

Boricua College Charter High School For Young Men

Located at 890 Washington Avenue / Bronx, NY 10451

Set to Open September 2012

Will start with an initial cohort population of 125

Expand to 200 during the five year charter period;

Also maximum capacity

Contents

- Full Application 1
- Assurances 3
- I. EDUCATION PLAN 4
 - A. Curriculum and Instruction 4
 - B. School Calendar and Daily Schedule 7
 - C. Target Population 8
 - D. Assessment..... 14
 - E. School Climate and Discipline 18
- II. ORGANIZATIONAL PLAN..... 20
 - A. Governing Body..... 20
 - B. Founding Group Composition..... 22
 - C. Management and Operation 25
 - C.1. Charter Management Organizations N/A..... 27
 - D. Staffing and Human Resources..... 27
 - E. Student Recruitment, Enrollment, and Evidence of Demand 29
 - F. Community Involvement..... 31
 - F.1. Joint Application..... 33
- III. FINANCIAL PLAN 36
 - A. Budget 36
 - B. Financial Management 36
 - C. Facility..... 37
 - E. Food Service..... 38
 - F. Insurance..... 39
 - G. Pre-Opening Plan 39

Assurances

X We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [name of proposed charter school] application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

X In accordance with New York Education Law Section 2851(2) (t), in the case of the closure or dissolution of the [name of proposed charter school], we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

X We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

X I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [name of charter school] is accurate and correct.

_____Signature of Lead Applicant

_____Date

I. EDUCATION PLAN

A. Curriculum and Instruction

The mission of Boricua College Charter High School for Young Men (BCCHYM) is to prepare young men to graduate and be prepared to succeed in college and lifelong learning; as thoughtful, caring and informed citizens who will become community leaders.

Boricua College Charter High School for Young Men will fulfill the curriculum required by NYSED and abide by all Regents requirements in awarding either the Regents and/or Advanced Regents Diplomas. At a minimum seventy-five percent (75%) of students will obtain a Regents Diploma. Regents Diploma requirements are provided in the chart below. Since Boricua College Charter High School for Young Men target population is ELLs and LEP; it is only fitting that, every semester, we augment English Language Arts courses with two other English Courses and an afterschool ELA tutoring session.

Due to the fact that Boricua College Charter High School for Young Men will target ELLs and LEPs, our plan for recruitment and enrollment of students, will take into account the language barriers that exists. Boricua High, plan for attracting students from the target population includes promoting our intent to offer **A Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, for ELLs and LEPs. Therefore Boricua High community Engagement Plan will seek to inform the public by a number of different means, including but not limited to bilingual Open Houses both at the facility as well as Community Based Organizations (including those with adult education - such is the case with our partner institution Boricua College) specifically Community Boards #3 and #1, who have been strong supporters of our vision for the neighborhood. In order to attract individuals to Boricua High we will distribute all promotional material as well as Applications in both simple to read English and simple to read Spanish. Promotional material will include just the basics in both English and Spanish and will be distributed at Community events, near supermarkets, religious institutions, bodegas, neighborhood health clinics, libraries, etc. Fully aware that not everyone in the target area and population is literate we will also seek to diffuse information through both radio and TV ads – especially ads in Public Service TV channels. For the literate population we will place ads in Spanish speaking newspapers (“El Diario la Prensa”) and free newspapers (“El Especialito”). Boricua High will also leverage the following resources in order to recruit ELLs these include: Ethnic media by way of the New York Community Media Alliance (<http://www.indypressny.org/nycma/voices/457/>) specifically Spanish Speaking weeklies; Mayor’s Office on Immigrant Affairs; NY Immigration Coalition; Community Based Organizations that serve immigrant populations, as well as local politicians. Boricua High will serve the target population by offering **Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, for ELLs and LEPs. Furthermore, based on our educational model that incorporates the Cognitive, Affective and Psycho-motoric into a holistic and humanistic education students will be grounded in at least two periods of English on a daily basis. The calendar year will be extended to 205 instructional days and the day will be expanded and will start at 9:00 pm and end at 5:30. After school tutoring is available from 5:30 to 7:00 pm.

Boricua High will retain the numbers of ELLs by providing a first rate education one that offers Career Interest Courses; a Curriculum driven by assessments tools and that will include dual period of English daily along with instruction in mathematics, social studies, science, music,

physical education, computers and Spanish; highlighting the importance of integrating the Affective, Cognitive and Psycho-motoric Skills into a Plan of Instruction that allows for a holistic and humanistic education. Retention will come to fruition by emphasizing on building a school culture of achievement and excellence that values high expectations for its students while also paying attention to ethical and moral behavior. Boricua will also seek to retain the number of ELLs by instilling the importance of retaining our student population with our teachers/facilitators as well as administrators. Furthermore, ELLs that transfer out or graduate will be replaced with new ELLS. Therefore preference will be given to attract, recruit and retain by the steps outlined above.

Retention should also hold steady as a consequence of catching students before they possess any hardship as a result of attendance, not understanding the work or truancy issues. This we will achieve by having students meet with weekly with the facilitator / teacher during Individualized Instruction. During this course each student meets with a facilitator to discuss skills / competencies and submit and go over work produced. We will also seek to retain students by engaging parents with the inclusion of offering Immigration workshops as well as English classes.

Curriculum in English language arts, mathematics, science and social studies will align with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program – most specifically the Regents. This will be assured by providing all educators at Boricua College Charter High School for Young Men with professional development during September, November, January and at least a seven day professional development session during the end of June beginning of July. Professional development will undertake curriculum and instruction needs during the first five days and then will entail meshing of our unique teaching model, method and philosophy with those purported by New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (Regents).

Teaching and learning at BCCHYM will be aligned with New York State Learning Standards, and will be inclusive of the Common Core State Standards and the New York State Testing Program (Regents). The instructional strategies that will be used with BCCHSYM will be those specifically used for ELLs, LEPs and/or BL. Below is a table that depicts Instructional strategies specifically geared for our target population:

Grades 9-12 Levels 1-2		Levels 2-3	Levels 4-5
Classroom teacher (Note: LA = language arts)	Honor silent period encourage peer buddies Use real objects and props in class presentations Alternate assessment and modified grading Use semantic mapping activities	Children’s story/picture books and books on tape (LA) Language experience approach (LA) Cooperative learning Alternate assessment and modified grading Semantic mapping Visually supported content-area texts	Children’s story/picture books on tape (LA) Language experience approach (LA) Cooperative learning Comic books (LA) Testing accommodations and modified grading, as needed Semantic mapping

	Cooperative learning Children's story/picture books on tape		Visually supported content- area texts
Bilingual teacher or aide	Strengthen connection with primary language and culture Pre-teach/teach class themes/ content in primary language	Primary language literacy development Language experience approach in primary language	Primary language literacy development Pre-teach/teach key concepts and skills in primary language
English as a Second Language teacher	Total physical response Language experience approach Communicative-based methodologies	Same as levels 1-2 plus the following: Pre-teach key concepts/skills/academic language in English using sheltered-English methodologies Literacy development in English	Pre-teach key concepts, skills, and academic language in English using sheltered-English methodologies Literacy development in English
Title I or supplemental academic support program	Total physical response Language experience approach Communicative-based methodologies	Pre-teach key concepts, skills, and academic language in English Literacy development in English	Pre-teach key concepts, skills, and academic language in English Literacy development in English
Parents	Provide a language-rich home environment by involving children in conversations and household routines in the home language Encourage maintenance of	Same as levels 1-2	Same as levels 1-2

	<p>reading skills in the home language</p> <p>Ask adolescents about their school day, what they learned, and if they have homework</p>		
<p>Administrator and counselor</p> <p>(Note: BCCHS will carefully consider course placement issues with respect to language proficiency. Since a bilingual program will not exist, content classes can be taught in the native language. If not, follow order for course introduction proposed here and remember that content-based ESL support must be provided either by sheltering the instruction or pre-teaching key concepts, skills, and language.)</p>	<p>Secure translators for parent meetings and written materials to home</p> <p>Welcome parents to all events/have translators</p> <p>Encourage involvement in extracurricular activities</p> <p>Set up study halls with peer tutoring</p> <p>Encourage nongraded learning</p> <p>Participate in creating Individualized Student Record Plan (IRP)</p> <p>Schedule into most nonacademic courses, BL/ESL, and math</p> <p>Alternate assessment and modified grading</p>	<p>Same as levels 1-2 plus the following:</p> <p>Encourage pass/fail grading</p> <p>Schedule into most nonacademic courses, BL/ESL, and math</p> <p>Introduce science and modified language arts</p> <p>Alternate assessment and modified grading</p>	<p>Same as levels 1-2 plus the following:</p> <p>Encourage letter grades consistent with IRP goals</p> <p>Promote testing accommodations and modified grading as needed</p> <p>Schedule into nonacademic courses, BL/ESL, and math</p> <p>Science and modified language arts</p> <p>Social studies</p>

B. School Calendar and Daily Schedule¹

Students of Boricua College Charter High School for Young Men, a high school specifically geared towards the needs of ELLs will receive at least 7 hours (6 hours and 50 minutes) of

¹ **Required Attachment 3 and Attachment 4:** Sample Daily Schedule for one grade in each division at which the school intends to operate (elementary, middle and/or high school) & Proposed Annual Calendar for the first year of operation

instruction per day in the core academic subjects (ELA, Math, Science and Social Studies) or 35 hours, 35 hours and 0 minutes, of instruction per week; as well as an additional hour and 15 minutes (1.25 hours) of afterschool instruction four days a week in both ELA and Math (SEE ATTACHMENT 3) School Day will begin at approximately 9:00 am and end at approximately 5:30 pm; additional supplemental instruction between 5:30 pm and 7:00 pm.

True to our mission, Boricua College Charter High School for Young Men will prepare young men to graduate and be prepared to succeed in college and lifelong learning; as thoughtful, caring and informed citizens who will become community leaders, and in line with the needs of English Language Learners (ELL); the proposed population that we seek to serve. In accordance with the requirements of Education Law 2852(2)(n) and Education Law section 3204(4), Boricua College Charter High School for Young Men will provide at least as much instruction time during the regular school year as other traditional public schools. Furthermore, Boricua College Charter High School will provide more than the mandatory 180 days of instruction by incorporating an elongated Spring semester thereby adding an additional 25 days of instruction (at least 205 days of instruction). In order to hold true to our mission and goal, as mentioned above, Boricua College Charter High School for Young Men will serve ELLs and LEPs providing at least three hours of English Language Arts during the course of a day’s instruction. In addition the school year will include supplemental instruction in both English Language Arts and Mathematics via its afterschool program between the hours of 5:30 and 7:00 pm.

The first day of classes will begin on the first Wednesday after Labor Day; Wednesday, September 5, 2012 and end on Thursday, August 15, 2013: which will include an elongated mandatory spring semester. We believe that in order to serve our target population (ELLs) and in line with both our Mission and vision we will need an elongated semester as well as elongated school day. Furthermore, our Faculty and Staff will undertake Faculty and Staff Development between June 25 and July 8, 2013; during this two week period we will incorporate six (6) days of Faculty Development and two days to observe Independence Day.

The School Year Calendar (SEE ATTCHMENT 4) mandates that school sessions begin for all students on Wednesday, September 5, 2012 and includes a Midwinter Recess (During the third week of February - Monday, February 18 through Friday, February 22, 2013). It reflects that on first Tuesday of November 2012, and the first Thursday of June 2013, all Boricua College Charter High School students will not be in attendance, but Boricua College Charter High School staff will be scheduled for staff development related to the Regents High Learning Standards and Assessments. This calendar will be adhered to without exception, unless notifications of subsequent changes are received.

C. Target Population

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K					
1st					
2nd					
3rd					
4th					
5th					

6 th					
7 th					
8 th					
9 th	125	30	33	35	77
10 th	-	120	27	30	33
11 th	-	-	115	25	28
12 th	-	-	-	110	62
Ungraded	-	-	-	-	-
Totals	125	150	175	175	200

As per New York State Education Department Data obtained from <http://www.emsc.nysed.gov/psc/startcharter.html>, during the 2008-09 AY the overwhelming majority of students in our target district, New York City Geographic District #7 (Bronx), 89.6% qualify for Free or Reduced price Lunch. Other noteworthy data includes the fact that Total Enrollment (K-12) stands at 18,550 and of these 17.4% are either ELL or LEP and 18.3% of total enrollment are Special Education.

American Community Survey, 2005-2009, in the county of the Bronx educational attainment of individuals 25 and over is very low in comparison to the rest of the US. With 15.1% of the population (128,052) have less than a ninth grade education and another 16.2% (136,820) have only attended school between grades 9 through 12. This is in stark contrast to the figures for the US, whereby only 6.4% of the population has less than a ninth grade education and only 9.1% have only attended school between grades 9 through 12.

Now in the case of individuals who are foreign born in the county of the Bronx it figures at 31.4% only 12.4% in the entire US. In the case of individuals born in Puerto Rico and US territories the percentages for the Bronx are 8.7% of the population and only 1.3% for the US as a whole. Accordingly, 55.1% spoke a language other than English at home while nationally only 19.6% of the US population spoke a language other than English at home. In the case of language Attainment, in the county of the Bronx, of English speakers only 24.6% (312,731) stated that they spoke English less than “very well”; only 8.6% stated the same nationally. In the case of individuals speaking a language other than English at home 45.1% (572,610) of the Bronx Population did so; while nationally only 12.1% of the US population speaks a language other than English at home. Spanish speakers, in the Bronx, 20.2% (256,558) identified themselves as speaking English “very well” while nationally this percentage is 5.7%. Furthermore, New York City Geographic District # 7, is ranked #631 of the 640 NY School districts, had a grades 9-12 dropout rate of 6% in 2008. The national grades 9-12 dropout rate in 2007 was 4.4%. In New York City Geographic District # 7, 24% of students have an IEP (Individualized Education Program). An IEP is a written plan for students eligible for special needs services. The New York City Geographic District # 7 serves 17% English Language Learners (ELL). ELL students are in the process of acquiring and learning English Language skills.²

Suffice it to say that the plan for recruitment and enrollment of students for Boricua College Charter High School for Young Men, that will inform our target population, ELLs and LEPs, of our intent to offer **A Freestanding English as a Second Language Program and if**

² <http://www.education.com/schoolfinder/us/new-york/district/new-york-city-geographic-district-7/>

necessary a Transitional Bilingual Education Program, will undertake a concerted effort. Therefore Boricua High community Engagement Plan will seek to inform the public by a number of different means, including but not limited to bilingual Open Houses both at the facility as well as Community Based Organizations (including those with adult education- such as Boricua College) specifically Community Board #3 and #1, who have been strong supporters of Boricua College. As part of our community engagement plan we will distribute all promotional material as well as Applications in both English and simple to read Spanish. Promotional material will include just the basics in both English and Spanish and will be distributed at Community events, near supermarkets, religious institutions, bodegas, neighborhood health clinics, libraries, etc. Fully aware that not everyone in the target area and population is literate we will also seek to diffuse information through both radio and TV ads – especially ads in Public Service TV channels. For the literate population we will place ads in Spanish speaking newspapers (“El Diario la Prensa”) and free newspapers (“El Especialito”)

The population that **Boricua College Charter High School for Young Men** proposes to serve is either part of our partner institution population or siblings of students currently in Boricua College or Boricua College / College Prep Program and or students in Boricua College Upward Bound (TRIO) Program. We have had ample experience with the target population in the case of Boricua College students oftentimes students that enter our College are the first in their families to attend College and therefore are not familiar with the US educational system, some of whom have recently arrived to the US and have Limited English proficiency. In the case of Boricua College / College Prep Program, this program was started over a decade ago to address the issue of too many students from our population deciding to drop out of high school. This program serves as a 10 to 15 week program to help students obtain their GED either by providing them refreshment courses in Reading, Writing and Numerical Skills whereby students will take their GED Exam when they feel that they are ready to take the GED or take a federally and NYS approved Ability to Benefit test (ATB). Upon passing the ATB and being admitted into Boricua College students are enrolled and take College Level work. Upon completing 24 credits as outlined by NYSED the student’s transcript is forwarded to NYSED and NYSED forwards the student the GED. During the past four years Boricua College has partner with (formerly) Louis D Brandeis High School, a Low Performing School, and received an Upward Bound (TRIO) Program grant from the US Department of Education to offer Brandeis High School students afterschool and Summer tutoring, Regents and SAT Prep classes as well as a Summer Bridge Program for students who due to NYS standardized test results do not fare well and therefore puts them at risk of completing high school.

In order to attract, serve and retain students from our target population we will give preference to students who currently reside in our target district, New York City Geographic District #7 (Bronx). Within this school district, total Enrollment (K-12) stands at 18,550, of these 89.6% qualify for Free or Reduced price Lunch, 17.4% are either ELL or LEP and 18.3% of total enrollment are Special Education. By giving preference to students in our target district we will have a student cohort representative of the data mentioned above. Notwithstanding since we are specifically targeting ELLs or LEPs we believe that Boricua High will attract, serve and retain in excess of 20% from this cohort group. Therefore since we propose to open in fall of 2012 with 125 students, we presume that at least 20 students will be ELLs or LEPs.

Founding members of Boricua College Charter High School, believe that it is necessary at this time due to the increase in newly arrived immigrants as documented in the 2006 report titled, “Lost in Translation,” a report by The Center for an Urban Future and the Schuyler Center

for Analysis and Advocacy as well as the low graduation rates in District #7. The report found that immigrants have been fueling the population growth of communities in nearly every corner of New York State, specifically in New York City and most specifically the Bronx, and that many of the newly arrived immigrants come with children.³ A reason for targeting English Language Learners (ELLs) is that ELLs currently have some of the lowest graduation rates of any student population in the city;⁴ this grave situation is dire in the case of males.

To put this in perspective, more than 40% of New York City students report speaking a language other than English at home (Home Language Identification Survey, 2008). While this reflects a linguistic diversity and rich characteristic of New York City, it also highlights the need to offer programs of study that target ELLs. Of the five boroughs of New York City, the Bronx has the highest concentration of ELLs in the student population (17.1%); most of whom are native born (65.2%). In other words, at least six out of every ten students in the Bronx is an ELL. In the Bronx, ELLs make up a larger share in middle (52.4%) and high schools (74.1%), student population. In the case of high school students, targeted student population, this requires different instructional strategies and social interventions.

Borough	Number of ELLs	Share of Student Population (%)
Bronx	38,392	17.1
Queens	43,510	15.4
Manhattan	24,961	15.1
Brooklyn	38,652	12.1
Staten Island	3,740	6.0

Spanish is the home language for a majority (67.4%) of all current ELLs, with a majority of native-born students originating in New York City (58.7%) or Puerto Rico (3.9%). Also, large groups of foreign-born Spanish speakers come from the Dominican Republic (18.9%), Mexico (6.6%), and Ecuador (3.9%).

Of all current ELLs, 105,532 (70.7%) are in English as a Second Language (ESL) programs, 28,788 (19.3%) are in Transitional Bilingual Education (TBE) programs, and 5,581 (3.7%) are in Dual Language programs. The share of ELLs who are partially served or have incomplete information has dropped from 7% in 2002 to less than 1% this year, mainly due to a comprehensive data review process implemented by ELL specialists in 2005. While ELLs with disabilities (who are served through an IEP) participate in one of the three ELL program models, 8,439 (5.7%) of ELLs are served by IEP only (monolingual service without ESL).⁵

On average citywide, about one in five ELLs receives Special Education services. The Bronx has the highest number of ELLs served by IEPs. High incidence languages among Special Education students reflect the predominate languages of the larger ELL population. The majority (81.3%) speak Spanish. According to ATS 2008-09⁶ 2 of the top 3 countries with immigrants

³ http://www.nycfuture.org/images_pdfs/pdfs/ESOLActionAgenda.pdf

⁴ NYC Department of Education, Graduation Rates Class of 2007, Aug. 11, 2008, at 12, http://schools.nyc.gov/NR/rdonlyres/062C7D9B-EC9C-4ABC-B634.../42240/PUBLIC_REPORT_GraduationRates_Release_81108.pdf (last visited Feb. 2009)

⁵ This is the second year these students are captured in ELL program participation numbers.

⁶ ATS's Immigrant Survey data provides information on students who are new immigrants—foreign-born students who have been admitted for the first time in City schools within the last three years.

students are Spanish speaking and these include Dominican Republic (1), Mexico (3); these two immigrant groups have settled in the South Bronx –specifically the Melrose –Mott haven neighborhoods.

Boricua High, plan for attracting students from the target population includes promoting our intent to offer **A Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, for ELLs and LEPs. Therefore Boricua High community Engagement Plan will seek to inform the public by a number of different means, including but not limited to bilingual Open Houses both at the facility as well as Community Based Organizations (including those with adult education - such is the case with our partner institution Boricua College) specifically Community Boards #3 and #1, who have been strong supporters of our vision for the neighborhood. In order to attract individuals to Boricua High we will distribute all promotional material as well as Applications in both simple to read English and simple to read Spanish. Promotional material will include just the basics in both English and Spanish and will be distributed at Community events, near supermarkets, religious institutions, bodegas, neighborhood health clinics, libraries, etc. Fully aware that not everyone in the target area and population is literate we will also seek to diffuse information through both radio and TV ads – especially ads in Public Service TV channels. For the literate population we will place ads in Spanish speaking newspapers (“El Diario la Prensa”) and free newspapers (“El Especialito”). Boricua High will also leverage the following resources in order to recruit ELLs these include: Ethnic media by way of the New York Community Media Alliance (<http://www.indypressny.org/nycma/voices/457/> specifically Spanish Speaking weeklies; Mayor’s Office on Immigrant Affairs; NY Immigration Coalition; Community Based Organizations that serve immigrant populations, as well as local politicians. Boricua High will serve the target population by offering **Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, for ELLs and LEPs. Furthermore, based on our educational model that incorporates the Cognitive, Affective and Psycho-motoric into a holistic and humanistic education students will be grounded in at least two periods of English on a daily basis. The calendar year will be extended to 205 instructional days and the day will be expanded and will start at 9:00 pm and end at 5:30. After school tutoring is available from 5:30 to 7:00 pm.

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skills / competencies and submit and go over work produced. We will also seek to retain students by engaging parents with the inclusion of offering Immigration workshops as well as English classes. All students entering the New York City Public School System for the first time will be given the Home Language identification Survey (HLIS). Boricua High will identify potential ELLs by (1) looking at their Home Language Identification Survey (HLIS), and (2) administering the Language Assessment Battery Revised (LAB-R) test. Since there are five ELL subpopulations, Boricua High will seek to find out which of these five subpopulation a student falls under – 1) newcomer, 2) Long-term ELLs, 3) ELLs with Special Needs, 4) Students with Interrupted Formal education or 5) Former ELLs.

At the beginning of the year, Boricua High, and in some instances throughout the year until Boricua High's enrollment closes, we will obtain an updated list of any students who have been newly admitted to Boricua High. This will help Boricua identify which students will need to be inputted into ATS to check for a test history, or which students' HLIS forms you will need to check to determine if they need LAB-R testing. Boricua will follow this practice in order to help us maintain a current list of ELLs in Boricua High and make sure all eligible students are receiving services. A Boricua High ESL coordinator, administrator or other knowledgeable teacher must look at the HLIS immediately to see which languages have been checked off. If the parent/guardian checked "Other" for at least **one box in the first section** (questions 1-4) *AND* at least **two boxes in the second section** (questions 5-8), then the student is considered to have a home language other than English and must legally be tested with the Language Assessment Battery Revised (LAB-R).

To finish filling out the HLIS form for all students new to the NYC public school system, fill in the section that says OTEL code to indicate the student's home language. If the student is not eligible for LAB-R testing write "NO" to indicate that English is his or her home language. If the student has a home language other than English, and is therefore eligible for LAB-R testing, then write the code that corresponds to the student's home language ("SP" is used for Spanish, and other codes can be looked up in ATS). Next, someone from Boricua High (either the ESL coordinator or an administrator) will sign off on the form. If the student is not eligible for LAB-R testing, simply check that box and then sign and date the form. If the student is eligible for LAB-R testing, the box will be checked and include what program the student has been placed in. For example, if necessary one may need to mark "ESL" for students receiving ESL services, or one may mark "Neither" if the student was tested but passed the LAB-R. Then sign and date the form.

Boricua College Charter High School for Young Men curriculum will be steeped in ELA due to the fact that we are specifically targeting ELLs. Therefore in order to prepare our student population, targeted ELLs, for rigors associated with taking, passing and obtaining a NYS Regents diploma our curriculum will use teaching guides and the teachers will teach using the lesson plans that identify the objectives in each of the classes. **Boricua College Charter High School for Young Men** will use the customary class room instruction for all courses of no more than 25 students to 1 teacher – what we consider Theoretical (Math and Science) and Cultural Studies (English Language Arts, Social Studies (American Government and Economics). Furthermore to supplement ELA instruction **Boricua College Charter High School for Young Men** will offer Afterschool tutoring from 5:30 to 7:00 pm and an elongated spring semester with an additional 25 days of instruction.

D. Assessment

Each semester students at Boricua College Charter High School for Young Men will meet with their facilitator on a weekly basis (Cognitive Science Course) during said meeting students will submit written work in the form of module exercises. These exercises that will be discussed with the facilitator; each module will concentrate on cognitive skills and help to reinforce not only cognitive skills but content as well as English Language Arts. These skills (Translation, Interpretation, Extrapolation, etc.) mentioned above are germane to excel in not only high school but college and lifelong learning. However this is just one part of the equation that all students will have to take. Along with Cognitive Science students will also take a course in Affective Development, this course will allow students to tap into their the affective domain all of which is very important to the learning process. Since we are by our very nature social animals (as Plato has mentioned in the Republic), we learn best in the company of others. Therefore in the Affective Development course students will discuss and submit colloquium logs on a host of topics (gentrification, community development, social services, importance of education, career options, etc) all of which are important for students not only to learn but allow each student to be in tune with their inner selves. One cannot underestimate the importance of affect to the learning process and this course will also allow students to not only acquire knowledge but allow students to impart knowledge each has amassed. Furthermore this course will allow students to communicate both in written and orally while being mindful and accepting variance of opinions, ideas and culture. Along with these courses students will also take courses in English Language Arts, Mathematics, Science, Spanish, Social Studies and Experiential Studies (Physical Development).

Students at Boricua College Charter High School for Young Men will undertake rigorous studies that will be in line with NYSED requirements. All course work will be graded and all student work will be kept in a student portfolio. The student portfolio will include the learning contract as well as all course work, graded assignments and Regent test scores. At the end of each semester the learning portfolio will be discussed with a panel made up of the Facilitator along with two other educators. It is after detailed and careful discussion that grades will be awarded. The awarding of grades will therefore bring buy in from others within the Boricua College Charter High School for Young Men system. The educational climate will be one in which students go through a host of courses and obtain grades but only after discussion with a panel of three educators. We know that this is the best system because it allows for both subjectivity and objectivity, by including two impartial educators, within the panel to question grades.

Students will not only be assessed in courses mentioned above but also in English language arts, mathematics, science and social studies as well as Spanish. Furthermore to aid with assessing student outcomes, students will take diagnostic tests every six weeks in the Regents subject(s) they will take in either January or June of each academic year. Based on the scores from these Regents Diagnostic test educators will be able to gauge and intervene, when necessary, with structured assistance in the form of tutorials.

Boricua College Charter High School students will take school developed assessments exams every six weeks in the subject that the student will take NYS Regents on. Prior to administering an assessment exam the subject teacher will discuss the questions with members of the administrative staff this includes: the school leader, assistant principal and dean. Results from the assessment tests will be logged into the database by the school secretary, kept on a student data base that will be assessable by the administration.

Results from the internally administered assessment tests will be discussed with the respective teachers and facilitators. The data obtained from the assessment tests will be used to making adjustments to the lesson plans, re-teaching key skills where data indicates that the skill was not sufficiently learned the first time, thereby aiding student progress towards intended performance and achievement goals. Furthermore, students who are not making satisfactory academic progress towards their goals will have to attend afterschool tutoring and resource classes in order to further learning. Students and parents will be informed of the student's need and possible negative consequences of not being promoted to the other

Teachers / facilitators unable to help students meet the required performance and achievement goals will be further assess and provided with extra assistance in order to better serve their Boricua College Charter High School students. Boricua College Charter High School students and teachers will be assessed for the desired outcomes. Development of teachers will be essential in strategizing to make sure that informed decisions are made not only as it pertains to learning but also teaching. Assessment data will be used and presented during bi-yearly meetings (December/ January and April/May) to determine whether Boricua College Charter High School is on target to achieve its Accountability Plan goals.

During January/February of each year thereafter, tenth grade Boricua College Charter High School students will take an ACT ASSET Test, this test measures skills and competencies needed by all tenth graders. Results from this test will be analyzed and discussed with all 10th grade teachers during late November or early December. During this meeting the school leadership will address the possible need for: remediation by way of afterschool tutoring or incorporating resource teachers into student's schedule, re-teaching key skills where data indicates that the skill was not learned, teacher development due to substantially low scores (less than 50%) by a majority (more than 65%) of the students. The ACT ASSET Test is nationally recognized and will help Boricua College Charter High School assess whether there is a need for remediation; however it will not determine student's promotion to the next grade. Promotion to the next grade will be determined by class grades in conjunction with credit accumulation.

Boricua College Charter High School for Young Men is aware and will adhere to the statewide system of assessment and accountability all student records and databases will be updated on a continual basis. As mentioned earlier students at Boricua College Charter High School for Young Men will have to undertake all Regents for a Regents Diploma. Since the majority of the students we serve will be ELLs or LEPs we will use **Freestanding English as a Second Language Program augmented with afterschool tutoring**. Of the 44 credits needed for graduation for a Regents Diploma, a total of 40 credits must be earned in academic subjects including the arts; 4 credits are earned for a required 7 semesters of gym plus 1 semester of health education. In addition, students must pass five Regents exams: English, math, global history, U.S. History, and science, with a score of 65 percent or more. Graduates are also required to have at least a 90 percent attendance record.

The Boricua College Charter High School students will consistently meet the Regents' performance goals. Furthermore Boricua College Charter High School students will take New York State take Regents Exams to assess their mastery of New York State Learning Standards. In order to graduate from Boricua College Charter High School Charter High School, students must pass five (5), with at least 65%, different NYS Regents exams in the following: English, Mathematics, science, global history, and U.S. history and government; thereby graduate with a Regents Diploma. Boricua College Charter High School students also have the option of earning an Advanced Regents diploma: if they pass the additional Regents exams (math, extra science(s),

and a foreign language). Boricua College Charter High School students with disabilities will take Regents Competency Tests (RCTs) in place of Regents Exams.

Boricua College Charter High School will use its own school developed test that will include questions analogous to those found on the New York State Regents Exams. We will also purchase licensing to have access to Barron's, Boricua College Charter High School Board and Kaplan Regents Database, Princeton Review & Cambridge PSAT and SAT prep documents, and Barron's, Kaplan and ETS TOEFL among other guides.

Barron's, the College Board and Kaplan Regent Guides help students prepare for the NYS Regents Exams. Questions found in these guides are similar to those found on NYS Regents Exams since there are questions that were given on previous Regents Exams. The school's curriculum is in line with the New York State Standards, as mentioned in the previous sections. Assessment exams will be used every six weeks throughout the academic year and the questions found on these exams will come from lesson plans and material covered during classes.

Boricua College Charter High School students will take assessment exams every six weeks. Prior to administering an assessment exam the subject teacher will meet with members of the administrative management team which consists of school leader and/or the assistant school leaders. Results from these assessment exams will be logged onto the school's database by the secretary and will be accessible by members of the administration management team only. Results from the assessment tests will be discussed with the respective subject teachers and teachers / facilitators. The data obtained from the assessments exams will be used to make adjustments to the lesson plans. Since the assessment tests will come from NYS Regents guides and databases the question are both valid and reliable as a diagnostic tool. Furthermore through further testing, results are verifiable. For all intents and purposes the assessment tests, based on previous Regents test questions, which the school's curriculum is in line with, will be reliable in gauging outcomes on actual Regents exams. As mentioned above the results will be verifiable through ongoing testing. The outcomes will be compared with in class student performance including the incorporation of homework and quiz results. An assessment portfolio will be kept on each student. This portfolio will include homework, quiz and test results, as well as other submitted work. All of which will be compared with the student contract which includes student performance goals.

Notwithstanding the internal assessment tests that are administer every six weeks (mentioned above), midway through the tenth grade, January/February 2012 and every January/February after; Boricua College Charter High School students will take the ACT ASSET TEST, nationally recognized test. This test, ACT ASSET gauges for tenth grade Reading, Writing, Numerical Skills as well as Elementary Algebra: material that Boricua College Charter High School students have encountered from the time they were admitted to school through the present. This test will be sent to the ACT ASSET Scoring Center, in Iowa, and the grades will be forwarded to the school within three weeks. Upon receiving the scores teachers will meet with administrators and a Corrective Action Plan (CAP) will be constructed in order to ascertain that students are receiving the education that is in line with NYS Learning Standards.

Boricua College Charter High School will use this test in order to develop appropriate lesson plans and to gauge student progress. In the eleventh grade students will take the PSAT, this test is nationally recognized and taken by most 11th graders and will give us a greater understanding of Boricua College Charter High School readiness by our students. While during the 12th grade, students will take the SAT, the SAT is nationally recognized and used by most a great majority of the Colleges, both private and public, during their admissions process.

Tests for English Language Learners (ELLs)

Boricua College Charter High School students who speak languages other than English at home, as per the Home Language Identification Survey (HLIS),⁷ will be administered the Language Assessment Battery-Revised (LABR) to establish English proficiency within ten days of starting school. The LAB-R assesses students' English language skills. Educators use the results of the assessment to determine whether students should receive special services to help them learn English.

Boricua College Charter High School students who receive English as Second language assistance will take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. Boricua College Charter High School students will continue to receive special language services until their scores on the NYSESLAT are high enough to show that they are ready to participate in English-only programs. Educators also use students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.

Boricua College Charter High School students who are unable to understand math, and/or science, and/or Social Studies State tests in English may take versions translated into Spanish. ELLs who have been in the United States for less than one year are not required to take the New York State ELA test in their grade, but must start taking ELA tests after their first year.

Graduation credit requirements

Below is a chart of basic credit requirements for a high school diploma. All students at Boricua College Charter High School for Young are required to earn at least 44 credits to graduate regardless of the type of diploma they are pursuing. Detailed requirements appear below:

Regents diploma	Advanced Regents diploma	
8 English (R)	8 English (R)	(R) = Regents exam required
8 Social Studies (R)*	8 Social Studies (R)*	
6 Science (R)*	6 Science (2R)*	(2R) = Two Regents exams required
6 Math (R)*	6 Math (2R)*	
2 Language	6 Language (R)**	
1 Health Education	1 Health Education	
4 Physical Education	4 Physical Education	* = Student can substitute a senior level course in technology education for a third year of science or math.
1 Art	1 Art	
1 Music	1 Music	
7 elective courses	3 elective courses	

Student scores from all standardized tests as well as Diagnostic Tests will be reported to each parent or guardian via a report card. Cohort arranged by grade level will also be reported by way

⁷ We suspect that the majority of our students will speak Spanish at home based on ACS and Census 2000 information.

of a School Report Card. Furthermore educational performance and progress on NYS Standardized Tests as well as nationally recognized tests (SAT and or ACT) of Boricua College Charter High School for Young Men as a whole will be reported and discussed among members of the Management Team. Members of the Management Team will meet with educators in order to discuss and make the necessary modifications to the educational program and improve instruction that will thereby expand student learning. All of these themes will also be encountered during staff development sessions – especially development in late June-early July. Boricua College Charter High School for Young Men seeks to attain at least 80% of its student population passing NYS Standardized Tests and 80% of its students graduating from high school within a six year period.

Promotion guidelines for grade level classification are based on this table.

8 credits	10th grade standing
8 credits	11th grade standing
8 credits	12th grade standing
<hr/> 24 credits	<hr/> Total

E. School Climate and Discipline

Boricua College Charter High School will not tolerate any of the following substantive acts: fighting and / or bullying and / or possession of illegal weapons or substances (use of illicit drugs, alcohol, cigarettes, and cigars) or any other behavior that may harm the student himself, the school environment including personnel or his fellow schoolmate. Boricua College Charter High School administrative staff will be trained in dealing with incidence that may occur by attending Prevention of Violence and Policy Implementation workshops, among others.

Should a Boricua College Charter High School student engage in bullying and / fighting and/ or possession of illegal weapons (*federal Gun Free Schools Act, 20 U.S.C. § 7151.*)⁸ or substances (use of illicit drugs, alcohol, cigarettes, cigars) or any other behavior detrimental to himself; the school environment including personnel; or his fellow schoolmate; in or around the school building. The School Leaders and/or the Assistant School Leaders will investigate the occurrence by meeting with those involved as well as parents and/or guardian. In order to abide by the 14th Amendment, due process protection, and based on *U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975))*, and if it decided by all including the student(s) and/or parent(s) as well as school officials that occurrence was grave enough to warrant suspension then all involved parties will agree to the provisions. All involved parties will have to sign a document stating that they the reason and evidence for the suspension. All parties involved prior to the meeting will be given the ability to seek counsel, confront and present witnesses and to challenge and present evidence. Student(s) will then be suspended for a period of two (2) to eight (8) school days: during said time, time student is suspended, the student will continue to attend school but instead of attending classes he will complete his school work assignments, take any and all quizzes and tests in the school leader’s or assistant school leaders’ office.

Should there be another incident or bullying and / or possession of illegal weapons or substances (use of illicit drugs, alcohol, cigarettes, and cigars) or any other behavior that may

⁸ Any and all matters of gun possession will result in immediate suspension, informing the parent and informing local police officials.

harm the student himself, the school environment including personnel or his fellow schoolmate; then the student will run the risk of expulsion.

Student(s) expelled from Boricua College Charter High School will have to attend the local public high school and/or other school parents and students have decided to attend. During the interim, time student is suspended, Boricua College Charter High School will not provide alternative instruction.

Boricua College Charter High School Charter High School will involve the parents by expecting each parent to serve as volunteer for at least fifteen hours during the course of the academic year. Furthermore, Boricua College Charter High School Charter High School does anticipate having a Parent Teacher Association as well as having a Parent serve on the Boricua College Charter High School Charter High School Board of Trustees, non-voting rights, within the second year of being chartered: October 2012.

Boricua College Charter High School will target ELLs and therefore the model is inclusive by providing all students with the education necessary to complete schooling and achieve high standards by ascertaining that at least 75% of students graduate within 4 years with either a Regents Diploma or an Advanced Regents Diploma. The planned evaluation of the program will be evaluated on a yearly basis. Students will need to obtain at least a 70% on internal assessment exams, students who do not score above the stated amount will have to attend either Tutoring or Class with a Subject Coach. Teachers whose students consistently score low will be reevaluated and given the necessary professional development in order to ascertain that their student scores improve. Furthermore, students will be administered the NYS Regents exams and scores from these tests will be assessed before the end of the academic year by the administration and the teachers.

Countless studies point to the fact that the best partner that schools may have in Boricua College Charter High School will have regarding educational achievement is parents.⁹ Parental Involvement will be a cornerstone at Boricua College Charter High School. While Parental involvement takes on different shapes, and many parents believe they are involved in their child's education by helping their child at home. However, research has shown that the school system often views parental involvement differently; measuring parental involvement as the number of times a parent is engaged with the school.¹⁰ Many Latino parents *want* to become involved with their child's school but language, education, logistics and a lack of culturally competent school personnel become barriers. In NYC, many Latino parents are ELLs, and not enough schools are equipped to meet their linguistic needs, which can create linguistic barriers between parents and the school. Navigating through the public school system is burdensome

⁹ As schools incorporate large numbers of immigrant children, many who are English Language Learners (ELLs), parent involvement could provide a significant source of support for students and for teachers. Research and practice have both demonstrated that parent involvement is central to academic achievement: Schools that support meaningful parent involvement have higher levels of student achievement, improved school attendance, higher graduation rates, larger enrollment in post-secondary education and students with positive attitudes about school (e.g., August & Hakuta, 1997; Henderson & Berla, 1994). Parent involvement can also help students be more engaged with school and motivated to work hard (López, 2001). Yet, many schools that struggle with low academic achievement, including schools with high numbers of ELLs, report minimal parental involvement (Fuller & Olsen, 1998; Valdés, 1996).

¹⁰ The Committee for Hispanic Children and Families, Inc. Parental Involvement in NYC Schools: Using Latino Families Cultural Strengths to Enhance Academic Achievement, August 1, 2009 retrieved from http://www.chcfinc.org/policy/PolicyBrief1_August2009.pdf

especially when many Latino parents face the stressors of poverty, low educational attainment, and often times work during non-traditional hours.

Boricua College Charter High School will thereby make sure that all Letters are sent in both English and Spanish; will routinely follow-up with phone calls by individuals who are bilingual, will also offer afterschool and weekend workshops for parents to learn English and use computers. This will be provided in conjunction with Boricua College which has offered its graduate, (Human Services, TESOL, and Education) program students (thereby fulfilling their internship requirements). Furthermore we will leverage local and federal official to help with funding Parental Involvement program.

II. ORGANIZATIONAL PLAN

A. Governing Body¹¹

Boricua College Charter High School for Young Men Board of Trustees will be composed of no less than five (5) and no more than thirteen (13) individuals – at least one of whom will be a Parent. The School Leader / Director will govern and manage BCCHSYM and will serve on the Board; however this individual will not have voting privileges. Furthermore, the Board will also have ad hoc Committees including but not limited to Legal, Finance, Planning and Personnel.

¹¹ Required Attachment included: Proposed corporate by-laws (Attachment 5) & Proposed Code of Ethics (Attachment 6)

Serving on the Boricua College Charter High School for Young Men Board of Trustees is a huge responsibility, especially since one is being entrusted with public funds; one that will not be taken lightly by prospective Board members. The members who comprise the Boricua College Charter High School for Young Men Board of Trustees has the following roles and responsibilities:

Responsibility	Board of Directors	Administrator
<i>Legal</i>	<ul style="list-style-type: none"> Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. Maintains legal status; insures the proper paperwork is submitted to governmental agencies. Reviews financial and business dealings and exercises proper judgment in self-dealing transactions – avoidance of conflicts of interest. 	<ul style="list-style-type: none"> Must provide information to the board to demonstrate that the charter school is well managed. Compiles information for annual filing requirements. Signals to the board if either of the above situations is likely to occur.
<i>Finance and Accounting</i>	<ul style="list-style-type: none"> Approves annual budget. Reviews periodic financial reports (balance sheet, income statement, changes in financial position). Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> Prepares annual budget with input from staff and finance committee. Oversees preparation of periodic financial reports. Implements proper financial controls.

Determine the charter school’s mission and purpose. A statement of mission and purpose should articulate the charter school’s goals, means, and primary constituents served. (SEE ATTACHMENT, Executive Summary as well as Prospectus)

- **Select the charter school administrator.** The Boricua College Charter High School for Young Men will reach consensus on the charter school administrators’ job description and undertake a careful search process to find the most qualified individual for the position.
- **Support the charter school administrator and review his or her performance.** The board should ensure that the charter school administrator has the moral and professional support he or she needs to further the goals of the charter school. The charter school administrator, in partnership with the entire board, should decide upon a periodic evaluation of the administrator’s performance – this will take place at the end of each academic year.
- **Ensure effective organizational planning.** As stewards of the charter school, the board of Boricua College Charter High School for Young Men will actively participate with the staff in an overall planning process and assist in implementing the resulting plan.
- **Ensure adequate resources.** One of the board's foremost responsibilities is to provide adequate resources for Boricua College Charter High School for Young Men to fulfill its

mission. The board will work in partnership with the Boricua College Charter High School for Young Men school administrator and development staff, to raise funds from the community.

- **Manage resources effectively.** The charter school board, in order to remain accountable to the charter granting entity, parents and students, its donors, the public, and, in the case of a separately incorporated nonprofit, to safeguard its tax-exempt status, must approve the annual budget and will ensure that proper financial controls are in place.
- **Determine and monitor the charter school’s programs and services.** The Boricua College Charter High School for Young Men role in this area is to determine which educational programs and services (High School specifically geared for both ELLs and LEPs) are the most consistent with the charter school’s mission, and to monitor their effectiveness.
- **Enhance the charter school’s public image.** Boricua College Charter High School for Young Men primary link to the community, including constituents, the public, and the media, is the board. Clearly articulating the organization's mission, accomplishments, and goals to the public, as well as garnering support from important members of the community, are important elements of a comprehensive public relations strategy.
- **Recruit and orient new Board members and assess its own performance.** It is the Boricua College Charter High School for Young Men board’s responsibility to ensure that the total organization is effective in achieving its mission and efficient in using its resources. It should begin this annual discussion by evaluating its success as a board. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on which areas need to be improved.
- **Ensure legal and ethical integrity and maintain responsibility**

All Board of Trustees will agree with Board By-Laws and Code of Ethics (SEE ATTACHMENT 5 & 6). Furthermore, all potential Board of Trustees will submit Conflict of Interest documents and Financial Disclosure Provisions.

B. Founding Group Composition¹²

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)	Current Employer	Relevant Experience / Qualifications
Gary J Aguayo	Founding Group Member, Lead Applicant & Fundraiser	Boricua College	Fundraiser, Cuba Project and Bildner

¹² **Required Attachment 7, Attachment 8, and Attachment 9 appear:** Prospective founding group resumes or CVs; Completed Statement of Assurances and Completed Request for Information from Prospective Charter School Board Members

			Center for Western Hemisphere Studies
Victor G. Alicea, PhD	Founding Group Member & Proposed Board Member and CEO of Partner Institution (Boricua College)	Boricua College	Founder & CEO, Boricua College
Benito Fernandez	Founding Group Member & Proposed Board Member	Horizon Investors Corporation	President & CEO, Horizon Investors Corporation / Real Estate & Facilities
Maria Montes, PdD	Founding Group Member & Proposed Board Member	Boricua College	VP & Dean of Academic Affairs
Shivaji Sengupta, PhD	Founding Group Member & Proposed Board Member	Boricua College	VP and Chief Academic Officer
Abraham Cruz	Founding Group Member & Proposed Board Member	Boricua College	VP of Admissions, Enrollment & Community Engagement
Elias Oyala	Founding Group Member & Proposed Board Member	Boricua College	Director of Finance
Irving Ramirez	Founding Group Member & Proposed Board Member	Boricua College	VP Information Technology and Environmental Services

In order to realize the mission the founding team envisions a rigorous school program based on Benjamin Bloom’s Taxonomy (*Taxonomy of Educational Objectives: The Classification of Educational Goals*) that will focus on developing three domains (cognitive, affective and psycho-motoric skills), thereby creating a holistic and humanistic education . Training of exemplar ethical and moral behavior will be provided by teachers/facilitators as role models at the school.

The rationale for an all male school is grounded in research which shows that the borough of the Bronx has the highest male student dropout rate in New York City. Furthermore, young urban males are currently the societal group least likely to succeed. Notwithstanding, males have a higher incidence of attention deficit disorder, and do less well in school than their female counterparts. The rationale for using Bloom’s Taxonomy is based on the 36 years of experience that Boricua College has accumulated as a result of providing education to Puerto Ricans and other Spanish speaking students. While androgyny and pedagogy are different; the founding group firmly believe that a holistic approach one that pays attention to developing cognitive, affective and psycho-motoric skills; while taking into account culture will increase acquisition of knowledge and increase test scores on NYS State Standardized (Regents) and National Tests (SAT, ACT) of our target population – Young at risk men, many of whom are ELLs or LEPs. In other words, the founders (composed of Boricua College Board of Trustees as well as Teachers, parents and community members) many of whom are familiar with Boricua College method of instruction and have had experience overseeing other non-profits, believe that the Boricua

College model, that incorporates cognitive (through the use of modules that concentrate on each of the specific categories (skills): Knowledge (Specifics, Ways and Means of Dealing with Specifics, universals and Abstractions); Comprehension (Translation, Interpretation, Extrapolation); Application; Analysis (Of Elements, Of Relationships, and of Organizational Principles); Synthesis (Production of Unique Communication, Production of a Plan or Set of Operations, Derivations of Abstract Relations) and Evaluation (Judgment in Terms of Internal and External Criteria) could be transferred and used with high school students will cause students to satisfy the short term objectives of increases in course grades and state and national test scores and fulfilling our goal of graduating students with a Regents endorsed diploma and the ability of students to enter college without having to take remedial courses.

The founding group believes that while much attention has been paid to chartering schools for primary education, which is definitely much needed, there is a need to Charter a high school for young Hispanic males; that has received little attention. This is especially true of new immigrants communities coming from Dominican Republic, Mexico and South America (largest influx of immigrants coming into New York and specifically the Bronx); as well as families coming from the Commonwealth of Puerto Rico. All communities that founding board members have served in one capacity or another

All Boricua College Charter High School for Young Men founding Boards members, will eventually serve as Board of Trustees. The founding Board / Board of Trustees have worked with the communities that Boricua High seeks to serve – ELLs and LEPs. Many of whom are senior administrators at Boricua College and are well aware of the challenges that our communities face because of working in the community where Boricua High will be located. Furthermore we will continue to recruit at least one Board member with Legal experience – we will approach Former Justice John Carro, Supreme Court, Appellate Division & Senior Partner at Carro, Carro & Mitchell, LLP who has previously served on the Board of our partner institution Boricua College. Furthermore we will recruit at least one parent to serve as a Trustee.

Monthly Board Meetings will take place on the first Wednesday of every month and parents will be informed by way of school mailings. Notifications in both English and Spanish: 1) will be sent out at least a week before the scheduled meeting, 2) will be posted in the school's website and 3) placed in the school's reception area as well as 4) will be sent to NYC School District #7 and Community School Boards #1 and #3.

Notwithstanding a parent serving on the school Board there will also be a Parent Teacher Association (PTA). For all intents and purposes, Boricua College Charter High School for Young Men Boards will strive for transparency in its meetings; to this end we will have the Parent representative, who serves on the Board, brief members of the PTA

C. Management and Operation¹³¹⁴

Boricua College Charter High School seeks a school leader, who is both bilingual and bicultural, as well as:

- BE a professional. Examples: Be loyal to the organization, perform selfless service, and take personal responsibility.
- BE a professional who possess good character traits. Examples: Honesty, competence, candor, commitment, integrity, courage, straightforwardness, imagination.
- KNOW the four factors of leadership — follower, leader, communication, situation.
- KNOW yourself. Examples: strengths and weakness of your character, knowledge, and skills.
- KNOW human nature. Examples: Human needs, emotions, and how people respond to stress.
- KNOW your job. Examples: be proficient and be able to train others in their tasks.
- KNOW your organization. Examples: where to go for help, its climate and culture, who the unofficial leaders are.
- DO provide direction. Examples: goal setting, problem solving, decision making, planning.
- DO implement. Examples: communicating, coordinating, supervising, evaluating.
- DO motivate. Examples: develop morale and *esprit de corps* in the organization, train, coach, counsel.

Boricua College Charter High School seeks the following in its leaders (School Leader and Assistant School Leaders) a person who sets high standards and goals across the entire spectrum, such as strategies, market leadership, plans, meetings and presentations, productivity, quality, and reliability. The individuals we seek as School Leaders at Boricua College Charter High School should also have the following attributes:

Belief and Urgency that Boricua College Charter High School Students will Excel Academically

- Demonstrate the belief that every student, regardless of background, can excel academically
- Demonstrate a sense of urgency to achieve dramatic gains in student learning and close the achievement gap
- Hold self and other adults accountable for ensuring high academic achievement for every student
- Connect and engage with students who have been underserved or disenfranchised from their education

Personal Responsibility and Relentless Drive

- Hold self personally accountable for outcomes and results
- Demonstrate relentless drive and determination to achieve outcomes and results
- Exhibit willingness to engage in difficult conversations and make hard decisions

¹³ The information provided in this subsection and elsewhere throughout Section II: Organizational Plan should satisfy the require element of the §5203 of the ESEA—CSP Grant regarding how the proposed charter school will be managed.

¹⁴ Required Attachment 10 and Attachment 11 appear below: Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff and Key position descriptions describing critical skills or experiences every employee included in the organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law.

- Exhibit resilience to overcome setbacks and remain constructive, despite resistance or failure
- Lead in a way that reflects stated values and beliefs
- Demonstrate a commitment to urban school leadership and management

Results Orientation

- Has a track record of achieving goals and results
- Demonstrate and maintain a focus on goals and results
- Take initiative to make necessary changes in a school, classroom or work environment
- Demonstrate resourcefulness to achieve goals and results
- Demonstrate willingness and ability to adjust strategies and practices in order to reach goals

Knowledge of Teaching and Learning

- Demonstrate ability to drive dramatic improvements in academic achievement for all students
- Align objectives and instructional activities to students' academic goals through effective planning
- Understand and use a variety of instructional strategies to meet students' diverse learning needs
- Assess student learning and use data to guide and modify instruction
- Provide clear feedback to students and guide students in assessing their own learning
- Demonstrate the ability to distinguish among poor, mediocre, solid and outstanding teaching
- Build a classroom culture where rigor, inspiration and motivation are demonstrated and expected for all students

Problem Solving

- Identify, analyze and prioritize complex problems and key issues
- Analyze and diagnose complex issues
- Develop a strategic plan with concrete outcomes
- Develop effective solutions
- Demonstrate ability to evaluate results and use data to drive decision-making

Project Management to Deliver Results

- Articulate a clear vision and goals
- Able to manage time effectively, prioritize, and organize strategies to reach goals
- Multi-task and balance detailed steps with the big picture to ensure successful project completion
- Delegate decision-making and authority in an effective manner
- Monitor a project by assessing milestones and modify plans based on data

Adult Leadership

- Mobilize adults, including parents and guardians to take action toward common goals
- Develop clear direction and shared purpose that guides and unifies the team
- Engage and empower others to take responsibility to achieve results
- Make clear decisions while considering diverse perspectives to reach the best solutions
- Demonstrate the ability to teach other adults and commit to adults' growth and development
- Build effective teams to meet the needs of the task
- Demonstrate the desire and ability to work through adults in the service of students

Communication and Listening

- Possess written and verbal skills to articulate point of view in a clear and concise manner, which is appropriate for and understood by intended audiences
- Exhibit professionalism, confidence, and a sense of possibility, including when under pressure
- Demonstrate the ability to listen for understanding from diverse perspectives, backgrounds and experiences
- Possess a leadership voice; inspire and lead through communication and presence

Interpersonal Skills

- Successfully build relationships
- Treat every adult and student with respect, dignity and understanding
- Diffuse anger and find common ground to move people toward solutions
- Accurately read group dynamics to maximize individual strengths

Self-Awareness and Commitment to Ongoing Learning

- Accurately identify technical and interpersonal strengths and areas for development
- Reflect on experiences to grow and develop
- Seek feedback and take action to develop personally and professionally
- Demonstrate humility and willingness to change personal behaviors
- Demonstrate awareness of impact on and perception by others

The School Leader will oversee all day to day operation of Boricua College Charter High. The School Leader will be assisted by an Assistant School Leader (Instruction) who will oversee all teachers, including resource teachers, paraprofessionals, etc. The School Leader will also have a School Business Manager to further assist with Operations. This individual will oversee secretary, school aides, janitors, parent coordinator, etc.

Boricua Charter High will abide by the requirement that at least 70% of its teaching staff be certified and licensed in the subject they are contracted to teach. Furthermore all employees, including teachers and management, will undergo background checks; including but not limited to child abuse registry in accordance with the law.

C.1. Charter Management Organizations N/A

X We do not intend to contract with a not-for-profit charter management organization. *Skip to the next section.*

D. Staffing and Human Resources

Boricua College Charter High School for Young men will recruit educators through the Charter School Institute, The NYC Department of Education, as well as by using on line employment sites (www.monster.com) and Media in the form of places ads in the New York Times among other city newspapers. Resumes and Cover Letters from these responses will be kept on file with Human Resources (School Business Manager). Interviewing of job applicants will begin thereafter and individuals holding the interviews will include the School Leader and The Assistant Principals. Furthermore to augment the need for highly skilled, licensed and qualified individuals BCCHSYM will also request assistance from its partner agency – Boricua College. BCCHSYM seeks at least 15 individuals to compose its instructional staff. While teacher salaries will average at \$50,000/annum; while those of Paraprofessional and school aides will average

less than \$30,000/annum. **Applicant Instructions:** Discuss the staffing plan for the term of the charter including anticipated staffing needs and recruitment strategies. Discuss how the school has budgeted and staffed to meet the needs of the ELL and special education student population. Discuss how the plan supports sound operation and successful implementation of the school’s educational program.

Teachers should have a graduate degree in Education, or another related field, preferably with at least three years of teaching experience. Teachers should also be fully accredited by the NYSED. There will also be adequate faculty development in order to train and retool teachers who are not familiar with the Boricua College model during the months of September, November, January and June-July. Furthermore, we will rely heavily on the Boricua College Education Department, especially graduates from the Masters in TESOL program, to fill any voids that may exist regarding staffing needs. We believe that by recruiting Boricua College alumni employment we are much more likely to hire individuals that are familiar with the model.

List of Instructional Staff

Instructional Staff Classroom Teachers	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teachers/Facilitator	6	6	7	8	9
Math and Science Teacher	2	2	3	3	4
Social Studies	1	1	2	2	2
Spanish	1	1	2	2	2
Yoga and Elective	1	1	1	1	1
Paraprofessional	1	1	1	1	1
Resource Teacher	1	1	2	2	2
Teaching Aides	2	2	2	2	2
Total	15	15	20	21	23

Teachers per classrooms

Instructional Staff Classroom Teachers	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Teacher Facilitator	6 / 1 per room	6 / 1 per room	7 / 1 per room	8 / 1 per room	9 / 1 per room
Math and Science Teacher	2 / 1 per room	2 / 1 per room	3 / 1 per room	3 / 1 per room	4 / 1 per room
Social Studies	1 / 1 per room	1 / 1 per room	2 / 1 per room	2 / 1 per room	2 / 1 per room
Spanish	1 / 1 per room	1 / 1 per room	2 / 1 per room	2 / 1 per room	2 / 1 per room
Yoga, Gym and Elective	1/1 Paraprofessional				

Resource Teacher	1 w/ 2 Aide	1 w/ 2 Aide	1 w/ 1 Aide	1 w/ 1 Aide	1 w/ 1 Aide
Resource Teacher	0 w/ 0 Aide	0 w/ 0 Aide	1 w/ 1 Aide	1 w/ 1 Aide	1 w/ 1 Aide
Total	15	15	20	21	23

Pursuant to the federal Individuals with Disabilities Education Act (IDEA), Boricua College Charter High School Teachers providing instruction to students with disabilities (as identified by a Committee on Special Education) must be New York State certified in special education.

E. Student Recruitment, Enrollment, and Evidence of Demand¹⁵

As per New York State Education Department Data obtained from <http://www.emsc.nysed.gov/psc/startcharter.html>, during the 2008-09 AY the overwhelming majority of students in our target district, New York City Geographic District #7 (Bronx), 89.6% qualify for Free or Reduced price Lunch. Other noteworthy data includes the fact that Total Enrollment (K-12) stands at 18,550 and of these 17.4% are either ELL or LEP and 18.3% of total enrollment are Special Education.

American Community Survey, 2005-2009, in the county of the Bronx educational attainment of individuals 25 and over is very low in comparison to the rest of the US. With 15.1% of the population (128,052) have less than a ninth grade education and another 16.2% (136,820) have only attended school between grades 9 through 12. This is in stark contrast to the figures for the US, whereby only 6.4% of the population has less than a ninth grade education and only 9.1% have only attended school between grades 9 through 12.

Now in the case of individuals who are foreign born in the county of the Bronx it figures at 31.4% only 12.4% in the entire US. In the case of individuals born in Puerto Rico and US territories the percentages for the Bronx are 8.7% of the population and only 1.3% for the US as a whole. Accordingly, 55.1% spoke a language other than English at home while nationally only 19.6% of the US population spoke a language other than English at home. In the case of language Attainment, in the county of the Bronx, of English speakers only 24.6% (312,731) stated that they spoke English less than “very well”; only 8.6% stated the same nationally. In the case of individuals speaking a language other than English at home 45.1% (572,610) of the Bronx Population did so; while nationally only 12.1% of the US population speaks a language other than English at home. Spanish speakers, in the Bronx, 20.2% (256,558) identified themselves as speaking English “very well” while nationally this percentage is 5.7%. Furthermore, New York City Geographic District # 7, is ranked #631 of the 640 NY School districts, had a grades 9-12 dropout rate of 6% in 2008. The national grades 9-12 dropout rate in 2007 was 4.4%. In New York City Geographic District # 7, 24% of students have an IEP (Individualized Education Program). An IEP is a written plan for students eligible for special needs services. The New York City Geographic District # 7 serves 17% English Language Learners (ELL). ELL students are in the process of acquiring and learning English Language skills.¹⁶

¹⁵ As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board of Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year, or pre-opening period.

¹⁶ <http://www.education.com/schoolfinder/us/new-york/district/new-york-city-geographic-district-7/>

Suffice it to say that the plan for recruitment and enrollment of students for Boricua College Charter High School for Young Men, that will inform our target population, ELLs and LEPs, of our intent to offer **A Freestanding English as a Second Language Program and if necessary a Transitional Bilingual Education Program**, will undertake a concerted effort. Therefore Boricua High community Engagement Plan will seek to inform the public by a number of different means, including but not limited to bilingual Open Houses both at the facility as well as Community Based Organizations (including those with adult education- such as Boricua College) specifically Community Board #3 and #1, who have been strong supporters of Boricua College. As part of our community engagement plan we will distribute all promotional material as well as Applications in both English and simple to read Spanish. Promotional material will include just the basics in both English and Spanish and will be distributed at Community events, near supermarkets, religious institutions, bodegas, neighborhood health clinics, libraries, etc. Fully aware that not everyone in the target area and population is literate we will also seek to diffuse information through both radio and TV ads – especially ads in Public Service TV channels. For the literate population we will place ads in Spanish speaking newspapers (“El Diario la Prensa”) and free newspapers (“El Especialito”)

The population that **Boricua College Charter High School for Young Men** proposes to serve is either part of our partner institution population or siblings of students currently in Boricua College or Boricua College / College Prep Program and or students in Boricua College Upward Bound (TRIO) Program. We have had ample experience with the target population in the case of Boricua College students oftentimes students that enter our College are the first in their families to attend College and therefore are not familiar with the US educational system, some of whom have recently arrived to the US and have Limited English proficiency. In the case of Boricua College / College Prep Program, this program was started over a decade ago to address the issue of too many students from our population deciding to drop out of high school. This program serves as a 10 to 15 week program to help students obtain their GED either by providing them refreshment courses in Reading, Writing and Numerical Skills whereby students will take their GED Exam when they feel that they are ready to take the GED or take a federally and NYS approved Ability to Benefit test (ATB). Upon passing the ATB and being admitted into Boricua College students are enrolled and take College Level work. Upon completing 24 credits as outlined by NYSED the student’s transcript is forwarded to NYSED and NYSED forwards the student the GED. During the past four years Boricua College has partner with (formerly) Louis D Brandeis High School, a Low Performing School, and received an Upward Bound (TRIO) Program grant from the US Department of Education to offer Brandeis High School students afterschool and Summer tutoring, Regents and SAT Prep classes as well as a Summer Bridge Program for students who due to NYS standardized test results do not fare well and therefore puts them at risk of completing high school.

In order to attract, serve and retain students from our target population we will give preference to students who currently reside in our target district, New York City Geographic District #7 (Bronx). Within this school district, total Enrollment (K-12) stands at 18,550, of these 89.6% qualify for Free or Reduced price Lunch, 17.4% are either ELL or LEP and 18.3% of total enrollment are Special Education. By giving preference to students in our target district we will have a student cohort representative of the data mentioned above. Notwithstanding since we are specifically targeting ELLs or LEPs we believe that Boricua High will attract, serve and retain in excess of 20% from this cohort group. Therefore since we propose to open in fall of 2012 with 125 students, we presume that at least 20 students will be ELLs or LEPs.

F. Community Involvement

Community Board #3, where Boricua College Charter High School will be located, which is a part of School District #7, has a considerable amount of students in junior high school a great majority of whom are ELLs (62%). A reason for targeting English Language Learners (ELLs) is that ELLs currently have some of the lowest graduation rates of any student population in the city;¹⁷ this grave situation is dire in the case of males.

To put this in perspective, more than 40% of New York City students report speaking a language other than English at home (Home Language Identification Survey, 2008). While this reflects a linguistic diversity and richness characteristic of New York City, it also highlights the need to offer programs of study that target ELLs. Of the five boroughs of New York City, the Bronx has the highest concentration of ELLs in the student population (17.1%); most of whom are native born (65.2%). In other words, at least one out of every six students in the Bronx is an ELL. In the Bronx, ELLs make up a larger share in middle (52.4%) and high schools (74.1%), student population. In the case of high school students, targeted student population, this requires different instructional strategies and social interventions.

Borough	Number of ELLs	Share of Student Population (%)
Bronx	38,392	17.1
Queens	43,510	15.4
Manhattan	24,961	15.1
Brooklyn	38,652	12.1
Staten Island	3,740	6.0

Spanish is the home language for a majority (67.4%) of all current ELLs (Chart 4), with a majority of native-born students originating in New York City (58.7%) or Puerto Rico (3.9%). Also, large groups of foreign-born Spanish speakers come from the Dominican Republic (18.9%), Mexico (6.6%), and Ecuador (3.9%).

Of all current ELLs, 105,532 (70.7%) are in English as a Second Language (ESL) programs, 28,788 (19.3%) are in Transitional Bilingual Education (TBE) programs, and 5,581 (3.7%) are in Dual Language programs. The share of ELLs who are partially served or have incomplete information has dropped from 7% in 2002 to less than 1% this year, mainly due to a comprehensive data review process implemented by ELL specialists in 2005. While ELLs with disabilities (who are served through an IEP) participate in one of the three ELL program models, 8,439 (5.7%) of ELLs are served by IEP only (monolingual service without ESL).¹⁸

On average citywide, about one in five ELLs receives Special Education services. The Bronx has the highest number of ELLs served by IEPs (Chart 9). High incidence languages among Special Education students reflect the predominate languages of the larger ELL population. The majority (81.3%) speak Spanish. According to ATS 2008-09¹⁹ 2 of the top 3

¹⁷ NYC Department of Education, Graduation Rates Class of 2007, Aug. 11, 2008, at 12, http://schools.nyc.gov/NR/rdonlyres/062C7D9B-EC9C-4ABC-B634.../42240/PUBLIC_REPORT_GraduationRates_Release_81108.pdf (last visited Feb. 2009)

¹⁸ This is the second year these students are captured in ELL program participation numbers.

¹⁹ ATS's Immigrant Survey data provides information on students who are new immigrants—foreign-born students who have been admitted for the first time in City schools within the last three years.

countries with immigrants students are Spanish speaking and these include Dominican Republic (1), Mexico (3); these two immigrant groups have settled in the South Bronx –specifically the Melrose –Mott haven neighborhoods.

Boricua College Charter High School will structure its program similar to the one currently used at, its sister institution, Boricua College. While there is an obvious pitfall, since androgyny and pedagogy are quite distinct. We believe that the Boricua College Charter High School’s model, based on Bloom’s Taxonomy, is worth trying since it has yet to be tried at the high school level and more specifically on ELLs. However it has worked during the past thirty five years, at the Boricua College, with a similar target population – first generation adult Hispanics. The result has been over eight thousand Boricua College graduates many of whom are working in different fields including Human Services, Education including Teachers of English to Students of Other Languages (TESOL), in Business and Enterprise. Notwithstanding we believe that it is definitely worth a try since it has yet to be tried throughout the United States. While we are cognizant to the fact that it has yet to be tried in high school, we believe that it will be a success because it will serve as a grassroots high school that deals with many of the issues that our teachers and staff have faced during their years of schooling. Furthermore, the Boricua College continues to use the model with a great degree of success.

The use of the five way of learning whereby there is: individualized instruction, colloquium, experiential studies, theoretical and cultural studies will improve student learning by offering English Language Learners (ELLs) an intensive and extensive program whereby the use of assessment tools will give teachers and administrators a greater understanding of the student needs all within a flexible structure that allows teachers to meet with administration on a bimonthly basis to make the necessary changes to the curriculum or lesson plans. This in conjunction with the use of resource teachers and tutoring will aid 75% of students pass the New York State Regents, with over a 65%, and thereby graduate 75% of Boricua College Charter High School student population with either a regents or Advanced Regents Diploma.

Boricua College Charter High School for Young Men will involve the parents by expecting each parent to serve as volunteer for at least fifteen hours during the course of the academic year. Furthermore, Boricua College Charter High School Charter High School does anticipate having a Parent Teacher Association as well as having a Parent serve on the Boricua College Charter High School Charter High School Board of Trustees, non-voting rights, within the second year of being chartered: October 2012.

Boricua College Charter High School will target ELLs and therefore the model is inclusive by providing all students with the education necessary to complete schooling and achieve high standards by ascertaining that at least 75% of students graduate within 4 years with either a Regents Diploma or an Advanced Regents Diploma. The planned evaluation of the program will be evaluated on a yearly basis. Students will need to obtain at least a 70% on internal assessment exams, students who do not score above the stated amount will have to attend either Tutoring or Class with a Subject Coach. Teachers whose students consistently score low will be reevaluated and given the necessary professional development in order to ascertain that their student scores improve. Furthermore, students will be administered the NYS Regents exams and scores from these tests will be assessed before the end of the academic year by the administration and the teachers.

Countless studies point to the fact that the best partner that schools may have in Boricua College Charter High School will have regarding educational achievement is parents.²⁰ Parental Involvement will be a cornerstone at Boricua College Charter High School. While Parental involvement takes on different shapes, and many parents believe they are involved in their child's education by helping their child at home. However, research has shown that the school system often views parental involvement differently; measuring parental involvement as the number of times a parent is engaged with the school.²¹ Many Latino parents *want* to become involved with their child's school but language, education, logistics and a lack of culturally competent school personnel become barriers. In NYC, many Latino parents are ELLs, and not enough schools are equipped to meet their linguistic needs, which can create linguistic barriers between parents and the school. Navigating through the public school system is burdensome especially when many Latino parents face the stressors of poverty, low educational attainment, and often times work during non-traditional hours.

Boricua College Charter High School will thereby make sure that all Letters are sent in both English and Spanish; will routinely follow-up with phone calls by individuals who are bilingual, will also offer afterschool and weekend workshops for parents to learn English and use computers. This will be provided in conjunction with Boricua College which has offered its graduate, (Human Services, TESOL, and Education) program students (thereby fulfilling their internship requirements). Furthermore we will leverage local and federal official to help with funding Parental Involvement program.

F.1. Joint Application

The proposed Boricua College Charter High School, and its partner institution Boricua College²², seeks a charter in order to open a high school specifically geared to the needs of ELLs and LEPs. Boricua College does not seek any association fee from Boricua College Charter High School for Young Men. The rationale for the affiliation is based on a host of reasons including the fact that many of the educators currently working at Boricua College are first generation individuals who have encountered many of the same issues that our target populations has and will encounter.

BCCHSYM will be housed in two floors in the newly constructed fourteen-story Bronx vertical Campus located in the Melrose-Mott Haven sections of the Bronx (Bronx Campus) by September 2012. Boricua High seeks to find a solution to the endemic low high school graduation rates that plagues the South Bronx: specifically District #7. Boricua College Charter High School will use two floors, including science and computer labs as well access to the library, and theatre in the newly constructed vertical campus located at 890 Washington Avenue, / Bronx, New York 10451.

²⁰ As schools incorporate large numbers of immigrant children, many who are English Language Learners (ELLs), parent involvement could provide a significant source of support for students and for teachers. Research and practice have both demonstrated that parent involvement is central to academic achievement: Schools that support meaningful parent involvement have higher levels of student achievement, improved school attendance, higher graduation rates, larger enrollment in post-secondary education and students with positive attitudes about school (e.g., August & Hakuta, 1997; Henderson & Berla, 1994). Parent involvement can also help students be more engaged with school and motivated to work hard (López, 2001). Yet, many schools that struggle with low academic achievement, including schools with high numbers of ELLs, report minimal parental involvement (Fuller & Olsen, 1998; Valdés, 1996).

²¹ The Committee for Hispanic Children and Families, Inc. Parental Involvement in NYC Schools: Using Latino Families Cultural Strengths to Enhance Academic Achievement, August 1, 2009 retrieved from http://www.chcfinc.org/policy/PolicyBrief1_August2009.pdf

Boricua College Charter High School will structure its program similar to the one currently used by its partner institution, Boricua College; and has had a considerable amount of positive results. BCCHSYM will use Boricua College's teaching method and School Design.

The use of the five way of learning whereby there is: individualized instruction (1 student to 1 teacher / facilitator²³), colloquium (11 students to 1 teacher / facilitator), experiential studies (22 students to 1 teacher / facilitator), theoretical and cultural studies (25 students to 1 teacher / facilitator), will improve student learning by offering English Language Learners (ELLs) an intensive and extensive program whereby the use of assessment tools will give teachers and administrators a greater understanding of the student needs all within a flexible structure that allows teachers to meet with administration on a bimonthly basis to make the necessary changes to the curriculum and/or lesson plans. This in conjunction with the use of resource teachers and tutoring will increase student achievement and decrease student achievement gap in reading and English Language Arts and Mathematics.

Boricua College Charter High School educational program will be steeped in the liberal arts and English based with the incorporation of individualized instruction and the use of modules as a learning tool. All students will meet with a facilitator / teacher, during one period of instruction to go over the submitted work. Boricua's educational program while similar to others in that it is grounded in the liberal arts and sciences: is unique to charter high schools. Our method and incorporation of a unique training tool, the use of modules has yet to be used with the same target population. Furthermore our use of individualized instruction, whereby one teacher works with a student on a weekly basis is unheard of in secondary education, while it has been done in post-secondary education – especially at the graduate level. We have borrowed the education methodology used by our partner institution, Boricua College, in order to have our students gain insight into the learning process while readying them for life-long learning. Boricua College' educational model and methodology, while not used as the secondary school level, has been highly praised by the Middle State Commission of Higher Education (MSCHE) during its most recent On-Site Visit to Boricua College:

The developmental approach to [students'] intellectual processes is evident particularly in the Generic Studies [Core Curriculum] syllabi...We commend the incorporation of the study of values, ethics and diverse perspectives in the Generic Studies Program; such skills are also applied in depth in specialty areas.²⁴

At least 75% of all Boricua College Charter High School will graduate with a Regents or Advanced Regents Diploma within four years.^{25,26} The fact that at least 75% of General Education students at Boricua College Charter High School students will graduate with Regents

²³ Unlike school teacher, facilitators serve a special role whereby they facilitate learning by also focusing on the affect and also bringing the cognitive, affective and psycho-motoric into a collective whole –holistic and humanistic education.

²⁴ Boricua College Middle States Report On-Site Visit of 2004, pg 12.

²⁵ Excluding students with Individualized Education Plan (IEP).

²⁶ Regents Diploma Requirements: pass the following Regent exams with at least a grade of 65: One Comprehensive English, One Mathematics (either Integrated Algebra or Geometry or Algebra 2 and Trigonometry), One Global History and Geography, One US History and Government, One Science (any science including Life Science or Physical Sciences). For an advanced Regents Diploma: students must pass all the above as well as two more Mathematics regents (Geometry, Algebra 2 and Trigonometry), One Life Science and Physical Science as well as a Regents Exam in a Language Other than English (in our case it will be Spanish).

or Advanced Regents Diplomas will prove that our students are ready to enter post-secondary education and lifelong learning; this will one measure of the school's success.

To surmise in order to accomplish each of the eligibility requirements found in Education Law section 2852(9)(a) Boricua High will implement the following: (1) a high school where students are known as individuals – it is precisely for this reason that we will provide Individualized Instruction (whereby one student will meet with a Facilitator / Teacher for an instruction hour) to go over work produced in the form of modules; (2) strict yet flexible structures balanced with positive reinforcement – it is precisely for this reason that our educational model will also concentrate on the affect (Oftentimes affect is what hinder student progress in education; especially true for ELLs and Students with Disabilities); (3) an outstanding faculty that represents student population – it is precisely for this reason that the faculty will be bilingual and bicultural; (4) a data driven approach to curriculum and programs – it is precisely due to this that the school will factor in school based assessments test that are based on questions found in the NYS regents and results will be used to make necessary changes to curriculum and / or lesson plans (Education Law Section 2852(9)(a)(d); and (5) explicit teaching of Boricua College Charter High School cognitive skills – it is due to this that all Boricua College Charter High School High School students will be responsible for the submission of modules, based on Bloom's Taxonomy,²⁷ on a weekly based that will be discussed during Individualized Instruction. The school also identifies and acknowledges challenges it faces in meeting its goals, such as the sustainability of its teaching force and facility needs.

Partner Organization: Boricua College

Contact Person from Partner Organization: Victor G. Alicea, PhD (CEO & President)

Contact Information: 3755 Broadway

New York NY 10032

P: (212) 694-1000 Ext. 601

F: (212) 694-1015

E: valicea@boricuacollege.edu

The plan for affiliation with Boricua College is sound and its purpose is for teacher training and staff development as well as to have access to physical facilities. This affiliation will grant Boricua College Charter High School for Young Men with experts who are familiar with the model and philosophy of instruction. Access to these experts from Boricua College will allow BCCHSYM to achieve its mission, goal and objectives.

²⁷ Boricua College has used Bloom's Taxonomy in devising its methods of instruction , for a better understanding of the Cognitive domain go to <http://www.nwlink.com/~donclark/hrd/bloom.html> While we are familiar that androgyny, teaching adults, is different from pedagogical, teaching children and adolescents, we believe that incorporating Bloom's taxonomy will aid high school students develop their cognitive domain thus able to pass the NYS Regents; affective domain thus able to deal with their emotions all of which are important to the learning process and psycho-motoric domain, that includes physical movement and coordination and the use of the motor-skill area, thus able to develop simple behavior to more complex ones.

III. FINANCIAL PLAN²⁸

A. Budget²⁹

B. Financial Management

BCCHSYM finances will be managed solely by the School Business Manager who will also serve as the Assistant Principal for Operations. This individual will report to the School Leader and will also be available during Board of Trustees Meetings.

Boricua College will allocate \$150,000 during the start up period first year, by way of a loan to Boricua College Charter High School, from its operating budget to assist with startup funds. This will help with start up costs that include salaries, consultant fees, book purchases, transportation and lunch costs during the initial phase. It is expected that the \$150,000 will be reimbursed from the Boricua College Charter High School upon receiving funding from School District 7. We believe that the \$150,000 loaned from the Boricua College's operating fund will help until Boricua College Charter High School receive its funding, if necessary BCCHSYM will seek a Line of Credit, which we forecast will be in mid to late November.

The first year's budget and every year through the life of the Charter are adequate to meet the needs of the students, staff and administrators. We have taken into account the possibility of school closure and we have set aside \$25,000 during the first three years – total of \$75,000 to be used to pay for legal and audit expenses that would be associated with a dissolution should it occur.

In close consultation with Boricua College Director of Finance we have been very conservative in the realization of revenue and quite liberal well allocating expenses specifically those regarding administrative and teaching salaries. The allocation of salaries, both administrative and teaching at a premium, coupled with the very conservative estimates regarding revenue will allow for a contingency fund in excess of \$150,000, as well as not including the possible increase in per pupil costs, generous increases in salaries will all prove helpful in ascertain that Boricua College Charter High School is fiscally sound. Furthermore staffing patterns are very teacher friendly and we may quite possible use the Math Teachers as both Math and Elective Teachers. Notwithstanding, in accordance with the College's Director of Finance, there will be minimal surpluses from academic year to academic year, very minimal during the first year and we have not accounted for possible funding from private foundations as well as the possible increases in local, state and federal grants; some of which will be used to help with after school Tutoring among other projects that we will develop during the course of the Charter. We have also discussed the possibility, with the Chairs of Boricua College's graduate programs in Human Services, Teaching English to Student of Other Languages (TESOL) and Education of allowing their students to work as intern, and thereby complete the program requirements, in our after school Tutoring. Allowing graduate students to work in our afterschool Tutoring Center will aid the students: allowing them to complete their internship requirements while at the same time affording them the necessary experience – many of them find it difficult because of their hectic work schedules; as well as aid the School by keeping costs associated with after-school tutoring minimal.

²⁸ Required Attachment 17 and CSP Budget Forms included: Budget and Cash Flow Template, CSP Grant Budget Narrative in Exhibit A, FS-10 CSP Budget Form in Exhibit A and FS-20 CSP Budget Form in Exhibit A

²⁹ Required Attachments Budget and Cash Flow Template (Attachment 17)

All matters regarding accounting and reporting, revenue and cash management, purchasing and expenditures and facilities equipment and inventory controls will be controlled by the School's Assistant School Leader / Business Manager. The School Leader will be kept abreast of revenue and cash management issues during the weekly meeting. All purchases must be approved by the School Leader but will be made by the Assistant School Leader / School Business Manager. All equipment and supplies purchased will be accounted for upon its arrival to the School and signed off as received by the Assistant School Leader / School Business Manager. School equipment will be labeled (tagged with a barcode) and logged onto the school's database thereby keeping adequate inventory control. In the case of supplies these will be housed in a storage closet and only the Assistant School Leader / School Business Manager and/or her assistant (Paraprofessional or teacher aide) will have access to this room.

Furthermore we intend to submit proposals to local, state and federal agencies as well as foundations (Hewlett Packard, Christopher Reynolds, Albert Bildner, Robin Hood, and Lumina, among others) in order to ameliorate with possible cash flow issues that may arise.

C. Facility

The Boricua College Charter High School will be housed on two floors, seventh and eighth floor, of the newly constructed Boricua College Charter High School Bronx vertical campus. The physical address is 890 Washington Avenue / Bronx, New York 10451-4604. The Boricua College Charter High School will be located in New York City Community School District 7. Boricua College Charter High School will not be located in a space owned or controlled by the New York City Department of Education (NYCDOE); another possible location is the Pyramid Building located at 470 E 161st Street Bronx, NY 10451; adjacent to Boricua College. Boricua College has recently submitted a proposal, to lease with an option to purchase, to the State of New York Office of General Services (OGS).

In the case of the former Boricua College Bronx Campus, Boricua College Charter High School for Young Men will operate within two floors of this location. We do not foresee the need to build out or make any substantial renovations to this location. Each floor of the location that we will lease has eight small classrooms for individualized instruction and colloquium (each holds 10-12 students) in addition to two large classrooms (holds 20-27 students each) in addition students in Boricua College Charter High School for Young Men will have access to two Computer Labs, Art Gallery, Library, Exercise Rooms (Dance, Yoga and Aerobics) and Theatre (300 seat).

Boricua College Charter High School will occupy an entire floor and a half, seventh and eighth floors approximately 11,000 square feet, of the newly constructed Boricua College Charter High School Bronx Vertical Campus. The floor that will be leased will include nine (9) Colloquium Room around the western and southern perimeters, approximate size of each colloquium room is 300 square feet with occupancy of 11 – 13 students in each as well as teachers and aides if necessary.

On this floor there will also be:

- A big classroom, Classroom #1 (Theoretical Studies Room), in the middle of the floor, approximate size of this room is 550 square feet; the classroom will house 22-26 students. The classroom will be used for providing instruction in the math and sciences.
- Another big classroom, Classroom #2 (Cultural Studies Room), running along the eastern perimeter wall, approximate size of classroom #2 is 775 square feet with occupancy of

25-30 students each as well as teachers and paraprofessionals. This room will be used to teach English, Spanish, American History, American Government, among other courses.

- 2 bathrooms with 2 stalls each (approximately 175 square feet each),
- Elevator Lobby (approximately 350 square feet each)
- 2 stairways, and two offices (approximately 400 square feet each) and
- a student lounge area (approximately 550 square feet)

Boricua College Charter High School students will also have access to the: Library (3,000 sq ft) on the second floor. As well as the: Science Labs (1,700 sq. ft.), Computer Labs (900 sq ft) and Gym Facility (1,300 sq ft.) to provide educational instruction to its students.

D. Transportation

The great majority of the students attending Boricua College Charter High School will live in the surrounding communities - within a half mile radius – of Melrose / Mott Haven. We forecast, special consideration will be given, that our student population will come from Boricua Village, low-income apartments that surround Boricua College Charter High School.

School District 7 is represented by Congressional District #16, represented by the Honorable Jose E. Serrano which, as of the 2000 census, has the unenviable distinction of being the poorest of the 435 Congressional Districts in the United States of America.³⁰ As recent as 2008, a study titled “Measure of America” found that the 16th congressional district, was one of the five poorest in the US, where only 8.6 percent of adults have a college degree and the median annual income is \$19,113.³¹

While we do not anticipate many students coming from outside of school district #7 however we will make the necessary transportation arrangements plans, with the school district should the need arise. In the unlikely case, that students will need transportation, parents of the student will submit a written request, transportation form, to the school district they reside in no later than April 1 of the year and every subsequent year of which they seek transportation. Furthermore, Boricua College Charter High School will consult with the District (7) due to the unavoidable delay especially during the first year of, and every subsequent year, being chartered. Total Allotted for Transportation is seven thousand five hundred dollars (\$7,500.00).

E. Food Service

Boricua College Charter High School for Young Men will provide breakfast and snacks in addition to free lunch. We believe that this is necessary especially due to the target population being served; 89.6% receive free or reduce lunch within School District #7. Furthermore the fact that Boricua College Charter High School for Young Men has a longer than average school day: starts at approximately 9:00 am and ends at 7:00 pm is further credence for our participation in the local school district’s food service program. It is our intent to provide food that will be prepared off site – partly as a result of the lack of space. (However Boricua College is currently negotiating with Office of General Services (OGS) in order to lease with an option to buy the adjacent Pyramid building (former YMCA). In the case that Boricua College leases and /or purchases the Pyramid Building then Boricua College Charter High School for Young Men will have access to lunch rooms and food can and will then be prepared onsite.)

In accordance with Subdivision 2851 (2) (r) of the Education Law and in accordance with New York City School District 7 allowance, Boricua College Charter High School Charter High

³⁰ <http://www.opencongress.org/states/NY/districts/16>

³¹ <http://www.globalresearch.ca/index.php?context=va&aid=9621>

School will participate in the district's food service program; whereby the food will be delivered to Boricua College Charter High School Charter High School. We expect that 85% of our students will qualify for the free lunch program. In order to ascertain that all our students, 85%, qualify for free meals we will collect the School Meals Application upon enrolling at Boricua College Charter High School Charter High School this will ensure that all students submit their School Meals Application on time and that we process paperwork in an efficient manner. School District 7 is represented by Congressional District #16, represented by the Honorable Jose E. Serrano which, as of the 2000 census, has the unenviable distinction of being the poorest of the 435 Congressional Districts in the United States of America.³² As recent as 2008, a study titled "Measure of America" found that the 16th congressional district, was one of the five poorest in the US, where only 8.6 percent of adults have a college degree and the median annual income is \$19,113.³³ Furthermore, students and parents/guardians who qualify for free or reduced priced meals will be notified regarding their status within the first two weeks of school.

Students will receive their school meals on a daily basis. Students will be given their meals and this transaction will be monitored on the school's database. The Paraprofessional and/or the Assistant School Leader (Operations) / School Business Manager is responsible for ascertaining that the meals are given to each student during their respective lunch period. Within our budget we have accounted for lunch services by the number of days (180) of the school year, by the number of students (125) multiplied by the cost of lunch (\$1.50): Total Allotted for Lunch is thirty five thousand dollars (\$35,000.00); includes a 13% cushion in case prices change.

F. Insurance³⁴

Ten Eyck Group Insurance Agents (by way of Certified School Risk Manager – SEE ATTACHMENT) has given us an estimate of insurance costs in the amount of \$27,500/annum that will include liability insurance coverage in the following areas: Directors' and Officers' Liability; Commercial General Comprehensive Liability; Educators' Legal Liability; Employment Practices Liability; Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits); Automobile Liability; Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability); Workers Compensation Liability; Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.

G. Pre-Opening Plan

Upon obtaining approval of the application, being chartered, and prior to the first day of classes – formally opening of **Boricua College Charter High School for Young Men** the following items will be completed:

Facility

- Secure a lease with Boricua College Bronx Campus to either lease 1.5 to 2 floors or lease space from the Pyramid Building, former YMCA, adjacent to Boricua College Bronx

³² <http://www.opencongress.org/states/NY/districts/16>

³³ <http://www.globalresearch.ca/index.php?context=va&aid=9621>

³⁴ See Attachment (copies of broker or agency estimates) for evidence to support the budget expense assumptions related to insuring the school.

Campus. Pyramid building includes gymnasium and swimming pool. (Time frame: 1 to 2 months after being chartered)

- Purchase, deliver and install furniture (2-5 months after being chartered)
- Ensure internet connectivity and phone lines are up and running (2-3 months after being chartered)
- Ensure copy machines are online, delivered and training is complete (2-3 months after being chartered)
- Prepare rooms and bulletin boards; ensure staff mailboxes are in place (2 week to 2 days prior to first day of classes.)

Human Resources

- Finalize Organizational Structure (1-2 months after being chartered)
- Hire all management staff and instructional staff (Feb-May of approval year)
- Draft, send and collect signed hire letter for all staff (May and June of approval year)
- Design staff pre-service, include discuss staff culture, school curriculum, work on long term plans, design individual Professional Growth Plans (June and August of approval year)
- Train staff on how to use the school database to track interim assessments and create report cards (June- July of approval year.
- Train staff on all financial, operational, HR and safety procedures (June and July of approval Year)
- Enroll staff for all benefits selected by Boricua High (July and August of approval year)

Business

- Hire School Business Manager (February/March of approval year)
- Obtain EIN (Feb of Approval Year)
- Apply 501 (c) 3 status and State Unemployment Number, Open Bank Accounts (Feb of Approval Year)
- Select Payroll Vendor and get Trained (April/May)
- Select and administer all staff benefits packages (health, dental, vision) including long-term disability (May-June)
- Select and administer school wide insurance policies (umbrella, liability, student accidents) (May-June)
- Select Accounting System and get trained (March)
- Correct Budget and enter into accounting system (reconcile budget with actual report) (March)
- Understand all Revenue Streams (PPF, SpEd Fund, PCSP, IDEA, Title I-V and all other budget streams (March-April)
- Select It consultant (June-July)
- We will use Boricua College Phone and Internet System (building is outfitted already)
- Select and purchase furniture, curricular material and office supplies (June – July)
- Negotiate copy machine lease (March)
- Complete Financial Policies and Procedures Manuals; HR Manuals, (April-May)
- Manage Facility Preparation (July)
- Ensure all staff are fingerprinted, academic certification are in hand and hard copies are filed (April-June)

- Select database software for Attendance, enrollment, waiting lists, transportation, meals and report cards (June-July)

Student Services and School Services

- Hire Asst School Leader (Instruction) (March – April)
- Recruit students in every and any way possible (Feb – March)
- Hold lottery if there are more applicants than available spots (April)
- Collect and all enroll all forms as required by law (Feb - March)
- Communicate enrollment numbers with school leader and School Business Manager (continuously throughout recruitment phase – April)
- Get trained on how to use school database (June –July)
- Learn how to use Student Information System (June- July)
- Administer Student Transportation with District (July-August)
- Alarm system provided by Boricua College / Hire security guard (August)
- Contract with community agencies to provide nursing services to student population (July)
- Complete School Safety Manual and Operations Manual (July August)
- Be ready to draw students from waiting list (one day before First day of class)
- Be ready to hold fire drills in accordance with regulations (one day before First day of class)

Charter Authorizer and Board of Trustees

- Ensure that Board and Committee meetings minutes are documented and all school statistics are documented and presented at the meetings and kept in binders. (August)
- Vote on finalized budget and have it passed (August)
- Authorize the Board (August)
- Vote on Financial Policies and Procedures Manual, HR Manual, Operations Manual, Conditional Emergency Staff Appointments, (August)
- Work with authorizer to ensure readiness for first day (July and August)
- Prepare board to be less hands on then during the Planning Phase (July and August)



IV. TABLE OF REQUIRED ATTACHMENTS

Attachment Number	Title
Attachment 1	Roster of Key Contacts ✓
Attachment 2	Certification Statement ✓
Attachment 3	Sample Daily Schedule ✓
Attachment 4	Proposed Annual Calendar ✓
Attachment 5	Proposed Corporate By-laws ✓
Attachment 6	Proposed Code of Ethics ✓
Attachment 7	Resumes/CVs of Prospective Founding Group Members ok
Attachment 8	Statement of Assurances ok
Attachment 9	Requests for Information from Prospective Charter School Board Members ok
Attachment 10	Organizational Chart ✓
Attachment 11	Key Position Descriptions
Attachment 12	CMO Background Information N/A
Attachment 13	Schools Managed by CMO N/A
Attachment 14	Academic Performance Data from Schools Managed by CMO N/A
Attachment 15	Summary of CMO's Fiscal Performance for Past Three Years N/A
Attachment 16	Template Service Agreement with CMO N/A
Attachment 17	Budget and Cash Flow Template ok ok
Exhibit A	Charter School Program (CSP) Grant Application and Attachments N/A

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Gary J Aguayo	Founding Group Member, Lead Applicant & Fundraiser
Victor G. Alicea, PhD	Founding Group Member & Proposed Board Member and CEO of Partner Institution (Boricua College)
Benito Fernandez	Founding Group Member & Proposed Board Member (Real Estate Experience)
Maria Montes, PdD	Founding Group Member & Proposed Board Member (VP & Dean of Academic Affairs)
Shivaji Sengupta, PhD	Founding Group Member & Proposed Board Member (VP and Chief Academic Officer)
Abraham Cruz	Founding Group Member & Proposed Board Member (VP of Admissions)
Elias Oyala	Founding Group Member & Proposed Board Member (Director of Finance)
Irving Ramirez	Founding Group Member & Proposed Board Member (VP Information Technology)

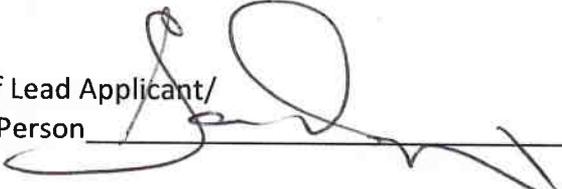
Attachment 2: Certification Statement

Proposed Charter School Name Gary Aguayo

Proposed School Location (District) (NYC Geographic 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 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 an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

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 on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/
Authorized Person  Date 3-28-21

(Please label the copy that has original signatures)

Print/Type Name Gary Aguayo

Address 

Daytime Phone:  Email: 

Attachment 3

Boricua College Charter High School students will receive at least 6.25 hours (6 hours and 15 minutes) of instruction per day in the core academic subjects (ELA, Math, Science and Social Studies) or 31.25 hours, 31 hours and 15 minutes, of instruction per week; as well as an additional hour and 15 minutes (1.25 hours) of afterschool instruction four days a week in both ELA and Math.

Core Academic Subjects	Minimum Number of Hours of Instruction Grade 9	Minimum Number of Hours of Instruction Grade 10	Minimum Number of Hours of Instruction Grade 11	Minimum Number of Hours of Instruction Grade 12
English Language Arts	2.25	2.25	2.25	2.25
Mathematics	2	2	1	1
Science	1	1	1	1
Social Studies	1	1	1	1
	6.25	6.25	5.25	5.25

Note: School Day will begin at approximately 9:30 am and end at approximately 5:30 pm; additional supplemental instruction between 5:30 pm and 7:00 pm

Sample Student Schedule

Time/Date	Monday	Tuesday	Wednesday	Thursday	Friday
9:30 – 10:20 am	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:25 – 11:15 am	Social Studies				
11:20 am – 12:10	Science	Science	Science	Science	Science

12:15 – 1:05 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:10 – 2:00 pm	Gym – Yoga, Aerobics, Nutrition, Karate	Spanish	Spanish	Spanish	Spanish
2:05 – 2:55 pm	Individualized Instruction – ELA (Pull Out)	English Language Arts –	English Language Arts –	English Language Arts –	English Language Arts –
3:00 – 3:55 pm	English Language Art – Colloquium	English Language Art – Colloquium	English Language Art – Colloquium	English Language Art – Colloquium	English Language Art – Colloquium
4:00 – 4:50 pm	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
4:53 – 5:28 pm	Elective/ Tutoring	Elective/ Tutoring	Elective / Tutoring	Elective / Tutoring	Elective / Tutoring
5:30 – 6:15 pm	Supplementar y After School Instruction (ELA)	Supplementar y After School Instruction (ELA)	Supplementary After School Instruction (ELA)	Supplementary After School Instruction (ELA)	OFF
6:20 – 7:00 pm	Supplementar y After School Instruction (Math)	Supplementar y After School Instruction (Math)	Supplementary After School Instruction (Math)	Supplementary After School Instruction (Math)	OFF

Attachment 4

Boricua College Charter High School will provide more than the mandatory 180 days of instruction by incorporating an elongated Spring semester thereby adding an additional 25 days of instruction. The first day of classes will begin on the first Wednesday after Labor Day; Wednesday, September 5, 2012 and end on Thursday, August 15, 2013: which will include an elongated mandatory Spring semester. We believe that in order to serve our target population (ELLs) and inline with both our Mission and vision we will need an elongated semester as well as elongated school day. Furthermore, our Faculty and Staff will undertake Faculty and Staff Development between June 25 and July 8, 2013; during this two week period we will incorporate six (6) days of Faculty Development and two days to observe Independence Day.

The School Year Calendar mandates that school sessions begin for all students on Wednesday, September 5, 2012 and includes a Midwinter Recess (During the third week of February - Monday, February 18 through Friday, February 22, 2013). It reflects that on first Tuesday of November 2012, and the first Thursday of June 2013, all Boricua College Charter High School students will not be in attendance, but Boricua College Charter High School staff will be scheduled for staff development related to the Regents High Learning Standards and Assessments. This calendar will be adhered to without exception, unless notifications of subsequent changes are received.

2012-2013 SCHOOL YEAR CALENDAR

<p>The School Year Calendar mandates that school sessions begin for all students on Wednesday, September 5, 2012 and includes a Midwinter Recess (Monday, February 18 through Friday, February 22, 2013). It reflects that on the first Tuesday of November 2012, and first Thursday of June 2013, students will not be in attendance, but all teachers, and staff will be scheduled for staff development related to the Regents High Learning Standards and Assessments. This calendar will be adhered to without exception, unless notifications of subsequent changes are</p>

received.			
August	23,	Thursday	The following staff report: Assistant Principals and all Instructional Staff.
September	3,	Monday	Labor Day (schools closed)
September	4,	Tuesday	All faculty teachers, staff and support staff will report to work. Tuesday shall be utilized first and foremost for preparation of the classroom and for the arrival of students. If time permits, the remainder of the day may be utilized for professional development. Students will not be in attendance.
September	5,	Wednesday	SCHOOL SESSIONS BEGIN FOR ALL STUDENTS
October	5,	Friday	Faculty Development Day
October	8,	Monday	Columbus Day Observed (schools closed)
November	6,	Tuesday	Election Day Faculty Development Day for staff development related to the Regents High Learning Standards and Assessments. Students will not be in attendance.
November	12,	Monday	Veterans Day (schools closed)
November	29, 30	Thursday and Friday	Thanksgiving Recess (schools closed)
December-January	22-2	Friday through and including Tuesday, January 2, 2012	Winter Recess (including Christmas and New Year's Day) (schools closed -students return to school on Wednesday, January 3, 2013).

2013			
January	3,	Wednesday	All Students Return to Boricua College Charter High School
January	21,	Monday	Dr. Martin Luther King, Jr. Day (school closed)
January	31,	Thursday	Fall Term ends for high school students. No high school students will be in attendance. Staff development at Boricua College Charter High School
February	1,	Friday	Spring Term begins Boricua College Charter High School students.
February	18, 22,	Monday through Friday	Midwinter Recess (including Washington's Birthday) (schools closed)
April April	9, 17,	Monday through Tuesday	Spring Recess (including Good Friday, Easter and Passover) (schools closed-

			Students return to school on Wednesday, April 18).
May	27,	Monday	Memorial Day Observed (schools closed)
June	6,	Thursday	Staff development related to the Regents High Learning Standards and Assessments. All Boricua College Charter High School faculty and staff report to work. Students will not be in attendance.
June	21,	Friday	Boricua College Charter High School to administer Regents Exams from June 13 through June 21, students will not be in attendance on Regents Rating Day, Friday, June 21.
June	25,	Tuesday	LAST DAY FOR STUDENTS BEFORE BEGINNING OF ELONGATED SPRING SEMESTER An early dismissal of students is to be scheduled on Tuesday, June 25 under the guidelines outlined in Section 13 below. Last teaching day for select Boricua College Charter High School faculty and support staff before elongated Spring semester begins July 8, 2013.
June July	26, 3,	Wednesday through Wednesday	All Boricua College Charter High School Faculty Report for Faculty Development
July	4, 5	Thursday and Friday	Independence Day Observed (schools closed)
July	8	Monday	Beginning of Elongated Spring Semester – classes provided for all students especially since Boricua College Charter High School is designed for the needs of ELLs
August	15	Thursday	End of Elongated Spring Semester

The school year calendar incorporates the following understandings:

1. That two Chancellor's Conference Days are to be used for staff development related to the Regents High Learning Standards and Assessments (November and June at the Boricua College Charter High School);
2. That this calendar does not preclude subsequent changes that may be made pursuant for other reasons, but in no case can this calendar or subsequent changes result in a loss of state aid;
3. The School Year Calendar for 2012-2013 meets the State Education Department requirement of a minimum of 180 state aidable days for all schools in the City School District.

4. Thursday, January 31, 2013 will be scheduled by all Boricua College Charter High School high schools for professional development. No Boricua College Charter High School students will be in attendance. The Boricua College Charter High School spring term begins on Friday, February 1 with a full day of instruction.
5. In part, the school calendar takes into account the following citywide centrally-scheduled shortened sessions: two Parent-Teacher Conference shortened sessions (one in the Fall Term and one in the Spring Term), and other citywide shortened sessions. Separate notifications will be forthcoming regarding all of these citywide centrally-scheduled shortened sessions. An early dismissal of students is to be scheduled on the last day of school, subject to the guidelines outlined in section 13 below.
6. Boricua College Charter High School will administer the Regents examinations from June 17 through June 21, high school students will not be in attendance on Regents Rating Day, Friday, June 21.

As concerns the early dismissal of students on the last day of Spring semester before the elongated semester begins again on July 8, 2013 (Tuesday, June 25, 2013), the day should be recorded as a regular day of instruction for purposes of the Period Attendance Report, and schools must adhere to the following guidelines: students are required to attend school, pupil attendance must be taken, recorded and reported as part of the average daily attendance, and students are to receive instruction and/or guidance and assistance as needed. Boricua College Charter High School should provide at least 4 weeks prior notice to parents and to the Office of Pupil Transportation regarding the specific time they have set for the early dismissal at their site.

Attachment 5 Corporate By-Laws

BORICUA COLLEGE CHARTER HIGH SCHOOL FOR YOUNG MEN BY-LAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is Boricua College Charter High School for Young Men. It is hereinafter referred to as “the corporation” (or BCCHSYM or Boricua High)

Section 2. Location. The principal location of Boricua College Charter High School for Young Men facility shall be 890 Washington Avenue / Bronx NY 10451.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the State of New York and its purposes are exclusively educational as set forth in the Certificate of Incorporation. More specifically:

- The mission of Boricua College Charter High School for Young Men is to prepare young men to graduate and be prepared to succeed in college and lifelong learning; as thoughtful, caring and informed citizens who will become community leaders.

Section 4. Statute and Code. The Corporation shall operate in accordance with the Charter School Program Act of 1995, New York State Charter Schools Act of 1998; and New York State Charter Schools Acts as amended 2010.

Section 4. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of New York.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Board of Trustees shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Trustees

Section 1. Number. The Board of Trustees shall consist of not less than five and not more than thirteen persons. The Director of the charter school shall be a non-voting member of the Board of Trustees.

Section 2. Qualifications.

Attachment 5 Corporate By-Laws

Section 3. Term. Trustees shall be elected for four year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 4. Powers. The Board of Trustees shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Trustees may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 5. Election. The names of the initial Trustees are set forth in the Certificate of Incorporation. All successor Trustees shall be elected by the eligible voters of the school community at an election held each year at the annual meeting. The positions of those trustees whose terms have expired shall be open to be filled by those members eligible to vote. Eligible voters shall be the parents or guardians of any children currently attending the school. Elections shall be conducted using secret ballots. Voters shall be required to sign a Roster of Voters confirming their eligibility to vote. Each school family shall be accorded one vote per available position, regardless of the number of its children attending the school. Proxy voting is prohibited. Votes shall be tallied and announced at the meeting where the vote takes place. A group of volunteers, no less than three nor more than five people, made up of eligible voters, but not those up for election, shall tally the votes. In the event of a tie vote for a position, a second ballot will be cast for that position only, with only the tied candidates participating on the ballot. Should a second tie vote occur, a result shall be obtained by flipping a coin with the person whose name is earliest in the alphabet calling a coin side first. Newly elected trustees shall assume office at the first Board of Trustees meeting following their election.

Section 6. Term Limits. Trustee membership shall be limited to three consecutive four year terms. Previous Trustees shall be re-eligible for membership after a lapse of four years.

Section 7. Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Trustees. A Trustee may be removed for cause at a meeting of Trustees by an affirmative vote of two-thirds of the remaining Board of Trustees. Trustees being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 9. Annual Meeting. An annual meeting of the Board of Trustees for the election of Trustees and Officers and such other business as may come before the meeting shall be held in the beginning of each year. Written notice shall be given not less than fourteen days nor more than thirty days of the time, place, and purposes of the meeting. The meeting shall be held at the

Attachment 5 Corporate By-Laws

principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Open Public Meetings Act.

Section 10. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Trustees shall be held once a month from September through June, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in the Open Public Meetings Act

Section 11. Special Meetings. Special meetings of the Board of Trustees for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Trustees. Such meetings shall be held upon not less than three business day notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business day notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in the Open Public Meetings Act.

Section 12. Open Public Meetings Act. All meetings of the Board of Trustees shall be held in accordance with the New York Open Public Meetings Act. Adequate notice of all meetings subject to the Act shall be visibly posted and provided to district office not less than forty-eight (48) hours before any such meeting.

Section 13. Quorum. A majority of the full number of Trustees shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Trustees present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Trustees present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Trustees.

Section 14. Vacancies. A vacancy on the Board of Trustees, including a vacancy caused by an increase in the number of trustees, may be temporarily filled by a majority vote of the remaining Trustees to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Trustees, at which time trustees so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 15. Compensation. Trustees receive no payment for their services. With board approval, trustees may be reimbursed for out-of-pocket expenses incurred on approved board business. Trustees must present receipts for all such expenses, which shall be for the trustee only, and shall be itemized and documented. Such expenses must be approved by a motion of the board at the meeting immediately following the expenditure(s). Each year, at the annual meeting, the Board of Trustees shall set a schedule of allowable charges for meals, lodging, mileage expended on board business. Reimbursements shall not exceed these limitations.

Attachment 5 Corporate By-Laws

Section 16. Meeting Attendance. Trustees are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any trustee after such trustee's three unexcused, consecutive absences to ascertain the trustee's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Trustees.

ARTICLE IV Committees

Section 1. Establishment. The Board of Trustees may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school (Including but not limited to the Finance Committee and the Academic Committee).

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Trustees. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Trustees. The president shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. Standing committees shall be:

- **Grievance Committee:** In accordance with New Jersey law, the Board of Trustees shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Trustees concerning the disposition of complaints. The Grievance Committee shall have four members who will serve one year terms, with one member designated as chairperson by Model Charter School Bylaws the other committee members. Committee members shall be appointed each year at the first Board of Trustees meeting following the annual meeting. Grievance Committee members may serve no more than two consecutive terms on the committee.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Trustees and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Trustees. Ad hoc committees shall be made up of no less than three and no more than thirteen members. Trustees shall not be eligible to serve on ad hoc committees, since they have authority and responsibility to review the committee's recommendations and adopt them or not.

ARTICLE V Officers

Attachment 5 Corporate By-Laws

Section 1. Titles. The Officers of the Corporation are a President, a Vice President, a Secretary, and a Treasurer. The Board of Trustees may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Trustees at each annual meeting of the Trustees and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. The president may serve no more than three consecutive one-year terms. Trustees elected to the other officer positions may serve no more than five consecutive one-year terms. Former officers, after a break in service of two years, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The President shall be the chief executive officer of the Corporation, responsible, along with his/her fellow Trustees, for the oversight of its business and affairs.

He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all trustees. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Trustees. The President may delegate, as needed, to any other officer any or all of the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

(b) The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all trustees. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Trustees. He/she shall have such other powers and duties as may be prescribed by the Board of Trustees or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Trustees and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

Attachment 5 Corporate By-Laws

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Business Administrator as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Administrator keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Trustee member. The Treasurer shall be the chair of the Financial Committee, which shall prepare an annual budget, in conjunction with the School Director and the School Business Administrator, for the consideration and approval of the Board of Trustees.

The Treasurer shall ensure that the Business Administrator deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositaries as shall be designated by the Board of Trustees. The Treasurer shall provide oversight to the Business Administrator in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Trustees. The Treasurer shall render to the Board of Trustees and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Business Administrator establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Trustees a detailed written financial report in compliance with the New Jersey statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be hired by the Board of Trustees to review the books of the Corporation and provide a report on them to the Board of Trustees.

Section 5. Removal. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Trustees at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Trustees at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Trustees at such meeting.

ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The President and School Business Manager are authorized and required to sign all checks over the amount of one hundred dollars (\$100.00). The Board of Trustees shall establish a policy setting the amount above which checks must have both signatures.

Attachment 5 Corporate By-Laws

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Trustees shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Trustees or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all trustees and posted in all places and in newspapers as required by the Open Public Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably by the Commissioner of Education, in accordance with law, among the participating districts of residence and non-resident district(s).

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Local School District.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Trustees. The Corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by New York Nonprofit Corporation Act. A trustee or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Trustees, except that nothing contained herein shall relieve a trustee or officer from liability for breach of a duty based on an act of omission:

(a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that trustees and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Trustees.

Section 3. Insurance. The Board of Trustees shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Attachment 5 Corporate By-Laws

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Trustees present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with New York statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to agencies and Board of Trustees.

Attachment 6: Proposed Code of Ethics for BCCHSYM

Boricua College Charter High School for Young Men - Code of Ethics

Because of the special trust associated with this public office, a member of the Boricua College Charter High School for Young Men (BCCHSYM) Boards not only must do what is required by law, but must also observe a strict code of ethics. The Boards desire to operate in the most ethical and conscientious manner possible and hereby adopt the following code of ethics under which each Board member will:

1. Give his/her first and greatest concern to the students of Boricua College Charter High School for Young Men (BCCHSYM), without any distinction as to who they are or what their backgrounds might be.
2. Recognize that authority rests only with the Boards as a whole and make no personal promises or take any independent action that might compromise the Boards as a whole.
3. Work with fellow Board members in a spirit of harmony and cooperation even when there are differences of opinion.
4. Base his/her decisions upon all available facts, voting his/her convictions in every case, unswayed by bias of any kind and upholding the majority decision of the Boards once that decision is made.
5. Maintain the confidentiality of privileged information, including statements made in an Executive Session of the Boards.
6. Avoid being placed in a position of conflict of interest and refrain from using his/her position as a Board member for personal or partisan gain, including intervention in the administration of Boricua College Charter High School for Young Men (BCCHSYM) on behalf of any employee or entity doing business with Boricua College Charter High School for Young Men (BCCHSYM).
7. Confine Board actions to policy-making and evaluation and recognize that the Principal/Executive Directors, not the Boards, are responsible for the day-to-day administration of the schools.
8. Refer all complaints, comments, and criticism through the proper chain of command.
9. Support and protect school personnel in the proper performance of their duties.
10. Vote in accordance with the best interest of Boricua College Charter High School for Young Men (BCCHSYM) as a whole and not a particular segment thereof.
11. Communicate to other Board members and the Board Chairs expressions of public reaction to Board policies and school programs.

Attachment 6: Proposed Code of Ethics for BCCHSYM

12. Refrain from voting on or influencing in any way any decision or action by the Board or any employee of Boricua College Charter High School for Young Men (BCCHSYM) that directly affect him/her as an individual or any of his/her immediate relatives, without public disclosure of the benefit to be derived from such decision or action.

13. Disclose by December 31 of each year (through a written report to be maintained by the Board Recorder for public inspection) the source, nature, and amount of any income or other item of value received by him/her or any of his/her immediate relatives directly or indirectly from Boricua College Charter High School for Young Men (BCCHSYM), any Boricua College Charter High School for Young Men (BCCHSYM) employee, or any entity doing or seeking to do business with Boricua College Charter High School for Young Men (BCCHSYM). The disclosure of any salary received by a Board member from Boricua College Charter High School for Young Men (BCCHSYM) or any entity doing business with Boricua College Charter High School for Young Men (BCCHSYM) may be accomplished by naming the entity and the position held by the Board member with such entity. Interest and dividends from entities doing business with Boricua College Charter High School for Young Men (BCCHSYM) that are listed on a national stock exchange or have more than 100 stockholders do not have to be disclosed. Likewise, the disclosure of any salary received by an immediate relative of a Board member may be accomplished by naming the relative and the position(s) held.

14. Provide full documentation in the form of receipts (or other evidence of payment in accordance with accepted accounting practices) or a daily mileage log for any expenses for which reimbursement is requested from Boricua College Charter High School for Young Men (BCCHSYM).

15. Since Boricua College Charter High School for Young Men (BCCHSYM) are nonprofit organizations, the board members must conduct themselves in order to maintain the federal tax exemptions. In that regard, board members individually and the boards as a whole must engage primarily in activities that accomplish one or more of the stated tax exempt purposes and do not result in unreasonable or excessive economic benefit to private individuals or entities.

For the purpose of this policy, an immediate relative is defined as a spouse, child, mother, father, brother, sister, grandmother, grandfather, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, or any relative living in the household of the Board member.

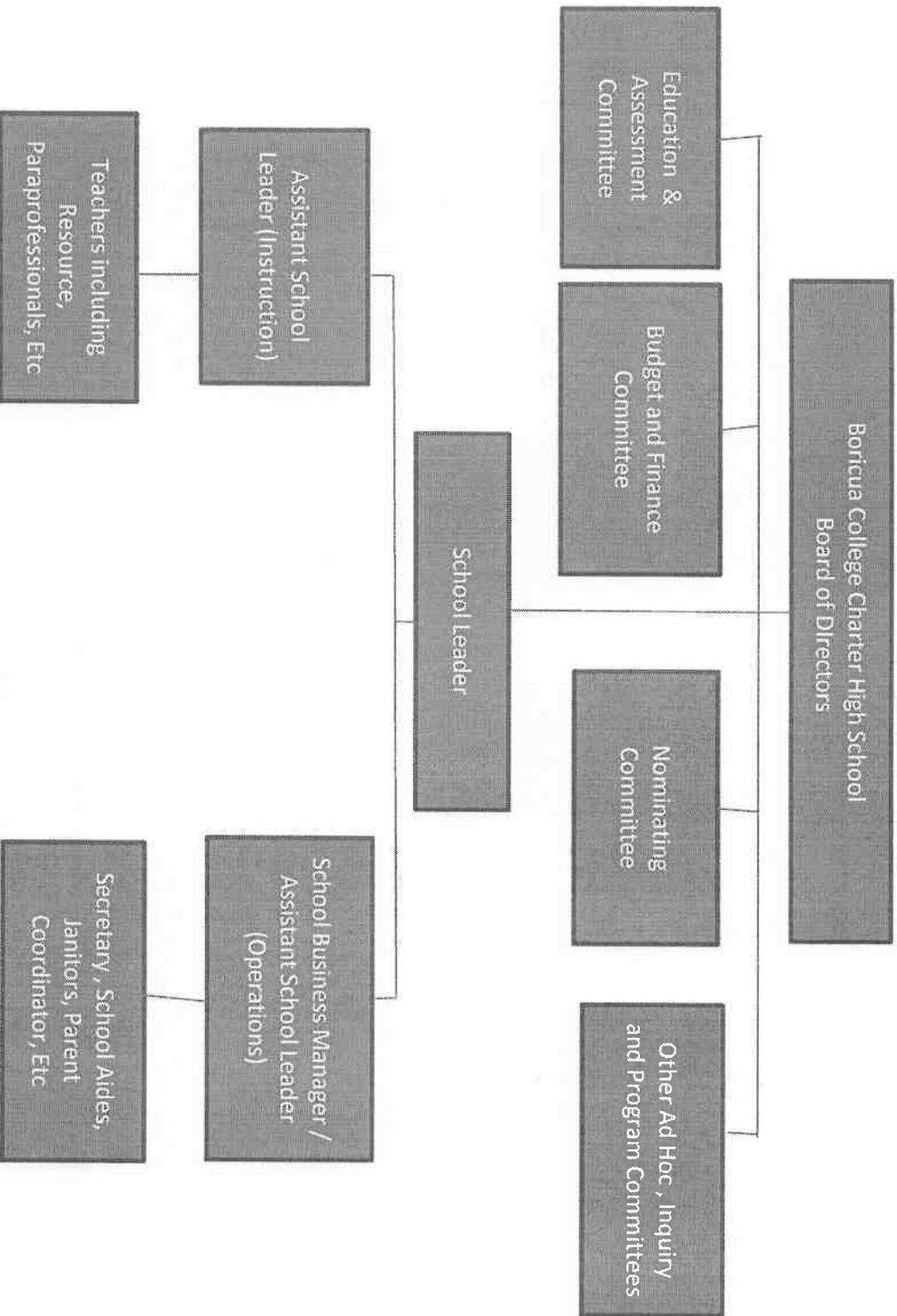
I have read and understand the policy and agree to comply.

Signature

Date

Please Print Name

Organizational Chart
Boricua College Charter High School for Young Men



Note: Boricua College Charter High School will not use an external entity for management services

Attachment 11: Key Position Description

Key Position Description: School Business Manager

Position Summary: The **School Business Manager** position at Boricua College Charter High School for Young Men encompasses professional work of varying degrees of difficulty and responsibility under the day-to-day supervision of the school principal and the overall direction of an operations support group providing services in the fields of budget, finance, personnel and non-instructional administration. Will perform other related work.

Reports to: School Principal

Direct Reports: N/A

Key Relationships: Serves as a point of contact regarding non-instructional matters for external constituents, including community groups and other city agencies. Establishes and maintains liaison with appropriate operating components of the school system.

RESPONSIBILITIES

- Directs administrative activities of the school, including budgeting, accounting, school transportation, personnel, technology, physical plant issues and other related administrative matters.
- Assists the principal in overseeing the administration of support activities related to the provision of school food services.
- Reviews and expedites all contracts and school purchases by utilizing contract vendors and online purchasing accounts.
- Reviews contracts and bids to ensure compliance with established purchasing procedures.
- Assists the principal in the preparation of grant applications for non-instructional items, such as those for personnel, supplies and equipment.
- Supports instructional staff in grant administration, including the preparation of annual progress reports and demonstration of outcomes.
- Responsible for overseeing business, financial and other administrative matters and implementing recommendations related thereto.
- Interfaces with operations support group staff and other school administrators on administrative matters relating to personnel, business, finance, contracts and school operations. Attends trainings as necessary.
- Serves as a point of contact regarding non-instructional matters for external constituents, including community groups and other city agencies.
- Analyzes student data to support the principal's instructional and classroom priorities. Prepares reports in response to requests for information.

QUALIFICATIONS

Minimum Requirements

1. A baccalaureate degree from an accredited college and two years of full-time satisfactory professional experience in one or a combination of the following areas: accounting, auditing, budget, contract administration, financial administration, management, personnel or a closely related field; or
2. A baccalaureate degree from an accredited college including or supplemented by 24 semester credits in accounting, business, finance, educational administration, management, personnel administration, public administration, or a closely related field and two years of satisfactory full-time professional experience in one or a combination of the areas described in "1" above; or



Boricua College

A TRADITION OF LEARNING

Office of the
President

MANHATTAN CAMPUS

3755 Broadway, New York, NY 10032
212 694-1000 Fax: 212 694-1015

BRONX CAMPUS

890 Washington Avenue
Bronx, NY 10451
347 964-8600

BROOKLYN CAMPUS

NORTHSIDE CENTER
186 North 6th Street, Brooklyn, NY 11211
718 782-2200 Fax: 718 387-8657

GRAHAM CENTER

9 Graham Avenue, Brooklyn, NY 11206
718 963-4112 Fax: 718 963-3473

www.boricuacollege.edu

March 30, 2011

Sally Bachofer
Assistant Commissioner
NYSED Office of Innovative School Models
89 Washington Avenue
Room 475 EBA
Albany, New York 12234

Dear Ms. Bachofer:

I, Victor G. Alicea, Ph.D., President and CEO, do hereby affirm that Boricua College intends to partner with Boricua College Charter High School for Young Men (BCCHSYM). As representative of Boricua College, I understand that our affiliation with the partner institution will require the College to: (1) provide access to physical facilities, lease terms forthcoming, (2) provide assistance with Teacher Training and Staff Development, and (3) assist in the development of a plan for curriculum and assessment of student learning.

Should there be a need for additional information, please contact me at (212) 694-1000, Ext. 601.

Sincerely,

Victor G. Alicea, Ph.D.
President





A Tradition of Independent Thinking Since 1905

March 11, 2011

Mr. Gary Aguayo
Boricua College Charter High School
3755 Broadway
New York, NY 10032

Re: Boricua College Charter High School

Dear Gary,

We are pleased to provide insurance services to the Boricua College Charter High School. Following are the Insurance program cost estimates for the first year of operation. These projections are based on the exposure information you provided to Ten Eyck Group. Please note these are estimates and every school must be individually underwritten for truly accurate pricing.

The policies we would recommend are tailored for charter schools and provide all the coverage that is pertinent to the institution, including specialized education related coverage, called Educators Legal Liability, as well as Directors & Officers, Employment Practices Liability, General and Umbrella Liability, Automobile Liability, Property insurance, Business Interruption, Workers Compensation, NYS Statutory Disability, and Student Accident.

The following estimate assumes you do not own your own facility and that foodservice, maintenance, and transportation will be contracted out.

Best of luck with your full application and please feel free to contact me with any further questions.

Best regards,

A handwritten signature in black ink, appearing to read 'C. Spofford', is written over a faint circular stamp.

Christopher Spofford, CIC, CSR, AIC
Certified School Risk Manager

Enclosure



A Tradition of Independent Thinking Since 1905

For: Boricua College Charter High School

Insurance Estimate- Year 1

(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)

Coverage	Limits	Premium
Business Personal Property (BPP)	200,000	
Business Income & Extra Expense	250,000	
Deductible	1,000	
Coverage Includes: Special Form, Replacement Cost, 100% Coinsurance		
Equipment Breakdown	Included	
Premium		\$2,250
Inland Marine		
Computerized Equipment	Included in BPP	
Hardware/Software		
Premium		Included
Crime		
Employee Dishonesty	100,000	
Forgery or Alteration	100,000	
Scheduled- Business Manager/Treasurer	1,000,000	
Computer Fraud	100,000	
Monies & Securities- Inside	50,000	
Monies & Securities- Outside	25,000	
Deductible	1,000	
Premium		\$750
Automobile		
Hired & Non-Owned Liability	1,000,000	
Premium		\$300
General Liability		
Each Occurrence	1,000,000	
General Aggregate	3,000,000	
Personal & Advertising Injury	1,000,000	
Fire Damage Liability	1,000,000	
Medical Expense	10,000	
Employee Benefits Liability	1,000,000	
Sexual Abuse & Molestation Liability	1,000,000	
Professional Liability	1,000,000	
GL Classification (rating)		
Exposure: Student Enrollment	160	
Average Daily Attendance		
Premium		\$4,500
Directors & Officers and Employment Practices Liability including Educators Legal Liability		
Combined Limit	1,000,000	
Deductible	2,500	
Premium		\$3,500

Umbrella Liability		
Each Occurrence	5,000,000	
General Aggregate	5,000,000	
Retained Limit:	10,000	
Umbrella over the following:		
Automobile Liability	YES	
General Liability	YES	
Employee Benefits Liability	YES	
Professional Liability	YES	
Abuse and Molestation	YES	
Directors and Officers	YES	
Employment Practices Liability	YES	
Premium		\$3,500
Workers Compensation		
Statutory Limits	100,000/500,000/100,000	
Estimated Payroll:		
8868- School/Professional & Clerical	1,000,000	
9101- School- All Other	70,000	
Experience Modification	N/A	
Premium		\$11,800
New York Statutory Disability		
Statutory Benefit	\$170 Max Per Week	
Premium	Annual Rates:	\$24.60- Male \$53.40- Female
Student Accident		
Accident Medical Expense and/or Dental Expense	25,000	
Accidental Death & Dismemberment	10,000	
Benefit Period	3 Years	
Type of Coverage	Full Excess	
Catastrophic Coverage	1,000,000	
Premium		\$900
Total Annual Estimated Premium		\$27,500

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before school operations begin. See below for each coverage:

Coverage	Timeline
School Board Legal/Educators Legal Liability	As soon as the Board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased (landlord will require General Liability coverage)
Property/Flood	As soon as you acquire contents/school equipment

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Gary Aguayo, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature

03/18/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Gary Aguayo
(Include preferred honorific.)

Daytime Telephone: 212 694-1000

Home Mailing Address: Richmond Hill NY 11418-3226

Personal E-Mail/Fax: _____

Business Address: 3755 Broadway / New York, NY 10032

Business E-Mail/Fax: 

Charter School Name: Boricua College Charter High School for Young Men

Charter School Address: 

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

Planning Team

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 would be 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 potential new 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. Through ongoing meetings with the Lead Applicant (Gary Aguayo) and Chief Executive Officer (Victor G. Alicea, PhD) of the partnering institution I expressed my interest in serving on the board. I was approached about serving on the Board after providing a copy of my CV.
5. Please explain why you wish to serve on the board. Having attended other Board Meetings I feel I am of sound capacity to introduce change in the lives of countless young men who are currently "falling through the cracks" with little if any opportunity for advancement. By serving on the Board I will aid with the development of an institution specifically geared to the problems facing our community – Hispanic, many of whom are English Language Learners (ELLs) as was the case when I was growing up.
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 six 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.

7. 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

8. 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:

Business Relationship - Colleagues from work.

9. 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:

10. 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: Boricua College, current employer, will lease two floors to Boricua College Charter High School for Young Men

11. 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.

12. 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.

13. 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.

14. 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. As lead applicant I have filed an application in conjunction with the partner institution Boricua College.
15. 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.
16. 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.
Will seek more information on the possible wrongdoings and consult with the Chair of the Board. Should there be enough information to substantiate the claim then I will bring it up before the Board by announcing an Emergency Meeting, if possible in conjunction with Board Chairperson.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
That all individuals are entitled to a successful education
18. Please explain your understanding of the educational program of the charter school.
The educational Program of Boricua College Charter High School will target ELLs and LEPs population that are at Risk of Failing. Therefore a school program steeped in the Liberal Arts with at least two periods of ELA per day, coupled with Individualized Instruction as well as an afterschool tutoring center will benefit the student population that we serve and will be in line with our mission..
19. 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.
A successful charter school will take into account not only test scores, data driven assessments, but will also concern itself with the cognitive (how individuals learn?) and the affect (how feelings and emotions can hinder one's ability to learn and develop). The Board will use its power to ensure that the policies in place at the partner institution (Boricua College) are in place at Boricua College Charter High School for Young Men.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. To assure that the mission, goals and objectives, curriculum and learning outcomes are clearly explained by all member of the Boricua College Charter High School for Young Men community

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

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

With an increasing number of new arrivals (from Latin America and the Caribbean), and even individuals who have been in the United States or its Commonwealth for an extended amount of time still have to confront the problem of limited language skills. We believe that there is a need to tackle the problems that ELLs and LEPs face at the high school level. A charter high school that acknowledges that there is a problem serves as a beacon of hope for our neighborhoods where minority Young Men are disproportionately leaving high school before graduating; 53% of young men drop out of high school - an alarming figure.

Boricua College Charter High School for Young Men will:

- Improve student learning and achievement;
- Increase learning opportunities for students who are at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for educators;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide change from rule-based to accountability based

CURRICULUM VITAE

Gary J. Aguayo

PERSONAL

Home Address

Richmond Hill NY 11418-3226

Office Address

Email

EDUCATION

- 1998-Present M.A. / Ph.D., Political Science (currently on leave of absence), The Graduate Center, City University of New York;
- 1996-1997 M.A., International Affairs, Florida State University;
- 1993-1996 B.A., Economics and Political Science, York College, City University of New York;
- 1989-1992 A.A.S. in Civil Engineering Technology, Farmingdale University, State University of New York.

EMPLOYMENT

- 2008-Present SASS & Special Projects Director, Boricua College.
Conduct Assessment Driven Research on Student Outcomes. Submit RFP to foundations, local and state agencies. Involved in pre- and post-award day-to-day administration of federal, state and local grants - including submitting report.
- 2005-2008 *Student Academic Support Services (SASS) Director*, Boricua College.
Supervise instructors, counselors and tutors. Administer and prepare Higher Education Opportunity Program (HEOP) budgets and reports as per New York State Education Department guidelines; formulate program proposals, conduct institutional research, report directly to the President.
- 2004-2005 *College Prep Director*, Boricua College.
Managed the training of faculty members and adjuncts. Taught college preparatory courses in Cognitive Science and Affective Development, to non-High School graduates nor General Equivalency Diplomas (GED) holders.

- 2002-2004 *Educational Facilitator*, Department of Generic Studies, Boricua College. Taught undergraduate courses in: Western Civilization, American History, Latin American History, American Government as well as courses in Cognitive and Affective Development. Taught graduate course in Latin American Political Institutions.
- 1999-2003 *Adjunct Professor*, Department of Civic and Cultural Studies, Mercy College. Taught undergraduate History courses in: European, American and Latin American History; Political Science courses in American Government and Comparative Politics. Taught courses online using Web CT. Taught courses to native Spanish speakers.
- 2003, 2005 *Adjunct Instructor*, Rosa Parks Campus, College of New Rochelle. Taught undergraduate course on multiculturalism as part of American History titled, "The American Experience." Course highlighted the contributions of different ethnic and racial groups to American History. Also, taught undergraduate course titled, "Science and Human Values," which focused on the interaction between scientific knowledge and ethics.
- 2002 *Visiting Scholar*, History Department, Saint John's University. Taught Latin American History (both sections: From Empires to Independence and From Independence to Modern Latin America) using various multimedia applications.
- 2000-2002 *Research Associate*, Bildner Center for Western Hemisphere Studies, The Graduate Center, City University of New York. Conducted research, served on administrative committees, planned academic conferences and seminars, copy editor of various publications. (SEE BELOW: **BOOKS AND ARTICLES**).
- 1998-2000 *Project Coordinator*, Cuba Project, Queens College, City University of New York. Organized conferences, symposia, colloquia, edited manuscripts and working papers. Formulated research and grant proposals that were funded by the Ford Foundation, Christopher Reynolds Foundation and the Hewlett Foundation.
- 1997-1998 *Researcher*, School of Epidemiology, Columbia-Presbyterian Hospital. Analyzed data pertaining to breast cancer research using Statistical Program for the Social Sciences (SPSS), and planned academic conferences.

BOOKS AND ARTICLES

Cuban Counterpoints: The Legacy of Fernando Ortiz. Boulder: Rowman & Littlefield, 2004. (Copy Editor)

Transforming Brazil. Boulder: Rowman & Littlefield, 2003. (Copy Editor)

Charting A New Course: The Politics of Globalization and Social Transformation. Boulder: Rowman & Littlefield, 2001. Essays by F.H. Cardoso. (Copy Editor)

"Bush quer integrar todos os paises das Americas" **The Global News** April 28, 2001.

PRESENTATIONS, LECTURES, AND CONFERENCES

Organized and moderated dozens of seminars and three large conferences for Cuba Project, New Americas and Bildner Center for Western Hemisphere Studies; 1998-2002 (listed in www.bildner.org).

"Neo-Dependency in the Information Age." Masters Thesis, Florida State University, Summer 1997.

"Labor During Argentina's Golden Age," Project Ascend/ Robert McNair Award Recipient, Summer 1996.

SERVICE: PROFESSIONAL

Founding Member, Boricua College Charter High School
Organizer and moderator of seminars, minicourses, and conferences as Project Coordinator of Cuba Project and Bildner Center for Western Hemisphere Studies (2002-1998).

Organizer. Symposium, "Reintegration into World Politics: Cuba in International Perspectives." Queens College and the Graduate Center, September 1998.

TEACHING EXPERIENCE AND COURSE DEVELOPMENT

History of Latin America I: From Empires to Independence, History Of Latin America II: From Independence to the Present, Introduction to Latin American History (General Overview), American History II: From the Civil War to the Present, Political Power in America (American Government), The American Experience (Multiculturalism in American History), European History II: Renaissance to the Present, World History as well as Western Civilization. Seminars: Cognitive Science, Affective Development and Group Dynamics.

CURRENT RESEARCH INTERESTS

Minority Retention Rates at Four Year Hispanic Serving Institutions (HSI) - specifically Hispanic Males. Tax Reform and Philanthropy in Latin America, Globalization and Reform, Social Change and Development, Processes of Integration and Globalization, Comparative and Historical Analysis, Country and area focus: Argentina, Brazil, Chile, Cuba, Dominican Republic, Ecuador, Mexico, Venezuela; Caribbean, Latin America, U.S.A. and Eastern Europe, NAFTA/MERCOSUR/FTAA/ALBA.

MEMBERSHIP IN ASSOCIATIONS

Hispanic Association of Colleges and Universities (HACU); Association for Equality, and Excellence in Education, Inc. (AEEE, Inc. - TRIO); American Political Science Association (APSA); Brazilian Studies Association (BRASA); Latin American Studies Association (LASA); Higher Education Opportunity Program Professional Organization (HEOP-PO).

LANGUAGES

Speak, Read and Write English and Spanish: Able to Read Portuguese and French.

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, VICTOR G. ALICEA (PhD), (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Victor G. Alicea
Signature

3/11/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the information requested in the next three pages.

Name: Dr. Victor G. Alicea
(include preferred honorific.)

Daytime Telephone: 212-694-1000

Home Mailing Address: _____
New York, NY 10025

Personal E-Mail/Fax: _____

Business Address: 3755 Broadway, New York, NY 10032

Business E-Mail/Fax: _____

Charter School Name: _____

Charter School Address: _____

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, 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 would be 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 potential new 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.
See Attached
5. Please explain why you wish to serve on the board.
See Attached
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):
See Attached
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 six 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.
7. 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

8. 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:
See Attached
9. 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:
10. 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:
See Attached
11. 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.
See Attached
12. 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.
See Attached
13. 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.

14. 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.

See Attached

15. 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.

16. 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.

See Attached

Educational Philosophy

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

See Attached

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

See Attached

19. 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.

See Attached

Other

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

See Attached

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

See Attached

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

See Attached

DR. VICTOR G. ALICEA
Prospective Charter School Board Member

Attachment 9: Request for Information from Prospective Charter School Board Members

RESPONSE TO QUESTIONNAIRE

Background

4. As President of Boricua College I was made aware of the intent of the College's academic and administrative staff to develop a Charter School that would meet the needs of the neighborhood surrounding the College's Campus.
5. In my 36 years of experience as a college President, I am concerned with low number of young males that are completing high school and attending college.
6. Please see my resume.

Conflict of Interest

8. I have long working relationships with all the prospective members.
10. I am President of the College that is sponsoring the Charter School.
11. I am the President of Boricua College.
12. I am the President of Boricua College.
14. Please see answers to questions 9 through 12.
16. I would immediately ask the Chairperson of the Board to call a special meeting to discuss and resolve the situation.

DR. VICTOR G. ALICEA
Prospective Charter School Board Member

Educational Philosophy

17. That every child is entitled to a successful education.
18. Due to the high need to reclaim the growing number of young boys of minority backgrounds not completing high school – we are in a crisis.
19. A good charter school should be concerned with individualizing the instruction in order to maximize the development of individual talents; it must teach positive values along with strong communication skills, numeracy and literacy and a commitment to humanity.

Other

20. To assure that the mission, goals/objectives, curriculum and learning results are clearly explainable by the instructional staff.
21. I so do affirm.
22. The loss of young men from minority areas to illiteracy, and potential negative behaviors is at a crisis level and requires immediate response.

VICTOR G. ALICEA, Ph.D.

New York, N.Y. 10025

Born: November 22, 1938
Ponce, Puerto Rico
Migrated to the United States, November, 1945

Marital Status: Divorced, two sons, four grandchildren

EDUCATION

1980 **Certificate, Gestalt Psychotherapy**
Gestalt Therapy Institute, New York, N.Y.

1978 **Ph.D. Urban Planning**
Columbia University School of Architecture
and Urban Planning, New York, N.Y.

1977 **Masters in Philosophy**
Columbia University, New York, N.Y.

1968 **Certified Social Worker**
University of the State of New York
September 17, 1968, Certificate # 6880

1966 **Masters in Social Work**
Columbia University, School of Social Work,
New York, N.Y.

1963 **Bachelor of Science, Psychology**
Columbia University, New York, N.Y.

1956 - 1959 **Pre-Engineering**
City college of the City University of
New York (C.U.N.Y.)

PROFESSIONAL EXPERIENCE

1996 to Present **Academy Trustee and Fellow:**
The New York Academy of Medicine, New York, NY

1994 to Present **Member of the Governing Board:**
Hispanic Association of Colleges and Universities
San Antonio, TX

1990 to Present **Vice Chairman:**
New York City Planning Commission
22 Reade Street
New York, N.Y. 10007

1974 to Present **President:**
Boricua College
3755 Broadway, New York N.Y.

1973 to 1974 **Founder and Chief Planner:**
Boricua College, New York, N.Y.
A fully accredited four year, bilingual
institution of post-secondary education.

1973 - 1976 **Executive Director:**
Puerto Rican Research and Resources Center, Inc.,
Washington, D.C.

1972 to 1973 **Chairman:** (Acting), Division of Urban
Planning, Columbia University School of
Architecture and Planning, New York, N.Y.

PROFESSIONAL EXPERIENCE - Continued

- 1972 to 1973 Educational Planner:
ASPIRA of America and the Bureau of Applied Social Research of Columbia University. Developed research designs on factors affecting educational achievement of Puerto Ricans.

Project was funded by the Russell Sage Foundation under the supervision of ASPIRA of America, Inc. and Columbia University. Developed Career Education models applicable to Puerto Rican communities. Project was sponsored by ASPIRA of America, Inc., a national Puerto Rican educational policy and program agency.
- 1969 to 1973 Lecturer/Instructor
Columbia University School of Architecture and Planning, New York, N.Y.
- 1969 to 1973 Researcher: Institute of Urban Environment Columbia University, New York, N.Y. Conducted research projects in Community Health and Urban Planning.
- 1971 Planner: Manpower Training Programs Urban Center, Columbia University, New York, N.Y.
- 1970 Research and Planning Consultant:
Lower East Side NENA Comprehensive Health Center Federal Public Health Services, New York, N.Y.
- 1969 - 1970 Consultant and Lecturer: T-Groups and Group Dynamics Trainer.
- 1968 - 1973 Planning Consultant:
ASPIRA of America, Inc.
National educational Counseling and Leadership Development Program in New York, Chicago, Philadelphia, New Jersey and Puerto Rico. Participated in the initial development of ASPIRA of America, Inc., an educational program funded by the Ford Foundation. Analyzed and evaluated the composition problems of various Puerto Rican communities in twelve major cities and selected three in which the ASPIRA program was to be implemented. Provided on-going consultation in administration and program planning.
- 1968 - 1969 Director of Field Planning: New York City Human Resources Administration, Model Cities Program. Recruited and supervised a staff responsible for providing technical assistance in social planning to the Model Cities Community Boards.

PROFESSIONAL EXPERIENCE - Continued

- 1967 - 1968 Assistant Deputy Commissioner:
Community Development Agency of the Human Resources Administration, New York, N.Y.
The Community Development Agency of H.R.A. is responsible for organizing and developing the anti-poverty programs for the City of New York. Assisted the Deputy Commissioner in supervising the Community Organization and Technical Assistance staff of C.D.A. Supervised eight city district units of the twenty-six poverty areas and provided technical assistance to these corporations residents in coordinating and developing their local anti-poverty program.
- 1966 - 1968 Member
President Johnson's National Commission on Higher Education.
- 1966 - 1967 Associate Training Director:
Puerto Rican Community Development Project New York, N.Y. Planned and conducted Spanish and English training sessions for one hundred community workers. Wrote a training manual on Community Organization and Group Work and individual case work techniques. Conducted sessions on the specific problem areas of education, employment, civil rights and the New York political structure.
- 1965 - 1966 Social Worker:
University Settlement, New York, N.Y.
Provided social group work services to the Lower East Side area know as the Forsythe Strip.
- 1964 - 1965 Social Worker:
Institute for the Crippled and Disabled, New York, N.Y.
Provided casework and group work services to a population of both Spanish and English speaking physically disabled individuals.
- 1964 - 1965 Research Assistant:
Columbia University School of Social Work, New York, N.Y.
Interviewed foster parents in a five year research project.
- 1964 Area Director:
(Manhattan, Bronx) Ministerial Interfaith Association, Neighborhood Youth Corps, Summer Emergency Program.

PROFESSIONAL EXPERIENCE - Continued

1959 - 1964

Program Director:

Good Neighbor Community Center, New York, N.Y. Directed athletic and youth programs for ages 6 to 19, and a program for young adults 20 to 30 years old for a total center population of 850. Developed programs and implemented planned activities for the Center's Client population; served as Counselor and discussion leader on problems of drug addiction and gang conflict, parent/child relations and Puerto Rican and Black cultures; taught religious education; and participated in organization of annual high school students' conference. During 1963-64, served as Executive Director of the Center with total responsibility for all aspects of the program.

1963 to 1964

Assistant Chief Planner:

Massive Economic Neighborhood Development Project (MEND), East Harlem, New York, N.Y.

PROFESSIONAL MEMBERSHIPS:

National Association of Social Workers (NASW)
Association of Certified Social Workers (ACSW)
Hispanic Higher Education Coalition
American Association of Higher Education
Puerto Rican Policy Network

PUBLICATIONS AND PAPERS:

The Trade-Off Strategy in Community Research with Hans B.C. Spiegel, Social Science Quarterly, December, 1969.

Citizens Participation in Community Health Planning, Institute of Urban Environment, Report and Monograph, 1973

The Determinants of Educational Attainment Among Puerto Rican Youths in the United States, with Julie Mathis, Puerto Rican Research and Resources Center, April 1975.

Community Participation, Planning and Influence: Towards a Conceptual Model of Coalition Planning. Doctoral Dissertation Columbia University, 1977.

VOLUNTEER EXPERIENCE

March, 1993

Middle States Association of Colleges and Schools, Chairman, Evaluation Team for accreditation of Inter-American University of Puerto Rico, Arecibo Campus

February, 1990

Middle States Association of Colleges and Schools, Evaluation Team Member for accreditation of St. John Fisher College, Rochester, New York

VOLUNTEER EXPERIENCE - Continued

January, 1990 Served on the Mayor's Advisory Committee on Appointments for Mayor Dinkins

1962, 1967 & 1986 Served on the Mayor's Commission on Puerto Rican and Hispanic Affairs of Mayors Wagner, Lindsay and Koch

March, 1987 Middle States Association of Colleges and Schools, Chairman, Evaluation Team for accreditation of American College of Puerto Rico, Bayamon, Puerto Rico

1985 to 1993 Commissioner: New York State Energy Research and Development Authority (NYSERDA)

March, 1985 Middle States Association of Colleges and Schools, Evaluation Team for accreditation of Sojourner-Douglas College, Baltimore, Maryland.

February, 1985 Middle States Association of Colleges and Schools, Chairman, Evaluation Team for accreditation of The University of Puerto Rico, Cayey Campus

April, 1984 Middle States Association of Colleges and Schools, Chairman, Evaluation Team for accreditation of The University of Puerto Rico, Bayamon Campus.

1982 to 1991 Member, New York City Partnership, Inc.

1981 to 1982 Member, Board of Directors, Council on the Environment of New York City.

1980 to 1982 Member, Tri--State Regional Planning Association.

1980 to 1982 Member, Board of Directors, Association of Puerto Rican Executive Directors.

1972 Member, Board of Directors, Harlem Urban Development Corporation.

1971 Member, New York City Local Planning Board, No.11
Member, New York Parks Council
Member, Program Development Committee, Puerto Rican Research and Resources Center.

1970 to 1973 Member, National Commission on Higher Education

1970 Member, Board of Directors, Race Relations Information Center, Nashville, Tennessee.

1969 Member, East Harlem Council of Puerto Rican Organizations.

1968 Established the East Harlem Information Center.

1966 Chairman, East Harlem Coordinating Committee.

1965 Member, Puerto Rican Development Project.

VOLUNTEER EXPERIENCE - Continued

- 1964 Organized MEND (Massive Economic Neighborhood Development Agency), East Harlem's Anti-Poverty Program. Elected Chairman of the Board of Directors and led the program in its negotiations with the City's Anti-Poverty Operations Board.
- 1962 Member, East Harlem Action Group for Community Improvement.
- 1960 Organizer and President, East Harlem Chapter of the United States Junior Chamber of Commerce.

REFERENCES:

Upon request

DR. VICTOR G. ALICEA

Biographical Abstract

Dr. Victor G. Alicea, was born in Ponce, Puerto Rico and spent his childhood in New York City's East Harlem "El Barrio" and Harlem. He attended the City's public school system and upon graduation entered City College in 1956 as a pre-engineering student. After several semesters he transferred to Columbia University, where he completed his Bachelor of Science degree in Experimental Psychology (1963), Master's in Social Work (1966), Master's of Philosophy (1977) and Doctorate in Urban Planning (1978). In 1980 Dr. Alicea completed a three year graduate program at the Gestalt Psychotherapy Institute. He has participated in numerous institutes in public administration, group dynamics, community development, and health care service and been granted various awards for his dedication and contributions in the field of education, and social services.

Dr. Alicea has held posts as a professional social worker, educator, and planner and served as consultant in various community development programs. He served as: Assistant Director of the Good Neighbor Community Center in East Harlem; Social Worker at the Institute for Crippled and Disabled and University Settlement House; Associate Training Director of the Puerto Rican Community Development Project; Assistant Deputy Commissioner for the Community Development Agency; and Director of Model Cities Field Planning for the Human Resources Administration; Educational Planner and consultant for the National ASPIRA Program; and Lecturer and Acting Chairman (1973) of the Division of Urban Planning of Columbia University's School of Architecture and Planning.

In 1973, Dr. Alicea was appointed Director of the Puerto Rican Research and Resources Center in Washington, D.C. and from that position, served as Chief Planner and Founder of Boricua College. The College is the first private, bilingual-bicultural, accredited senior college in the United States founded for Puerto Ricans and other Hispanics. He has served as its President since 1974. The Commission on Independent Colleges and Universities has noted that he is the longest serving president of a private college in New York State.

Dr. Alicea has served as Chairman and member of over a dozen evaluations of colleges and universities on behalf of the Middle States Association of Colleges and Schools, and served as a Trustee of Cambridge College in Massachusetts.

Throughout his professional career, Dr. Alicea has maintained a deep and untiring commitment to the Puerto Rican community, and to all the people of the City of New York. He has served on the Mayor's Commission on Puerto Rican and Hispanic Affairs for Mayors Wagner, Lindsay, and Koch, and on Mayor Dinkins's Advisory Committee on Appointments and in 1985 he was appointed Commissioner of the New York State Energy Research and Development Authority (NYSERDA) by Governor Pataki. In January, 1990, Dr. Alicea was appointed Vice Chairman of the New York City Planning Commission by Mayor David Dinkins, for a 5-year term and in July, 1995 was named to a second term by Mayor Rudolph Giuliani finally serving for eleven years.

On October, 1994, Dr. Alicea was elected to a three-year term to the Governing Board of the Hispanic Association of Colleges and Universities (HACU).

On January 1, 1996, Dr. Alicea was elected Fellow of The New York Academy of Medicine and also Trustee of the same institution serving a four-year term. On January 1, 1998, he was re-elected to another four-year term as Secretary of the Board of Trustees of the Academy.

Since November 2002, Dr. Alicea has served as Secretary in the Board of Director of Banana Kelly Community Improvement, Inc.

In March, 2006 he was appointed to the Board of the Commission of Independent Colleges and Universities (CICU) for a period of two years.

In June 2007, he was appointed to the Board of the Bronx Central Council for Economic Development (BCCEO).

Dr. Alicea has two sons and five grandchildren.

New York City

July, 2009

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, BENITO R. FERNANDEZ (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature

BENITO R. FERNANDEZ

3/28/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: BENITO R. FERNANDEZ
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
ALBANY, New York 12210-1903

Personal E-Mail/Fax: _____

Business Address: _____
ALBANY, New York 12210-2303

Business E-Mail/Fax: _____

Charter School Name: Boricua College - Charter School for Young Men

Charter School Address: 890 Washington Ave., Bronx, NY 10451

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

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 would be 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 potential new 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. *See attached*
5. Please explain why you wish to serve on the board. *See attached*
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): *See attached*
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 six 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.
7. 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

8. 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:
See attached
9. 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:
10. 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:
11. 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.
12. 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.
13. 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.

14. 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.
15. 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.
16. 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.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
18. Please explain your understanding of the educational program of the charter school.
19. 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.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

BENITO R. FERNANDEZ
Prospective Charter School Board Member

Attachment 9: Request for Information from Prospective Charter School Board Members

RESPONSE TO QUESTIONNAIRE

Background

4. As Chairman of the Board of Trustees of Boricua College I was made aware of the intent of the College's academic and administrative staff to develop a Charter School that would meet the needs of the neighborhood surrounding the College's Campus.
5. I am concerned with low number of young males that are completing high school and attending college.
6. Please see my resume.

Conflict of Interest

8. I have working relationships with all the prospective members.
16. I would immediately ask the President of the College to call a special meeting to discuss and resolve the situation.

Educational Philosophy

17. That every child is entitled to a effective education.
18. Due to the high need to reclaim the growing number of young boys of minority backgrounds not completing high school – we are in a crisis.
19. A good charter school should be concerned with individualizing the instruction in order to maximize the development of individual talents; it must teach positive values along with strong communication skills, numeracy and literacy and a commitment to humanity.

Other

20. To assure that the mission, goals/objectives, curriculum and learning results are clearly explainable by the instructional staff.
21. I so do affirm.
22. The loss of young men from minority areas to illiteracy, and potential negative behaviors is at a crisis level and requires immediate response.

Benito R. Fernandez

41

Brooklyn, NY 11208

Mr. Benito Fernandez is an international investment banker with more than thirty years of experience in banking, finance, and business administration. His diversified holdings include renewable energy, sports and hotel management, health care, real estate and construction. Mr. Fernandez also commits his talents and resources to volunteer work.

ASSETS AND HOLDINGS

2009 – Present	Chairman	NaturEner USA
2007 – 2009	Director	San Francisco, California
1990 – Present	Director	Grupo NaturEner Madrid, Spain
1986 – Present	President	Horizons Investors Group Albany, NY New York City Valencia, Spain
1986 – Present	President	Hoteles Horizontes, S.P. San Juan, Puerto Rico
1985 – Present	President	Albany Basketball and Sports Group Albany, New York
2004 – Present	Chairman	Continental Basketball Association Albany, New York
1980 – Present	President	Brooklyn Manor Group Albany, New York
2001 – 2004	Director	Emerging Vision, Inc. Stock Symbol: ISEE

VOLUNTEER SERVICE

2009 – Present	Chairman	Boricua College
2003 – 2009	Trustee	New York City
2009 – Present	Vice Chairman	East Harlem Business Capital Corporation
2004 – 2009	Director	New York City

EDUCATION

1966	Bachelor of Arts in Accounting	City University of New York New York City
1960		McBurney Preparatory School New York City

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, María Montes Morales (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

María Montes Morales
Signature

3/28/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Dr. Maria Montes Morales
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____ 30

Personal E-Mail/Fax: N/A

Business Address: 890 Washington Ave Box 10451

Business E-Mail/Fax: _____

Charter School Name _____

Charter School Address _____

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

Parent Representative - Bd. 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 would be 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 potential new 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 have been a member of B.C. in the following position: 1. Faculty 2. Dean 3. V. Pres. (Founding member)*

5. Please explain why you wish to serve on the board. *To implement the model of Educ of B.C. at the middle school level.*

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):

Bd member - Education Committee

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 six 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.

7. 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

8. 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:
9. 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:
10. 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:
11. 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.
12. 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.
13. 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.

14. 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.

15. 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.

16. 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.

us for an immediate emergency meeting of the Board

Educational Philosophy

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

a humanistic & holistic mission/philosophy is needed to

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

The model would have cognitive, affective & experiential components. ^{change the} ^{curriculum in educ}

19. 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.

Small individualized instruction, with facilitation as a method of learning

Other

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

To achieve successful results that lead all its graduates to college & beyond.

21. 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 so

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

CURRICULUM VITAE

NAME: Maria Morales-Montes

HOME ADDRESS:

Brooklyn, New York 11230

DATE OF BIRTH: June 9, 1938

BUSINESS ADDRESS:

Boricua College
3755 Broadway
New York, N.Y. 10032
(212) 694-1000

PLACE: Guayama, Puerto Rico

CITIZENSHIP: United States

EDUCATION

BS (Education)

City College of New York, NYC, 1960

Psychoanalytic Studies

Manhattan Center for Advanced
Psychoanalytic Studies, NYC, 1976

MS (Educational Leadership)
(in progress)

Bank Street College, NYC

HONORS

- ❖ Andrew Stein, The City of New York, The President of the Council, City Hall, NYC
(Honored as a Puerto Rican Woman of Outstanding Achievement, 1989)
- ❖ Association of Minority Administrators Award

PROFESSIONAL EXPERIENCE

1996-Present Vice President and Dean of Generic Studies

1989 Vice-President for Faculty Development and Student Affairs, in charge of Faculty Development planning, Faculty Evaluation, new Faculty Development, contracting and contract compliance of 50 full-time Faculty and 49 part-time Adjunct Faculty. In charge of all curricular and extracurricular student life programs. In charge of the Human Services Bachelor of Science Program, Elementary Education Bachelor of Science Program, Program and the Business Administration Program.

1978-1989 Dean of Faculty and Student Affairs, responsible for the direction and development of the Faculty and the Academic Programs of the institution. Also in charge of all matters regarding students' life. In addition she is responsible for the development of the Elementary Education Program. Developed large systems of instruction and instructional structures that included group and individual supervision using large general concepts related to supervision and instruction with the larger goal of Institution building. The workload consisted of mentoring 40-50 individuals and group supervision for long periods of time (11 years).

- 1976-1978 Human Services Department and Elementary Education Department, supervisor of educational facilitators - (faculty) and adjunct faculty; trained faculty to use the special non-traditional curriculum model at Boricua College.
- 1974-1976 Full Time Faculty Member at Boricua College with rank of Professor; participated in the planning team that developed Boricua College.
- 1973 Joined the planning and development team of the newly founded Boricua College in New York.
- 1971-1973 Instructor and Curriculum developer in the Core Skills Program, and English as a Second Language Program, at Logos Inc., a residential treatment center for former drug users. My specific specialty was in diagnosing intellectual and emotional resistances to learning that are common with this special population and prescribing special education and treatment plans to ameliorate these obstacles.
- 1970-1971 Supervisor and Trainer of community workers and bilingual nursery teachers at the Comprehensive Child Care Project, Bronx, New York; worked closely with medical doctors and psychiatrists in the facilitation of services and in the training of the paraprofessional personnel.
- 1964-1970 Adult Education Teacher for the New York City Board of Education - Adult Division Program; taught English as a Second Language and core skills to bilingual adult students.
- 1960-1964 Elementary School Teacher, NYC Board of Education, Special Services Division, at P.S. 78, Bronx, N.Y., responsible for teaching a sixth grade class of "emotionally troubled" children.
- 1960-1965 Elementary School Teacher, NYC Board of Education, P.S. 108 Manhattan, N.Y., responsible for teaching 4th, 5th, and 6th grade of Hispanic children, in a bilingual mode.

SPECIALIZED EDUCATION

- ❖ Post graduate work in Group Psychotherapy under the guidance of Dr. Dominic Riccio and Dr. Louis Ormont (15 years)
- ❖ Post graduate work in Group Dynamics and Therapeutic Communities with Marvin Weinstein and Rabbi Kurt Flacher (7 years)
- ❖ Studies at the Institute of Modern Psychoanalysis with Dr. Louis Ormont.
- ❖ Post graduate work in Educational Leadership Program under Dr. Monroe and Dr. Lorneta Gaines.
- ❖ Active participant in NYC Board of Education Program—*Teachers in Therapeutic Communities*.

OTHER ACTIVITIES

- ❖ Member of Soka Gakkai, a non-governmental society of value-creating educators for over 25 years under the direction of Dr. Daisaku Ikeda, International President.

PROFESSIONAL ASSOCIATIONS:

- ❖ National Association for Bilingual Education

REFERENCES:

Victor G. Alicea, Ph.D., President, Boricua College (212) 694-1000

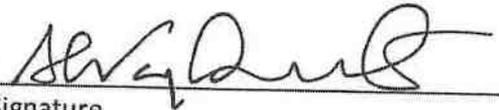
Mercedes Alicea, Ed.D, Faculty, Brooklyn Music School (212) 244-3276

Shivaji Sengupta, Ph.D. Vice-President, Academic Policy, Boricua College

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Shivaji Sengupta (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

3/28/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Dr. Shivaji Sengupta
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
Medford, NY 11763

Personal E-Mail/Fax: _____

Business Address: 3 _____

Business E-Mail/Fax: _____

Charter School Name: Boricua College High School for Young Men

Charter School Address: 890 Washington Ave, Bronx, NY

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

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 would be 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 potential new 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. *See attached*
5. Please explain why you wish to serve on the board. *See attached*
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 six 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.
7. 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

8. 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. *Colleagues at Borikua College*
If your answer is yes, please indicate the precise nature of your relationship here:
9. 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:
10. 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:
11. 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.
12. 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.
13. 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.

14. 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.
15. 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.
16. 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.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
See attached
18. Please explain your understanding of the educational program of the charter school.
See attached
19. 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.
See attached

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
See attached
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

RESPONSES TO QUESTIONS REGARDING APPLICATION FOR
BOARD OF TRUSTEES FOR BORICUA COLLEGE HIGH SCHOOL
FOR YOUNG MEN

Shivaji Sengupta, Ph.D.

4. Please indicate how you became aware of the charter school and the opportunity to serve on the board.

RESPONSE: I work for Boricua College in the capacity of Vice President of Academic Affairs. The College is submitting the proposal for the charter high school in the Bronx. As such, I am naturally aware of the proposal. The president of the College suggested that I consider applying to be on the Board of Trustees of the Charter School.

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

RESPONSE: I wish to serve on the board because of my commitment to the type of education and educational philosophy that Boricua College has historically adopted and implemented through its educational curriculum at the College. As a practicing faculty member for 12 years and VP for Academic Affairs for over 20 years, I have had a lead role to play in the implementation of the curriculum. When I heard that the College was applying for a Charter High School for Hispanic-Latino young men, who have been so disadvantaged over many decades in New York City, I was inspired by the possibility of developing a high school for them, that would help them grow intellectually and affectively, in the same way we have been developing college students. Hence, the interest in serving on the board.

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

The mission of Boricua College Charter High School for Young Men is to prepare young men to graduate and be prepared to succeed in college and lifelong learning; as thoughtful, caring and informed citizens who will become community leaders.

In order to realize the mission the founding team envisions a rigorous school program based on Benjamin Bloom's Taxonomy (*Taxonomy of Educational Objectives: The Classification of Educational Goals*) that will focus on developing three domains (cognitive, affective and psychomotoric skills), thereby creating a holistic and humanistic education. Training of exemplar ethical and moral behavior will be provided by teachers/facilitators as role models at the school.

I understand the above Mission and the educational philosophy from which this emanated because as an employee of the College for the last 34 years I have been an integral part of those administrators, faculty members and staff who have participated in implementing this philosophy.

18. Please explain the educational program of the charter school

Boricua's Charter High School for Young Men is creating a rigorous school program based on Benjamin Bloom's Taxonomy (*Taxonomy of Educational Objectives: The Classification of Educational Goals*) that focuses on developing three domains (cognitive, affective and psychomotoric skills), thereby creating a holistic and humanistic education. The educational program will develop cognitively (through the use of modules that concentrate on each of the specific skills): **Knowledge**

(Specifics, Ways and Means of Dealing with Specifics, Universals and Abstractions); **Comprehension** (Translation, Interpretation, Extrapolation); **Application**; **Analysis** (Of Elements, Of Relationships, and of Organizational Principles); **Synthesis** (Production of Unique Communication, Production of a Plan or Set of Operations, Derivations of Abstract Relations) and **Evaluation** (Judgment in Terms of Internal and External Criteria).

19. 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 ensure that this charter school is and remains successful.

RESPONSE: As enunciated in Article 56 of New York State Educational Law, a successful charter school is that which meets the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

As board member, I will volunteer myself to be in committees that oversee curriculum and instruction since I have over thirty years of experience in both these with reference to Boricua College where the proposed charter school's educational philosophy and method began. I am a thorough believer in accountability and measuring student achievement results, i.e., evaluate a school in terms of its *output*. As board member I will insist on such evaluation.

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

RESPONSE: I have read *NYC Charter Schools Governance and Board Development Guidebook* (2010) and understand that a Board of Trustees member is responsible for the following: a) Role in Academic Excellence, b) Recruiting board members, c) Orientation and Training of faculty, Administration and Staff, d) Implementing Strategic Thinking and Planning, e) Implementing Effective Decision Making, and f) Take Legal and Financial responsibilities. While I intend to be a participant in all these areas as part of the board, I have my preferences in serving in committees regarding curriculum and faculty development.

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

RESPONSE: I have read the Charter School application and do understand the charter school application, the charter board's by-laws and all proposed policies.

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

RESPONSE: As my resume will show, I am a consummate professional, scholar and academic administrator, with over 30 years of experience in academia. I have also served as a Board Member in New York City

Public Library in Greenwich Village although that was over 15 years ago. I have regularly participated in and given papers in educational and academic conferences. Apart from holding the rank of Professor in Boricua College, I have been a visiting associate professor at Columbia University Graduate School of Arts and Sciences (Department of English and Comparative Literature) from 1982-90.

SHIVAJI SENGUPTA

, Medford, NY 11763.

Home:

Cellular:

Work:

EDUCATION:

1979 Columbia University, New York City

Ph.D. in English Literature

- Dissertation: A Critical Edition of John Crowne's *The Ambitious Statesmen* (1679)

- 1976 M.Phil. in English

- 1970 M.A. in English

**SUMMARY OF
QUALIFICATIONS**

- Senior Academic Administrator at a Liberal Arts College

- Planning New Academic Programs including the library and learning resources

- Reviewing Current Programs

- Planning and Managing Self Study

- Curriculum Planning

- Working with Department Chairs

- Creating and Monitoring Department Budgets

- Working with Accrediting Bodies

- **Professor of English**

- **Published Writer**

- **Free Lance Journalist**

**PROFESSIONAL
EXPERIENCE:**

1989-Present: Vice President and Dean of Academic Affairs, Manhattan and the Bronx Campus, Boricua College, New York.

[Boricua College is the first and only fully accredited private liberal arts college created by the Puerto Rican community in

New York City. Primarily catering to New York City's Latino and other minority population, it is permanently chartered by the New York Board of Regents and by the Middle States Association of Colleges and Schools. It offers B.A. and B.S. degrees in Liberal Arts, Inter-American Studies, Human Services, Childhood Education, Business Administration; an M.A. degree in Latin American and Caribbean Studies and an M.S. degree in Human Services and TESOL. It has 1,200 students with campuses in Manhattan, Bronx and Brooklyn.]

- As Vice President I participate in discussions on all college-wide policy; as Dean of Academic Affairs, I am responsible for quality implementation of all the academic programs in the Manhattan campus, from A.A. degrees to the Master's programs. Supervise an Associate Dean, 20 full time and 30 part time faculty members, plus an academic staff.
- Been responsible for supervising the entire Bachelor's Degree and the Master's Degree programs. Department Chairs report to me weekly regarding faculty, curriculum and students' academic and financial aid issues.
- Played a major role in designing the College's Bachelor of Arts programs in 1985, getting program approval from NYSED, implementing the programs and teaching in the program.
- Self Study Steering Committee Chair for
 - 1989 NYSED Academic Review Visit
 - 1993 Middle States Institutional Review Visit
 - 1996 NYSED Program Review and Charter Amendment Visit.
- I was the President's spokes person during the College's various audit reviews by NYHESC and Department of Education. (1994, 1995)
- I was the College's first Chairman of the Academic Senate (1987-89). Now, advisor to the current Chair.

1993 - Present Professor of English

1981 - 1993 Associate Professor of English

1978 - 1981 Assistant Professor of English

Special Appointments

- **2011** Invited to read a paper entitled "*Nature and the Human Will: Affective Dimension in Moral Reasoning and Higher Education* in Ybin, China, by the International Symposium on Philosophy, Ethics and Higher Education. May, 2011.
- **1998-2001** Visiting Professor, St. Joseph's College, Patchogue, New York.
- [Gave a 15 week seminars on, English Literature of the Restoration Period(1660-1700; English Romantic Poetry; Postcolonial Literature: India, Nigeria and Egypt; American Immigrant Novels: 1950-1997]
- **1982-1990** Visiting Associate Professor of English
• Columbia University Summer Sessions
- [Taught courses in Restoration and Early Eighteenth Century English Literature, Dryden, Pope and Swift, Satire, Contemporary Literary Theory]
- 1994. Distinguished Lucyle Hookes Lecturer at Barnard College.
- [Six lectures on Modern Indian Literature and Film]

Publications

BOOKS AND STUDY GUIDES

Books:

2000

Desires. Edited with Adrienne Benedics. AmarMira Press, New York. An anthology of short stories.

1991

A Critical Edition of John Dryden's Absalom and Achitophel and MacFlecknoe. New Delhi: Konark Press.

1985

A Critical Edition of John Dryden's All for Love. New Delhi: Vikas Publishing House.

1980

Jonaki: A Collection of Poems. New Delhi: Young Asia Press.

Study Guides

2011

Jhumpa Lahiri. The Namesake (2005). enotes.com

2010

Daniel Defoe. Roxana (1724). enotes.com.

Bharati Mukherjee, Tiger's Daughter (1972). enotes.com

Articles (most recent):

2010

"Writing, Transience and Multiculturalism: Reflections on Latika Mangrulkar Transnational Creations." Introduction to Latika Mangrulkar's *Family Matters and Other Complications*. Eloquent Books, Durham, CT. 2010.

2009

"Absence, Presence and Meaning in Thomas A. Fink's Poems." *Jacket: A Journal of Literary Theory and Criticism* (Melbourne, Australia), XIII. Summer. 23-28.

2001

"The Learning Contract: A New Approach for Learning Strategies for Adult College Students," Journal for Educational Facilitation, Vol.XI, 23-34.

1999

"Educational Facilitation in the Postmodern Context," Journal for Educational Facilitation, Vol. IX, 67-95

1998

"Desire, the Private and the Public in Florence Nwapa's *Efuru* and *One is Enough*." Chapter in *Emerging Perspectives on Florence Nwapa*, ed. Marie Umeh: Africa World Press, Trenton, NJ

[Flora Nwapa is a Nigerian writer who has recently passed away. Unlike Emecheta she stayed in Nigeria, compromised important values in order to be present in Nigeria and fight for women's causes by writing feminist literature. She rose to cabinet ranks in the Nigerian government. Like Emecheta she is regularly featured in literary conferences on Africa and third world English literature.]

"The Art of Nancy Spero: Irene Sosa's Film in the Context of the Exile." *Contemporary Art on Internet*. www/contempart.com. April 23, 1998

[Nancy Spero is an American feminist painter noted for her anti-war art. Irene Sosa is a Bolivian film-maker who has dedicated her life to women's issues. My article is a reflection of a work within a work in the context of Edward Said's theories of exile. She teaches film at Boricua College.]

1996

"Desire and Energy in Buchi Emecheta's *Joys of Motherhood and The Family*." Chapter in *Emerging Perspectives on Buchi Emecheta*, ed. Marie Umeh.: Africa World Press, Trenton, NJ.

[Buchi Emecheta is a Nigerian writer who has been politically ostracized from her country for writing feminist novels. She lives and works in England and is regularly features in literary conferences on Africa and third world English literature.]

"John Dryden and the Politics of Control," *New Wave*, XII (Summer, 1996), 17-23.

"Accreditation Process of Boricua College and the Sociology of Knowledge in Higher Education," Journal for Educational Facilitation, Vol. III 31-44.

Work in Progress

Articles, Books and Short Stories:

- *Desire and the Politics of Control: Immigrant Novelists in the US 1950-2010*

No completion date.

Professional memberships

MLA Modern Languages Association

A.S.E.C.S. American Society for Eighteenth Century Studies

A.A.H.E. American Association of Higher Education

Languages

English, Hindi and Bengali

**Community
Activities**

Regular Guest Scholar-Teacher in Longwood Public Library
1991- Present.

[Every summer teach courses on English and American
Literature to senior citizens from May through October.]

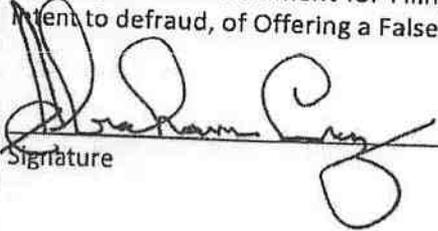
Furnished upon request

References

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Abraham Cruz, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

3/28/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Mr. Abraham Cruz
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
Bronx NY 10467

Personal E-Mail/Fax: _____

Business Address: 890 Washington Ave
Bronx NY 10451

Business E-Mail/Fax: _____

Charter School Name: BORICUA College High School for Young Men

Charter School Address: 890 Washington Ave Bronx NY 10451

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):
Founding Group 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 would be 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 potential new 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.

Abraham Cruz

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. *See attachment.*
5. Please explain why you wish to serve on the board. *See attachment.*
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 six 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.
7. 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.

Abraham Cruz

Conflict of Interest

8. 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:
see attachment
9. 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:
10. 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:
see attachment
11. 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. *see attachment*
12. 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. *see attachment*
13. 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.

Abraham Cruz

14. 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. *see attachment*

15. 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.

16. 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. *see attachment*

Educational Philosophy

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

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

19. 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.

see attachment

Other

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

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

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

see attachment.

**Abraham Cruz
Prospective Charter School Board Member**

Attachment 9: Request for information from Prospective Charter School Board Members

Response to Questionnaire

Background

4. As Vice President of Admissions and Enrollment Management of Boricua College I was made aware of the intent of the College's academic and administrative staff to develop a Charter School that would meet the needs of the neighborhood surrounding the College's Campus
5. As a former Educational Counselor in the High Schools, and my 32 years of experience as a Vice President of Admissions and Enrollment Management I have always been concerned with the low number of young males that are completing high school and attending college.
6. Please see my resume

Conflict of Interest

8. I have long working relationships with all the prospective members
10. I am Vice President of Admissions and Enrollment Management of the College that is sponsoring the Charter School.
11. I am Vice President of Admissions and Enrollment Management of Boricua College
12. I am the Vice President of Admissions and Enrollment Management of Boricua College
14. Please see answers to questions 9 through 12.
16. I would request that the Chairperson of the Board call a special meeting to discuss and resolve the situation.

Educational Philosophy

17. That every child is entitled to a successful education.
18. Due to the high need to reclaim the growing number of young boys of minority backgrounds not completing high school – we are in a crisis.

19. A good charter school should be concerned with individualizing the instruction in order to maximize the development of individual talents; it must teach positive values along with strong communication skills, numeracy and literacy and a commitment to humanity.

Other

20. To assure that the mission, goal/objectives, curriculum and learning results are clearly explainable by the instructional staff.

21. I so do affirm

22. The loss of young men from minority areas to illiteracy, and potential negative behaviors is at a crisis level and requires immediate response/

ABRAHAM CRUZ

1J ♦ Bronx, NY 10467

OBJECTIVE

To use my leadership skills, general knowledge of administrative/operational management and customer service to help benefit a prestigious company.

EXPERIENCE

FEBRUARY 2010 - PRESENT

BORICUA COLLEGE, BRONX, NY

VICE PRESIDENT OF ADMISSIONS & ENROLLMENT MANAGEMENT

- Recruited and represented the College at local college events to attract and recruit diverse college bound students and adults; cultivated and managed relationships with member college representatives.
- Coordinated and conducted presentations to community base organizations, religious groups and NYC high schools.
- Identified and build partnerships with companies with educational initiatives
- Developed strategic marketing plans to attract and recruit working adults and top college students
- Managed and develop relations with higher education institutions and non-profit organizations.
- Supervised and trained a team of ten professional staff members in the science of enrollment management
- Responsible for day to day management of all administrative tasks.

MAY 1981 - FEBRUARY 2010

BORICUA COLLEGE, MANHATTAN, NY

DIRECTOR OF ADMISSIONS

- Responsible for the enrollment goals of the Manhattan Campus
- Developed and managed the marketing strategies for the enrollment of all new students
- Supervised and trained all admissions representatives
- Reviewed and evaluated all admissions procedures
- Delivered motivational speeches to students to attend Higher Education and promote Boricua College
- Managed and developed articulation agreements between the College and the non-profit organizations in our community

JULY 1979 - MAY 1981

BORICUA COLLEGE, MANHATTAN, NY

DIRECTOR OF FINANCIAL AID

- Responsible for processing all financial aid grants and scholarships for currently registered students
- Coordinated and conducted financial aid workshops to community base organizations, religious groups and NYC High Schools
- Processed all federal and state reports to maintain compliance with all regulations
- Supervised the Director of the Higher Educational Opportunity Program (H.E.O.P).
- Recruited, hired and trained the staff of the Department.

JULY 1972 - JULY 1979

ASPIRA, LEADERSHIP DEVELOPMENT PROGRAM, NEW YORK, NY

EDUCATIONAL COUNSELOR/COMMUNITY ORGANIZER

- Responsible for organizing five High School Leadership Clubs for the purpose of promoting Puerto Rican students into Higher Education.
- Worked at Power Memorial, Cathedral, Norman Thomas, Benjamin Franklin, and Seward Park High School as the Educational Counselor mentoring students in the College Preparation Process.
- Provided financial aid information to parents and community base organizations on how to finance Higher Education.

EDUCATION

- B.A. - Sociology, Richmond College of the City of New York - 1972
Graduates with Honors 3.85 G.P.A
- B.A. - Latin American Studies, Richmond College of the City of New York - 1972
- A.A. - Liberal Arts and Sciences, Bronx Community College of the City of New York - 1969

PROFILE

- Assertive, highly motivated results-oriented recruiter and educational marketing professional with strong interpersonal and communication skills.
- Excellent understanding of the College preparation process, with the skills to work with a culturally diverse group of students and professionals.
- Excellent organizational, structural, analytical and decision making skills

AFFILIATIONS

- President & Co-Founder of the Hispanic Leadership Council
- President of the Richmond College Association
- Member of the NYC Hispanic Chamber of Commerce
- Member of the Bronx Chamber of Commerce
- Member of the NYS Admissions Counselors Association

REFERENCES

Furnished upon request

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, Elias Oyola, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Elias Oyola
Signature

3/28/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

<i>Elias Oyola</i>	
Name:	_____
(Include preferred honorific.)	
Daytime Telephone:	_____
Home Mailing Address:	_____
Personal E-Mail/Fax:	_____
Business Address:	_____
Business E-Mail/Fax:	<u>du</u>
Charter School Name:	Boricua College Charter School for Young Men
Charter School Address:	890 Washington Avenue, Bronx, NY 10451
To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):	
Finance subcommittee	
<p>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 would be 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.</p> <p>The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate potential new 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.</p>	

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. **The plans for the Charter School were discussed at various Administrative Management Meetings I attended as the College Finance Director.**
5. Please explain why you wish to serve on the board. **I am very much concern with the high male student dropout rate in the Bronx borough and other surrounding neighborhoods. The chance to help change this negative statistic by serving on the board will give me a great sense of pride.**
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 six 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.
7. 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

8. 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:
As the Finance Director of the College, I have long working relationships with the other prospective members
9. 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:
10. 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. **X** 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 the Finance Director of Boricua College
11. 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. **X** Yes.
I am the Finance Director of Boricua College
12. 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. **X** Yes.
I am the Finance Director of Boricua College
13. 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.

I am the Finance Director of Boricua College

14. 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.

15. 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.

16. 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 other board members immediately.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
That we have the obligation to help young kids graduate from High School and prepare them to be successful in College

18. Please explain your understanding of the educational program of the charter school.
The educational approach of Boricua College to be applied to the Charter School is holistic, humanistic and individualized.

19. 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.
A successful charter school should help students to excel in all the educational programs.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. **The role of a public charter school member should be to enforce its mission and objectives**

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

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

Elias Oyola

SUMMARY:

Self-motivated, highly reliable administrative professional with proven multi-tasking skills to handle a high-volume workload . Detail-oriented and conscientious about meeting deadlines and able to adapt quickly to changing priorities.

EXPERIENCE:

Boricua College, NYC - Department of Finance 1/91 to Present

As Director of the Finance Department under the direct supervision of the President, responsible for the overall accounting and financial affairs of the Institution as follows.

- Budgeting- Preparation of the College Annual Operating Budget, Capital Budget and Projects and Grants Budget drafts for the submission to the Board of Trustees for approval.
- Cash Flow Management- Preparation of cash flow analysis and projections pertaining to collections and disbursements to anticipate periods of surplus for short term investment in order to stretch the College cash resources.
- Accounting- Up keeping of financial records including interim financial statements and annual reports and audits for submission trough the President to the Board of Trustees.
- Accounts Payable- Overseeing the timely payments of the college obligations.
- Accounts Receivable- Overseeing the timely receipts of funds from tuition, public grants and contracts, rental and other.
- Payroll- Overseeing the processing of payroll and fringe benefits including personnel reporting to governmental and other outside agencies.
- Purchasing- Overseeing the acquisition of supplies and building /equipment maintenance.
- Restricted Grants and Contracts- Monitoring and reporting to the the granting agencies.

Boricua College, NYC - Bursar Office 4/85 - 1/91

As Bursar Officer responsible for the following bookkeeping functions

- Individual students accounts maintenance
- Tuition collection
- Improvement of collection rate
- Monthly and annual reconciliation and reporting

EDUCATION:

Bachelor Degree in Business Administration May 1984
Major: Accounting Humacao University, PR

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, IRVING J RAMIREZ (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature

3/28/2011
Date

Attachment 9: Request for Information from Prospective Charter School Board Members

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name: Irving J. Ramirez
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

Personal E-Mail/Fax: _____

Business Address: 890 Washington Ave

Bronx, NY 10458

Business E-Mail/Fax: _____

Charter School Name: Boricua College Charter High School for Young Men

Charter School Address: 890 Washington Ave. Bronx NY 10458

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

Board Member Boricua College Charter High School for Young Men

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 would be 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 potential new 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. **Through ongoing meetings with the Lead Applicant (Gary Aguayo) and Chief Executive Officer (Victor G. Alicea, PhD) of the partnering institution I expressed my interest in serving on the board. I was approached about serving on the Board after providing both a copy of my CV.**
5. Please explain why you wish to serve on the board.
I think I can contribute with my knowledge and expertise in the development of a new school oriented towards young males. I have plenty of experience in the educational and administrative fields. I recognize that educating a generation of young males is important in creating a balanced society where everyone can contribute to the individual and common good. As a person who was educated in a Spanish speaking society (Puerto Rico), I can also relate to the difficulties and challenges a young person encounters when in a location where Spanish is not the predominant language.
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. **X 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 six 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.
7. 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

8. 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 the other members since they hold different positions at Boricua College, my current employer**
9. 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:
10. 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 an employee of Boricua College, the sponsoring organization.**
11. 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.
 I / we do not know any such persons. Yes. **I am an employee of Boricua College, the sponsoring organization.**
12. 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.
 I / we have no such interest. Yes. **I am an employee of Boricua College, the sponsoring organization.**
13. 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.
 I / we do not anticipate conducting any such business. Yes. **I am an employee of Boricua College, the sponsoring organization.**
14. 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. Yes. **I am an employee of Boricua College, the sponsoring organization.**
-

15. 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.

16. 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 will bring the situation to the attention of the Board Chairperson and to the applicable Board Committee.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
It is a well-known fact that young males are dropping out of school at alarming rates, particularly males from minority groups. It is important that this segment of the population be addressed in such a way that their success rate in terms of completing High School be increased in a significant way. Boricua College Charter High School for Young Men will be dedicated to address this issue.

18. Please explain your understanding of the educational program of the charter school.
Boricua College has a successful method in addressing the needs of the population they serve. The educational program for the Charter High School will be modeled in a similar way, addressing the intellectual, affective and motor skills of the students in addition to the theoretical and cultural knowledge required by a high school graduate. We believe that once our high school graduates, he will be able to continue his education at an institution of higher learning.

19. 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.
A successful charter school is successful if the students: 1) attend to all of their courses at a high rate; 2) behave in a respectful manner towards their peers, teachers and other school employees; 3) show honesty and integrity in their academic work; 4) value education as a way of succeeding in life; 5) finish high school attaining a high school diploma; 5) ideally, pursue higher education at a college level

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
A charter school board member assist in developing policies for the school, keeps informed of development at the school, identifies resources for the further development of the school programs, and makes the charter school administrators accountable for the outcomes.

21. 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

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

EDUCATION:

Aug 1972 -May 1976
University of PR at Mayaguez
Mayaguez PR 00708
Degree: BS in Zoology, Cum Laude

Aug 1976 -June 1979
University of PR at Mayaguez
Mayaguez PR 00708
Degree: MS in Genetics, Summa Cum Laude

Sep 1984 -May 1986
Washington DC Genetic Consortium and Howard University Washington DC 20002 Degree: PhD
Candidate in Human Genetics

EXPERIENCE:

BORICUA COLLEGE
Department of Generic Studies and Liberal Arts Sciences
New York, NY

August 1989 – 2005

Position: *Assistant Professor of Generic Studies and Liberal Arts and Sciences (1989-2001)*
Associate Professor of Generic Studies and Liberal Arts and Sciences (2001 – present)
Educational facilitation of students in the areas of Cognitive Science, Affective
Development and Experiential Studies. Assessment of student work individually and in
faculty assessment committees.

August 1991 to present

Position: *Member of the Academic Senate*
Advice the college President in academic issues and other issues as included in the agenda.

January 1999 – 2004

Position: *Activity Director for Hispanic Serving Institution Title V Grant from US Department of
Education (USDE)*
Responsible for the implementation of Title V grant as approved by USDE. Create a
college wide computer network infrastructure. Coordinate activities with the college
librarian in the implementation and computerization of the individualized instructional

modules. Prepare reports to the federal government regarding the implementation of the grant. Responsible for the correct use of all funds provided by the grant and by the college as required. Total funds: \$2.5 million.

August 2004 – 2007

Position: *Director Department of Information Technology*
Responsible for the administration of all technology resources of the college including but not limited to: network infrastructure, data centers, messaging systems, intrusion prevention, etc. Supervise 4 staff members.

November 2007 to present

Position: *Vice President for Information Technology (2007-2011)*
Responsible for the administration of all technology resources of the college including but not limited to: network infrastructure, data centers, messaging systems, intrusion prevention, VOIP phone system, etc. Work with faculty and other administrators in the use and implementation of technology resources to perform their academic or administrative functions. Work closely with the college President and other Vice Presidents in the development and implementation of college policies.

Vice President for Information, Technology and Facilities Management (2011 -)
Responsible for the functions described above. Responsible for the use and development of the facilities at the new Bronx Campus. Supervise the Department of Environmental Services, Concierge, Reception, Outside Security Services. Coordinate the use of space and the proper functioning of all aspects of the physical facilities. Interface with all outside contractors.

MONTEFIORE MEDICAL CENTER

Division of Endocrinology

Bronx NY

July 1987 – August 1991

Position: *Research Associate*
Science research in the field of endocrinology in particular thyroid function, DNA hormone-receptor interaction.

INTER AMERICAN UNIVERSITY OF PR AT SAN GERMAN

Department of Biology and Environmental Sciences

San German PR 00703

June 1982 -May 1984

Position: *Chairperson*
Administration and academic direction of the department. Responsible for coordinating and developing academic programs. Department offered BS degrees in Biology, Pre-Med, Pre-Medical Technology, Radiation Technology and Medical Records. Students majoring in these fields fluctuated between 1200 to 1500 per semester. Total department enrollment per semester fluctuated between 3000 to 3500 students. Supervised department faculty and staff consisting of: 15 full time professors, 3 to 6 adjuncts, 12 laboratory technicians, 2 laboratory warehouse managers, and clerical staff. Academic program coordination and development. Administration of Department budget of \$1.2 - \$1.4 million.

Department of Natural Sciences

San German PR 00703

June 1979 - May 1982

Position: *Instructor of Biology and Genetics* (1979-1981)
Assistant Professor of Biology and Genetics (1981-84)

UNIVERSITY OF PR AT MAYAGUEZ

Department of Biology

Mayaguez PR 00708

Aug 1976 - May 1979

Position: Teaching Assistant in Biology and Genetics
Teach Biology and Genetics course laboratory. Prepare all materials needed in the laboratories. In charge of the *Drosophila* culture laboratory.

RESEARCH AND PUBLICATIONS:

1. Thin layer chromatography studies of *Drosophila* eyes. Dec 1976.
2. Twin zygosity determination for the civil Registry and superior Court of Mayaguez, Mayaguez PRo May 1977
3. Induction, isolation, characterization and photoreactivation of UV mutations in *Saccharomyces cerevisiae*. MS thesis, June 1979.
4. Effect of Zinc (II) and other divalent cations on binding of 3,5,3"-triiodo-L-thyronine to nuclear receptors from cultured GC cells. Martin I. Surks, I.J.Ramirez, L.Shapiro and M.H.Kumarasiri.(1989). J.Biol. Chem. 264(17):9820-9826
5. Zinc (II) inhibits T3 and glucocorticoid receptor release from chromatin of cultured GC cells. I.J.Ramirez, M.Halwer, L.Shapiro and M.Surks. (1991). Hormone and Metabolic Research 23:155-161
6. Zinc (II) binds T3 receptors solubilized from GC cell nuclei. I.Ramirez, M.Halwer, L.Shapiro and M.Surks Endocrine Society Annual Conference, Washington DC(1991).
7. Isolation of monoclonal antibodies against native T3 receptors from GC cell nuclei. Poster Presentation Endocrine Society Toronto Canada. 1990
8. Lead affects T3 binding by its receptor in vitro. Poster Presentation Endocrine Society, Washington DC 1991

CONFERENCES (sample):

1. Computer Assisted Learning. North Carolina State University, Raleigh, North Carolina (1984)
2. Advances in Molecular Genetics - Genetic Society of America Conference, San Juan Puerto Rico (1987)
3. Endocrine Society Annual Conference, Toronto, Canada 1990 (Poster Presentation)
4. Endocrine Society Annual Conference, Washington DC. 1991 (Presenter and Poster Presentation)
5. Computers in Education Annual Conferences, sponsored by University of South Carolina, Mirtle Beach, South Carolina (1995)
6. The State of Science Education Presentation at HACU Annual Conference, New York, NY (1996)
7. Somos Conference, Isla Verde Puerto Rico (2008, 2009, 2010)
8. Phycology Conference, Austin, Texas (2011)
9. HACU International Conference, San Juan, Puerto Rico (2011)

ORGANIZATIONS:

1. BETA BETA BETA Biology Honor Society
2. American Society of Human Geneticists
3. Genetic Society of America
4. American Association for the Advancement of Science (AAAS)
5. Museum of Natural History, NY



New Applicaton Budget(s) & Cash Flow(s) Template

Charter School Name Here

Contact Name:

Gary J. Aguayo

Contact Email:



Contact Phone:

Examples

Pre-Opening Period

January 1, 2012 to June 30, 2012

Operational Year ONE

July 1, 2012 to June 30, 2013

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012 to June 30, 2012

Total Revenue	232,916
Total Expenses	232,916
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP PERIOD

EXPENSES

	No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	26,250	Plan on having someone fill position by March 1
Instructional Management	1.00	15,666	Plan on having someone fill position by March 30
Deans, Directors & Coordinators	1.00	15,000	Plan on having someone fill position by March 30
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff	1.00	18,000	Plan on having someone fill position March 15
	0.50	4,000	Plan on having fill position May 1
TOTAL ADMINISTRATIVE STAFF	4.50	78,916	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	2.00	24,000	Original Teaching Staff to Work on Modules
Teachers - SPED			
Substitute Teachers			
Teaching Assistants			
Specialty Teachers			
Aides			
Therapists & Counselors			
Other			
TOTAL INSTRUCTIONAL	2.00	24,000	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse			
Librarian			
Custodian			
Security			
Other			
TOTAL NON-INSTRUCTIONAL			
SUBTOTAL PERSONNEL SERVICE COSTS	6.50	102,916	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			
Fringe / Employee Benefits			
Retirement / Pension			
TOTAL PAYROLL TAXES AND BENEFITS			
TOTAL PERSONNEL SERVICE COSTS	6.50	102,916	
CONTRACTED SERVICES			
Accounting / Audit			
Legal		5,000	Filing the necessary paperwork ensuring having counsel go over
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services		5,000	Purchase programs to do payroll
Special Ed Services			
Titlement Services (i.e. Title I)			
Other Purchased / Professional / Consulting		20,000	Consultants will offer training to new hires
TOTAL CONTRACTED SERVICES		30,000	
SCHOOL OPERATIONS			
Board Expenses		1,500	Board Meetings to help with orchestrating Calendar for Meetings as well as hiring EM, IM, SBM & Director
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials			
Textbooks / Workbooks			
Supplies & Materials other		10,000	Purchase Office Supplies
Equipment / Furniture		40,000	Furnish Offices
Telephone		10,000	Equipping Charter High School with Phone Lines
Technology		15,000	Purchase Computers and Software
Student Testing & Assessment		10,000	Installing Database securing server and purchasing Barrons & Princeton test guides
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense		5,000	Some of the furniture will be provided by Boricua College
Staff Development		1,500	Attend workshops on secondary education violence prevention, assessment of data and its use
Staff Recruitment		3,000	Taking out ads and submitting request to online search engines, attend employees fair
Student Recruitment / Marketing		4,000	Forward Flyers and taking out ads in local, bronx community papers
School Meals / Lunch			
Travel (Staff)			
Fundraising			
Other			
TOTAL SCHOOL OPERATIONS		100,000	
FACILITY OPERATION & MAINTENANCE			
Insurance			
Janitorial			
Building and Land Rent / Lease			
Repairs & Maintenance			
Equipment / Furniture			
Security			
Utilities			
TOTAL FACILITY OPERATION & MAINTENANCE			
DEPRECIATION & AMORTIZATION			
DISSOLUTION ESCROW & RESERVES / CONTINGENCY			
TOTAL EXPENSES		232,916	
NET INCOME		-	

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	232,916	
Total Expenses	232,916	
Net Income	-	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	
START-UP PERIOD		
ENROLLMENT - *School Districts Are Linked To Above Entries*		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (NYC Geographic District #7)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
TOTAL ENROLLMENT	-	
REVENUE PER PUPIL	-	
EXPENSES PER PUPIL	-	

Charter School Name Here
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

	January	February	March	April	May	June	TOTAL
Total Revenue	-	116,458	-	-	116,458	-	232,916
Total Expenses	23,942	73,842	86,332	74,630	68,150	67,652	374,188
Net Income	(23,942)	42,616	(66,332)	(74,630)	48,308	(67,652)	(141,252)
Cash Flow Adjustments	250,000	226,458	269,074	202,742	128,092	67,652	1,144,018
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	226,458	269,074	202,742	128,092	176,400	-	1,002,766
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	116,458	-	-	116,458	-	232,916
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	116,458	-	-	116,458	-	232,916
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Grate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	116,458	-	-	116,458	-	232,916

Charter School Name Here
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012 to June 30, 2012

Total Revenue							
Total Expenses	116,458			116,458			232,916
Net Income	23,842	73,842	66,332	74,650	68,150	67,652	374,168
Cash Flow Adjustments	(23,842)	42,616	(86,332)	(74,650)	48,308	(67,652)	(141,252)
Beginning Cash Balance	250,000	226,488	269,074	202,742	128,092	67,652	1,144,018
Net Income	226,458	269,074	202,742	128,092	176,400	-	1,002,766

	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management		8,250	5,250	5,250	5,250	5,250	26,750
Instructional Management			2,666	4,333	4,333	4,334	15,666
Deans, Directors & Coordinators				5,000	5,000		10,000
CFO / Director of Finance							
Operation / Business Manager			7,574	5,142	5,142	5,142	18,000
Administrative Staff				1,323	1,323	1,228	4,000
TOTAL ADMINISTRATIVE STAFF		5,250	10,490	21,058	21,058	21,000	78,916
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular				8,000	8,000	8,000	24,000
Teachers - SPED							
Substitute Teachers							
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors							
Other							
TOTAL INSTRUCTIONAL				8,000	8,000	8,000	24,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodians							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	7.50	5,250	10,490	29,058	29,058	29,060	102,916
PAYROLL TAXES AND BENEFITS							
Payroll Taxes							
Fringe / Employee Benefits							
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS							
TOTAL PERSONNEL SERVICE COSTS	7.50	5,250	10,490	29,058	29,058	29,060	102,916
CONTRACTED SERVICES							
Accounting / Audit							
Legal							
Management Company Fee			1,250	1,250	1,250	1,250	5,000
Nurse Services							
Food Service / School Lunch							
Payroll Services			1,250	1,250	1,250	1,250	5,000
Special Ed Services							
Treatment Services (i.e. Title I)							
Other Purchased / Professional / Consulting			5,000	5,000	5,000	5,000	20,000
TOTAL CONTRACTED SERVICES			4,000	6,500	6,500	6,500	30,000
SCHOOL OPERATIONS							
School Expenses							
Classroom / Teaching Supplies & Materials		300	300	300	300	300	1,500
Special Ed Supplies & Materials							
Textbooks / Workbooks							
Supplies & Materials other		2,900	2,500	2,900	1,250	1,250	10,000
Equipment / Furniture		15,000	10,000	5,000	5,000	5,000	40,000
Telephone		5,000	5,000				10,000
Technology		10,000	2,500	7,500			15,000
Student Testing & Assessment							
Field Trips							
Transportation (student)							
Student Services - other		2,500	1,000	2,500	2,000	2,000	10,000
Office Expenses		2,500	1,250	1,250			5,000
Staff Development			500	500	500		1,500
Student Recruitment / Marketing		1,250	1,250	500			3,000
School Meals / Lunch		2,000	1,500	500			4,000
Travel (Staff)							
Fundraising							
Other							
TOTAL SCHOOL OPERATIONS		41,000	25,800	15,550	9,050	8,550	100,000
FACILITY OPERATION & MAINTENANCE							
Insurance		2,292	2,292	2,292	2,292	2,292	13,752
Janitorial							
Building and Land Rent / Lease		21,250	21,250	21,250	21,250	21,250	127,500
Repairs & Maintenance							
Equipment / Furniture							
Security							
Utilities							
TOTAL FACILITY OPERATION & MAINTENANCE		23,542	23,542	23,542	23,542	23,542	141,252
DEPRECIATION & AMORTIZATION							
DISOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES	23,542	73,842	66,332	74,650	68,150	67,652	374,168
NET INCOME	(23,542)	42,616	(86,332)	(74,650)	48,308	(67,652)	(141,252)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation							
Other		226,458	269,074	202,742	128,092		826,366
Total Operating Activities		226,458	269,074	202,742	128,092		826,366
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures							
Other							
Total Investment Activities							
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit							
Other	250,000					67,652	317,652
Total Financing Activities	250,000					67,652	317,652
Total Cash Flow Adjustments	250,000	226,458	269,074	202,742	128,092	67,652	1,144,018
NET INCOME	226,458	269,074	202,742	128,092	176,400	-	1,002,766
Beginning Cash Balance							
ENDING CASH BALANCE	226,458	269,074	202,742	128,092	176,400	-	1,002,766

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,895,875	25,000	-	-	-	1,920,875
Total Expenses	1,240,500	10,000	506,100	5,000	106,500	1,868,100
Net Income	655,375	15,000	(506,100)	(5,000)	(106,500)	57,775
Actual Student Enrollment	1,690,875	-	-	-	-	1,690,875
Total Paid Student Enrollment	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue						
	CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Brunswick)	13,927	1,690,875	-	-	-	1,690,875
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		1,690,875				1,690,875
Special Education Revenue						
Grants						
Stimulus						
DYCD (Department of Youth and Community Developm.)						
Other						
Other						
TOTAL REVENUE FROM STATE SOURCES		1,690,875				1,690,875
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			25,000			25,000
Title I		180,000				180,000
Title Funding - Other						
School Food Service (Free Lunch)		25,000				25,000
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES		205,000	25,000			230,000
LOCAL and OTHER REVENUE						
Contributions and Donations						
Fundraising						
Excess Reimbursement						
Earnings on Investments						
Interest Income						
Food Service (Income from meals)						
Text Book						
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES						
TOTAL REVENUE		1,895,875	25,000			1,920,875

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,895,875	25,000	-	-	-	1,920,875
Total Expenses	1,240,500	10,000	506,100	5,000	106,500	1,868,100
Net Income	655,375	15,000	(506,100)	(5,000)	(106,500)	52,775
Actual Student Enrollment	1,690,875	-	-	-	-	1,690,875
Total Paid Student Enrollment	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	1.00	100,000	-	-	-	-	100,000
Instructional Management	1.00	75,000	-	-	-	-	75,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	75,000	-	-	-	-	75,000
Administrative Staff	1.00	50,000	-	-	-	-	50,000
TOTAL ADMINISTRATIVE STAFF	4.00	300,000	-	-	-	-	300,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.00	500,000	-	-	-	-	500,000
Teachers - SPED	1.00	65,000	-	-	-	-	65,000
Substitute Teachers	1.00	20,000	-	-	-	-	20,000
Teaching Assistants	2.00	50,000	-	-	-	-	50,000
Specialty Teachers	1.00	65,000	-	-	-	-	65,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	1.00	40,000	-	-	-	-	40,000
TOTAL INSTRUCTIONAL	16.00	740,000	-	-	-	-	740,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	1.00	25,000	-	-	-	-	25,000
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	25,000	-	-	-	-	25,000
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,065,000	-	-	-	-	1,065,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	21.00	1,065,000	-	-	-	-	1,065,000
CONTRACTED SERVICES							
Accounting / Audit	-	-	10,000	-	-	10,000	20,000
Legal	-	-	-	-	-	10,000	10,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	40,000	-	-	-	-	40,000
Special Ed Services	-	7,500	-	-	-	-	7,500
Titlement Services (i.e. Title I)	-	50,000	-	-	-	-	50,000
Other Purchased / Professional / Consulting	-	-	-	-	40,000	-	40,000
TOTAL CONTRACTED SERVICES	-	97,500	10,000	-	60,000	-	167,500
SCHOOL OPERATIONS							
Board Expense	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	7,500	-	-	-	1,500	1,500
Special Ed Supplies & Materials	-	-	5,000	-	-	-	5,000
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	10,000	-	-	-	-	10,000
Equipment / Furniture	-	-	-	-	-	15,000	15,000
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	20,000	-	-	20,000
Student Testing & Assessment	-	15,000	-	10,000	-	-	25,000
Field Trips	-	-	-	5,000	-	-	5,000
Transportation (student)	-	-	-	8,600	-	-	8,600
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	5,000	5,000
Staff Development	-	-	-	20,000	-	20,000	40,000
Staff Recruitment	-	5,000	-	-	-	-	5,000
Student Recruitment / Marketing	-	5,500	-	-	-	-	5,500
School Meals / Lunch	-	35,000	-	-	-	-	35,000
Travel (Staff)	-	-	-	-	-	5,000	5,000
Fundraising	-	-	-	5,000	-	-	5,000
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	78,000	5,000	63,600	5,000	46,500	198,100
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	27,500	-	-	-	27,500
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	255,000	-	-	-	255,000
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	5,000	-	-	-	-	5,000
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	5,000	282,500	-	-	-	287,500
DEPRECIATION & AMORTIZATION							
DISOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	125,000	-	-	-	125,000
	-	-	25,000	-	-	-	25,000
TOTAL EXPENSES	-	1,240,500	10,000	506,100	5,000	106,500	1,868,100
NET INCOME	-	655,375	15,000	(506,100)	(5,000)	(106,500)	52,775

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2012 to June 30, 2013

DESCRIPTION OF ASSUMPTIONS

Total Revenue	1,895,875	25,000	-	-	-	1,920,875
Total Expenses	1,240,500	10,000	506,100	5,000	106,500	1,868,100
Net Income	655,375	15,000	(506,100)	(5,000)	(106,500)	52,775
Actual Student Enrollment	1,690,875	-	-	-	-	1,690,875
Total Paid Student Enrollment	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Bronx)	1,690,875	-	-	-	-	1,690,875
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL ENROLLMENT	1,690,875	-	-	-	-	1,690,875

REVENUE PER PUPIL	1	-	-	-	-	1
EXPENSES PER PUPIL	1	-	-	-	-	1

Charter School Name Here
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue	-	-	-	-	875,436	43,000	316,813	43,000	316,813	44,000	281,813	-
Total Expenses	147,078	158,178	130,478	135,228	177,978	199,228	188,978	165,228	170,228	138,228	141,728	155,542
Net Income	(147,078)	(158,178)	(130,478)	(135,228)	697,458	(116,228)	127,835	(122,228)	146,585	(94,228)	140,085	(155,542)
Cash Flow Adjustments	900,000	802,922	447,494	319,766	187,288	857,496	701,018	796,602	632,875	744,960	807,982	746,817
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	352,922	444,744	317,016	184,538	884,746	741,268	828,853	674,375	779,460	650,732	748,067	591,275

	July	August	September	October	November	December	January	February	March	April	May	June
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget											
REVENUES FROM STATE SOURCES												
Per Pupil Revenue												
School District 1 (Enter Name)												
School District 2 (Enter Name)												
School District 3 (Enter Name)												
School District 4 (Enter Name)												
School District 5 (Enter Name)												
School District 6 (Enter Name)												
School District 7 (Bronx)												
School District 8 (Enter Name)					945,436		281,813		281,813		281,813	
School District 9 (Enter Name)												
School District 10 (Enter Name)												
School District 11 (Enter Name)												
School District 12 (Enter Name)												
School District 13 (Enter Name)												
School District 14 (Enter Name)												
School District 15 (Enter Name)												
School District - ALL OTHER												
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)					845,436		281,813		281,813		281,813	
Special Education Revenue												
Grants												
Stimulus												
DYCD (Department of Youth and Community Developm.)												
Other												
TOTAL REVENUE FROM STATE SOURCES					845,436		281,813		281,813		281,813	
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs												
Title I						8,000		8,000		9,000		
Title Funding - Other					30,000	30,000	30,000	30,000	30,000	30,000	30,000	
School Food Service (Free Lunch)												
Grants						5,000	5,000	5,000	5,000	5,000	5,000	
Charter School Program (CSP) Planning & Implementation												
Other												
TOTAL REVENUE FROM FEDERAL SOURCES					30,000	43,000	35,000	43,000	35,000	44,000		
LOCAL and OTHER REVENUE												
Contributions and Donations												
Fundraising												
Erate Reimbursement												
Earnings on Investments												
Interest Income												
Food Service (Income from meals)												
Text Book												
OTHER												
TOTAL REVENUE FROM LOCAL and OTHER SOURCES												
TOTAL REVENUE					875,436	43,000	316,813	43,000	316,813	44,000	281,813	

Charter School Name Here
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
 July 1, 2012 to June 30, 2013

Total Revenue														
Total Expenses														
Net Income	147,078	158,178	130,478	135,228	875,436	43,000	316,813	43,000	316,813	44,000	281,813			
Cash Flow Adjustments	(147,078)	(158,178)	(130,478)	(135,228)	697,458	(116,228)	127,835	(122,228)	146,585	(94,228)	140,085			(155,542)
Beginning Cash Balance	500,000	602,922	447,494	319,766	187,288	857,496	701,018	796,603	632,875	744,960	607,982			746,817
Net Income	352,922	444,744	317,016	184,538	884,746	741,268	828,853	674,375	779,460	650,732	748,067			591,275
	July	August	September	October	November	December	January	February	March	April	May	June		
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions													
Executive Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333
Instructional Management	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Deans, Directors & Coordinators														
CFD / Director of Finance														
Operation / Business Manager	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250
Administrative Staff	1.00	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166
TOTAL ADMINISTRATIVE STAFF	4.00	24,999	24,999	24,999	24,999	24,999	24,999	24,999	24,999	24,999	24,999	24,999	24,999	25,011
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	10.00	41,666	41,666	41,666	41,666	41,666	41,666	41,666	41,666	41,666	41,666	41,666	41,666	41,674
Teachers - SPED	1.00	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,424
Substitute Teachers	1.00	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,674
Teaching Assistants	2.00	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,174
Specialty Teachers	1.00	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,416	5,424
Aides														
Therapists & Counselors														
Other	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,337
TOTAL INSTRUCTIONAL	16.00	61,663	61,663	61,663	61,663	61,663	61,663	61,663	61,663	61,663	61,663	61,663	61,663	61,707
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse														
Librarian														
Custodian														
Security	1.00	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,087
Other														
TOTAL NON-INSTRUCTIONAL	1.00	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,087
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,805
PAYROLL TAXES AND BENEFITS														
Payroll Taxes														
Fringe / Employee Benefits														
Retirement / Pension														
TOTAL PAYROLL TAXES AND BENEFITS														
TOTAL PERSONNEL SERVICE COSTS	21.00	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,745	88,805
CONTRACTED SERVICES														
Accounting / Audit							10,000							10,000
Legal		2,000	1,000	1,000	1,000	1,000	1,000	900	500	1,000	1,000	1,000	1,000	
Management Company Fee														
Nurse Services														
Food Service / School Lunch	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,337
Payroll Services	625	625	625	625	625	625	625	625	625	625	625	625	625	625
Special Ed Services														
Titlement Services (i.e. Title I)							10,000	5,000	5,000	5,000	5,000	5,000	5,000	10,000
Other Purchased / Professional / Consulting	10,000	10,000				5,000	5,000							10,000
TOTAL CONTRACTED SERVICES	13,958	15,958	4,958	4,958	19,958	14,958	19,958	9,458	9,458	9,458	9,458	9,458	9,458	33,962
SCHOOL OPERATIONS														
Board Expenses			150	150	150	150	150	150	150	150	150	150	150	150
Classroom / Teaching Supplies & Materials	625	625	625	625	625	625	625	625	625	625	625	625	625	625
Special Ed Supplies & Materials		2,500					500	2,000						
Textbooks / Workbooks														
Supplies & Materials other		2,500	2,000				500	2,000		1,000	2,000			
Equipment / Furniture	1,250	2,500	1,250	2,500	1,250				1,250	2,500	2,500			
Telephone														
Technology	2,000	3,000	3,000	2,000				5,000		5,000				
Student Testing & Assessment		5,000		5,000	2,500			2,500		2,500	5,000	2,500	5,000	2,500
Field Trips														5,000
Transportation (student)	750	350	750	750	750	750	750	750	750	750	750	750	750	750
Student Services - other														
Office Expense		2,500						2,500						
Staff Development	10,000				5,000			5,000	10,000					10,000
Staff Recruitment	1,250	1,250						1,250	1,250					
Student Recruitment / Marketing	1,250	1,250						500	1,000	1,000	500			
School Meals / Lunch	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	2,000	2,000	2,000	2,000	
Travel (Staff)		2,000			1,000						2,000			
Fundraising				2,500						2,500				
Other														
TOTAL SCHOOL OPERATIONS	21,125	27,475	11,775	17,525	15,275	6,525	26,275	18,025	18,025	15,525	9,025	11,525	11,525	11,525
FACILITY OPERATION & MAINTENANCE														
Insurance		2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	
Janitorial														
Building and Land Rent / Lease	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250
Repairs & Maintenance														
Equipment / Furniture	2,000	2,000	1,000											
Security														
Utilities														
TOTAL FACILITY OPERATION & MAINTENANCE	23,250	26,000	25,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	21,250
DEPRECIATION & AMORTIZATION														
DISSOLUTION ESCROW & RESERVES / CONTINGENCY					25,000	25,000	25,000	25,000	25,000	25,000				
TOTAL EXPENSES	147,078	158,178	130,478	135,228	177,978	159,228	188,978	165,228	170,228	138,228	141,728	155,542	155,542	155,542
NET INCOME	(147,078)	(158,178)	(130,478)	(135,228)	697,458	(116,228)	127,835	(122,228)	146,585	(94,228)	140,085	(155,542)	(155,542)	(155,542)
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit	500,000													
Other		602,922	447,494	319,766	187,288	857,496	701,018	796,603	632,875	744,960	607,982	746,817	746,817	
Total Financing Activities	500,000	602,922	447,494	319,766	187,288	857,496	701,018	796,603	632,875	744,960	607,982	<		

Total Revenue		1,920,875
Total Expenses		1,868,100
Net Income		52,775
Cash Flow Adjustments		7,145,221
Beginning Cash Balance		-
Net Income		7,197,996

		TOTAL
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	CY Per Pupil Rate	t & Assumptions'
School District 1 (Enter Name)	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Bronx)	13,527	1,690,875
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		1,690,875
Special Education Revenue		-
Grants		-
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		1,690,875
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		25,000
Title I		180,000
Title Funding - Other		-
School Food Service (Free Lunch)		25,000
Grants		-
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		230,000
LOCAL and OTHER REVENUE		
Contributions and Donations		-
Fundraising		-
Grants Reimbursement		-
Earnings on Investments		-
Interest Income		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		1,920,875

CK - Should be Zero

Total Revenue		1,920,875
Total Expenses		1,868,100
Net Income		52,775
Cash Flow Adjustments		7,145,221
Beginning Cash Balance		-
Net Income		7,197,996
TOTAL		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	<i>No. of Positions</i>	
Executive Management	1.00	100,000
Instructional Management	1.00	75,000
Deans, Directors & Coordinators	-	-
CFD / Director of Finance	-	-
Operation / Business Manager	1.00	75,000
Administrative Staff	1.00	50,000
TOTAL ADMINISTRATIVE STAFF	4.00	300,000
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	10.00	500,000
Teachers - SPED	1.00	65,000
Substitute Teachers	1.00	20,000
Teaching Assistants	2.00	50,000
Specialty Teachers	1.00	65,000
Aides	-	-
Therapists & Counselors	-	-
Other	1.00	40,000
TOTAL INSTRUCTIONAL	16.00	740,000
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	1.00	25,000
Other	-	-
TOTAL NON-INSTRUCTIONAL	1.00	25,000
SUBTOTAL PERSONNEL SERVICE COSTS	21.00	1,065,000
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		-
TOTAL PERSONNEL SERVICE COSTS	21.00	1,065,000
CONTRACTED SERVICES		
Accounting / Audit		20,000
Legal		10,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		40,000
Payroll Services		7,500
Special Ed Services		-
Titlerment Services (i.e. Title I)		50,000
Other Purchased / Professional / Consulting		40,000
TOTAL CONTRACTED SERVICES		167,500
SCHOOL OPERATIONS		
Board Expenses		1,500
Classroom / Teaching Supplies & Materials		7,500
Special Ed Supplies & Materials		5,000
Textbooks / Workbooks		-
Supplies & Materials other		10,000
Equipment / Furniture		15,000
Telephone		-
Technology		20,000
Student Testing & Assessment		25,000
Field Trips		5,000
Transportation (Student)		8,600
Student Services - other		-
Office Expense		5,000
Staff Development		40,000
Staff Recruitment		5,000
Student Recruitment / Marketing		5,500
School Meals / Lunch		35,000
Travel (Staff)		5,000
Fundraising		5,000
Other		-
TOTAL SCHOOL OPERATIONS		198,100
FACILITY OPERATION & MAINTENANCE		
Insurance		27,500
Janitorial		-
Building and Land Rent / Lease		255,000
Repairs & Maintenance		-
Equipment / Furniture		5,000
Security		-
Utilities		-
TOTAL FACILITY OPERATION & MAINTENANCE		297,500
DEPRECIATION & AMORTIZATION		125,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000
TOTAL EXPENSES		1,868,100
NET INCOME		52,775
CASH FLOW ADJUSTMENTS		
OPERATING ACTIVITIES		
Example - Add Back Depreciation		-
Other		-
Total Operating Activities		-
INVESTMENT ACTIVITIES		
Example - Subtract Property and Equipment Expenditures		-
Other		-
Total Investment Activities		-
FINANCING ACTIVITIES		
Example - Add Expected Proceeds from a Loan or Line of Credit		500,000
Other		6,645,221
Total Financing Activities		7,145,221
Total Cash Flow Adjustments		7,145,221
NET INCOME		7,197,996
Beginning Cash Balance		-
ENDING CASH BALANCE		7,197,996

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,175,875	2,109,050	2,419,725	2,697,225	2,835,400
Total Expenses	1,946,500	1,858,000	2,149,500	2,467,000	2,643,500
Net Income (Before Cash Flow Adjustments)	229,375	251,050	270,225	230,225	191,900
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-

		Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016
REVENUE		* Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
REVENUES FROM STATE SOURCES		Per Pupil Revenue Percentage Increase				
		0.0%	0.0%	0.0%	0.0%	0.0%
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Bronx)	13,527	1,690,875	2,029,050	2,367,225	2,367,225	2,705,400
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		1,690,875	2,029,050	2,367,225	2,367,225	2,705,400
Special Education Revenue		-	-	-	-	-
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,690,875	2,029,050	2,367,225	2,367,225	2,705,400
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		25,000	-	25,000	25,000	25,000
Title I		180,000	50,000	-	-	75,000
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		25,000	25,000	25,000	25,000	25,000
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		230,000	75,000	50,000	50,000	125,000
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		5,000	5,000	2,500	5,000	5,000
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		250,000	-	-	275,000	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		255,000	5,000	2,500	280,000	5,000
TOTAL REVENUE		2,175,875	2,109,050	2,419,725	2,697,225	2,835,400

Seeks Title V Funding in conjunction with Boricue College
 Seeks Grant through USDOE, Hewlett Packard Foundation

Seek Grant from the Bronx Empowerment Zone

Charter School Name Here
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,175,875	2,109,050	2,419,725	2,697,225	2,835,400
Total Expenses	1,946,500	1,858,000	2,149,500	2,467,000	2,643,500
Net Income (Before Cash Flow Adjustments)	229,375	251,050	270,225	230,225	191,900
Actual Student Enrollment	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-

	Year 1	Year 2	Year 3	Year 4	Year 5
	2012	2013	2014	2015	2016

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management	1.00	100,000	105,000	110,000	117,000	125,000	3-5% increase per annum
Instructional Management	1.00	75,000	79,000	83,000	87,000	92,000	3-5% increase per annum
Deans, Directors & Coordinators	1.00	-	-	-	70,000	73,500	3-5% increase per annum hire a dean
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	75,000	79,000	83,000	87,000	92,000	3-5% increase per annum
Administrative Staff	2.00	50,000	53,000	56,000	60,000	64,000	3-5% increase per annum
TOTAL ADMINISTRATIVE STAFF	6.00	300,000	316,000	332,000	421,000	448,500	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.00	500,000	530,000	615,000	690,000	800,000	5-7% increase per annum: Increase # of teachers during yrs 3, 4 & 5
Teachers - SPED	1.00	65,000	68,000	73,000	77,000	82,000	5-7% increase per annum
Substitute Teachers	1.00	20,000	25,000	30,000	35,000	40,000	5-7% increase per annum
Teaching Assistants	2.00	50,000	53,000	56,000	60,000	65,000	5-7% increase per annum
Specialty Teachers	1.00	65,000	68,500	135,000	143,000	152,000	Increase by one specialty teacher during year 3 +
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	1.00	40,000	42,000	44,500	88,000	93,000	Increase number of paraprofessional by one during year 4
TOTAL INSTRUCTIONAL	16.00	740,000	786,500	953,500	1,093,000	1,232,000	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	25,000	27,000	30,000	60,000	63,000	Increase security guard by one in year 4
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	25,000	27,000	30,000	60,000	63,000	
SUBTOTAL PERSONNEL SERVICE COSTS	22.00	1,065,000	1,129,500	1,315,500	1,574,000	1,741,500	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	-	-	-	
Fringe / Employee Benefits	-	-	-	-	-	-	
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	
TOTAL PERSONNEL SERVICE COSTS	22.00	1,065,000	1,129,500	1,315,500	1,574,000	1,741,500	
CONTRACTED SERVICES							
Accounting / Audit	-	20,000	20,000	20,000	25,000	25,000	Yearly Audit
Legal	-	10,000	10,000	10,000	15,000	15,000	Counsel Retainer Fee
Management Company Fee	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	40,000	35,000	35,000	40,000	45,000	Food Contract will increase with increase in student population
Payroll Services	-	7,500	5,000	7,500	8,500	10,000	Increase Number of employees
Special Ed Services	-	-	-	-	-	-	
Tidement Services (i.e. Title I)	-	50,000	40,000	25,000	35,000	35,000	
Other Purchased / Professional / Consulting	-	40,000	25,000	25,000	25,000	25,000	Consultant to Train Employees
TOTAL CONTRACTED SERVICES	-	167,500	135,000	122,500	148,500	155,000	
SCHOOL OPERATIONS							
Board Expenses	-	1,500	1,500	1,500	2,000	2,000	Meetings
Classroom / Teaching Supplies & Materials	-	7,500	5,000	5,000	7,500	7,500	Increase supplies
Special Ed Supplies & Materials	-	5,000	5,000	7,500	10,000	12,500	Increase number of SpED
Textbooks / Workbooks	-	-	-	-	-	-	
Supplies & Materials other	-	10,000	5,000	7,500	10,000	10,000	school uniforms, accessories, etc
Equipment / Furniture	-	15,000	7,500	5,000	7,500	7,500	
Telephone	-	-	-	-	-	-	
Technology	-	20,000	10,000	10,000	10,000	10,000	Upgrades
Student Testing & Assessment	-	25,000	15,000	15,000	20,000	20,000	Barrons and Princeton Review Regent Prep
Field Trips	-	5,000	2,500	2,500	5,000	5,000	Broadway Plays
Transportation (student)	-	7,500	7,500	8,000	8,500	10,000	Bus
Student Services - other	-	-	-	-	-	-	
Office Expense	-	5,000	5,000	7,500	9,000	10,000	Purchases
Staff Development	-	40,000	20,000	25,000	25,000	25,000	Teacher development
Staff Recruitment	-	5,000	2,500	5,000	7,500	5,000	recruit teachers, security, paraprofessionals and deans
Student Recruitment / Marketing	-	5,000	1,000	2,500	5,000	2,500	Post flyers and ads
School Meals / Lunch	-	40,000	40,000	40,000	40,000	45,000	Increase in food prices and population
Travel (Staff)	-	5,000	1,000	3,000	5,000	5,000	
Fundraising	-	5,000	2,500	4,000	5,000	5,000	Pursue Funds
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	-	201,500	131,000	149,000	177,000	182,000	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	27,500	27,500	27,500	30,000	30,000	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	-	255,000	255,000	330,000	330,000	330,000	paid to Bortucua College to Lease 1.5 and then two floors
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	5,000	5,000	5,000	7,500	5,000	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	287,500	287,500	362,500	367,500	365,000	
DEPRECIATION & AMORTIZATION							
DEPRECIATION & AMORTIZATION	-	200,000	150,000	175,000	200,000	200,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	25,000	25,000	25,000	-	-	Repay Loan to Bortucua College to start yearly \$75,000 in escrow for school's dissolution
TOTAL EXPENSES	-	1,946,500	1,858,000	2,149,500	2,467,000	2,643,500	
NET INCOME	-	229,375	251,050	270,225	230,225	191,900	

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
Total Revenue	2,175,875	2,109,050	2,419,725	2,697,225	2,835,400	
Total Expenses	1,946,500	1,858,000	2,149,500	2,467,000	2,643,500	
Net Income (Before Cash Flow Adjustments)	229,375	251,050	270,225	230,225	191,900	
Actual Student Enrollment	-	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Bronx)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	-	-	-	-	-	
REVENUE PER PUPIL	-	-	-	-	-	
EXPENSES PER PUPIL	-	-	-	-	-	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	229,375	251,050	270,225	230,225	191,900	
Beginning Cash Balance	-	229,375	480,425	750,650	980,875	
ENDING CASH BALANCE	229,375	480,425	750,650	980,875	1,172,775	