintain a system of all charges reported by staff and each charge shall be checked against the bills. Discrepancies in these receipts or billing shall be reported by the Finance Associate to BM for investigation. The use of the credit cards shall adhere to established personnel policy. In the event of termination of employment, staff shall be required to return any credit cards that have been issued to them.

26. **Purchasing Practices**

**Policy:** Guiding the purchase of all goods and services of the charter school will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of the charter school’s mission, goals, and annual plans.

**Procedure:** When a product is to be purchased that costs more than $10,000, the Principal, or his or her designee, shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The Principal shall select from among these offers, and document the reasons for selecting the chosen option which shall include mention of the aforementioned factors that guide such selection. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the Principal from seeking such multiple bids for these contracts. All contractual agreements shall be in writing, and signed and dated by the Principal or his or her designee.

K. **Budget and Cash Flow**

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

1. Although projected revenue sources are held flat through the school’s charter, spending categories are budgeted to increase between 3-5% in almost every category.
2. The primary source of revenue is from school district AOE/TAPU payments following each student attending the charter school and is held flat through the school’s charter.
3. Teacher salaries begin at $55,000, but the average cost per teacher has been budgeted at $56,000. This will ensure enough funds to start a seasoned educator at a higher rate of pay.
4. To ensure we have access to the best teachers in the academic community, enough funds have been budgeted to pay the employer portion of the New York State Teachers Retirement System. The five year budget projection anticipated cost into this plan at a higher rate than the average cost for the past decade.
5. Funds are budgeted in case the school has need for consultant assistance in areas including, but not limited to, technology, data reporting and grant writing. In addition, added Special Education services will be provided by outside companies to supplement the services provided by school faculty.
6. In operating year one, the school will lease space from WHEDco for $67,500, plus utilities. In year 2 the rent will increase to $160,000 plus utilities. In the remaining years, the lease reflects the cost for the school’s portion of occupied space in a newly built facility. With the exception of utilities, facility-related costs, including maintenance and insurance, are included in the lease payments.
7. Annual reserves balances exist every year and include coverage for dissolution contingency and reserve accounts for unanticipated expenses, including additional staffing needs.
### Pre-Opening Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Steps to Complete</th>
<th>Responsibility</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>HUMAN RESOURCES</strong></td>
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<tr>
<td>Identify and Hire Principal</td>
<td>Now - 1/1/13</td>
<td>Recruit and Hire Principal</td>
<td>Founding Group/Bd</td>
<td>Recruit Costs (RC)/ Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish Necessary Insurance to cover Board, Principal, Business Mgr(BM) in pre-opening period</td>
<td></td>
<td>Stipend</td>
</tr>
<tr>
<td>Identify &amp; Hire BM</td>
<td>12/1/13 - 4/1/13</td>
<td>Recruit &amp; Hire BM</td>
<td>Principal/ Founding Grp</td>
<td>RC and Principal Stipend</td>
</tr>
<tr>
<td>Identify &amp; Hire Teachers</td>
<td>1/1/13 - 3/31/13</td>
<td>Conduct Search &amp; Hire Teachers</td>
<td>Principal/ Founding Grp</td>
<td>Recruiting Budget, Principal</td>
</tr>
<tr>
<td>Identify &amp; Hire other Staff</td>
<td>4/1/13 - 7/15/13</td>
<td>Start Search</td>
<td>Principal/BM</td>
<td>Recruiting Budget, Principal</td>
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<td>All other hires completed</td>
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<td>Stipend</td>
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<tr>
<td>Complete HR Docs</td>
<td>3/1/13 - 4/1/13</td>
<td>Complete drafts</td>
<td>Principal/BM</td>
<td>Partner Pro Bono Legal</td>
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<td>Legal Review and Board Approval</td>
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<tr>
<td><strong>FUNDRAISING</strong></td>
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<tr>
<td>Foundation Grants</td>
<td>On-going</td>
<td>Research grants, add to existing BARD grants</td>
<td>Principal/ Founding Grp/BM</td>
<td>Principal/BM Stipend</td>
</tr>
<tr>
<td>Post Authorization Grants</td>
<td>9/1/12 - 3/1/13</td>
<td>NYS Stimulus, Research others and apply</td>
<td>Principal/ Founding Grp/BM</td>
<td>Principal/BM Stipend</td>
</tr>
<tr>
<td>Board Fundraising</td>
<td>Ongoing</td>
<td>Develop Board Fundraising Plan</td>
<td>Board</td>
<td>None</td>
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<tr>
<td></td>
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<td>Launch social media and online fundraising campaign</td>
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<tr>
<td><strong>STUDENT RECRUITMENT</strong></td>
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<tr>
<td>General Recruitment</td>
<td>11/1/12 - 4/1/13</td>
<td>Refine recruitment plan, prepare materials, translations, outreach</td>
<td>Principal/ Founding Grp/BM</td>
<td>Printing Costs, volunteers, Partner org staff, staff stipends</td>
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<td></td>
<td>Immediately</td>
<td>Start Recruitment Campaign</td>
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<td></td>
<td>3/1/13</td>
<td>Enlist school partners &amp; contacts</td>
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<td>4/1/13</td>
<td>Applications due</td>
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<td>Conduct Lottery</td>
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<tr>
<td>ELL Recruitment</td>
<td>11/15/12 - 12/15/12</td>
<td>Start recruitment in other languages</td>
<td>Principal/ Founding Grp/BM</td>
<td>Printing Costs, volunteers, Partner org staff, staff stipends</td>
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<tr>
<td></td>
<td>11/30/12</td>
<td>Contact Community groups</td>
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<td></td>
<td>12/15/12</td>
<td>Enlist WHEDco and Bronx Music Ctr</td>
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<tr>
<td>Special Education Recruitment</td>
<td>Immediately</td>
<td>Start visits to organizations</td>
<td>Principal/ Founding Grp/BM</td>
<td>Printing Costs, volunteers, Partner org staff, staff stipends</td>
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<tr>
<td></td>
<td>11/15/12</td>
<td>Reach out to CSE, advocacy groups, WHEDco social workers, parent reps</td>
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<tr>
<td>Task</td>
<td>Date</td>
<td>Steps to Complete</td>
<td>Responsibility</td>
<td>Resources</td>
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<tr>
<td><strong>Enrollment</strong></td>
<td>5/1/13</td>
<td>Complete enrollment</td>
<td>BM, Principal, teachers, Admin Asst</td>
<td>Staff Stipends</td>
</tr>
<tr>
<td></td>
<td>5/1/13</td>
<td>Identify SDIS(sped), ELL</td>
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<td></td>
<td>6/1/13</td>
<td>Obtain Available Records</td>
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<tr>
<td><strong>FACILITY</strong></td>
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<tr>
<td>Identify Incubation Space</td>
<td>9/1/12</td>
<td>Confirm &amp; Set up incubation space in South Bronx (Urban Horizons)</td>
<td>Principal/ Founding Grp</td>
<td>Rental Fees</td>
</tr>
<tr>
<td>Prepare long-term space for 2</td>
<td>Fall 2012</td>
<td>Urban Horizons Lease</td>
<td>BM, Principal, teachers, Admin Asst</td>
<td>Salaries, Legal fees, supply budget</td>
</tr>
<tr>
<td>yr occupancy</td>
<td>3/13</td>
<td>Ready for Occupancy</td>
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<td></td>
<td>5/13</td>
<td>Readiness, furnish &amp; beautification</td>
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<tr>
<td></td>
<td>8/15/13</td>
<td>Open for school year</td>
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<tr>
<td>Permanent Space for 2015-16</td>
<td>Immediately</td>
<td>Work with WHEDco throughout construction process of new facility</td>
<td>Board, Principal</td>
<td>CSP for startup facility costs</td>
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<td>year</td>
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<tr>
<td><strong>EDUCATION PROGRAM</strong></td>
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<tr>
<td>Curriculum</td>
<td>3/1/13 to</td>
<td>Finalize scope &amp; sequence and curriculum mapping to ensure alignment with NYS and</td>
<td>Principal, Teachers, Bard resources,</td>
<td>Stipends, CSP, Op. Budget</td>
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<td>7/30/13</td>
<td>CC Stds</td>
<td>vendor PD, Longy Resources</td>
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<td>Develop El Sistema integration</td>
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<td>Develop Portfolio Program Reqs</td>
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<td>Assessment</td>
<td>4/1/13</td>
<td>Design Interim Assessments</td>
<td>Principal, Teachers, Bard MAT resources</td>
<td></td>
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<td></td>
<td>4/1/13</td>
<td>Design Portfolio Rubrics</td>
<td>Principal, Bard, Stipends</td>
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<td></td>
<td>7/1/13</td>
<td>Design Data Analysis System</td>
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<td></td>
<td>4/1/13</td>
<td>Diagnostic and ELL Assessments</td>
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<tr>
<td>Educational Program</td>
<td>7/1/13</td>
<td>Fine tune system for staff observation and evaluation</td>
<td>Principal, Teachers, Bard resources</td>
<td>Stipends</td>
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<td></td>
<td>7/1/13</td>
<td>Develop system for evaluation of curriculum</td>
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<td>Develop Summer Plan</td>
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<tr>
<td>Special Education</td>
<td>5/1/13- 8/1/13</td>
<td>Develop plan for preparing and monitoring IEPs</td>
<td>Principal, Special Ed Teacher/Coordinator, existing charter school resources</td>
<td>Stipends, Salaries, fee based membership</td>
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<td>Design non-academic assessments</td>
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<td>Develop plan for identifying IEP students</td>
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<tr>
<td>School Climate</td>
<td>5/1/13- 8/1/13</td>
<td>Develop Advisory, Discipline and School Climate</td>
<td>Principal, WHEDco social workers, school counselor</td>
<td>Stipends, CSP</td>
</tr>
<tr>
<td>Professional Development</td>
<td>5/1/13</td>
<td>Develop Summer PD Institute</td>
<td>Principal, Bard MAT resources, vendors, consultants</td>
<td>PD Budget, CSP</td>
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<tr>
<td></td>
<td>6/1/13</td>
<td>Design Pre-service</td>
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<td></td>
<td>7/15/13</td>
<td>Design In-service</td>
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<tr>
<td><strong>FINANCE &amp; OPERATIONS</strong></td>
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<tr>
<td>Financial Procedures</td>
<td>Immediately</td>
<td>Set up accounting system</td>
<td>Board, Principal, BM</td>
<td>Stipends/salaries</td>
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<td></td>
<td>upon Charter</td>
<td>Identify all reporting requirements</td>
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<td>Task</td>
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<td>Steps to Complete</td>
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<tr>
<td>Student Info Mgt System</td>
<td>5/1/13</td>
<td>Research and Purchase</td>
<td>BM, Principal</td>
<td>Stipends/salaries</td>
</tr>
<tr>
<td></td>
<td>6/1/13</td>
<td>Set up with enrolled students’ IEPs, Immunization and Demographics</td>
<td></td>
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<tr>
<td>DOE/SED Relationship</td>
<td>7/1/13</td>
<td>Food, Transportation-initial request, BEDS code, ATS code and access</td>
<td>BM</td>
<td>Stipends/salary</td>
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<tr>
<td><strong>GOVERNANCE</strong></td>
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</tbody>
</table>
| Set up Board Procedures     | Within 30 days of Charter Issue | Hold organizational mtg to elect trustees and officers  
|                             |           | Ratify By laws  
|                             |           | Clarify pre-opening Bd roles, set up minutes book, establish meeting calendar, plan Bd training, develop dashboard | Board          | None                       |
| Recruit Parent Rep          | May 2013  | Recruit parent representative                                                       | Board          | None                       |
M. Dissolution Plan

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

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

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

Days 5-15: (1) The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The Business Manager will provide written notice to appropriate NYC DOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The Business Manager will notify in writing school principals in schools likely to receive transfers from WBA of the closure and provide contact information for school personnel handling transfers.
**Days 15-30:** (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) WBA will transfer student records to the NYC DOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students’ records to the NYC DOE and provided a copy of those records; and (5) WBA will conduct a final meeting with the NYC DOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

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

Attachment 1: Proposed Admissions Policy and Procedures

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

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

A. Application and Admission Periods and Procedures

The admission process is as follows:

1. The WHEDco Bard Academy Charter School will disseminate information to the community at large through all forms of conventional media, publicly held meetings, mass mailings, and other forms of community outreach in both English and Spanish.

2. Information will advise all families of the opening of the charter school, the means by which students may apply to the school for purposes of enrollment, and the educational goals and structure of the school.

3. Every effort will be made to seek applications from as many students from across the community as possible with the hope that the WHEDco Bard Academy Charter School will receive applications for admission in excess of school capacity. This would help ensure that the random effects of selection as described in the next step would create a charter school population that is truly representative of the general population of students in the community.

4. If the number of applicants exceeds capacity at any grade level, a public random drawing, or lottery will be held to determine admission to the charter. For year 1 of the charter

B. Procedures if applications exceed available space – Lottery

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

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

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

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

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

LOTTERY LOGISTICS

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

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

   - **SDIS Drawing**: Target = 25% of seats filled by SDIS students*
     - 6th SDIS- Free and Reduced -CSD7 or CSD 9
     - 6th SDIS - Free and Reduced- Out-of-District
     - 6th SDIS - Out-of-District
     - 7th SDIS- Free and Reduced -CSD7 or CSD 9 (check for siblings)
     - 7th SDIS- Free and Reduced -Out-of-District (check for siblings)
     - 7th SDIS -Out-of-District (check for siblings)
*Applicants who are applying along with a sibling will receive a number grouping (i.e. first group of siblings will receive a “1” next to their names, second group of siblings a “2” etc)

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

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

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

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

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

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

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

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

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

IV. Lottery Wrap-Up

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

The following preferences shall be utilized in the lottery:

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

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

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

**Sibling Enrollment Preference**

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

1) Brothers or sisters that reside in the same home under the supervision of the same parent(s) or legal guardian(s).
2) Children that reside in the same household that have the same legal caregiver.
*Legal proof of guardianship and residence is required for both instances.

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

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

- Birth certificate, with name of parent submitting an application listed on the certificate
- Court documentation from the State of New York verifying legal guardianship

Any of the following documentation meets the standard for proof of residence:

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

**ELL Enrollment Preference**
In order to be considered for ELL status, applicants must meet one of the following criteria:
1) Students are receiving ELL services at current elementary school

**SDIS Enrollment Preference**
In order to be considered for SDIS status, applicants must meet one of the following criteria:
1) School will have to have evidence an existing Individualized Education Plan with an current date.

**FRPL Enrollment Preference**
In order to be considered for FRPL status, applicants must meet one of the following criteria:
1) Evidence that student is currently receiving Free and Reduced Price lunch at their school of enrollment.

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

In order to qualify for this preference, families must present proof of residence.
Examples of acceptable proof of residency are:

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

**Outreach Plan**

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

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

**Information Sessions and Tours:** During the recruitment period, open houses are held weekly in the morning and evenings. These meeting are open to all interested families and provide families with an opportunity to complete applications. During the school year, school tours will be available weekly by contacting the school’s main office.

**Website:** WHEDco Bard Academy Charter School will leverage its website to disseminate information about upcoming information sessions and tours.

**Community Outreach:** WHEDco Bard Academy Charter School will seek and develop relationships with organizations that serve families of elementary school children within the community, including those that service students with disabilities and English Language Learners. These organizations include, but are not limited to local community boards, community-based organizations (health-based organizations, WIC Centers, etc.) and public libraries in the community school district. In addition to mailings announcing our recruitment period, WHEDco/Bard staff will also make presentations to other community programs that
have potential applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of WBA’s academic program.

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

C. *Ensuring that Admissions Process Adheres to Legal Requirements*

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

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

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

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

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

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

**Waitlist Management**

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

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

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

**Waitlist #1** : ELL students  
**Waitlist #2** : SDIS students  
**Waitlist #3**: General Waitlist ( including ELL and SDIS students)

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

**Waitlist Enrollment Procedures**

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

**Admissions Preferences and the Waitlist**

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

Additionally, the waitlist is subject to the same admissions preferences as those in the lottery. Applications of families who qualify and provide evidence of admissions preferences will move
up to the top of each grade’s waitlist, with order within each preference determined by the date and time of application.

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

D. Withdrawal or Transfer Procedures

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

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

WBA staff will not send out information on any student at any time unless an official request has been made from another school on behalf of the student who withdrew. When a parent or legal guardian withdraws a student from the school they first complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. ATS is checked, and the new school is contacted to confirm enrollment. If a parent/guardian’s signature cannot be obtained, then the student is considered officially withdrawn only after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student’s file is moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files are maintained in a locked cabinet in the main office and filed by the year of withdrawal.
Attachment 2: Samples of Evidence of Community Outreach

Contents:

1. Community Survey
   a. Data/Results
   b. Copy of Survey
   c. Screenshots of Survey Results Posted on Website

2. Outreach
   a. Description of Outreach Activities
   b. Sample Event Programs

3. Neighborhood Needs Assessment
   a. School Map Showing Need
   b. Entire Bronx Commons Development
WHEDco Bard Academy Survey Findings
Spring 2011 – 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 ACADEMICALLY RIGOROUS 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? (MUSIC CLASSES, ART CLASSES, PHYSICAL ACTIVITY AND SPORTS, PERFORMING ARTS, ETC.)
  - 77.9% Music/performing arts/dance/communication/music appreciation
  - 58.0% Athletics/sports/swimming/martial arts/health & fitness
  - 57.6% Art/fashion/sculpting/ceramics/art history & appreciation/photography
  - 19.9% Other/after school program/computers/science lab/special needs/Bronx culture/peer groups
  - 6.2% Basic skills/math/tutoring/social

- WHAT DO YOU HOPE YOUNG PEOPLE WILL LEARN IN THIS SCHOOL?
  - 36.9% Other/everything/fun learning environment/discipline/respect/sport/communication/community/be better people/good citizens
  - 33.3% Artistic skills/music/performing arts/dance/talent/art/expression & appreciation
  - 29.4% Academics/good education/college ready
  - 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
· WHAT IMPACT DO YOU HOPE THIS SCHOOL WILL HAVE ON THE COMMUNITY?
  - 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
  - 16.1% Student achievement/career/graduate/good education
  - 6.6% Other/discipline/recommend the school to others/charter/show how the arts are important/benefit parents/sports

· IN WHAT CITY DO YOU LIVE?
  - 95.5% Bronx
  - 2.1% New York
  - 1.4% Brooklyn
  - 0.7% Queens
  - 0.3% Other (NJ)

· WHAT IS YOUR AGE?
  - 1.2% Under 18
  - 18.0% 18-25
  - 39.2% 26-35
  - 22.9% 36-45
  - 13.5% 46-55
  - 5.3% 56 and older

· WHAT IS YOUR GENDER?
  - 90.4% Female
  - 9.6% Male

· WHAT IS YOUR RACE/ETHNICITY?
  - 67.9% Hispanic/Latino
  - 25.0% African American/Black
  - 4.5% Other/African/West Indian/Bangladesh
  - 2.7% White
Survey for NEW Charter School Offering College Credits

The Women’s Housing and Economic Development Corporation (WHEDco) is developing a new building, the Bronx Music Heritage Center (BMHC), to celebrate the rich musical legacy of the Bronx by drawing upon and restoring pride in its history. One of the components of the development will be an **academically rigorous public charter school** for 500 middle- and high-school students (grades 6-12) in partnership with Bard College. Bard will offer college-level courses and credits to 11th and 12th grade students; keep class size small, and will provide top notch teachers and Master’s level graduate students in each class. The school will also have a comprehensive music education program.

As a Bronx resident or community member, your input is extremely valuable. **Please return this survey by Monday, February 20th, 2012.**

1. Do you think there is a need for an arts-based middle and high school in the Bronx?  
   YES  NO (if you circled ‘NO’, please skip to the end/final section of the survey)

2. Do you know a young person who would benefit from this type of school in the Bronx?  
   YES  NO

3. If you were planning the school, what would you make sure to include? (music classes, art classes, physical activity and sports, performing arts)

4. What do you hope young people will learn in this school?

5. What impact do you hope this school will have on the community?

**FINAL SECTION:** To be informed of educational, housing and other opportunities available at the development, please complete the information below. Please note that your information will not be used by anyone outside of WHEDco/Bard College. Your feedback is greatly appreciated!

Name: ___________________________ Phone No: _______________ Email Address: __________________________

Street Address: ___________________________ City: __________ State: _______ Zip Code: _______

What is your: Age: __________ Gender: __________ Race/Ethnicity: __________

**Please return the questionnaire to:**
Kerry A. McLean, Director of Community Development , WHEDco, 50 East 168th Street, Bronx, NY 10452
E: kmclean@whedco.org P: 718.839.1189 F: 718.839.1170

**Join the discussion!**

For more information about or to discuss the WHEDco Bard Academy contact Kerry A. McLean at kmclean@whedco.org or 718.839.1189. Stay up to date online at www.whedco.org or find us on Facebook!
Encuesta para una Nueva Escuela Charter que Ofrece Créditos para la Universidad

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

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

1. ¿Cree usted que se necesita una escuela primaria y secundaria enfocada en las artes en el Bronx?
   Sí  No (Si circula ‘NO’, por favor continúe al final de la encuesta)

2. ¿Conoce usted a un joven que pueda beneficiarse de este tipo de escuela en el Bronx?
   Sí  No

3. Si usted estuviera planeando la escuela, ¿qué se aseguraría de incluir? (clases de música, clases de arte, clases de educación física, clases de actuación, música, baile, etc.)

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

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

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

Nombre: ___________________________ Número de teléfono: ___________ Email: ___________________________

Dirección: __________________________ Ciudad: ___________ Estado: ________ Código Postal: ________


Por favor, devuelva esta encuesta a:
Kerry A. McLean, Director of Community Development, WHEDco, 50 East 168th Street, Bronx, NY 10452
Correo electrónico: kmclean@whedco.org P: 718.839.1189 F: 718.839.1170

¡Únese 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 encuentrenos en Facebook!
Help Plan a New Community School

WHEDco is teaming up with Bard Academy to build an academically rigorous public charter school for 500 middle- and high-school students in the Melrose neighborhood.

Your feedback is essential WHEDco and Bard as they design the school.

Take the survey!
HELP US PLAN OUR NEXT DEVELOPMENT!

Fill out our survey by Monday, February 20!

LATEST NEWS

- On the Horizon Newsletter
- From Our Founder
- Wall Street Journal: Green Carts
- NY1: WHEDco's MLK Day Service
- OPEN: Bronx Music Heritage Center
- NY1: Redevelopment Initiative
- HealthAffairs: Health and Wellness at WHEDco
- Mott Haven Herald: Bronx Music Heritage Center

Our mission is to make the Bronx a more beautiful, equitable and economically vibrant place to live and raise a family.

Building Businesses  Improving Education

DONATE

UPCOMING EVENTS

Shop Small, Shop Smart: Shop Southern Blvd.

Fall into savings this holiday season by shopping on the boulevard. Click here to view the holiday circular!

Start a Green Cart Business!

WHEDco's Director of Community Development, Kerry A. McLean, presented about Green Carts at TEDxManhattan's conference!

Learn how to start your own business by attending a Green Cart workshop!
Outreach Related to the WHEDco Bard Academy

**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" generously donated by NYC artists. WHEDco engaged Art Connects New York to help beautify our architecturally unique Urban Horizons building in the South Bronx. Themes of movement, hope and opportunity are seen in the paintings, drawings, photography, and murals and were echoed in the musical performance. 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. Wednesday, 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. As the concert proceeded, more and more of Gene’s friends and musicians jumped on stage to sing, drum, and dance; celebrating the life and career of this Bronx music hero.

**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’s love for music was sparked in his Bronx elementary school and further fostered while he was hanging coats in his mother’s South Bronx bar. 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. A true highlight was his mother traveling all the way from Puerto Rico to surprise her son at his tribute.

**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. The day continued with a tour of the Celia Cruz mausoleum led by Brian Sahd.
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. The panel covered Celia’s life while she was in New York City, specifically playing clubs in the Bronx, and how her image developed in the public eye. **Over 100 people attended** the panel discussion; several audience members had a personal connection to Celia, and her legacy in New York City. The panel was followed by the opening reception of Alexis Rodriguez-Duarte’s photography exhibition, “Presenting Celia Cruz” which included some of Celia’s costumes and clothing, portraits, and other artifacts.

**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. Participants discussed the role of demographic shifts in the Bronx, and the social and economic climate shaped the Latin Jazz landscape as we know it. **More than 30 community members** attended and participated in the discussion. Bill Aguado gave an extensive overview of the WHEDco Bard Academy. After the roundtable, attendees were able to spend time in Hatuey Ramos-Fermin’s art installation celebrating Casa Amadeo, a South Bronx record shop that has withstood the test of time as a reliable cultural cornerstone in a changing community.
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. Each of the roundtable participants has included within their body of work a sense of cultural and social justice, which allowed them to reflect on current commercial hip hop and the role of women in the industry. 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.

Other Outreach Activities

Meetings with Local Merchants WHEDco staff met with about 20 South Bronx small business owners about the WHEDco Bard Academy Charter School, answered questions, and solicited feedback on the survey.

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, 15 councilmembers, and the Superintendent.

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.

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.

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.

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.

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). See attached screenshots.

**Upcoming & Continuing Outreach**

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

Digital Survey. The digital survey will still be available on the Southern Boulevard Merchant Association website and the WHEDco website. The deadline originally set to encourage respondents to complete the survey as soon as possible will be extended.

Meetings with Local Merchants WHEDco staff will continue to meet with small business owners about the WHEDco Bard Academy Charter School, answer questions, and solicit feedback on the survey.

Community Living Legends Tribute to Kenneth Edwards at P.S. 218. March 2012. A tribute to a music educator in WHEDco’s After School program, Mr. Kenneth Edwards and presentation on the WHEDco Bard Academy. Surveys will be distributed.

Community Living Legends Tribute to Tony DeJesus at P.S. 218. April 2012. A tribute to a music educator in WHEDco’s After School program, Mr. Tony DeJesus and presentation on the WHEDco Bard Academy. Surveys will be distributed.

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 next District 7 Community Education Council meeting.

Bronx Summer Walks on East 167th Street. 3 Saturdays in June, 2012.

Concert at the 52 Park Community Center. July 2012. WHEDco and the BMHC will sponsor an evening in honor of community activist and musician Al Quinones.

Bronx Summer Walks on Southern Boulevard. 3 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”
Are You Serving on Martin Luther King Day?

Monday, January 16th, 2012
9:30am-2:00pm
1330 Intervale Avenue
Community Room

If you are interested in volunteering, please contact: Shayla
(718) 839-1100 x7251
snastasi@whedco.org

Please wear old and warm clothing and shoes!

Help us plan the WHEDco Bard Academy, our new music-based middle/high school in the Bronx!

Paint a mural or help us clean up the Southern Boulevard neighborhood!
The Bronx Music Heritage Center & The Bronx River Arts Center present

Hip Hop: Then, Now & Tomorrow

Special thanks to Hatuey Ramos-Fermin, artist of the Shifting Communities Exhibit and the staff of the Bronx River Arts Center.

BRAC Bronx Arts Space
305 East 140th Street, Bronx, NY
January 4, 2012
Presented by

WHEDco’s Bronx Music Heritage Center (BMHC)

celebrates the rich musical legacy of the Bronx by drawing upon and restoring pride in its history. The BMHC community performance and event space will be part of a development that also includes nearly 300 affordable apartments with a set-aside of live/work space for elder musicians, a grades 6-12 arts-based school in partnership with Bard College, a rooftop garden, and recreational space. For more information about or to discuss the WHEDco Bard Academy contact kmclean@whedco.org or go to www.whedco.org.

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

Bronx River Art Center (BRAC) is a culturally diverse, multi-arts, non-profit organization that provides a forum for community, artists, and youth to transform creativity into vision. Our education, exhibitions, artist studios, and presenting programs cultivate leadership in an urban environment and stewardship of our natural resource — the Bronx River.

Shifting Communities highlights dynamic initiatives in culture and the arts currently at work in the margins of the art world and American society. The goal of this project is 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.

Panelists

Bill Aguado, Moderator, is the Producer of the Bronx Music Heritage Center events and Moderator of this roundtable series. As the former Executive Director of the Bronx Council on the Arts, Bill has over 30 years of experience in the Bronx cultural community. Bill is spearheading the Bronx Music Heritage Center event series to create history for tomorrow’s generations.

Patty Dukes is a Latin Hip-Hop Artist, Actress & Activist from the South Bronx. Patty has over 10 years of experience working as a professional artist and supporting community based organizations. With her emcee skills Patty Dukes has discovered how to use Music, Art, and Culture to promote social change. Patty is determined to put her mark on the world. Currently, Patty is presently involved in the collaboration: Ladies Love Project, which aims to create inspiring environments for female’s who are dedicated to marketing and creating. Patty is all about “representing for ladies in Hip-Hop all day.”

Panelists (cont’d.)

Jane Gabriels is a performer, writer, events producer and teaching artist and an entrepreneur. Jane is the Founder of “janejane” productions and Director of Pepatian, an organization dedicated to creating, supporting and producing contemporary multi-disciplinary art from Latino and Bronx-based artists. She started janejane Productions as a way to link together artists and audience throughout NYC, Brooklyn, the Bronx, and Montreal, Canada. Current projects of Jane include The Montreal Mirror and City Markings.

Ana “Rokafella” Garcia is a well known Hip-Hop dancer/choreographer who was born in Spanish Harlem. Even when being faced with the challenge of being one of the few b-girls, Rokafella stood strong. Although the term, “b-boys,” was established to be gender specific, Rokafella pioneered in the male-dominated world of breaking. She’s been featured for her unique ability as a b-girl in Fabolous’ “Holla Back Youngin” video. Rokafella founded Full Circle Productions, a collaborative effort of artists to demonstrate the cultural value of Hip-hop in 1992. Rokafella feels that the history is importance in the sense that it will lead them to a closer connection to the art form.

Fred Ones Since the early age of 11, Fred Ones began his journey in hip-hop as a DJ in his hometown Chicago, Illinois. As a turntablist and producer, Fred has shared his unique perspective on both Old School and New School hip-hop through his globally distributed urban graffiti designed mix tapes. Fred has done DJ performances from the Bronx to London and has been featured in numerous magazines pictorials and articles. Fred’s music has been featured in major motion pictures and in several television series. Fred is a DJ, music producer, muralist and sound engineer who has been running a recording studio in the Bronx for 15 years. Fred Ones has paved the way for young artist which look to express graffiti as a legitimate art form.

Mildred Ruiz-Sopp Born and raised on the Lower East Side, Mildred is a Playwright, Actor, Poet, and Vocalist. She is a talented and very well respected woman in the world of performance art. Mildred worked alongside Steven Sapp to found The Point Community Development Corporation located at Hunts Point in the Bronx. She is also a co-founder of Bronx based production company, UniVerses. Mildred has been with UniVerses for 14 years and has traveled around the globe telling stories that have created an impact in theatres everywhere. For Bronx-based Ruiz, art is a form of expressing “the story of those whose voices cannot be heard.”

Steven Sapp was born and raised in the South Bronx and is involved in almost every type of art. Steven does a little bit of it all; he directs, writes, and even acts. In 1993, Steven Sapp co-founded The Point Community Development Corporation located in Hunts Point in the Bronx. By 1996, Steven was already involved in the founding of UniVerses. Steven Sapp looks to bring a different sound to Hip-Hop. With his group, UniVerses he hopes to introduces “voices, sounds, rhythms of voices that you don’t usually see.”

Reph Star is from Manhattan and is involved in almost every aspect of the arts from music production to painting since the late 90’s. His skills in the visual arts and music were developed through graffiti art and rhyming on the block. Reph has a passion for technology, history and social change which is what led him to his social involvement today. He visions this work as a reflection of the human experience through the eyes of the Hip-Hop generations. These days Reph Star can be found in the studio working with Circa ’95 and the rhyme factory.
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.
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
- Retail space dedicated to promoting health and fitness in the community
- 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

<table>
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<tr>
<th>WHEDco Bard Academy</th>
<th>Bronx Music Heritage Center</th>
<th>Residential</th>
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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 nearly twenty years to build a more beautiful, equitable, and economically vibrant Bronx. We reach over 30,000 people annually through energy-efficient, healthy and affordable homes, early childhood education and youth development, family support, home-based childcare microenterprise and food business incubation.

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.
### Sample Student Weekly Schedule: Grade 6 Fall Semester

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### Sample Student Weekly Schedule: Grade 11 Fall Semester

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### Sample Teacher Weekly Schedules: A and B Days alternate

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<td>Lang Arts</td>
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<td>HS SLC: A/ B</td>
<td>Advisory 9</td>
<td>Lead Teacher</td>
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### AUGUST 2013 (4 DAYS)

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### SEPTEMBER 2013 (19 DAYS)

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### OCTOBER 2013 (22 DAYS)

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### NOVEMBER 2013 (19 DAYS)

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### DECEMBER 2013 (17 DAYS)

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### JANUARY 2014 (21 DAYS)

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* SCHOOL DAY – Begins 8:00 AM, Dismisses 5:00 PM*
AUGUST 2013
August 27 - School Begins

SEPTEMBER 2013
September 2 – No School, Labor Day
September 5 – No School, Rosh Hashanah

OCTOBER 2013
October 14 – No School, Columbus Day
TBD Date – Staff Development Day, No Students

NOVEMBER 2013
November 11 – No School, Veterans Day
November 28-29 – No School, Thanksgiving

DECEMBER 2013
December 25 – 31 – No School, Holiday Recess

JANUARY 2014
January 2 – School Reopens
January 20 – No School, Martin Luther King, Jr. Day
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<th>FEBRUARY 2014 (14 DAYS)</th>
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<tr>
<td>3 4 5 6 7</td>
<td>February 17-21 - No School, Winter Recess</td>
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<th>MARCH 2014 (21 DAYS)</th>
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<tr>
<td>2 3 4 5 6</td>
<td>TBD Date -- Staff Development Day, No Students</td>
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<th>APRIL 2014 (17 DAYS)</th>
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<td>1 2 3 4</td>
<td>April 14-18 -- No School, Spring Recess</td>
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<th>MAY 2014 (20 DAYS)</th>
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<td>1 2</td>
<td>May 23-26 -- No School, Memorial Day</td>
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<th>JUNE 2014 (18 DAYS)</th>
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<tr>
<td>2 3 4 5 6</td>
<td>June 25 -- Last Day of School</td>
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*Pending Approval
Initially, the WHEDco Bard Academy Charter School plans to use the NYC DOE Chancellor’s Discipline Code, which can be accessed at the DOE website:

Chancellor’s Discipline Code

In practice, WBA plans to further develop expectations and consequences as a team of students, parents, teachers and other key stakeholders as the school grows to capacity.
School Trustee Background Information

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

Name: Nancy Biberman

Charter School Name: WHEDco Bard Academy Charter School

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

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☒ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
   As President of WHEDco I have been involved in programs in the Bronx related to education and the development of children. Because of the unmet need for high-quality schools and a history of underperforming schools, I decided WHEDco should create a space for a school in its new development,
Bronx Commons. WHEDco then partnered with the Bard College Masters of Arts in Teaching program to apply for a charter to operate this school.

5. Please explain why you wish to serve on the board.
I am interested in new approaches to increasing educational attainment for Bronx children.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☑ Yes. (Include description here):
Board Member of Hostos Community College Foundation, the Freelancers Union Insurance Company, and parent of three children all of whom attended and graduated from public and private schools in NYC and Westchester County, NY. I have been actively involved as a parent in three public elementary schools in Brooklyn and Manhattan; one public high school in Manhattan; one elementary, middle and high school in Westchester County, and two private schools, one in Brooklyn and one in Westchester County NY.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. ☐ This does not apply to me. ☑ Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. ☐ This does not apply to me. ☑ Yes.
If the answer to this question is yes, please provide an explanation.
Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☑ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here: I know all of the other Board members in a professional capacity. Davon Russell is my colleague at WHEDco, and I know other members through collaborative work in the Bronx.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
    ☐ I / we do not know any such persons. ☑ Yes.
    If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☐ No. ☑ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
    I am President of WHEDco. WHEDco plans to lease space to incubate the school in its building at 50 East 168th Street. WHEDco plans to build a permanent facility to house the school.

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☑ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☑ Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
   ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
   ☐ I/we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.
   ☐ This does not apply to me, my spouse or other family members. ☒ Yes.
   I am President of WHEDco. WHEDco has partnered with Bard College Master of Arts in Teaching program as lead applicants.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school’s board.
   ☐ None ☒ Yes
   I am President of WHEDco. As WHEDco will be landlord to the school, I will recuse myself from all discussions regarding the lease and from any other issues related to the WHEDco Bard Academy Charter School’s use of WHEDco space.

17. Please explain how you would handle a situation in which you believe one or more members of the charter school’s board are involved in working for their own benefit, or the benefit of their friends and family.
   This would be a conflict of interest. I would bring the matter to the attention of the full Board. If the conflict could not be resolved at the Board level, I would bring it to the attention of the State Department of Education.

   Educational Philosophy

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

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

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
The WHEDco Bard Academy Charter School will provide an exemplary education for a broadly representative population of students from the Melrose section of the Bronx. The Board will: develop and approve school policies, such as curriculum design, budget policies, board of trustee’s code of ethics, and personnel policies; monitor the effectiveness of the educational program and educational outcomes; approve the school operating budget and monitor financial outcomes; approve the hiring/firing of the school principal; receive and review reports on academic, operational and financial performance; maintain open communication with parents, the community, and the general public; maintain procedures to receive complaints, concerns and positive feedback from parents and the general public; adhere to the Open Meetings Law; and fundraise for the school.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
To fully and effectively participate in on-going academic and operational oversight of the school.

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

23. Please provide any other information that you feel is pertinent to the Department’s review.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

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

[Signature]  [2/21/12]

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:
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 Niñe 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
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
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:** 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. X 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. X 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. X 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 from 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.
   X 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. X 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.
   X 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.

X 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.

X 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.

X 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.

X 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. X 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.
   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.

   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:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:
CV as Biographical Sketch for Ric (Ralph Ian) Campbell

(a) Professional Preparation

<table>
<thead>
<tr>
<th>Institution</th>
<th>Field</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University of New York Cortland</td>
<td>Elementary Education/Science</td>
<td>BS, 1978</td>
</tr>
<tr>
<td>State University of New York Cortland</td>
<td>Education</td>
<td>MS, 1983</td>
</tr>
<tr>
<td>State University of New York Brockport</td>
<td>Science/Literature</td>
<td>Postgraduate, 1983-84</td>
</tr>
<tr>
<td>State University of New York Albany</td>
<td>Literature/Education</td>
<td>Postgraduate, 1993-94</td>
</tr>
<tr>
<td>Harvard Graduate School of Education</td>
<td>Science Education</td>
<td>Ed.D., May 2011</td>
</tr>
</tbody>
</table>

(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
Faculty Member. SENCER Group, Bard College, Annandale-on-Hudson, New York. August 2003 and forward.
Faculty. Young Writers Workshop, Bard College at Simons Rock, Great Barrington, MA. 2000-2002

(c) Publications

No relevant publications to report.

(d) Synergistic Activities

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

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

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

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

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

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

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

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

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

(e) Collaborators & Other Affiliations

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

Graduate and Postdoctoral Advisors

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

Tina Grotzer, Harvard Graduate School of Education
Vicki Jacobs, Harvard Graduate School of Education
School Trustee Background Information

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

Name: Davon Russell

Charter School Name: WHEDco Bard Academy Charter School

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

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ✅ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ✅ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ✅ I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I serve as the Executive Vice President of WHEDco, a community-based organization operating in the Bronx. WHEDco will be partnering with Bard College to operate the charter school.

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

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☑ 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. ☑ 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. ☑ 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. ☑ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here: Nancy Biberman, Ric Campbell, Karen Zorn and Valerie Capers are all known to me and will all serve as board members. Nancy is the President of WHEDco and she and I are partners in running the organization. Ric Campbell and Karen Zorn are both from Bard College, Bard will be the operating partner in the school.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☒ I / we do not know any such persons. ☐ Yes. If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. ☐ No. ☒ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship. ☒ Not applicable because the School does not/will not contract with a management company or charter management organization. ☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ Not applicable because the School does not/will not contract with a management company or charter management organization. ☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ Not applicable because the School does not/will not contract with a management company or charter management organization. ☐ I / we do not anticipate conducting any such business. ☐ Yes.

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

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

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

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

☐ None ☑ Yes

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

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

**Educational Philosophy**

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

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

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The WHEDco Bard Academy Charter School will provide an exemplary education for a broadly representative population of students from the Melrose section of the Bronx. The Board will: develop and approve school policies, such as curriculum design, budget policies, board of trustee’s code of ethics, and personnel policies; monitor the effectiveness of the educational program and educational outcomes; approve the school operating budget and monitor financial outcomes; approve the hiring/firing of the school principal; receive and review reports on academic, operational and financial performance; maintain open communication with parents, the community, and the general public; maintain procedures to receive complaints, concerns and positive feedback from parents and the general public; adhere to the Open Meetings Law; and fundraise for the school.

Success will be based on our abilities to build the following:
   a. A grounded and aggressive educational philosophy
   b. Solid leadership
   c. A strong commitment to all students
   d. A strong commitment to parents and families in the community
   e. Strong support from the community
   f. A place for the school to reside that will give the students and all the other stakeholders a pride of place

Other
21. Please explain your understanding of the appropriate role of a public charter school board member. I believe that it is the duty of a charter school board member to uphold integrity of the school, its mission and the promise made to the members of the community it will serve. The member must fully understand the terms of the charter, believe in its mission and have the ability to make difficult decisions. A board member is also responsible for choosing the school's leadership team and hold that team accountable through well designed performance evaluation. The member will also be a representative of a school, functioning as its ambassador in many arenas.

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

23. Please provide any other information that you feel is pertinent to the Department's review.
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 22nd Degree, a Class A Misdemeanor.

Signature: ______________________ Date: 2/22/2012

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:**
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 - December 2009  Vice President of Programs
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 - December 2006  Education and Youth Services
( 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/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
CHARTER SCHOOL

Request for Information From Prospective Charter School Board Member

Name: Karen L. Zorn
Home Mailing Address: [Redacted]
Daytime Tel: [Redacted]
Email/Fax: [Redacted]
Fax: [Redacted]
Charter School Name: WHEDco Bard Academy
Charter School Address: 435 E. 162nd Street, School District 7, South Bronx, New York, NY
Position on Board (if any), e.g., parent, rep., vp

BACKGROUND:

1. Please provide your educational and employment history. You may do so by attaching a resume.
   I was initially educated as a classical pianist and was on the faculty at organizations including Berklee, MacPhail and the University of Missouri. I became President of Longy School of Music in the spring of 2007, and a few years later, orchestrated plans to merge with Bard College. Most recently, I guided the school toward taking on a national leadership role through the formation of an El Sistema inspired initiative, “Take A Stand” in partnership with the Los Angeles Philharmonic and Bard College. Previously, I spent seven years at Berklee College of Music as Associate Provost, and prior to that, at MacPhail Center for the Arts in Minnesota, as Acting Executive Director and Director of Instruction. See attached resume for specific detail.

2. Please indicate that you will be at least 18 years old by January 1st of the year in which the proposed charter school would open.
   I will be at least 18 years old by January 1st of the year in which the proposed charter school would open.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined by that statute.
   I affirm.

4. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.
   I became aware of the plans for WHEDco Bard Academy charter school in the Bronx through my professional relationship with Bard College. Ric Campbell, Dean of Teacher Education, Bard College, and Director, Bard MAT program, invited me to consider sitting on this Board, having worked with him to shape an El Sistema concept and implement an El Sistema-inspired music program at Paramount Bard Academy, a charter school located in Delano, CA (“PBA”).
5. Please explain why you wish to serve on the board.
I am particularly interested in finding ways to provide music education to all children, having seen firsthand, the tremendously positive impact a music program can have, not only on the life of a child both inside and outside the classroom, but on their families and surrounding community. I would like to share my experience, ideas, and lessons learned throughout my professional career as a music educator, a member of three Boards, and as a President of a music institution.

6. Please indicate if you have previously served on a board of a school district or not-for-profit corporation (including the board of a non-public) school and describe any relevant experience.
I currently serve on Longy School of Music Board of Trustees (ex officio); on the Board of Frances Clark Center for Keyboard Pedagogy, a not-for-profit educational institution located in Princeton, New Jersey; and on the Board of the Community Music Center of Boston.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
☒ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
☒ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide an explanation.

**CONFLICT OF INTEREST**

9. If you, your spouse or other immediate family members knew of any of the other prospective board members prior to be invited to sit on the Board, please so indicate and describe the relationship; with each such other prospective board member.
I know one of the prospective Board members through professional contact: Ric Campbell, Dean of Teacher Education, Bard College, and Director, Bard MAT program.

10. If you, your spouse or other immediate family members know any people already know to be prospective school employees, please so indicate and describe the relationship.
N/A.
11. If you, your spouse or other family members know anyone that plans to do business with the school, please indicate and describe the relationship and the nature of the potential business. N/A.

12. If the school proposes to partner with an education service provider (a management company), please indicate if you, your spouse or other immediate family member know of any employee, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship. N/A.

13. If the school proposes to enter into a contract with an education service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the education service provider. Longy School of Music will implement the music program at WHEDco Bard Academy. As President of the Longy School of Music, would have a direct contractual interest through this relationship.

14. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school or both. If so, please describe the potential relationship. As noted above, I would have a direct working relationship with the school through Longy’s music program.

15. Please indicate if you foresee any potential ethical or legal conflicts of interest should you serve on the board. If so, describe such potential conflicts. Although I will have a contractual interest with WHEDco Bard Academy through my role as President of the Longy School of Music, it is unlikely that there would be any potential ethical or legal conflict of interest with my service on this Board.

16. How would you handle a situation in which you believe one or more members of the school’s board are involved in self-dealing (working for their own benefit, or for the benefit of their friends and family)? This conduct has no place in any institution, and as a Trustee, I would fulfill my obligation to advise the Board of any such inappropriate activity.

EDUCATIONAL PHILOSOPHY

17. Please provide your understanding of the school’s mission and/or philosophy. WHEDco Bard Academy’s mission is to prepare its students to make a seamless transition from high school to college, enabling them to successfully complete a college degree. The El-Sistema-inspired music program that will be implemented by Longy, will ensure these students develop core competencies across a broad range of disciplines.

18. Please indicate if you are familiar with the education program that the school proposes to utilize. I am familiar with the academic program at WHEDco Bard Academy.
19. Please describe what you believe to be the characteristics of a successful school. What specific steps do you think the Board of the school will need to take to ensure that this school is successful.
A successful charter clearly sees its role as a charter, and can strategically utilize its flexibility to make a difference, by tailoring the curriculum and structure of the program. Its leaders, staff and faculty work together to fulfill the school’s mission, bring innovative ideas to the table, recognize opportunities for improvement and growth, and act as ambassadors for the school. The Board of a successful school continually monitors the goals and achievements of the school, ensuring it stays on course to fulfill its charter.

OTHER

20. Please describe your understanding of the appropriate role of a public charter school board member.
The very nature of a charter school puts a high expectation on its Trustees. To begin, a Trustee must fully understand the terms of the school’s charter, believe in its mission, and have the ability to make difficult decisions. There must be willingness to taking advantage of the school’s autonomy by thinking strategically and innovatively. A Trustee holds the responsibility of carefully selecting the school’s leadership, ensuring evaluations are performed on a regular basis. A Trustee must also acknowledge their role as a fundraiser for the institution - being an active philanthropist and ambassador will enable the school to add new or improve existing programs.

21. Please indicate specifically the knowledge and experience that you would bring to the board.
As a Trustee (and President) of Longy School of Music, I had to make many difficult business decisions in order to ensure the success of the school. This required a combination of in-depth knowledge of the budget, as well as analytical and strategic thinking, to bringing the school from a deficit to a balanced budget. I also implemented new program initiatives that would realize the school’s mission, serving the student of tomorrow. I also have 20 years’ experience teaching in a variety of settings, and clearly understand the many challenges that faculty face in the classroom.

22. Please provide a forecast of where you see the school in one year and then again in four years:
Within the first year, the school will have developed its mission statement, and implemented goals and measures to assess student progress. Throughout the next three years, the school would continue to learn from decisions or risks taken at the outset, and implemented necessary changes to better meet the needs of the student/faculty population. A thorough assessment would be in place to review and compare data from year 1 through year 4, with a strategy in play going forward.

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

I affirm.

Statement of Assurance must be signed by and submitted for each proposed Board Member.
STATEMENT OF ASSURANCE

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

Signature

Date

Feb 24, 2012

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

Business Telephone:

Business Address:

E-Mail Address:

Home Address:

Home Phone:

Board Member Name: Karen Zorn

Date: February 15, 2012
Karen Zorn

PROFESSIONAL EXPERIENCE

Associate Provost / Associate Vice President of Academic Affairs
Berklee College of Music, May 1999 to present

Berklee is the world’s pre- eminent college of contemporary music, with more than 3,800 students, 500 faculty, and an $85 million budget. Having enjoyed tremendous growth in the late 1990s, Berklee faced several serious challenges. The college needed better systems to effectively handle the burgeoning faculty and student body. A sense of community had been lost in the rapid growth, especially among faculty. The relationship between the faculty union and the administration was strained and lacked trust. Faculty had no clear path for advancement. Faculty development was viewed as a punitive measure and was driven by the needs of the administration rather than the faculty themselves. And there had been no serious effort to diversify the faculty in order to address the needs of a changing student demographic.

Achievements

Established Best Practices for Academic Leadership

- Improved financial oversight of Academic Affair’s $45 million budget by revamping faculty pay process, sabbatical and faculty leave budgeting, and salary equity processes
- Established a well-run, highly productive and customer service-oriented staff for the Office of Academic Affairs by developing direct reports and building a cohesive team
- Improved integration of Learning Resources – including the Library, the Media Center, Tutoring Services and a technology lab for students – through strategic planning and facilitating greater communication between academic departments
- Facilitated crucial strategic and institutional advances as a member of the President’s Council, Task Force on Diversity, Academic Leadership Team, Salary Equity Study, Presidential Search Committee, and the Student Laptop Initiative committee
- Improved faculty morale by sensitively managing faculty discipline situations
- Ensured college compliance by handling Title Nine reporting, ADA compliance and MCAD issues
- Facilitated significant leadership changes as Chair of the Search Committee for the Dean of Writing Division, and Member of the Search Committees for the College President, Faculty and Chairs
- Focused entire Berklee community on improving the student experience as co-chair of college-wide strategic plan, 2005-2008
- Developed clear path for faculty advancement by collaborating with faculty union to restructure faculty promotion, sabbatical, and leave processes

Built Sense of Community among Faculty

- Created meaningful roles for individual faculty, involving senior faculty as mentors, mid-level faculty in creative projects, and new faculty in pedagogical development
- Mentored individual faculty on applying for grants, solving teaching challenges, improving collegial relationships, and resolving issues with college administration
- Created opportunities for faculty to share experiences such as concert-going, wine-tasting, faculty forums on community issues, and conversations with master teachers and musicians such as Ornette Coleman and Milton Babbitt
Dramatically Improved Relationship Between Faculty Union and Administration

- Helped to build an unprecedented level of trust and cooperation with the faculty union, serving on management’s negotiation team (and serving as lead negotiator in the absence of the provost)
- Consistently involved union in establishing best practices for academic leadership

Created Dynamic Faculty Development Program

- Created vital and highly participatory faculty development programs through inclusive management style – involving faculty in vision, management and decision making – and by moving away from a faculty development program driven by college administration
- Increased faculty engagement in faculty development programs by founding the Faculty Initiative Project – a representative committee which led faculty development programs based on the needs and desires of faculty
- Provided international teaching opportunities for faculty by co-founding the International Faculty Exchange, which gives Berklee faculty the opportunity to teach abroad. Secured agreements with the Sorbonne (Paris), St. Petersburg State Conservatory (Russia), the University of Padova (Italy) with agreements pending with the Royal Academy of Music (London), York University and University of Limerick
- Provided individual faculty with opportunities for development through leadership of the Faculty Development Grant Program – created to give faculty mid-sized grants for their own teaching development – and by founding and managing the Faculty Fellowship program – a program which granted individual faculty $5000-$7000 grants for creative and research based work
- Created a strong emphasis on quality of teaching through leadership and vision of Berklee Teachers on Teaching – an annual two–day in-house faculty development conference
- Enhanced adoption of technology among faculty by establishing technology training and creating a Laptop Loaner program for all faculty
- Enhanced quality of teaching by creating a learning community among new faculty, including significant orientation and periodic check-ins throughout the year to discuss and resolve issues with teaching – this had a secondary benefit of creating a sense of community among new faculty

Significantly Improved Faculty Diversity

- Implemented recommendations of diversity studies by supervising all faculty hiring and revamping recruitment efforts, hiring processes and procedures
- Increased percentage of faculty of African descent from 4% to 10%
- Implemented recommendations of the Faculty Gender Equity Study as co-chair of the committee
- Improved college-wide commitment to diversity by planning and implementing diversity education program for faculty

Other Achievements

- Established and managed the New Orleans Visiting Artist Project, a highly popular and meaningful series which brought extraordinary but out-of-work musicians from New Orleans and the Gulf Coast to Berklee for 2 week residencies in the aftermath of Hurricane Katrina. This program was the featured story on NPR’s “Toast of the Nation” New Year’s Eve, 2005
Acting Executive Director, MacPhail Center for the Arts, July 1998 to January 1999
Director of Individual Instruction, MacPhail Center for the Arts, 1995 to May 1999
Chair, Keyboard Department, MacPhail Center for the Arts, 1992 to 1995

MacPhail Center for the Arts is the second largest community music school in the U.S., with more than 4,000 students, 125 faculty and a budget of $3.5 million. As MacPhail left the comfort of its relationship with the University of Minnesota in the mid 1990s to become an independent school of the arts, faculty morale was at an all-time low. Faculty felt they were not valued or viewed as central to the school’s success. Management of the school had been “top-down”, with no clear process for involving faculty or building organization-wide consensus. Each department functioned as its own entity – there was no overall vision for teaching and learning and little or no opportunity for faculty development. In addition, a number of prominent and long-time faculty were preparing for retirement, requiring significant recruiting and hiring in order to maintain excellence in teaching.

Achievements

Raised the Standard of Instruction
- Enabled faculty to grow as instructors through grants for conferences, lessons, and research
- Established a strong focus on quality of instruction by starting a series of pedagogy workshops and monthly “Teaching Lunches” where faculty could discuss teaching issues
- Improved excellence of teaching through aggressive recruitment efforts and consistent hiring processes
- Developed orientation for new faculty that provided strong pedagogical foundation, created a sense of community and emphasized quality
- Developed and implemented plan to broaden the ethnic and stylistic diversity of MacPhail’s faculty
- Created continuing education program for community music teachers taught by MacPhail faculty
- Developed curricula for all keyboard classes and organized registration and student placement into classes (as chair of keyboard department)
- Co-wrote “Piano for Children,” a method for beginning piano instruction (as chair of keyboard department)

Established Best Practices for Administration of Programs
- Brought consistency to the customer experience by unifying the registration process across all departments and identifying and implementing best practices
- Redefined curriculum development and review process to an “outcomes” based model
- Mitigated faculty dissatisfaction with pay inequity by initiating a study of faculty compensation and implementing the recommendations

Improved Services to Students and Faculty
- Created a customer service-oriented environment by using a team approach and encouraging all faculty and staff to be problem-solvers for customers
- Created stronger customer connections to the institution by initiating a new student counseling program
- Established a more customer-friendly and transparent financial aid process
- Developed “new works” commissioning project for intermediate student performers
- Established more performing opportunities for students by organizing an annual performance series
- Developed a composition program for student composers
Renewed Sense of Community and Commitment to School’s Mission among Faculty and Staff

- Established stronger connections with faculty through individual counseling and mentoring on career development, continuing education opportunities, and grant writing and funding opportunities
- Transformed evaluations from a punitive process into a development and learning opportunity by involving faculty in designing how they would be evaluated, by whom and on what criteria
- Built a greater sense of pride among faculty by establishing a recital series to showcase their talents and developing a series of in-house workshops where faculty could learn from each other
- Created a sense of openness through all-school faculty meetings, where anyone could bring forward issues to discuss with all faculty present
- Nurtured faculty by establishing annual faculty development program of events and on-going classes
- Inspired faculty to raise the bar of their own expectations by securing national and international educational leaders and artists as workshops leaders and keynote speakers (Leon Fleisher, Yo-Yo Ma, Mimi Zweig, Sergio and Odair Assad)

Developed Consensus-Based Management

- Created an open environment where all faculty and staff could feel their contributions and ideas were valued by initiating a constant open door policy, giving them a role in decision-making, and engaging them in special projects that matched their skills with the school’s needs

Developed Plans for Capital Campaign (as acting executive director)

- Directed all development efforts and maintained direct contact with major funders and prospects
- Strengthened the fiscal and fundraising prowess of the board through recruitment and orientation of new members
- Created unified vision for capital campaign by leading in-house visioning processes to ensure that the faculty, staff, and board all had input and could come to consensus on direction
- Coordinated overall strategic planning for the campaign, hired consultant for feasibility study, worked with architects and contractors to create documentation for scope of capital campaign

Raised Institutional Profile

- Helped to develop educational partnerships between MacPhail and the Walker Art Center, the Minnesota Orchestra, St. Paul Chamber Orchestra, the University of Minnesota’s School of Music and the American Composer’s Forum
- Provided vision and leadership for MacPhail’s national piano pedagogy conference
Other Professional Experience

**Vice President, Faculty**, Conservatory of Music, University of Missouri – Kansas City
Continuing Education Department, 1988 – 1990
- Provided direction and vision for keyboard department events
- Founded annual music festival; assisted with student placement
- Organized pedagogy discussion groups and master classes

Teaching Experience

**Faculty**, Berklee College of Music, 1999 to present
**Faculty**, MacPhail Center for the Arts, 1990 to 1999
**Piano Instructor**, Conservatory of Music, UMKC Continuing Education Department, 1988 to 1990
**Piano Instructor**, Private Studio, 1986 to 1990
**Graduate Teaching Assistant in Piano**, UMKC, 1986 to 1988
**Piano Instructor**, Goshen College Preparatory Department (supervised by Marvin Blickenstaff) 1981 to 1984

**Conference and Seminar Presentations**
Developed and presented workshops including such topics as faculty development, curriculum development, teaching composition, improvisation, student motivation and piano technique at the following conferences:
- Music Teachers National Conventions
- International Conference on Improving University Teaching, Bern Switzerland
- International Society for the Study of Teaching and Learning, Vancouver, B.C.
- The Society for Teaching and Learning in Higher Education
- The Professional and Organization Development Conferences (Annual North American Faculty Development Conference)
- Bowling Green State University Summer Pedagogy Conference
- Goshen College Piano Workshop
- MacPhail Center Annual Piano Pedagogy Conference
- Madison Area Piano Teachers Association (WI)
- Minnesota Music Teachers State Convention
- St. Paul Piano Teachers Association (MN)
- St. Croix Valley Piano Teachers Association (WI)
- Schmitt Music Workshop
- University of St. Thomas Graduate Program in Piano Pedagogy
- University of St. Thomas Summer Music Institute
- Wisconsin Music Teachers State Convention
Published Articles

"Motivating Students in the Age of MTV." Keyboard Companion, Spring, 1995
"Teaching the Kabalevsky Etude." Keyboard Companion, Fall, 1994
"Upbeat Rhythm!" Keyboard Companion, Fall, 1994
"The Essence of Technique." Junior Keynotes (National Federation of Music Clubs)

Co-wrote “Compose Yourself,” a method for beginning composition instruction. Self-published

Performance

Pianist
- Active as a soloist and chamber musician throughout the mid-west. Arranger, composer, and keyboard and synthesizer performer for experimental and children’s theatre

Collaborative Pianist/Staff Accompanist, MacPhail Center for the Arts, 1990-1992
- Collaborated with students and faculty on over 60 full-length recitals

Pianist for Dance, Waldorfschule, Mannheim, West Germany, 1984-1985
- Accompanied traditional dance and Dalcroze Eurhythmics classes

Collaborative Pianist, Goshen College, 1980-1984
- Accompanied class voice, opera workshops, degree recitals and jury performances for vocalists and instrumentalists

Education

Masters of Music in Piano Performance, 1988
University of Missouri, Conservatory of Music, Kansas City

Bachelor of Arts, Piano Performance/Piano Pedagogy 1984
Goshen College, Goshen, Indiana

Additional Study in Piano Performance, 1984 to 1985
Hochschule für Musik, Heidelberg-Mannheim, Germany

Teachers include Marvin Blickenstaff, Joanne Baker, Carol Winborne, and Keiko Utsumi-Grosgurin
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 office(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 NANCY 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 characterizes a successful charter school. 

A) Be active in the hiring of teachers. 

B) Be involved in planning the curricula.

Other

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, ____________ (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 G. Capers

Signature

February 10, 2012

Date

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

Business Telephone: ______________________

Business Address: ________________________

E-Mail Address: _________________________

Home Telephone: _______________________

Home Address: _________________________
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 1986)
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
USDA/AN for the Performing Arts Summer 1968
Neighborhood Music School 1960 - 1967
Brooklyn Music School 1960 - 1967
Hunter College 1959 - 1960

Freelance

Private Teaching
Coaching
Workshops
Composing
Arranging
Performing

License

New York City High School (Day) - Music
ARTICLE I: NAME
The name of the Corporation is the WHEDco Bard Academy Charter School (hereinafter “the Corporation”).

ARTICLE II: MEMBERSHIP
The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such
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 the limitations noted in these Bylaws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.
C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity. One Trustee position on the Board is reserved for a parent of a current student of the Charter School, one Trustee position on the Board is reserved for a community member of the district of location of the Charter School.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.
   a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
   b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.
   c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
   d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.
   e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school’s charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: WHEDco Bard Academy Charter School c/o ____________ or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate provided however that the location of any board meeting shall comply with the requirements of Article 7 of the New York Public Officer’s (hereinafter referred to as the “Open Meetings Law.”

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. A minimum of ten Regular Meetings shall be held each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law, shall be given as follows

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by
telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

**G. Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.
ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustees other than those participating in-person or by live videoconferencing shall not vote. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall be from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees.

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board. The Board shall also have Executive, Grievance, Development and Family Life Committees.

3. Authority of Board Committees. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
   a. The election of Trustees;
   b. Filling vacancies on the Board or any committee which has the authority of the Board;
   c. The fixing of Trustee compensation for serving on the Board or on any committee;
   d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
   e. The appointment of other committees of the Board, or the members of their committees.
4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.
1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
   a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
   b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
   c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation’s money, assets or funds in any manner proscribed by the New York State Constitution and/or any other law.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee
relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees the 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. Vice President. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.
1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. **Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

**ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

**ARTICLE X: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

**ARTICLE XI: OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Principal, or Treasurer. Such items for amounts of $5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.
F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

All changes to the bylaws and any other sections of the charter are subject to approval by the charter entity, the Chancellor of the city school district of the City of New York, and the New York State Board of Regents.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

________________________________, Secretary Dated:_________________
The WHEDco Bard Academy Charter School’s trustees, officers and employees shall at all times be in compliance with the following code of ethics:

1. The Board shall conduct and direct the affairs of WBACS and exercise all such powers as may be exercised by WBACS, subject to all applicable laws, the Charter and these Bylaws. The Board may delegate the management of the activities of WBACS to others, so long as the affairs of WBACS are managed and its powers are exercised under the Board’s ultimate jurisdiction.

2. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by WBACS for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:
   (A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee uniquely; (D) in the case of the Director or Co-Directors of the WBACS Charter School, such person’s evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.

4. WBACS shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which WBACS is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following is not a self-dealing transaction and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of WBACS, if the transaction (A) is approved or authorized by the Board in good faith and without unjustified favoritism, and (B) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval or ratification, shall make a prompt, full and frank disclosure of such person’s interest to the Board or committee prior to its acting on such contract or transaction. The body to which such disclosure is made shall thereupon determine, by majority vote, from which such person shall be excused, whether a conflict of interest exists or may reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, use his or her personal influence in connection with, or be present during the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the deliberations and vote.
6. Trustees representing any not-for-profit corporation proposing to do business with WBACS shall disclose the nature and extent of such business propositions.

7. No trustee, officer or employee of a for-profit corporation having a business relationship with WBACS shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

   A. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;

   B. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;

   C. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

8. Trustees, officers or employees of any single external organization shall hold no more than 49 percent of the total seats comprising the Board of Trustees.

9. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee’s interest shall be reflected in the Board minutes.

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

11. Trustees shall not accept any gift or privilege in connection with WBACS worth $50 or more that is not available to a similarly situated person unless that gift is for the use of WBACS.

12. WBACS Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.
Since its inception in December 2003, the Bard College Master of Arts in Teaching (MAT) Program has remained committed to the continued improvement of public education through a dual and overlapping focus on teacher education and active engagement with practicing public school teachers, with an emphasis on addressing the needs of historically underserved populations of students. This has meant forming close partnerships with public schools so that the work of innovative teacher preparation is closely integrated with continued support and development of practicing teachers. The MAT Program matriculated its first cohort of teacher candidates in 2004 and by 2006 had doubled its enrollment and created a site specific program for candidates committed to teaching in NYC high needs public schools. In 2010, with support from the Carroll and Milton Petrie Foundation and a U.S. Department of Education FIPSE grant, the Bard MAT Program was able to establish a yearlong urban residency program at a campus in the Bronx, sharing the public school facilities of the International Community High School at 345 Brook Avenue. In a parallel development, with the support of a U.S. Department of Education $8M Teacher Quality Partnership grant and additional funding support from the Resnick Family Foundation, the Bard MAT Program opened a charter school and campus for a yearlong rural residency program in Delano, CA, serving historically underrepresented students in this region of the Central Valley.

The Bard MAT work in the Bronx engages a cluster of partner schools primarily in the South Bronx that includes Mott Haven Village Prep Academy, University Heights HS, International Community High School, MS343, MS223, Fannie Lou Hamer High School, East Side Community High School, MS 224, and Bronx Academy of Letters. But the capacity of the International Community High School to accommodate the facility needs of the Bard MAT program is limited and the program would be well served by having a greater degree of control over curriculum, teacher development, and student outcomes as it does in its charter school in Delano, CA. Though the Bard program has long considered creating a charter school in NYC, a variety of factors have delayed such an initiative, including the significant challenge of finding a building space in the Bronx.

The Bard MAT Program and WHEDco were connected through mutual acquaintances some nine months ago and it was instantly clear that here were two like-minded organizations with overlapping interests and complementary assets. After years of watching and participating in rebuilding the Bronx from its storied ashes and working with underperforming, overcrowded and physically substandard schools WHEDco is determined to improve educational opportunities with a stand-out school in the next phase of development and was already moving ahead with a construction project in the Melrose neighborhood of the Bronx that would include a public school as the anchor tenant of a 355,000 square foot mixed-use building and Bard was actively looking for a solution to its own facility needs and a way to have an instrumental role in the design and implementation of curriculum and instruction in a whole school environment. A single conversation at WHEDco’s offices between Nancy Biberman and Davon Russell of WHEDco, Karen Zorn of the Longy School of Music, and Ric Campbell of Bard College quickly advanced to this current proposal for the WHEDco Bard Academy Charter School.
The partnership between the Bard College MAT program and WBA is singular in its approach and leverages productive results for both institutions. The MAT Program is able to offer graduate candidates a yearlong residency experience as pre-service teachers and WBA is able to employ these candidates as tutors and teaching assistants at no cost. The MAT Program is able to provide professional development opportunities to WBA faculty at no cost across a range of domains from instructional practice to curriculum design since full-time PhD faculty in education and the academic disciplines are part of the educational community at the charter school, which serves as the campus for the graduate teacher education program. WHEDco has been operating successful After School Programs for middle and high school students since 1999. WHEDco’s After School Programs not only increase the academic, artistic, and critical thinking skills of adolescents, WHEDco recognizes that educational programming alone does not change communities – communities need to have access to a range of supports to help families succeed. To that end, WHEDco provides assistance to families through its many programs, such as family support services, and a food pantry and small business development. WHEDco remains committed to high quality public education for all children and are especially supportive and proud to be associated with Bard's work in other Bronx public schools. The soul of this development is the Bronx Music Heritage Center, a place we are confident will become a destination for Bronx children and their families and a source of community pride. We believe that pride of place--positive feelings about one's home and community--are essential to the development of self esteem and lifelong success on many measures. The Bronx Music Heritage Center will offer a venue for cultural performances that students may attend or be featured in as part of the El Sistema program that will be led by the Longy School of Music at WBA. The synergies between the music heritage center, the housing for elder musicians and the el-Sistema inspired music education program at WBA are highly promising not only for the children at WBA but for the whole neighborhood, making the school a magnet for years to come.

Recent NY Times Articles on El Sistema:
Fighting Poverty, Armed with Violins
A Musical Exchange in Venezuela: El Sistema Performs for the Los Angeles Philharmonic

Please refer to Attachment 2 for more details on the community outreach and development project.
Attachment 8a: Hiring and Personnel Policies and Procedures

The WHEDco Bard Academy Charter School (WBA) development team will review the qualifications of candidates who wish to apply for employment at the school. The positions we expect to employ include the Principal, teachers, office personnel, maintenance, certificated and non-certificated staff. Individuals who wish to apply for a position will be required to submit a resume and a WBA employment application. Administrative staff at WBA will review all submissions and determine which candidates are best suited for the school based on their qualifications. WBA administrative staff will conduct interviews with non-teacher candidates and notify each person of their status once a decision is made. Candidates who are offered employment will receive written notice from WBA.

Teachers are selected by the Principal in consultation with the Board of Trustees. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low-income students and English language learners is a strong qualification for employment.

All teachers and other instructional staff will meet the requirements for highly qualified teachers and staff required by the NCLB Act.

**Principal**

The Board will select the principal on an application and interview basis. Selection of administrators will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial, and interest and commitment to educational reform. The Principal supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at the school and shall be responsible for helping the school students achieve outcomes as outlined in the Educational Program.

Candidates for this position will possess:

1. Excellent communication and community-building skills
2. Administrative experience, including administration experience in a public school
3. Extensive knowledge of curriculum development
4. A record of success in developing teachers
5. Experience in performance assessment

This individual must meet all of the following minimum requirements:

1. Valid New York State Administrative Credential, or equivalent
2. Valid New York State Teaching Credential, or equivalent
3. Completion of an appropriate graduate degree or the completion of college level work beyond the undergraduate degree and the expectation of completion of a graduate degree within one year of hiring.

Responsibilities for the Principal include:

- Facilitating communication between all school stakeholders.
• Hiring and firing all other employees according to the mission, philosophy, and obligations defined in the charter petition, with Board approval and in accordance with Board policies and employment contracts
• Overseeing the day-to-day operations of the school.
• Organizing professional development.
• Assisting with student discipline.
• Reporting to the Board of Trustees on the progress of the school in achieving educational success.
• Assisting with preparing grants, facilitating fundraising, and/or obtaining loans.
• Maintaining a balanced budget and drafting an annual budget proposal for Board review.
• Overseeing the development and implementation of all programs.

**Teachers**
Teachers will meet all requirements for employment in New York State. Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a New York State Teacher certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

All core, college preparatory teachers will be highly-qualified as defined by No Child Left Behind. WBA will adhere to all applicable requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. All teachers will be single subject credentialed, but all teachers will receive additional training in literacy, and **ELL instruction**. All teachers will also be required to obtain National Board Certification in their first years of teaching at the Charter School. Support for achieving NBC will come from the MAT program. Appropriate records of credentials held by WBA teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

In order to recruit and attract highly-qualified teachers, WBA will advertise positions on websites such as EdJoin, as well as local New York City newspapers and other publications. **Bard College will reach out to experienced graduates to gauge interest and seek referrals.**

The Principal and a select group of volunteer teachers will select the teachers on an application and interview basis. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced/emergency credentialed teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers will include:

− Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
− Assessing student progress and maintaining accurate records.
− Participating regularly in professional development opportunities.
− Maintaining frequent communication with students, students’ families, colleagues, and other school stakeholders.
− Maintaining regular, punctual attendance.
− Provide an effective classroom environment that reflects and facilitates the academic program.

Other Certificated Staff/Administrators
A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Assistant Principal/ Parent Community Coordinator (PCC)
• Qualifications
  - Minimum of 5 years teaching experience.
  - Possession of a New York Administrative Services Credential or in the process of obtaining one.
  - Public school administrative or comparable experience.
  - Bilingual Spanish preferred
• Responsibilities
  - Coordinate on campus college visits.
  - Conduct Financial Aid evenings for parents and students.
  - Conduct college application workshops.
  - Disseminate information on college admissions requirements and deadlines.
  - Disseminate information on financial aid/scholarship requirements and deadlines.
  - Meet with every eleventh grade student and parent regarding developing a college application list.
  - Monitor twelfth grade students’ college application process.
  - Disseminate information on SAT and SAT II testing dates.
  - Conduct PSAT testing for tenth graders.
  - Coordinate college information research into Advisory.
  - In charge of all standardized testing.
  - Act as the Principal in his/her absence.

School Counselor
• Qualifications
  - Possession of a Pupil Services Credential.
• Responsibilities
  - With the Principal, develop the class schedule.
  - Program students into classes
  - Monitor student progress toward graduation and inform parents each semester.
  - Advise and program students into credit recovery classes.
  - Serve as the point person for discipline.

Administrative/Finance Assistant
The AFA will be selected by the Principal and a group of volunteer teachers on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:
WHEDco Bard Academy Charter School

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation, interpretation and communication with parents and community.

**Compensation and Benefits**

All employees will earn paid legal holidays not less than those currently offered by NYC DOE for a school year of work.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security will be provided by WBA. Life, health, dental, vision, and related benefits will also be provided to all full-time employees.

In order to attract highly qualified teachers, teacher compensation will be competitive with the compensation provided by NYC DOE. Additional compensation will be provided to teachers if they work summer hours at the request of the School.

**Retirement**

All full-time certified employees who are eligible will participate in the New York State Teachers’ Retirement System. Employees will contribute the required percentage, and WBA will contribute the employer’s portion required by the program. All withholdings from employees and the charter school will be forwarded to the NYSTRS Fund as required. WBA will submit all retirement data through the online system and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of the retirement system. Social Security payments will be contributed for all qualifying members. The WBA Board of Trustees retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time non-certificated employees who are eligible will be covered by a 403(b) retirement plan. The Principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

**Personnel Policy**

**INTRODUCTION**

All personnel and employment policies and procedures of the WBA set forth herein are presented only as a matter of information. These policies and procedures may be changed or
deleted and new policies or procedures may be added by the organization at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer
It is the policy of this School to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

II. Hiring
Upon employment by this School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Principal or by his or her designee. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this school or a prospective employee's likelihood of being hired.

III. Regular Full-Time and Temporary Employment
Employees may be hired as regular full-time employees, and as such will be placed on the School's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual. The School also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the Principal as a condition of employment. Time off, work without pay for part-time employees may be granted by the Principal or his or her designee.

IV. Adjustments To Employee Status
The Principal may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. Phasing-Out And Elimination Of Positions
From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time And Attendance."
VI. Unauthorized Absence
An employee who is absent for a period of at least three days without notifying the Principal will be considered to have resigned without giving the required two-week notice (see Section VII of this chapter), with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time And Attendance," unless an exception is made by the Principal. Such an employee will remain eligible for any salary due.

VII. Separation
Resignation
An employee who wishes to resign is required to give to the Principal, in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by the Principal. Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time And Attendance."

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the Principal. Such an employee remains eligible for any salary due.

Termination
All employees serve at the will of the Principal, and the authority to terminate an employee is vested with the Principal or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual. Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance."

TIME AND ATTENDANCE

I. Work Days and Work Week
Unless otherwise provided for or as approved by the Principal, all employees are required to work a minimum of 9 hours each day, Monday through Friday. Unless otherwise provided for by the Principal, all employees are expected to work at least from 8:00 a.m. to 5:00 p.m. each work day. Additionally, classroom instructional staff are expected to work such hours that ensures the timely start of the School day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

II. Pay Periods
WBA will operate on a 2 week pay period.

**BENEFITS: PAID LEAVE**

I. **Vacation Leave**
   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.

   Administrative Staff: Use
   Unless otherwise provided for or as approved by the Principal, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

   Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

   Unless an exception is made by the Principal, all employees must request of the Principal the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the Principal or his or her designee. Denial of a leave request may consist solely of the fact that School is in session for the time period requested.

   Vacation Leave is to be used in increments of one-half work day, except as provided below.

   Any employee whom the Principal has determined to be eligible to accrue "Comp" Time Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

   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 ten Holidays: Labor Day, 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
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.

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

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").

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

Exempt Employees

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."

**Non-Exempt Employees**

Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the Principal.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

**VII. Medical Leave of Absence**

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Principal or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

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

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

The School will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the Principal, will be deemed a voluntary resignation from employment.
VIII. General Leave With Or Without Pay
General Leave with or without pay may be granted at the discretion of the Principal according to
an orderly process established for such purpose.

IX. Principal
Leave policies for the Principal differ from that offered to other employees, subject to a
determination by the Board of Trustees and applicable laws.

X. Jury Duty
Full-time employees who are called to serve on a jury panel will be eligible to receive $15.00 per
day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees
will be granted unpaid leave. Subject to the approval of the Principal or his or her designee, an
employee may request the use of accrued leave of any type instead of or in combination with the
leave provisions noted in this section.

Any employee called to jury duty should present to the Principal a copy of his or her jury duty
papers as soon as they are received. Leave arrangements may be made as soon as possible
thereafter.

XI. Statement Of Leave Status

Statements of the status of each employee's accrual and use of leave may be provided
periodically to that employee by the Principal or by his or her designee. Any employee may
request of the Principal a status report on his or her leave use to date, available leave accruals, or
similar information, at any time.

XII. Other Leave
The Principal retains the right to at any time declare a “School Holiday,” whereby classes shall
be canceled and employees will be granted a day off work with pay without charge to any leave
accruals. The declaration of a “School Holiday” shall be communicated by the Principal to all
employees, students, and parents.

XIII. Unused Leave Accruals
Unless otherwise provided for or as approved by the Principal, no payment will be made as
compensation for unused Sick or Personal Leave remaining at the time of an employee's
resignation or termination, or if an employee is dismissed because he or she holds a position that
is phased-out or eliminated. For instructional employees, no payment will be made as
compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been
eliminated or phased-out and are dismissed are eligible to be compensated for a maximum
amount of accrued but unused Vacation Leave, as determined by the Principal.

BENEFITS: INSURANCE
I. Medical Insurance
The Principal or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks that the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Principal or his or her designees.

II. Dental Insurance
The Principal or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

III. Life Insurance
The Principal or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

IV. Vision Care
The Principal or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the Principal and in accordance with applicable law.

V. Workers' Compensation Insurance
Injury resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Principal or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VI. Disability Insurance
The School carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Principal or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

VII. Declination of Insurance Benefits
Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the Principal or his or her designee.

BENEFITS: OTHER BENEFITS
I. Retirement
Upon determination by the Board of Trustees, the School may submit an application to 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 an 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 an vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the Principal, unless an exception is made by the Principal.

**III. Personal Telephone Calls**
Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the Principal. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

**IV. Other Reimbursements**
Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the Principal or his or her designee. Requested reimbursement for such expenses must be specified in writing to the Principal or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Principal or his or her designee.

**V. School Credit Cards**
Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the Principal. Each employee charging any purchases to the school credit card is required to provide to the Principal or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

**SEXUAL HARASSMENT**

**I. School Policy**
It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this
school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment
Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation
If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Principal, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the Principal, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Principal, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Principal, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations
Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the Principal. Evaluations will be conducted by the Principal or his or her designee, with input from an
employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the Principal. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

II. Problem-Solving Procedures
Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Principal at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The Principal or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Principal, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality
Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Principal, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation.

II. Personnel Inquiries
No one in this school other than the Board of Trustees, Principal, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

III. Return Of Office Materials
An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Principal. No information or copies of information, including but in no way limited to files,
memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken
by such employee without the express permission of the Principal.

IV. Ban On Acceptance Of Gifts
The Principal and other school employees are not permitted to accept gifts of any kind of a value
exceeding five dollars ($50.00) -- including but not limited to money, goods, food,
entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies
serving as vendors or potential vendors for this school; (b) elected officials or their
representatives; (c) candidates for public office or their representatives; or (d) political party
officials or their representatives. Exceptions may be made by the Principal, including in
instances where such gifts intended for and will be used by the school. Offers of such gifts in
excess of $50.00, even when refused, must be communicated immediately by the employee
receiving such an offer to the Principal.

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

VI. Examination Of Personnel Files
Any employee may examine his or her personnel file(s) at any time but only in the presence of
the Principal or his or her designee. Such employee may take written notes about the contents of
the file, and 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.

VII. Copyrights
Copyrights, payments and/or royalties which occur as a result of a project of any employee or
employees of this school remain the property of the school. The Principal may assign
copyrights, royalties, or other payments to the author or authors or project participants.

APPROVED:

________________________________
Principal

Date

CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEE

I have received a copy of the school’s Personnel Manual and understand that I am responsible for
becoming familiar with the policies described in it. I understand that the information contained
in it represents management guidelines only, which may be modified from time to time. I
understand that neither the Manual's policies nor any representations made by a management
representative, at the time of hire or subsequently, are to be interpreted as a contract between the
school and any of its employees. I further understand that my employment is voluntarily entered
into, that I am free to resign at any time and that the Foundation may terminate the employment
relationship whenever it determines that it is in its best interest to do so.
| Employee Signature | Date |
Bard College Master of Arts in Teaching Program – Charter school replication and building teaching capacity.

The mission of the Bard College Master of Arts in Teaching Program is to educate teachers for the 21st century, with an emphasis on preparing highly effective teachers to address the needs of historically underserved populations, and to marry the work of this graduate teacher education program to continued school improvement. The WBA Charter School is both a public school, serving neighborhood children in high-needs area of the South Bronx, and the campus of the MAT program. Graduate faculty and teacher candidates spend their days in the public school environment in a yearlong residency program that places candidates in classrooms throughout the year, integrating their graduate studies with guided apprenticeships in classroom that contribute to their development as teachers while adding to the instructional support available to teachers and students in South Bronx classrooms. MAT graduate faculty members provide professional development in a range of contexts such as: curriculum design, graduate courses for in-service teachers, and coaching support. This professional development support extends to schools within the region so that the WBA Charter School serves as the hub of a professional learning community. The concept can best be understood by analogy to the teaching hospital so that one goal of this partnership is to create the charter school as a site of exemplary practices and continued development and research that benefits school throughout the region while training teachers who will be effective in working with students from this or similar urban neighborhoods. This is the model at work at the Paramount Bard Academy, a charter school and Bard MAT campus in a rural setting defined by high levels of poverty and underachieving schools.

Our plan over time is to replicate this model of charter school as teacher preparation site and stimulus for educational change in a region with plans currently being considered for a charter school in Los Angeles, Boston, and New Orleans. The WBA Charter School will be the second charter school established by the Bard MAT program, following the model of the Paramount Bard Academy with modifications made based on what we have learned these past three years and on differences in the demands and needs of this urban location. Because we have been operating the Bard MAT Urban Residency Program for two years on the campus of the International Community High School in the South Bronx, we have already established partnerships with many low performing schools and are well positioned to take on the new responsibilities of the WBA Charter School.