

# **FULL APPLICATION COVER PAGE**

Last updated: 01/10/2019

PROPOSED CHARTER SCHOOL NAME: Bronx CS for the Arts II

1.My applicant group is best described as: 1) a new operator applying to establish a new charter school or 2) an existing BOR-authorized education corporation/management company seeking to replicate or add to a network of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network?

Bronx Charter School for the Arts

# 1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	Bronx Charter School for the Arts
2.	(No response)
3.	(No response)
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the (No response) name(s) of the proposed Partner Organization(s)?

# 3. Proposed Board Chair and Public Contact information

Proposed Board Chair Name	Email Address	Phone Number
Charles Whites, Jr., Esq.		
Public Contact Name	Email Address	Phone Number
Miriam Raccah		

# 4. District/Community School District of Location

Preferred District/CSD	2nd Choice	3rd Choice
CSD 12 (Bronx)		

5. Charter schools authorized by the Board of Regents in June or November 2019 should plan to open for instruction in 2020. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2025 of the 5th year of operation.

Start date of initial term (1st day of school)

08/01/2020

End date of initial charter term

06/30/2025

# 6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	5-6	100	100	108	108	108
1st	6-7	49	100	108	108	108
2nd	7-8		49	108	108	108
3rd	8-9			108	108	108
4th	9-10				108	108
5th	10-11					108
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungrade d						
Total		149.0	249.0	432.0	540.0	648.0

#### 7. Mission Statement

A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

"Bronx Charter School for the Arts 2 is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams."

# **FULL APPLICATION SUMMARY**

Proposed Charter School Name <sup>1</sup> Application History	Bronx Charter School for the Arts 2 (Bronx Arts 2)  This is the Bronx Arts team's first application to replicate its flagship elementary school, Bronx Charter School for the Arts, which opened in 2003 and is currently in its third charter term.			
Proposed Board Chair Name	Charles	Whites, Jr., Esq.		
Proposed Board Chair Email Address				
Proposed Board Chair Telephone Number				
Public Contact Name	Miriam	Raccah, Executive	Director	
Public Contact Email Address				
Public Contact Telephone Number				
District of Location	NYC C	SD 12		
Opening Date	August,	2020		
Proposed Charter Term <sup>2</sup>	5-year t	erm (August, 2020-	June, 2025)	
Proposed Management Company or Partner Organizations	same ed		2 will operate within the as the existing Bronx Arts pols.	
Projected Enrollment and Grade Span for	Year	Grades	Enrollment	
Indicated Years	1	K, 1	149	
	2	K, 1, 2	249	
	3	K, 1, 2, 3	432	
	4	K, 1, 2, 3, 4	540	
	5	K, 1, 2, 3, 4, 5	648	

# Mission Statement:

Bronx Charter School for the Arts 2 is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams.

<sup>&</sup>lt;sup>1</sup> N.Y. Education Law § 2851(2)(k)

 $<sup>^2</sup>$  N.Y. Education Law  $\S$  2851(2) (p). Typically, the charter term requested should be five years of operation.

#### **EXECUTIVE SUMMARY**

"Bronx Charter School for the Arts 2 is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams."

A committed team comprised of educators, parents, and community stakeholders passionate about offering a high-quality school of choice for the South Bronx remains the driving force behind Bronx Arts. From the initial approval of our first charter in 2002, opening our doors to serve students and families in 2003, earning renewals in 2007, 2010, and 2015, receiving permission to expand to serve our students through middle school grades in 2017 - and countless other milestones along the way - we have operationalized and remained true to our mission by providing students from across the South Bronx with a high-quality, arts-integrated academic program within a safe and nurturing learning environment.

Over these past sixteen years, our flagship Bronx Arts school has served thousands of students growing up in the poorest Congressional District in the country,<sup>3</sup> a majority from economically disadvantaged backgrounds as well as significant numbers of English Learner students (ELs) and those with disabilities. Over the course of the school's three charter terms, the John F. Kennedy Center for the Performing Arts named Bronx Arts as a School of Distinction, a prestigious award for arts education, and NYSED has recognized us as a Reward School,<sup>4</sup> an honor earned by less than 1% of public schools. Our students consistently exceed district, city, and state proficiency averages on New York State examinations. Just as importantly, students and families consistently express their high levels of satisfaction with our schools through survey responses. Our robust enrollment, strong student retention rates, and lengthy waitlists for few openings provide additional confirmation that our program is in high demand.

Leveraging this demonstrated track record of both success and stability, we now seek to replicate our award-winning elementary program in order to expand access to a high-quality, arts-integrated education to more students. Remaining wholly dedicated to serving students from the neediest neighborhoods and districts, Bronx Arts 2 will recruit students from the chronically underperforming schools in NYC CSD 12, which borders our current location in CSD 8. CSD 12 is an area facing a severe shortage of charter school seats, and with similar demographics to our current locations. The school will enroll and serve similar percentages of economically disadvantaged students (89%), those with limited English proficiency (21%), and students with disabilities (24%) as the district.

Bronx Arts 2 will offer the same demanding, Common Core Learning standards-aligned curriculum that has produced consistently impressive student performance outcomes at our flagship school. Our curriculum has proven effective in developing students' abilities to think analytically, synthesize, and evaluate content, ask questions, solve problems, and reflect on various subject matter. Each lesson provides engaging and appropriately challenging content within students' zone of proximal development. The school will continue the Bronx Arts approach of tailoring carefully selected published curricula to meet the needs of all students through differentiation and arts-integration. Based on currently available statistical data for the NYC CSD 12 student population, it is a fact that most students enrolling at the proposed school will be at-risk for academic failure. Both of these practices are critical given the significant number of students with disabilities and ELs the school will serve.

 $<sup>^{3}\</sup> https://about.bgov.com/blog/rich-poor-young-old-congressional-districts-glance/$ 

<sup>&</sup>lt;sup>4</sup> http://www.p12.nysed.gov/accountability/documents/RewardSchoolsfor2015-16.xlsx

While arts education offers notable benefits for all students,<sup>5</sup> it is particularly important to provide traditionally underserved youth with co-curricular opportunities that exponentially increase their likelihood to persist through high school and college.<sup>6</sup> Bronx Arts continuously invests in and refines our discipline-based instruction in dance, music, theater, and the visual arts, which includes an arts-based after school program, two bands, and two annual theatrical productions. Collectively, these experiences have laid a foundation for numerous Bronx Arts alumni to continue artistic pursuits throughout their lives.

Bronx Arts' key design elements are purposeful and mutually reinforcing mechanisms that shape our school decisions, policies, procedures, and practices. Each of the five elements listed below has proven critical to the success of Bronx Arts program, and will be replicated with fidelity in the proposed school. Please see a comprehensive description of each key design element in Response B.

- 1. Creativity
- 2. Conscience
- 3. Critical Thinking
- 4. Continued Learning
- 5. Collaboration, Communication & Community

Bronx Arts 2 will offer the same extended school day and year as our flagship school, in addition to robust weekend and summer programming such as after school, "Saturday Academy," and intersession programs held over winter break. Our extended instructional day and year provides students with a minimum of 388 extra instructional hours per year compared to district schools; Bronx Arts leadership and teachers utilize this time for targeted interventions and a second 45-minute arts class per day.

Similar to our flagship school, Bronx Arts 2 will grow thoughtfully by opening with Kindergarten and first grade and adding one grade per year through grade 5 in its first charter term. The proposed school will benefit from deep and experienced network-level leadership, common professional development opportunities, and some shared staffing with other Bronx Arts schools. For example, Bronx Arts 2 will be led by a school principal who reports to the Executive Director. S/he will be supported by the schools' shared Directors of Arts, Finance, Operations, and Development, respectively. The Bronx Arts central office services will include academic program refinement, student and staff recruitment, operational supports, fundraising, data analysis and financial management.

After approval, Bronx Arts 2 will operate within a single education corporation with the existing Bronx Arts elementary and middle schools, to be renamed Bronx Charter Schools of the Arts.

<sup>&</sup>lt;sup>5</sup> https://www.kennedy-center.org/education/kcaaen/recognition/ctsap\_past\_win.html

<sup>&</sup>lt;sup>6</sup> Americans for the Arts: Facts & Figures, accessed at: https://www.americansforthearts.org/by-program/networks-and-councils/arts-education-network/tools-resources/arts-ed-navigator/facts-figures

# **CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name:	Bronx Charter School for the Arts 2
Proposed School Locations (District):	NYC CSD 12
Name of Existing Ed. Corporation (If applicable):	Bronx Charter Schools for the Arts

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

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

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; <sup>2</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;<sup>3</sup> and

<sup>&</sup>lt;sup>1</sup> N.Y. Education Law § 2854(2)(a)

<sup>&</sup>lt;sup>2</sup> 20 USC § 7221b(b)(3)(J) <sup>3</sup> 20 USC § 7221b (b)(3)(K)

- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Charles Whites, Jr., Esq., certify that the information submitted in this Full Application to establish <u>Bronx Charter School for the Arts 2</u> is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair:

Date: January 10, 2019

<sup>&</sup>lt;sup>4</sup> 20 USC § 7221b (b)(3)(N)

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#### A. MISSION STATEMENT, OBJECTIVES, AND GOALS

- 1. Present the school's mission statement. The proposed school will adhere to the same mission as the flagship Bronx Arts school. "Bronx Charter School for the Arts 2 is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams."
- 2. Explain how the school will materially further one or more of the objectives specified in the Charter Schools Act.

Bronx Arts 2's mission and objectives will materially further each of the objectives articulated in Education Law §2850(2), as described in detail below:

- 1) Improve student learning and achievement/provide increased learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure: Given our long-standing work in the South Bronx, the Bronx Arts team is intimately aware of the level of student need within our target communities. By starting with students in Kindergarten and first grade, Bronx Arts 2 will be able to provide a strong foundation in all core subjects. The school will provide significantly more instructional time than traditional public schools, which allows for additional academic intervention and has demonstrated improved student outcomes at our flagship school.
- 2) Encourage the use of different and innovative teaching methods: Bronx Arts 2 teachers will utilize an array of innovative pedagogical techniques to drive high levels of student engagement and academic achievement. By purposefully and thoughtfully integrating all four arts disciplines dance, music, theater, and visual arts- into the curriculum, our students will explore multiple ways of thinking, feeling and understanding. This will provide multiple channels for students with various learning styles and needs to approach content analytically and creatively while simultaneously developing fundamental skills including communication, critical thinking, problem solving, and self-regulation. Students will then utilize these critical skills across all academic and non-academic disciplines.
- 3) Create new professional opportunities for teachers, administrators and all school personnel: To ensure our high standards for instruction are met and exceeded, Bronx Arts 2 school leadership will provide all teachers and staff with comprehensive support, resources and ongoing coaching to drive continuous pedagogical improvement and professional growth. School staff will enjoy frequent opportunities to strengthen their knowledge of the arts through purposeful cross-curricular integration, as well as expanded opportunities to develop and exercise leadership skills in the transfer and implementation of best practices from our flagship school to Bronx Arts 2.
- 4) *Provide parents and students with expanded educational choices*: Opportunities for deep, high-quality immersion in the arts are rare in schools across CSD 12. As recently as 2014, the New York State Comptroller found that many public schools in the city do not offer any kind of arts

education, and that the "...shortage is disproportionately acute in low-income areas like the South Bronx and central Brooklyn...More than 42 percent of the schools that do not have state-certified arts teachers are clustered in those areas."

- 3.Present the school's mission-specific goals and explain the rigor and ambitiousness of those goals. The school will operate with the following overarching goals:
  - Bronx Arts 2 students will exceed NYS grade level learning standards for ELA, mathematics, science, and social studies.
  - Bronx Arts 2 teachers and families will report high-levels of satisfaction with the school.
  - Bronx Arts 2 will operate in sound and stable financial condition.

Based upon the NYSED Charter School Performance Framework Indicators and Measures for Student Performance, Bronx Arts 2 will adopt the following measures to assess annual progress toward achieving these academic, organizational, and fiscal performance goals.

#### ACADEMIC GOALS AND MEASURES

- 1. Each year, the unadjusted Mean Growth Percentile (MGP) for all Bronx Arts 2 students will meet the unadjusted MGP for all NYS students.
  - a. Each year, the unadjusted MGP for Bronx Arts 2 students receiving special education services will meet the average unadjusted MGP for students receiving special education services across NYS.
  - b. Each year, the unadjusted MGP for Bronx Arts 2 English language learners (ELs) will meet the average unadjusted MGP for ELs across NYS.
  - c. Each year, the unadjusted MGP for Bronx Arts 2 students eligible to receive free or reduced priced lunch (FRPL) will meet the average unadjusted MGP for students eligible to receive FRPL across NYS.
- 2. Each year, Bronx Arts 2's aggregate Performance Index (PI), which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years, on the ELA and math assessments will meet that year's effective Annual Measurable Objective Target (AMO).
  - a. Each year, Bronx Arts 2's PI on the ELA and math assessments for students receiving special education services will meet the AMO for students receiving special education services.
  - b. Each year, Bronx Arts 2's PI on the ELA and math assessments for ELLs will meet the AMO for ELLs.
  - c. Each year, Bronx Arts 2's PI on the ELA and math assessments for students eligible to receive FRPL will meet the AMO for students eligible to receive FRPL.

- 3. Each year, the percent of Bronx Arts 2 students enrolled for two or more years attaining proficiency on the NYS assessments will meet the state average on the ELA, math and science state assessments.
  - a. Each year, the percent of Bronx Arts 2 students receiving special education services enrolled for two or more years attaining proficiency on the NYS assessments will exceed the state average for students receiving special education services on the ELA, math and science assessments.
  - b. Each year, the percent of Bronx Arts 2 ELLs enrolled for two or more years attaining proficiency on the NYS assessments will exceed the state average for ELs on the ELA, math and science assessments.
  - c. Each year, the percent of Bronx Arts 2 students eligible to receive FRPL enrolled for two or more years will exceed the state average on the ELA, math and science state assessments.
- 4. Each year, Bronx Arts 2 will attain a statistically significant positive effect size on the state ELA and math exams according to a regression analysis controlling for prior academic performance and student characteristics as indicated by official state reports.
- 5. Each year, the percent of Bronx Arts 2 students enrolled for two or more years and attaining proficiency on NYS assessments will exceed the district average.
- 6. Each year, K-2 grade level cohorts will achieve at or above the 50<sup>th</sup> Normal Curve Equivalency (NCE) percentile on each tested subject of the NWEA MAP exam. If this benchmark is not met, grade-level cohorts will increase their average percentile rank by at least one-half the difference between the previous year's rank and the 50<sup>th</sup> Normal Curve Equivalent (NCE).
- 7. Each year, Bronx Arts 2 will be in good standing under the state's accountability system.

#### SATISFACTION GOALS AND MEASURES

- 1. Each year, 90% or more of eligible families will choose to re-enroll their students at Bronx Arts 2 for the following year, with the exception of families who are relocating.
- 2. Each year, 90% or more of Bronx Arts 2 families will report satisfaction with their child's education.
- 3. Each year, 75% or more of Bronx Arts 2 teachers will report satisfaction with the school.
- 4. Annual teacher turnover will not exceed 30%.

#### ORGANIZATIONAL GOALS AND MEASURES

- 1. Each year, Bronx Arts 2 will have clean audits absent of any cited issues.
- 2. Each year, Bronx Arts 2 will cover its expenses and operate without deficit.

In addition to the goals above, Bronx Arts leaders have also established goals specific to arts-programming that ensure the school's mission is operationalized for all students. While less formalized than the goals contained within the Performance Framework, these include:

- 1. Bronx Arts schools will create events/ opportunities that allow students to showcase their visual arts talents to their families and the community in ways that feel as eventful and significant as performing arts events. (For example, a network-wide Art Gallery.)
- 2. Bronx Arts schools provide opportunities for students to perform beyond the school community audience to improve stage presence. (For example, the school choir performs in at least one outside location during the holiday season.)
- 3. The Bronx Arts instructional leadership team ensures that at least two lessons per month are integrated through collaboration with arts teachers and academic teachers.

# **B. KEY DESIGN ELEMENTS**

1. Provide a list and description of the proposed school's key design elements. The Bronx Arts key design elements are purposeful and mutually reinforcing mechanisms that shape our school decisions, policies, procedures, and practices. Each of the five elements described below has proven critical to the success of Bronx Arts program, and will be replicated with fidelity in the proposed school.

- <u>Creativity:</u> Arts education is at the core of our mission. We use both discipline-based studio instruction and arts integration as a catalyst for student engagement and as a tool to develop high levels of critical and creative thinking skills in our students.
- <u>Conscience</u>: To create a scholarly atmosphere where all students can learn and provide a professional learning community for students and teachers, Bronx Arts embeds its conscience values into all elements of the school. These values guide and promote the social and moral development of students. They are:
  - •Work Smart •Be Kind •Be Creative •Be Safe •Be Clean
- <u>Critical Thinking:</u> Bronx Arts employs well-trained, highly reflective teachers who use qualitative and quantitative data to inform lesson planning and deliver rigorous instruction. Bronx Arts students receive a high-quality education through a robust curriculum that challenges them in conjunction with teachers to critically analyze, evaluate and synthesize information and independently solve complex problems.
- <u>Continued Learning:</u> Bronx Arts implements an ongoing professional development program for school staff that is frequent, differentiated and part of the culture. Teachers have daily, weekly and monthly opportunities for professional development including training and support before the school year. Bronx Arts tailors professional development to meet individual teacher and school-wide needs while taking into account teacher interests.

Bronx Arts provides a comprehensive Response-to-Intervention (RtI) program during the school day with multiple and varied extended learning opportunities for struggling students. In addition to a longer school day, continued learning opportunities throughout the year will include extended learning after school, Saturday programs, summer programs, and intersession programs.

• Collaboration, Communication & Community: Bronx Arts believes strongly that the participation and contribution of all community members enhance the benefits of teaching and learning for students. For this reason, Bronx Arts hosts at least 25 community events and performances each school year to build a culture of open and frequent communication, share best practices for use in the school and at home and engage the community in actively working to secure the best outcomes for students.

Communication and collaboration occur within the school during daily, weekly, monthly and quarterly intervals. The Board of Trustees meets monthly for general meetings as well as in committees, with participation from school leaders, teachers and families. Teachers have daily common planning periods among grade level teams, and school leaders meet weekly.

# C. COMMUNITY AND STUDENTS TO BE SERVED

2.Describe the community to be served by the proposed school.

Our team possesses deep knowledge and understanding of the communities we serve, and recognizes the urgency and magnitude of the challenges facing the district's students. A significant part of our strategic planning process to expand our footprint in the Bronx has been the analysis of demographic data; the following statistics affirm the need for additional high-quality charter seats across the borough.

The population of the Bronx has increased by 26% between 1980-2017 to almost 1.5 million residents today. Much of this growth has been driven by an increase in the immigrant population, which has more than doubled since 1980. Approximately 75% of all immigrants in the Bronx hail from Latin America, with more than half from the Dominican Republic. The number of immigrants from Africa and Asia has risen exponentially, and collectively accounts for nearly 20% of the immigrant population, primarily from the countries of Ghana and Bangladesh. More than 50% of all Bronx residents identify as Hispanic or Latinx, twice as many any other borough in New York City.

Intergenerational poverty remains a devastating and pervasive issue in the Bronx. Median household income was \$37,500 in 2016, the lowest in the city. The household poverty rate (28.4%) and child poverty rate (40.1%) are much higher than the citywide rates (18.4 percent and 26.6 percent, respectively). The unemployment rate averaged 6.2% in 2017, the seventh highest in the entire state. Youth unemployment was 21.5% in 2016, nearly five percentage points higher than the citywide rate for this population. Each of the factors enumerated above – population growth, overwhelming

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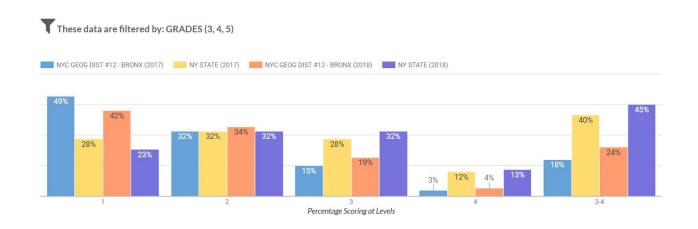
<sup>&</sup>lt;sup>1</sup> Office of the New York State Comptroller. "An Economic Snapshot of the Bronx." https://osc.state.ny.us/osdc/rpt4-2019.pdf

<sup>&</sup>lt;sup>2</sup> Ibid.

poverty, high rates of unemployment - compounds the lack of effective, high-performing schools available to children living in the Bronx.

3.Describe the educational options in the community, including the number, type and academic performance of local public and private schools. Provide academic data about the sending district's performance for the grade levels the proposed school will serve, including relevant NYS assessment outcomes and graduation rates, if applicable.

According to the 2016-17 NYSED District Report Card, CSD 12 served a total of 22,259 students<sup>3</sup> in Kindergarten through 12<sup>th</sup> grades in its traditional public schools (22 elementary, 11 middle, and 13 high) but has the fewest number of charter seats than any other district in the Bronx.<sup>4</sup> The NYSED School Accountability Office has identified CSD 12 as a Focus District.<sup>5</sup> This designation is triggered by consistently low academic performance on the NYS ELA and mathematics assessments for grades 3-8, and low graduation rates for economically disadvantaged students, English learners, and those with disabilities. The CSD's four-year graduation rate is only 54%, compared to the citywide average of 71.1%.<sup>6</sup> In 2017-18, only 24% of students in CSD 12 demonstrated grade level proficiency on the NYS ELA assessment, compared to 45% of students citywide. Further, disaggregated data show that only 8% of students with disabilities and 5% of ELL students achieved proficiency.



<sup>&</sup>lt;sup>3</sup> https://data.nysed.gov/profile.php?instid=800000045779

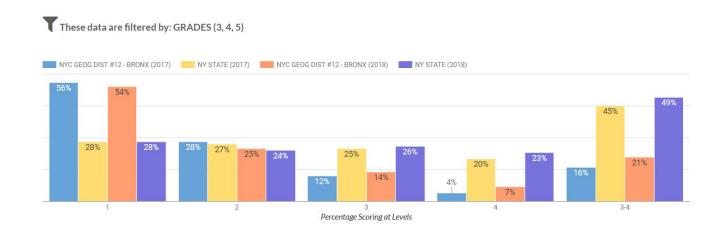
<sup>&</sup>lt;sup>4</sup> http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf

<sup>&</sup>lt;sup>5</sup> http://www.p12.nysed.gov/accountability/ESEADesignations.html

<sup>&</sup>lt;sup>6</sup> https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/graduation-results



Even more concerning, in 2017-18, only 21% of students tested proficient with a level 3 or level 4 on the NYS Math assessment. This demonstrates an even wider achievement gap in comparison with the citywide average of 49%.





4. Describe the target student population to be served within the proposed school community, including the anticipated percentages of students with disabilities, English language learners, and economically disadvantaged students.

Bronx Arts 2 intends to recruit students from the chronically underperforming schools in NYC CSD 12. The school will enroll and serve similar percentages of economically disadvantaged students (89%), those with limited English proficiency (21%), and students with disabilities (24%) as the district of location. Each aspect of the Bronx Arts model – from our curriculum, pedagogical strategies, comprehensive array of interventions, staffing structure, family partnerships, and our record of consistently strong student performance - reflects our commitment and success in serving these target populations.

ENGLISH LANG	UAGE LEARNERS	STUDENTS WITH DISABILITIES		ARNERS STUDENTS WITH DISABILITIES ECONOMICALLY DISADVANTAGED	
4,593	21%	5,312	24%	19,902	89%

5.Describe the needs of the community that will be met by the proposed school.

While arts education offers notable benefits for all students, it is particularly important to provide traditionally underserved youth with co-academic opportunities that increase their likelihood to persist through high school and college. Bronx Arts continuously invests in and refines our discipline-based instruction in dance, music, theater, and the visual arts, which include an arts-focused after school program, two bands, two dance teams, a visual arts club, and two annual theatrical productions. As the vast majority of our students live in poverty, these are experiences that their parents would be unlikely to be able to afford outside of school, and collectively, they have laid a foundation for Bronx Arts alumni to continue their artistic pursuits throughout their lives.

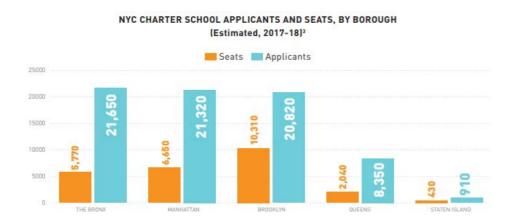
6. Explain the rationale for selecting the school community and target population.

While the demographic statistics provided in C.1 and C.2 illustrate the bleak landscape for students living in this borough, the Bronx Arts team has been thoughtful and purposeful in determining the specific community in which to locate our next school. There is a tremendous level of need and unmet demand in CSD 12, demonstrated through the rising number of charter school applications generally across the borough<sup>7</sup> and also specifically for Bronx Arts seats. Even without direct solicitation to families in CSD 12, a significant number of families residing there apply to Bronx Arts each year - 330 students in 2018-19 alone. Combined with its proximity to our flagship school, CSD 12 also presents an ideal logistical fit, as shared staff will be able to travel easily between campuses.

7. Explain how this school will enhance or expand educational options, including whether the educational program or innovative methods to be used by the proposed school differ from the district or districts from which the charter school is expected to enroll students.

 $<sup>^{7}\ 2017-18\</sup> NYC\ Charter\ School\ Lottery\ Estimates.\ http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf$ 

Bronx Arts 2 will enhance and expand educational options, particularly for the neediest students in the South Bronx by providing a school model proven to raise student achievement in an area facing a severe shortage of charter school seats. The New York City Charter Center reported more than 14,000 applicants for only 3,500 available seats in the South Bronx for the 2017-18 school year, resulting in more than 10,000 students on waitlists across this borough alone. Application numbers have steadily increased each year, signaling ever-growing demand for expanded educational options. Furthermore, our rigorous, arts-infused curriculum, extended instructional day and year, commitment to providing intervention to all students who need it, and robust offerings in dance, music, theater, and the visual arts are not currently available in traditional public or charter schools in CSD 12.



8. Provide an assessment of the depth and commitment of community support and/or opposition within the proposed sending district(s)/region for the proposed school. Explain how community assets will be leveraged and any challenges presented by opposition will be overcome.

Given our lengthy tenure in the South Bronx, the Bronx Arts team maintains strong relationships with many local community stakeholders and organizations. These include Casita Maria, The Point, La Peninsula HeadStart, and the Hunts Point Alliance for Children. When informed of our intention to replicate and serve more students, feedback has been overwhelmingly and unanimously positive. Recognizing that each mission-aligned relationship is an asset, we will be intentional in leveraging them, particularly to recruit student subgroups and solicit information on potential program enhancements, and identify external services that may benefit our students and families. To date, Bronx Arts has not encountered any opposition to its plans that pose a challenge.

Please see Attachment 2c: Evidence of Community Support.

#### D. APPLICANT GROUP HISTORY AND CAPACITY

1. Identify and provide a brief description of each member of the applicant group.

<sup>&</sup>lt;sup>8</sup> Ibid.

- 1. Charles Whites, Jr., Esq.- Charles is currently is Vice President and Associate General Counsel leading the Variable Life Products group at New York Life Insurance Company's Office of General Counsel. Charles was a member of the inaugural class for NYL's Accelerated Leadership Program, and is a former Chairman of, and current senior advisor to the Company's African-American Employee Resource Group. Bachelor of Science degree in Electrical Engineering from Hampton University, and Juris Doctorate and Master of Business Administration degrees with honors from New York Law School and Baruch College's Zicklin School of Business. He is the Bronx Arts Board of Trustees Chair.
- **2. Lori Biancamano-** Lori is a financial advisor employed by Greenoak Real Estate US in New York, New York. With over 6 years of experience, Lori is registered with FINRA as a Broker in the business of buying and selling securities such as stocks, bonds, mutual funds and other investment-related products. She is the Bronx Arts Board of Trustees Co-treasurer.
- 3. Susan Geisenheimer- Susan has an MBA in finance from The Wharton Graduate School of the University of Pennsylvania and a degree in history from Middlebury College. She spent 20 years working in the field of private equity. Prior to that she was SVP of Human Resources and Administration at EMI North America. Before EMI she spent nearly 13 years under the Time Warner umbrella first as VP Human Resources at Home Box Office followed by VP Human Resources at the Time Inc. Magazine Company. She is the Bronx Arts Board of Trustees Secretary.
- **4. Eric Osorio-** Eric was born and raised in the Bronx, NY. He is a Prep for Prep alumnus who attended Horace Mann School in Riverdale, graduating in 1992. He attended Tufts University, where he was a double major in International Relations and Sociology. After Tufts, Eric worked for twelve years at Noble and Greenough School in Dedham, MA as the school's first Dean of Diversity Initiatives, and was a member of the Senior Administrative Leadership Team. He currently serves as Assistant Head of Upper School at Packer Collegiate Institute in Brooklyn, NY. He is a Bronx Arts Trustee.
- 5. Denise Brecher-Denise has a Master's Degree in Education from The Bank Street School of Education and Master's Degree in Social Work from The University of Pennsylvania. She has been working in Early Childhood Education for the past nineteen years with the New York City Board of Education, JCP of Lower Manhattan and the 92nd Street Y. Before that she worked as a social worker at The Mount Sinai Medical Center. Ms. Brecher has served as a volunteer for numerous institutions including the Young People's Chorus of New York City where she was awarded volunteer of the year. She also spent several years as PA president at the Lower Lab school and served as auction co-chair at Stuyvesant High School.
- **6. Dr. Noni Thomas Lopez-** Noni is the Head of School of The Gordon School in East Providence, RI. Before her move to New England, Noni spent over 20 years as a teacher, administrator, and

consultant in New York City independent schools. Most recently, she completed a four-year tenure at Ethical Culture Fieldston School (ECFS) as the Assistant Head of School for Teaching and Learning. In 2013, Noni founded the Interschool Leadership Institute for Educators of Color. Noni was a member of the New York State Association of Independent Schools' (NYSAIS) Diversity Committee for six years. Noni holds a B.A. in English from the University of North Carolina at Chapel Hill and earned her M.A. in Private School Leadership at Teachers College where she was awarded a Joseph Klingenstein Fellowship. In 2016, she completed a doctorate in Educational and Organizational Leadership at the University of Pennsylvania. She is the Bronx Arts Board of Trustees Co-Vice Chairman.

- 7. Graham Powis- Graham is a Senior Capital Markets Advisor at Brookline Capital Markets. Prior to joining Brookline in 2017, he served as Managing Director and Head of Investment Banking at BTIG, beginning in 2014. Graham was Managing Director and Head of U.S. Equity Capital Markets at Lazard from 2007 to 2014. He was a senior member of Cowen's Equity Capital Markets team from 1998 to 2007 and ultimately headed the firm's Equity Capital Markets Group. Over the course of his career, Graham has focused on growth finance in several industries, including the healthcare sector, as well as the consumer and technology verticals. He is the Bronx Arts Board of Trustees Co-Vice Chairman.
- 8. Arlene Bascom- Arlene is the Chief Financial Officer at Green-Wood, a historic cemetery and historic fund in Brooklyn. She has over 20 years of experience providing broad oversight of financial and operational functions, business reporting and analysis, strategic planning, business development, program and project management, and full operational facility oversight at companies such as: Metropolitan Transportation Authority (MTA); The New York Times; Sotheby's International Realty; Time-Warner/ Time Inc; Philip Morris (Altria), Bristol Myers Squibb; and KPMG Peat Marwick. She is a graduate of Pace University and the SUNY-Fashion Institute of Technology. She is the Bronx Arts Board of Trustees Co-Treasurer.
- **9. Kathy Trager-** Kathy has been involved in education in New York City for 20 years. With degrees in law and a Master's in Reading from Columbia Teachers College, she has taught, served as General Counsel to Random House Publishers, and served on the Board of New Visions for Public Schools, a non-profit organization dedicated to improving New York City public schools. She is currently teaching publishing law in the NYU Masters in Publishing program.
- **10. Ahmad Sheikh-** Ahman is a Partner with SFW Capital Partners, LP and a member of its Investment Committee. Ahmad leads SFW's Industrial and Life Sciences Technology practice, where SFW Capital provides capital and support to build businesses through management buyouts and growth investments in mid-sized companies. Prior to joining the firm in 2007, Ahmad worked as a consultant at L.E.K. Consulting in their Chicago and New York offices developing business strategies and improving operations for companies in the industrial, healthcare, and energy sectors. Ahman serves as a Director of Filtec, Ltd. and Gerson Lehrman Group, Inc., and

previously served on the boards of Spectro Scientific, Inc., Essen BioScience, inc., and MD Buyline, Inc. He received a BA from Franklin & Marshall College and an MBA from Columbia Business School.

- 11. Patty Kennedy- Patty is the founder of Kennedy Spencer, a consultancy that helps organizations more effectively communicate, grow and thrive. Founded in 2005, she expanded the company to Europe and serves clients around the world. A TEDx and national public speaker, Patty has lived and worked in the US, Europe and Africa and featured in Entrepreneur, Forbes and The Wall Street Journal. She authors "The Connection Mindset" blog and developed Dialogue 4.0— a communication tool that helps teams change and thrive. Patty is a dual American-Irish citizen, board member of the Bronx Charter School for the Arts, and proud St. Bonaventure University graduate.
- 12. Barbara Scott- Barbara has a Masters of Arts in Educational Leadership from Columbia University. She has been involved in educational settings for the past twenty-four years with various New York City independent schools holding different position from teacher to Directory Administrator. Currently, Barbara is the Principal of BHS Consulting, which focuses on placement services and project-based strategy work. She has served as a panelist and a speaker at numerous institutions, such as Teachers' College, The Parents' League of NY, and KIPP Academy. Barbara has served as a Board Member at Brick Presbyterian Church, Central Park England S&S Conservancy, and New among many other organizations.
- 2. Describe the process by which the applicant group formed, any pre-existing relationships among members, how the school design and application were developed, and how public outreach was conducted.

Since our first school's founding, Bronx Arts has benefited from a committed and dedicated Board of Trustees, with minimal turnover. The applicant group, or team, behind this proposal consists of the current Bronx Arts trustees as well as Miriam Raccah, our schools' Executive Director. Collectively, the team possesses considerable skill sets and expertise with which to provide rigorous oversight of the existing and proposed schools, including law, finance, K-12 education, real estate, and community development. As we are each deeply invested in the Bronx Arts mission and seek to increase our impact in the Bronx by offering our program to more students and families to produce similar results, this application outlines our plan to replicate each element of our school design with fidelity. We are conducting ongoing outreach, with support from Bronx Arts' operations staff, to inform the community about our plans and seek their feedback through both in-person and virtual means. Please also refer to **Table 1 Applicant Group Information.** 

3. Identify the primary author(s) of the final application. Provide the names of any paid consultants or organizations that were involved in the development, fiscal planning or writing of the application. Many members of the Bronx Arts board, school leadership, and staff have collaborated to design the organization's long-term strategic plan and prepare this submission for consideration to the Board of

Regents. With our Executive Director leading proposal development, we have also sought and utilized external expertise and feedback through Bellwether Partners, Empire Charter Consultants, and peer organizations in the Bronx.

## E. PUBLIC OUTREACH

1. Describe who participated in public outreach on behalf of the founding group.

Bronx Arts staff, particularly our Executive Director, Director of Operations, and Operations Manager, in addition to several teachers and committed parents, have engaged in a variety of public outreach activities to inform Bronx residents about our team's efforts to provide additional high-quality charter seats in CSD 12.

2. Provide a summary of public outreach activities.

Our outreach team has canvassed neighborhoods in CSD 12 to share information about the new school and collect signatures and contact information of families with school-aged children who expressed interest in more information and/or enrolling post-authorization. School representatives have also distributed and posted flyers and information about the Bronx Arts model in multiple languages around the CSD in high traffic areas, such as community centers, clinics, local businesses, and public libraries. School leadership personally reached out to elected and community leaders for support, and we utilized social media to further spread the word and provide a link to an online survey to collect feedback to inform offerings at our replication school.

3. Describe any notable public input that significantly shaped the school design.

The Bronx Arts team has long prioritized learning from and with its community, and utilized this approach during its outreach activities. One impactful method to solicit feedback from a variety of stakeholders has been an online survey that asks respondents to rate the level of importance of a number of proposed programmatic elements. Results demonstrate overwhelmingly that Bronx Arts schools' extended day program and afterschool offerings are crucial for many of our currently enrolled and interested families. This input confirmed our investments in these areas of our design and will be replicated in the proposed school.

Please see **Table 2** and **Attachment 2b** for additional information on our community outreach activities and public review process.

# F. ENROLLMENT, RECRUITMENT, AND RETENTION

1. Complete the Projected Enrollment Table provided below, including the number of students and the ages and grade levels to be served in each year of the proposed charter term.

	<b>Projected Enrollment Table Over the Charter Term</b> <sup>9</sup>					
Grade s	Ages	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
K	5-6	100	100	108	108	108
1 <sup>st</sup>	6-7	49	100	108	108	108
2 <sup>nd</sup>	7-8		49	108	108	108
3 <sup>rd</sup>	8-9			108	108	108
4 <sup>th</sup>	9-10				108	108
5 <sup>th</sup>	10- 11					108
Totals		149	249	432	540	648

2. Explain the rationale for this enrollment plan, including school and grade sizes, growth patterns, alignment with grade configurations of other local schools, and assumptions about student attrition and retention of students from grade to grade. <sup>10</sup> If the school will continue to grow after the first charter term, present the ultimate grade span goal and the year in which this would occur.

We have formulated this enrollment plan based on a number of factors; primarily, the slow-growth experience at our flagship school, which started with students in Kindergarten and first grade and added a grade level each subsequent year. As we will implement the same backfill policy, and have enjoyed historically strong student retention rates, we do not anticipate any issues with attrition. Likewise, the significant numbers of applicants for each grade level (please refer to lottery information provided on the following pages) demonstrates students' and families' continued interest in enrolling in the school in the upper elementary grades. By adding additional sections of second and third grades, in particular, we ensure students' access to our program beyond the primary entry grades and are responsive to clear indications of need. Offering a full elementary grade span of K-5 by the end of the charter term aligns neatly with options in the community, with many middle schools enrolling students in sixth grade. Ultimately, the Bronx Arts team will likely request to expand its program to include sixth through eighth grades when it is eligible for renewal in 2025.

3. Describe the student recruitment plan, including how families in the community will be informed about the charter school and any community assets that will leveraged to recruit students.

<sup>&</sup>lt;sup>9</sup> N.Y. Education Law § 2851(2)(p)

<sup>&</sup>lt;sup>10</sup> Please note N.Y. Education Law § 2854(3)(b-1) requirements regarding negotiating unit representation for employees in a charter school that enrolls more than 250 students at any point during the first two years after the charter school commences student instruction.

Bronx Arts staff will utilize the same recruitment strategies that have proven effective in recruiting and retaining students at our flagship school, where 99% of our students are Latino or African American, 94% qualify for free or reduced-price lunch (FRPL), 41% of our families are single parent homes, 20% are students with disabilities, 18% are English language learners, and many of our students' families speak little or no English.

These strategies include engaging current and potential students and families through approximately 25 onsite events over the course of each year, such as performances, art shows, and our Back to School Street Fair, that are open to the community. Recruitment efforts also include distributing and posting flyers and information about the Bronx Arts model in multiple languages, presenting at community centers, clinics, local businesses, and public libraries, and placing ads in neighborhood publications. Bronx Arts staff, particularly our Executive Director, Director of Operations, and Manager of Student Affairs, will canvass neighborhoods in CSD 12 to share information about the new school and help interested families submit an application. School representatives also maintain relationships with local early childhood programs and attend the New York City Charter School Center's borough-wide student recruitment fair.

# 4. Provide evidence of interest in and demand for the proposed school.

The Bronx Arts team is confident the proposed school will meet its maximum enrollment target per grade level per year, as evidenced by robust community support and our flagship school's current waitlist of 1,811 students eager to access our model. Please see application and waitlist data specific to Bronx Arts elementary and middle school on the following pages.

	2016-17						
Grad							
e	Available Seats	Lottery Seats	Applications	Waitlist			
K	52	52	113	61			
1	0	0	35	35			
2	0	0	26	26			
3	0	0	27	27			
4	0	0	20	20			
5	5	5	17	12			
Total	57	57	238	181			

	2017-18						
Grad	Available Seats	Lottowy Soots	Applications	Waitlist			
е	Available Seats	Lottery Seats	Applications	w aitiist			
K	54	54	295	241			
1	2	2	142	140			
2	0	0	143	143			
3	-1	0	150	151			
4	0	0	122	122			
5	3	3	86	83			
Total	58	59	938	880			

	2018-19						
Grad e	Available Seats	Lottery Seats	Applications	Waitlist			
K	54	54	683	620			
1	1	1	200	198			
2	1	1	184	182			
3	1	1	224	222			
4	3	3	195	192			
5	3	3	182	179			
6	62	62	278	218			
Total	125	125	1946	1811			

5. Describe the proposed application, admissions, and enrollment process, including a plan for a public lottery.

Bronx Arts 2 will utilize the same application, admissions, and enrollment processes as our flagship school. Interested families must submit an application, either by hand, mail, e-mail, or fax. A public lottery will be held in the event that the number of applications exceed the number of available seats in a grade level. If there are no anticipated vacancies for a grade, as is typical in grades other than Kindergarten, the lottery serves to determine the order of the waitlist. Please see **Attachment 1** for additional detail on our admissions and enrollment processes.

6. Identify and explain enrollment preferences, including any preferences for students the applicant group has defined as at-risk of academic failure.

Bronx Arts 2 will offer four enrollment preferences, in the following order:

- 1. Returning students will be automatically assigned a seat in the school (unless the student's parent or guardian withdraws the student voluntarily).
- 2. Any sibling(s) of a student already enrolled at Bronx Arts 2.
- 3. Any child(ren) of a staff employed at Bronx Arts 2 at the time of the lottery.
- 4. Students who reside in the home district the school is located.

Given the demographic and student performance data presented earlier in this proposal, we anticipate a majority of students from CSD 12 to be at-risk of academic failure and already captured above.

8. Describe how any vacancies created during the school year will be filled (backfilling) and any date by which the school will no longer fill such vacancies.

Bronx Arts 2 will enroll a maximum of 108 students per grade level per year. To serve as many students as possible, the school will backfill all open seats through January 1st at all grade levels by offering them to families on the waitlist. For this reason, we have not accounted for student attrition in our enrollment or budgetary projections.

9. Complete the Enrollment and Retention Targets Table provided below using the <u>Charter School</u> <u>Enrollment and Retention Targets</u> resources on the NYSED webpage.

<b>Enrollment and Retention Targets</b>								
	Enrollment	Retention						
Economically Disadvantaged	618 students (95%)	572 students (92.6%)						
Students with Disabilities	121 students (18.6%)	112 students (92.8%)						
English Learners	122 students (18.8%)	114 students (93.4%)						

10. Describe the school's plans to meet or exceed the enrollment and retention targets established by the Board of Regents for students with disabilities, English language learners, and economically disadvantaged students.

Our first school is located in Hunts Point, a diverse community where approximately 60% of families speak a language other than English. Accordingly, we employ a full-time ELL teacher and several staff members who are fluent in Spanish, engage translators to effectively communicate with families of ELLs who speak West African languages throughout the year, and ensure that translators or fluent staff members are on hand for all parent teacher conferences throughout the year. Just as our flagship school has done, Bronx Arts 2 will recruit, enroll and retain a diverse population of students and families, representative of the neighborhoods in which they reside. By providing a truly inclusive and effective

school model, engaging in ongoing outreach to parents and other community stakeholders, and offering rich arts-integrated programming, the proposed school will meet or exceed the targets enumerated above.

Bronx Arts 2 will implement the following enrollment and retention strategies targeted to students with disabilities, English language learners, and economically disadvantaged students:

- Establish a school community/culture based on mutual respect that celebrates inclusivity and diversity;
- Translate all promotional materials into Spanish and engage in multilingual outreach to ensure CSD 12 families are aware and have access to this high-quality charter school, including:
  - o Placing multilingual advertisements in local media including newspapers, websites and radio which impart details of the school program including information on the programs for ELs, students with disabilities and economically disadvantaged students;
  - O Distributing multilingual brochures, enrollment applications and other marketing materials with community partners and local businesses;
  - O Direct mailings to all households in the surrounding communities with school-aged children;
  - Neighborhood canvassing (posting flyers in surrounding neighborhoods and engaging community parents to complete admissions applications) including intentionally targeting neighborhoods with high concentrations of ELLs and economically disadvantaged students;
  - o Hosting multilingual open house events to share information on the school programs and conduct tours of the school in multiple languages;
  - o Hosting and publicizing numerous, annual community events such as the annual musical and back-to-school BBQ and block party; and
  - Conducting targeted outreach to local pre-school and daycare providers as well as community partners.

Bronx Arts meticulously tracks these activities taking note of the date, time, location and other pertinent details of each community, business, organization and housing development visited or mailed for ongoing engagement and replication in future years, as well as to analyze the effectiveness of outreach and make changes as needed.

# G. PROGRAMMATIC AND FISCAL IMPACT

1. Provide an assessment of the projected programmatic impact of the proposed school on other public and nonpublic schools in the area.

Bronx Arts 2's projected programmatic and fiscal impact on the NYCDOE is minimal. According to the 2016-17 NYSED District Report Card, CSD 12 served a total of 22,259 students in Kindergarten through 12<sup>th</sup> grades at 22 elementary schools, 11 middle schools, and 13 high schools. By the end of its initial charter term, Bronx Arts 2's maximum enrollment will be 648 students- only 2.9% of the total enrollment of the district. Bronx Arts 2 will also likely have little to no impact on the 12 local private and parochial schools located within the CSD, as the majority of families within the school's target population are economically disadvantaged and unable to pay tuition, nor on the 10 charters as they are

all oversubscribed with substantial waitlists. Based on current NYSED data, beginning in school year 2020-21, the NYCDOE will reimburse Bronx Arts 2 approximately \$15,307 per pupil as well as a variable supplemental rate depending on the type of disability to cover the additional expenses related to providing special education services to students. The projected fiscal impact on the District remains well below 1% of their total operating budget even in the school's fifth year of operation.

2. Provide an assessment of the projected fiscal impact of the proposed school on other public and nonpublic schools in the area using the **Fiscal Impact Table** on the following page.

Projected Fiscal Impact upon District of Location									
Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate <sup>11</sup>	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds) <sup>12</sup>	Total Projected Funding from District	Total District General Fund Budget <sup>13</sup>	Projected Impact on District Budget		
2020 -21	149	\$15,307	\$2,280,743	36 students = \$432,000	\$2,712,74 3	25,600,000,0 00	0.01%		
2021 -22	249	\$15,307	\$3,811,443	60 students = \$720,000	\$4,531,44	25,600,000,0 00	0.02%		
2022 -23	432	\$15,307	\$6,612,624	104 students = \$1,248,000	\$7,860,62 4	25,600,000,0 00	0.03%		
2023 -24	540	\$15,307	\$8,265,780	130 students = \$1,560,000	\$9,825,78 0	25,600,000,0 00	0.04%		
2024 -25	648	\$15,307	\$9,918,936	155 students = \$1,860,000	\$11,778,9 36	25,600,000,0 00	0.05%		

<sup>&</sup>lt;sup>11</sup> https://stateaid.nysed.gov/charter/pdf\_docs/charter\_1819\_rates.pdf

<sup>&</sup>lt;sup>12</sup> Based on a projection of 24% of the student body receiving special education services, as in CSD 12, and an average of the actual special education revenue received per student at the flagship Bronx Arts school from 2016-present.

<sup>13</sup> https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf

## **II. EDUCATIONAL PLAN**

#### A. EDUCATION PHILOSOPHY

1. Briefly describe the applicant group's education philosophy, including core beliefs and values about teaching and learning.

Each member of the Bronx Arts team, including our Board of Trustees, leadership, staff, and community, are resolutely committed to ensuring students thrive and succeed in the future. We believe deeply that all students are capable of academic success if and when they are given the opportunity to learn in a nurturing, inclusive environment. This shared philosophy also underscores the beliefs that all students deserve the opportunity to take part in the arts, and that high quality, purposeful arts-integration in core content areas is a catalyst for high levels of student achievement. This fundamental commitment to arts education is demonstrated through daily skills-based instruction in dance, music, theater, and the visual arts, as well as our strong partnerships with cultural institutions and artists throughout New York City. Unfortunately, this type of rigorous, progressive instruction is not readily available to low-income students, which makes addressing their academic and creative capacities in tandem even more impactful in South Bronx communities.

Across the nation there has been a growing interest in arts integration. To understand what this term means at Bronx Arts schools, and how it differs from general arts infusion, we refer to the Kennedy Center's definition. "Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both." Distinct from isolated activities, true arts integration is an approach to teaching that is embedded in our schools' daily practice, and considers teaching methodology as just as important as content. Bronx Arts is striving towards full and authentic arts integration and working on the continuum towards this goal.

2. Provide a short summary of research or theories that substantiate this philosophy.

These beliefs have been affirmed through ongoing, substantiating research and demonstrated student performance outcomes at our flagship school. Subsequently, Bronx Arts leaders ensure that all curricular and instructional choices operationalize this philosophy, as further described throughout this section.

In the report "Arts Education Navigator: Facts & Figures," <sup>15</sup> the Americans for the Arts <sup>16</sup> organization found students from economically disadvantaged backgrounds with a high participation in the arts have

<sup>&</sup>lt;sup>14</sup> "Defining Arts Integration" by Lynne B. Silverstein and Sean Layne © 2010, The John F. Kennedy Center for the Performing Arts. Available at: http://www.kennedy-center.org/education/partners/defining\_arts\_integration.pdf.

https://www.americansforthearts.org/sites/default/files/pdf/2014/by\_program/ networks\_and\_councils/arts\_ed\_network/navigator\_series/AFTA\_Navigator\_Facts-and-Figures.pdf
https://www.americansforthearts.org/sites/default/files/pdf/2014/by\_program/
networks\_and\_councils/arts\_ed\_network/navigator\_series/AFTA\_Navigator\_Facts-and-Figures.pdf
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https://www.americansforthearts.org/sites/default/files/pdf/2014/by\_program/
https://www.americansforthearts.org/sites/d

a dropout rate of 4 percent (five times lower than their low socioeconomic status peers with low participation in the arts, who have a dropout rate of 22 percent). Looking farther forward, low-income students who are highly engaged in the arts are more than twice as likely to persist in and graduate from college as their peers with no arts education. <sup>17</sup> A preponderance of longitudinal research further supports our philosophy and emphasis on rigorous arts-integration. In the 1990s, James Catterall analyzed data from the National Educational Longitudinal Survey to identify significant correlations between arts education and generalized academic success. In 2012, the National Endowment for the Arts commissioned Catterall to analyze three additional data sets; results were ultimately published in "The Arts and Achievement in At-Risk Youth," <sup>18</sup> and corroborated his earlier findings.

#### **B. CURRICULUM**

1. Describe the school's processes for selecting and/or developing curriculum.

Bronx Arts 2 will carry forward our flagship school's traditions, values, and mission, including an age-appropriate curriculum that aligns with Common Core standards and meets the highest levels of Bloom's Taxonomy. Our successful K-5 curriculum, which prepares students to think critically, exceed grade-level benchmarks, maintain high levels of student engagement and motivation. and ultimately succeed in higher education and life. All curricular plans meet New York State standards for each grade and will be driven by student data and the Intellectual Preparedness Protocol 19 which requires that teachers clearly and concisely articulate the following: why they are teaching the lesson, what the students must learn, where students may have misconceptions or misunderstandings, and how they will reteach or clarify to address misunderstandings. With our shared Chief Academic Officer as facilitator, teachers will use the protocol for each unit and will follow the protocol at the beginning, middle and final stage of the curriculum planning process.

Over the course of its existence, Bronx Arts leadership has operated with a heightened sense of urgency to continuously evaluate the merits and deficiencies of curricular products. This has resulted in several changes to frameworks and supporting materials; if curriculum is not producing the desired student performance outcomes, leaders and teachers first attempt to diagnose why and then swiftly investigate and pilot options to find a better fit. At this time, the following curricular products are in use at our flagship school, and will be implemented at Bronx Arts 2.

<u>English Language Arts</u>: Bronx Arts utilizes Pearson's ReadyGen as our core ELA curriculum. Designed to help students develop into strong readers by offering teachers abundant resources, the program is comprised of scientifically research-based instruction combined with engaging literature. ReadyGen emphasizes high level vocabulary development, comprehension strategies, simplifies differentiation of instruction, and prioritizes skill instruction for all levels. For writing instruction, Bronx Arts utilizes Units of Study in Opinion, Informative and Narrative Writing, developed by Lucy

<sup>&</sup>lt;sup>17</sup> https://www.americansforthearts.org/sites/default/files/pdf/2014/by\_program/networks\_and\_councils/arts\_ed\_network/navigator\_series/AFTA\_Navigator\_Facts-and-Figures.pdf

<sup>&</sup>lt;sup>18</sup> https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf

<sup>&</sup>lt;sup>19</sup> An Open Source protocol from charter network Achievement First.

Calkins in collaboration with the Teachers College Writing Project, as well as writing in response to texts, as guided by ReadyGen and EngageNY. This enables our teachers to provide targeted writing instruction in support of the Common Core.

Math: Bronx Arts 2 will utilize the Achievement First Navigator Math<sup>20</sup> program in Kindergarten through Grade 5; this open source curriculum integrates rigorous content and student-driven discussion. With lessons and resources to meet the demands of the Common Core standards, these curricula enable our teachers to provide focused, differentiated, and effective instruction, helping students develop multiple problem-solving strategies. Bronx Arts also uses the Cognitively Guided Instruction<sup>21</sup> framework, an engaging and student-centered approach that scaffolds instruction from what students already know to build on their natural number sense, intuitive approaches to problem solving, and perseverance, as outlined in the Common Core Standards for Mathematical Practice.

<u>Social Studies</u>: Keeping in line with the NYS Standards, Bronx Arts staff continuously work to pair the arts with social studies to refine teaching materials and execution to provide a wider range of access for learning to students, to deepen students' understanding in both areas. We are guided by the revised New York State Social Studies standards, and the NYCDOE Passport curricula.

<u>Science</u>: For science instruction, teachers aim to integrate Science with ELA, engaging students in hands-on science practice, as well as opportunities to reflect in writing, and gain further understanding by interacting with a variety of media. Teachers are guided by the new NYS Next Generation Science standards as they plan units. Educational field trips are a regular part of our curricular programming, as we believe that experiential learning is an effective way to support students' content knowledge. Trips to museums, zoos, shows and the like are carefully planned as part of the learning in Social Studies and Science at Bronx Arts.

Arts: Bronx Arts leverages the arts to further develop students' academic aptitude while intentionally supporting their personal and creative development to ensure they have rich creative lives. As mentioned previously throughout this application, we work to integrate rigorous arts instruction throughout the curriculum. The benefits and value of an arts integrated curriculum is supported by research that demonstrates improved educational outcomes. Per a 2013 report by the Wallace Foundation, Advancing Arts Education through an Expanded School Day: Lessons from Five Schools, <sup>22</sup> arts education offers four instrumental benefits:

- Encouraging problem solving through creativity, multidisciplinary thought, and visualization;
- Improving the ability to communicate and express ideas;
- Teaching the value and habits of practice, hard work, and initiative to accomplish goals; and
- Deepening student engagement in learning and school community, including appreciating one's own value as an individual and encouraging positive social behaviors.

<sup>&</sup>lt;sup>20</sup> https://www.achievementfirst.org/how-we-work/partnerships-programs/navigator/

<sup>&</sup>lt;sup>21</sup> https://www.heinemann.com/cgimath/

<sup>&</sup>lt;sup>22</sup> https://files.eric.ed.gov/fulltext/ED559943.pdf

Through art, Bronx Arts students make choices and creative decisions that encourage and express their sense of agency. They have conversations that help them look deeper, understand more, and better communicate their observations. By integrating the arts into their academic learning, our students learn to simultaneously hold an academic and an artistic objective, and to master both. Classroom teachers at our flagship school have mapped out their Social Studies and Science units to work collaboratively with the Arts teachers to inform units to seamlessly integrate arts and academics.

Bronx Arts has created a culture of academic rigor, creativity and warmth in which every student can thrive. Bronx Arts uses a benchmarked, scaffolded, and internally developed arts curriculum for four arts disciplines—dance, music, theater, and the visual arts—overseen by our Arts Director.

Our arts curriculum is closely aligned to both the New York State benchmarks for the arts and the National Core Arts Standards. <sup>23</sup> Leaders have included dedicated time on teacher schedules each week for Arts and classroom teachers to collaboratively plan integrated units, that aim to further the objectives of both academics and Arts. Arts teachers and classroom teachers co-teach at least once per week to support this implementation. Arts instruction in the studios is skills-based, with teachers in each discipline monitoring students' progress against established benchmarks. Bronx Arts K-5 students receive 90 minutes, or two classes, of arts instruction in dance, music, theatre, and/or visual art every day.

- 2. Describe the school's processes for horizontally aligning curriculum across subjects and vertically aligning curriculum across grades, and for reviewing and revising curriculum.
- 3. Describe how the school's curriculum will be organized and the curriculum resources that will be used to determine what teachers should teach and when they should teach it. Explain who will create/select, evaluate and revise these resources.

The Bronx Arts instructional leadership team utilizes the Understanding by Design framework<sup>24</sup> (UbD) to facilitate its curriculum planning process. The UbD framework is built upon two key ideas: 1) focus on teaching and assessing for understanding and learning transfer; and

2) design curriculum "backward" from those ends.

Bronx Arts leaders and teachers appreciate this approach to instructional design because it is highly responsive to the diverse needs, interests, and strengths of our students, particularly English language learners and those with learning exceptionalities. It also reflects a continual improvement approach to both achievement and pedagogy. Trends in student performance, both positive and negative, inform needed adjustments in curriculum as well as instruction so that our students' learning is maximized. For example, during the 2016-17 school year, instructional staff redesigned schoolwide curriculum maps for both ELA and math to better align with the Common Core Standards. Horizontal curriculum

<sup>&</sup>lt;sup>23</sup> https://www.weteachnyc.org/resources/collection/blueprint-for-teaching-and-learning-in-the-arts/

 $<sup>^{24}\</sup> https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\_WhitePaper0312.pdf$ 

alignment occurs during the mapping phase and is generally conducted by the principal and DCI, and vertical alignment and standards crosswalks take place during weekly grade team meetings.

Working in collaboration with team teachers and grade level supervisors, teachers use the redesigned curriculum maps to develop unit plans. To ensure high quality, engaging lessons and a consistent level of rigor across classrooms and grade levels, all teachers will submit weekly lesson plans for the Principal and DCI's review prior to implementation. Grade level teams also meet weekly with the principals and DCI to receive constructive feedback on lesson and unit plans and ensure alignment with the pacing calendar. During these meetings, the teams discuss the use of additional resources to fill any gaps found in the curriculum, as evidenced by weaknesses in classroom observation or assessment data. Careful attention is given to the specific differentiation strategies incorporated into all lesson and unit plans to ensure that the needs of all students are met. All texts, anthologies and leveled readers are reviewed to ensure that students' reading levels are considered for each lesson across all subject areas, including math. All texts, anthologies and leveled readers are reviewed to ensure that students' reading levels are considered for each lesson across all subject areas, including math. This extensive pacing, mapping, and lesson plan review process provides ample opportunity for curricular revisions, on both the micro and macro level. For example, we utilized Pearson's Reading Street as its primary literacy program in the 2014-15 school year. Our teachers collectively felt that this program was not adequate to meet student needs and identified the specific challenges they faced in using this program, and then researched other options- one of which we purchased over the summer and implemented the following year. Another example, on a more micro level, is the identification of a specific text within the ELA curriculum that did not provide a high degree of rigor. This identification generally occurs during lesson plan development, at which time the teachers, supervisors and coaches will discuss and decide on alternative texts and resources to be used for that particular lesson.

To assist teachers in long-term and short-term planning, and ensure all pedagogues know what to teach and when to teach it, the school uses unit plans and pacing guides for each subject, and makes Teacher's Guides for both ReadyGen, enVisionMATH, and EngageNY available to the teaching staff.

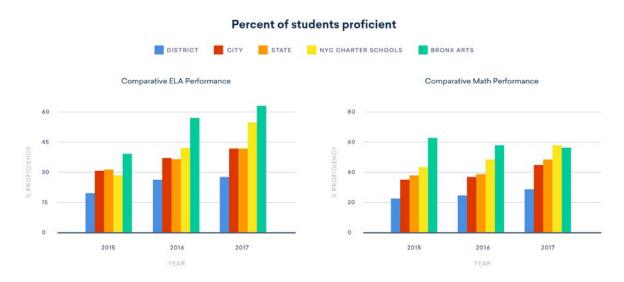
4. Describe the materials that will be used to deliver the curriculum, including any textbooks, commercial programs, software and/or teacher developed materials. Explain who will create/select, evaluate and modify these resources.

Teaching staff utilize consumable materials such as workbooks that accompany published curriculum, and supplement with EngageNY resources and Scholastic Inc. classroom libraries. Bronx Arts regularly supplies a variety of requested tangible materials for teachers to use in hands on activities. Teachers also have access to online resources, such as BrainPop, RAZKids, and Reflex Math. All curriculums purchased for use in core subject areas also provide online resources that are available via the smartboard.

5. Describe any unique or innovative aspects of the curriculum and explain how the proposed curriculum aligns with the school's educational philosophy and furthers the school's mission and applicable key design elements.

Bronx Arts utilizes curriculum for all subject areas that have been proven effective in helping students achieve mastery of concepts aligned with the Common Core State Standards. In order to achieve our mission and operationalize our philosophy that all students' learning is maximized when arts and academics are integrated and interconnected, our staff has developed a comprehensive, skills and standards-based arts curriculum that is innovative in its rigor, intentionality, and cohesion with the core academic subject areas of ELA, math, science, and social studies.

6. Describe any research or existing models that support the use of the proposed curriculum. Each of our curriculum products are well aligned with the CCSS and have been internally vetted and refined over time for maximum efficacy; ultimately, student performance results over time confirm its merits.



7. Explain how the proposed curriculum will allow the school to meet Benchmark 1: Student Performance of the Charter School Performance Framework.

The Bronx Arts curriculum, refined and strengthened over time, in conjunction with our focus on rigorous, engaging teaching methodology will enable our proposed replication to meet the expectations contained within Benchmark 1 of the Performance Framework. As student performance data consistently demonstrates, our approach enables students to meet and/or exceed grade level standards and outperform both district, city, and state averages. Notably, NYSED staff found the following in our last renewal report, speaking to the overall strengths of our instructional program. "The school has a clearly documented curriculum. The school engages students in high quality, rigorous instruction that is aligned with school design characteristics and curriculum and is evident in all classes throughout the

school."<sup>25</sup> Further, NYSED staff reported that "…observers generally noticed maximization of learning time, frequent activation of students' prior knowledge, and that students were asked to demonstrate creativity for many classroom tasks. Additionally, observers noted strong text-based questioning that required students to think critically, and that teachers did not allow students to opt out or answer with single-word answers. Multiple learning modalities were activated in the majority of observed classrooms, with teachers utilizing auditory, visual, and kinesthetic methods."<sup>26</sup> Through purposeful codification of the curriculum (as well as our instructional strategies, assessment and intervention protocols, and schoolwide culture systems) we have utilized with success at our flagship school, the Bronx Arts team is confident that we will replicate similarly strong outcomes for students in CSD 12, and subsequently meet or exceed Benchmark 1 criteria.

8. Describe any supplemental curriculum that will be developed and/or selected for interventions, special populations, and/or social emotional development or character education.

Given that Bronx Arts 2's population will include a large percentage of students who are at-risk for academic failure and those requiring special education services, we will utilize a selection of supplemental curriculum resources for the Response to Intervention (RtI) and Special Education programs. These include Fountas & Pinnell Leveled Literacy Intervention Program and Fastbridge. Wilson Fundations, Words Their Way, and repeated readings are used for Grades K-2 interventions, focusing primarily on decoding and reading fluency. Resources and assessments from Renaissance STAR, Reading A-Z, ReadWorks, and NewsELA are used for ELA interventions for students in Grades 3-5. For math in special education classes, we use Engage NY for explicit problem solving and Reflex Math for computation practice. During math interventions, we specifically focus on differentiation in the classroom and small group instruction.

For additional detail, please see Attachment 3: Course Descriptions, Attachment 3a: Student and Teacher "Day in the Life," and Attachment 3b: Optional Curricular Materials.

# **C. INSTRUCTION**

1. Describe the specific instructional strategies and practices that will be used to deliver the curriculum and explain how these instructional methods will meet the needs of all students, including those with special needs, English language learners and those at risk of academic failure.

At Bronx Arts schools, we know that providing students with rigorous, high-quality instruction is our primary and best mechanism to meet and exceed academic goals. We predicate all instructional strategies and practices on what students need to reach their full potential. Further, all instructional decisions are grounded in timely student achievement data. Frequent review of a variety of data points empowers teachers to make effective decisions about modifying lesson content, plans for execution, identify students who require remediation, and ensure all students' needs are being addressed in real time. As we serve student populations that historically demonstrate achievement gaps in ELA and

<sup>&</sup>lt;sup>25</sup> NYSED Renewal Site Visit Report - Bronx Charter School for the Arts, released December 23, 2014.

<sup>&</sup>lt;sup>26</sup> Ibid.

Math, teachers often utilize small group instruction. Small group instruction provides additional, frequent opportunities for customized intervention, pre-teaching and re-teaching, and differentiated material for students who have significant deficits and/or learning exceptionalities.

Through our robust professional development offerings during the summer and over the course of the school year, all Bronx Arts teachers are trained to utilize a variety of proven instructional methods based on learning priorities and content area. Bronx Arts 2 teachers will use a combination of direct instruction, small group instruction, and differentiated individual learning activities to meet the needs of all students, as outlined below:

**Small group instruction:** Guided by assessment data, teachers frequently split students into small groups determined by misconceptions or student learning profiles and tailor lesson plans to each group to make lesson objectives accessible to students. For example, while some students work independently, those struggling with concept mastery may receive additional guided practice to decrease misunderstandings and errors.

**Thematic Instruction:** Teachers select and highlight an artistic theme through an instructional unit or lesson. By integrating content in a cross-curricular way, concepts and critical thinking skills are mutually reinforced.

**Learning Stations:** Teachers create several differentiated stations or centers based on student assessment data, and provide a variety of multilevel resources and/or tiered assignments. These allow for all students to work on the same material at their independent level.

**Scaffolding:** Teachers may also scaffold their lessons by integrating manipulatives or visuals into instruction, explicitly connecting material to students' prior knowledge and experience or including real world examples in individual, small, or whole group instruction.

**Interview/Conference with Students:** Individual interviews with students enables teachers to develop learning profiles that are significant for differentiation in the classroom. Learning profiles include: student interests, learning styles, and student needs or exceptionalities.

**Differentiation of Materials and Teaching:** Our Professional Learning Communities (PLCs) support effective differentiation. Once per week, the school's Director of Curriculum and Instruction (DCI) meets with each grade team to discuss and answer the following questions:

- 1. What do I want students to know/learn?
- 2. How will I know if they learned it?
- 3. What will I do if they did not learn it?
- 4. What will I do if they did not master it?

Our model of inclusion embraces a diverse classroom with students of varying ability levels and learning preferences. The core principle of our model is that all children learn differently. Hence, teachers understand the importance of differentiated instruction in a successful inclusive classroom. The overarching goal is that the general education curriculum is accessible to every single child.

The provision of high-quality instruction is ostensibly dependent upon teacher experience. Consequently, in all instances we attempt to hire teachers with a high degree of subject area competence as well as a deep commitment to lifelong learning and collaboration, alignment with the school's mission and the ability to skillfully infuse creativity, joy and wonder into their classrooms. The Bronx Arts team believes that the teacher's role is to guide the student's learning process by:

- linking new ideas and concepts with existing knowledge and interests;
- motivating students through the selection of learning materials and the structure of learning activities;
- pushing students to challenge themselves;
- modeling thinking and learning; and
- otherwise ensuring that optimal conditions for learning exist.
- 2. Describe fully any unique or innovative aspects of the school's pedagogical approach and explain how the proposed instructional methods align with the school's educational philosophy and furthers the school's mission and applicable key design elements.

Beyond the multiple layers of intentional arts-integration across content areas, as discussed comprehensively in the preceding responses, other innovative aspects of the Bronx Arts model include various extended learning programs. Bronx Arts schools provide targeted academic interventions for students who enter the school below-grade-level in ELA or Math. Currently, 45% of K-5 students at our flagship school participate in our afterschool program, Saturday Academy, summer school, and/or inter-session programming that include additional academic support and unique arts experiences. We offer these programs at no-cost to families. Participating students demonstrate growth in both self-confidence and academic achievement as a direct result of the small-group instruction provided by teachers in the Extended Learning programs, furthering our school mission.

4. Describe any research or existing models that support the use of these instructional methods.

The Bronx Arts team is thoughtful and intentional in its selection of instructional strategies and methods, and relies heavily on evidence that such practices will prove successful in improving student learning. For example, a preponderance of research has confirmed the effectiveness of small group instruction, both in ELA<sup>27</sup> and more recently, in math.<sup>28</sup> Longitudinal research also validates a number of practices that provide the foundation of differentiation. These practices include: "...using effective classroom management procedures; promoting student engagement and motivation; assessing student

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<sup>&</sup>lt;sup>27</sup>Slavin, Robert E., Cynthia Lake, Susan Davis, and Nancy A. Madden. 2010. Identifying What Works for Struggling Readers: Educator's Guide. Best Evidence Encyclopedia. Center for Data-Driven Reform in Education, Johns Hopkins University. Website: www.bestevidence.org.

<sup>28</sup> https://www.brookings.edu/research/new-evidence-on-the-benefits-of-small-group-math-instruction-for-young-children/

readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance)."<sup>29</sup> Further, the consistently high performance results produced at our flagship school supports the use of these instructional methods and their continued implementation at Bronx Arts schools.

3. Explain how the school will define, support and ensure rigorous and engaging instruction. Rigorous instruction enables students to meet grade level standards at the deepest conceptual level. To help them accomplish this, teachers must visualize what higher level learning should look like in their classrooms during the collaborative planning process, and utilize learning activities that engage and push all students to extend their thinking. To meet these high standards for instruction, school leaders will provide Bronx Arts 2 teachers with resources and ongoing guidance to ensure that the daily and weekly tracking of individual student progress drives instructional decisions and that teachers rely on the school's Common Core-aligned curriculum as the basis for all lesson planning. If leaders identify an instructional weakness through observation or data analyses, they will address it through professional development and/or individualized pedagogical coaching, to ensure a common level of rigor across classrooms and grade levels. For example, teachers will be coached in using the Intellectual Preparedness Protocol to help them consider implications of instruction and rehearse for the outcomes they want to see in the classroom.

# D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

1. Describe the proposed school's specific processes, methods, strategies and/or programs for identifying and serving students who are struggling academically and are at risk of academic failure, students with disabilities, and gifted and advanced students.

Each student at Bronx Arts 2 will benefit from an array of daily academic supports to enable them to meet or exceed grade level standards. As the vast majority of incoming students from the South Bronx are likely to have academic deficits, the Bronx Arts team has invested significant resources into our programs to serve the diverse needs of our students- including students with disabilities, those at-risk for academic failure, and those entitled to accommodations under Section 504.

As a starting point, all Bronx Arts schools utilize a collaborative team-teaching model in which instruction in core subjects is delivered by two teachers, including the use of the Integrated Co-Teaching (ICT) model as appropriate. In addition, the school's Director of Special Education routinely pushes into classrooms to further support teachers in meeting the needs of all students. The Principal, DCI and DCI of Special Populations (DCISP) review assessment data, collaboratively design and implement supports that capitalize on the strengths of students who are at-risk or who have documented learning differences, and provide teachers with guidance on effective student groupings and classroom interventions. Such techniques include modifications to the classroom environment, whole class

<sup>&</sup>lt;sup>29</sup> Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978.

differentiation using visuals or technology, targeted instruction via small groups, peer teaching, and the use of various co-teaching methods to maximize student learning.

## **Students At-risk of Academic Failure**

To serve students who require remediation but do not have an identified disability, the Response to Intervention (RtI) program at Bronx Arts schools provides three tiers of academic support for reading and mathematics. When a student is experiencing difficulty in school, it is necessary to identify the cause and provide appropriate intervention strategies as early as possible. In order to accurately assess the problem it is important to gather as much data as possible and seek input from individuals with knowledge about the student before making a determination to implement a particular program or strategy. Our leaders and teachers use assessment data, observations, and family input to identify students for participation in each tier. Bronx Arts 2's DCISP will oversee the management of the RtI program and provide the leadership team with weekly updates on student progress and the efficacy of the overall program. Please see our placement and monitoring process outlined below.

# Step 1: Problem Identification

- Prioritize problem and choose greatest concern
  - Identify student's strengths

# Step 2: Data Collection

- Comprehensive Report filled out by Referring Teacher
  - Attendance Records
    - Assessment Data
  - Discipline Reports
  - Health and Medical History
  - Progress Monitoring Information

### Step 3: Problem Solve/Generate Solutions

- Brainstorm possible strategies and solutions
  - Identify relevant obstacles
- Ensure alignment of strategies and identified problem

### Step 4: Implement Action Plan

- Select intervention strategies
- Team members responsibilities assigned
  - Set reasonable timelines
    - o 4 weeks
    - o 6 weeks
    - o 8 weeks

Step 5: Progress Monitor/Documentation

- Decide how progress monitoring will take place and when
- Schedule follow up Student Support Team (SST) meeting
  - Review progress data
  - Determine appropriate next steps
    - Continue intervention
    - Reexamine strategies
    - o Possible CSE referral
      - Eligible: Develop IEP
    - Not Eligible: Return to SST process

<u>Tier 1 Supports</u>: All Bronx Arts 2 students will receive Tier 1 academic support through differentiated instruction provided in the general education classroom. Teachers will form guided reading and math groups, utilize differentiated classroom activities and curriculum materials based on data including student performance on benchmark reading assessments and the New York State assessments. We monitor student progress and the effectiveness of Tier 1 services through the use of daily, weekly, and unit assessments as well as student performance on benchmark assessments. When students' assessments results identify them as performing below grade level in math or reading, teachers refer them to the SST to secure Tier 2 or Tier 3 intervention services.

<u>Tier 2 Supports</u>: At Tier 2, students in grades 1-5 will receive targeted reading instruction, generally two to three times each week for 45-minute intervals, while Kindergartners receive daily intervention for 20-minute periods. Interventions may range from small groups (not to exceed 6-7 students) to one-on-one targeted instruction based on the student's needs. The reading intervention teachers provide Tier 2 services and plan lessons focused on student needs. Students typically receive intervention services during one of their arts classes. Students in grades 3-5 receiving Tier 2 services in mathematics receive a combination of push in and pullout services two to three times per week. Teachers assess student progress biweekly.

<u>Tier 3 Supports</u>: Students eligible for Tier 3 services are performing far below the grade level and receive small group instruction four to five times each week with a maximum group size of three. Teachers assess student progress weekly using benchmark reading assessments. The Student Support Team, which is comprised of the DCISP, Grade Level Supervisors, Intervention Teachers, Specialists, and select classroom teachers, meets every eight weeks to monitor student progress and move students between Tiers.

If students receiving Tier 2 and Tier 3 services do not demonstrate sufficient progress during the eight-week period, the Student Support Team will identify a further course of action, including the ability to request a child study team to convene to discuss further action including recommendation for evaluation by the Committee on Special Education. In addition, a parent/guardian may refer their child for special education evaluation to determine if they qualify for special education services at any time.

To effectively implement the RtI model, Bronx Arts 2 will employ multiple interventionists as the school grows. The DCISP in conjunction with the Principal will monitor the overall effectiveness of the RtI program based on benchmark assessments, NWEA MAP, NYS Testing program results, and other assessment data, the number of students receiving special education designations and the yearly progress gains of students receiving Tier 2 and Tier 3 services. Families of students receiving Tier 2 and 3 services will be invited to meet monthly with teachers for progress updates and to learn strategies to support students at home. Families will also receive weekly logs with summaries of students' academic and behavioral performance.

### **Students with Disabilities**

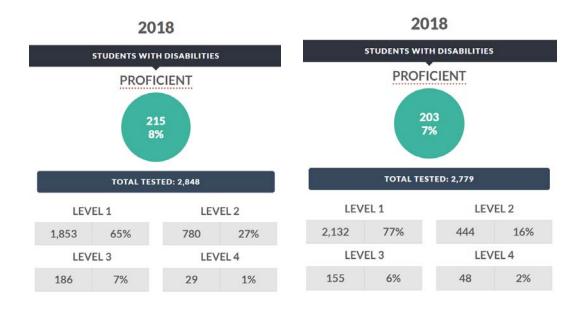
Our students with disabilities will receive the free and appropriate public education to which they are entitled and will be educated in the least restrictive environment. Like our flagship school, Bronx Arts 2 will fully comply with all applicable state and federal statutes, including the Americans with Disability Act of 1990, the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973. We will proactively prevent discrimination in our admission and enrollment policies against students who have disabilities or learning exceptionalities and look forward to productive collaboration with the CSD 12 CSE to ensure we are providing effective services for all students.

On average, 20% of the students at our flagship school have disabilities and mandated Individualized Education Programs (IEPs). Bronx Arts is committed to educating these students with their peers, in general education classrooms, while providing robust academic and social supports to ensure student success. To identify students entitled to special education services so that regularly scheduled interventions and supports can begin promptly in September, Bronx Arts 2 will follow Child Find procedures. Our student enrollment form will enable parents to indicate if their child has an IEP or has received services in the past. School leaders will refer to the Special Education Student Information System (SESIS)<sup>30</sup> to ensure accuracy of records, and the school will implement the RTI procedure described above to identify any students who may have unmet special needs.

Once a student is identified, Bronx Arts 2 will remain consistent with the mission of the NYSED Office of Special Education and its 2015 Blueprint for Improved Results for Students with Disabilities (NYSED Blueprint) to ensure students with disabilities have the opportunities to benefit from high quality instruction, reach the same standards as all students, and leave school prepared to successfully transition to secondary school. As seen below, analysis of NYS Testing Program achievement data demonstrate that only 8 percent of CSD 12 students with disabilities demonstrate grade level proficiency in ELA (below, right) and 7 percent in math (below, left).

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<sup>&</sup>lt;sup>30</sup>SESIS supports users in completing special education workflow processes from referral through IEP development. Please visit the DOE's intranet site (link located below the login) to access training materials and to learn more about preparing for SESIS in your school. https://sesis.nycenet.edu/userlogin.aspx



Like our flagship, Bronx Arts 2 will offer a variety of supportive instructional settings and services to fulfill students' IEP mandates, such as special education teacher support services (SETSS), districtprovided services for occupational, physical, and speech therapy as needed, and integrated co-taught classrooms (ICT) at each grade level to address the achievement gaps in CSD 12. As described in the NYSED Continuum of Services for Students with Disabilities, 31 Integrated Co-Teaching "ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met, including meeting alternate curriculum goals." In ICT classrooms, special education and general education co-teachers collaborate daily to plan instruction, lessons and units for all students. The Principal and DCISP review these lesson plans and provide coaching for instructional staff. Bronx Arts currently operates two sections each for grades K-5 and offers ICT in six of our twelve K-5 classrooms. In addition to ICT classrooms, Bronx Arts currently has two SETSS providers on-staff who provide additional instruction to K-5 students outside of class as necessary based on individual IEPs. Through the dual use of ICT and SETSS, Bronx Arts meets requirements mandated by student IEPs, and ensures that students have access to the academic resources and supports necessary to succeed. Some student IEPs mandate counseling which is provided by the school Guidance Counselor. Counseling sessions generally last 30 minutes and occur one to three times per week. Additionally, Bronx Arts offers at-risk counseling at the request of parents or based on teacher referral in one-on-one or group settings as appropriate. In anticipation of similar levels of student need, we are committed to maintaining this level of service in our proposed replication school.

### **English Language Learner Students** Please see Attachment 13.

 $<sup>^{31}\</sup> http://www.p12.nysed.gov/specialed/publications/policy/schoolagecontinuum-revNov13.htm$ 

## **Gifted and Advanced Students**

Bronx Arts 2 teachers will gather and utilize assessment results, classroom observation, and artistic performance data to identify students who need enrichment opportunities to maximize growth and engagement- even if they struggle in other areas. Teachers will collaboratively plan customized learning opportunities tailored to each advanced student and monitor progress on a regular basis. For example, consider a Grade 5 student who has difficulty reading but yearns to excel in class. At a Bronx Arts school, this student has the opportunity to join the choir and when he opens his mouth and stands on stage, he commands the audience both with his presence and voice. This is when this student, often melancholy, smiles widely as the audience cheers and requests more of his talent. Our instructional schedule also provides time for differentiation and individualized artistic study for advanced students.

2. Provide a rationale for these approaches and explain how they align with the school's mission and education philosophy.

As discussed earlier in section II.A, each member of the Bronx Arts team and board share a commitment to serving underprivileged students and the philosophy that all students are capable of academic success if and when they are given the opportunity to learn in a nurturing, inclusive environment. This is particularly apropos in regards to our students with disabilities and/or learning exceptionalities, but research confirms that truly inclusive classrooms benefit all types of students in both qualitative and quantitative ways. <sup>32</sup>

3. Provide any research or evidence that supports the appropriateness of the school's approach to serving special populations.

While all of the components of the Bronx Arts approach to teaching and learning are appropriate for our special populations and their families, we purposefully adhere closely to the NYSED Blueprint's principles and practices listed below.

- Students will engage in self-advocacy and be involved in determining their own educational goals and plan.
- Parents and other family members are engaged as meaningful partners in the special education process and in the education of their child.
- Teachers will design, provide, and assess the effectiveness of specially designed instruction
  to provide students with disabilities with access to participate and progress in the general
  education curriculum.
- Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- Schools provide multi-tiered systems of behavioral and academic support.
- Schools provide high-quality inclusive programs and activities.
- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

 $<sup>^{32}\</sup> https://soe.ku.edu/cherry-picked-study-shows-students-without-disabilities-recognize-benefits-inclusive-schools$ 

4. Describe the staff members who will be responsible for meeting the needs of special populations and their responsibilities and qualifications.

Each grade level team will include two certified special educators. The DCISP will be responsible for ensuring full legal compliance, facilitating ongoing professional development, maintaining and implementing IEPs, and ensuring frequent communication with families. However, at Bronx Arts schools, all teachers are special educators and interventionists, regardless of title or formal assignment. Therefore, it is critical that all teachers be skilled in supporting our students with learning exceptionalities to and hold them to high standards. While we will hire certified and highly-qualified teacher(s) to ensure all students with disabilities receive required accommodations, modifications, and individualized instruction as their IEPs mandate, our leadership team will simultaneously provide robust professional development activities for all staff so that they are able to access and interpret students' IEPs, and monitor students' progress towards IEP goals during classroom learning activities.

5. Explain how services for special populations will be coordinated with general education instruction.

Our master schedule provides dedicated time every week for teachers to collaborate on lesson plans and share instructional strategies within grade level teams and with special populations staff. This facilitates ongoing, proactive progress monitoring, and informs, guides, and improves instructional practice to best meet the needs of our neediest students. Special education and ENL teachers will coordinate with general education teachers to ensure that that instruction is appropriately differentiated, modifications and accommodations for assessments are executed with fidelity, and students experience a fully inclusive learning environment to the extent possible.

6. Describe any ancillary and support services the school expects to offer students and their families, such as counseling, family outreach, and/or relationships with community organizations or service agencies.

Given our 16 years in the Bronx, the Bronx Arts team maintains strong relationships with many local community stakeholders and organizations that provide a variety of ancillary and/or support services for our students and their families. These include Casita Maria, The Point, La Peninsula HeadStart, and the Hunts Point Alliance for Children. Collectively, these organizations offer early childhood, nutrition, health, community development, counseling, and enrichment programs, generally at no cost for those in need. When Bronx Arts 2 secures a facility, the team will build additional relationships with service providers and organizations in that vicinity.

7. Describe the process used to evaluate the effectiveness of the programs employed to support special student populations and how the school will ensure that it is meeting the needs of these students.

Bronx Arts is committed to evaluating each of our programs' successes including tracking referrals, managing related service providers, reviewing and developing IEP goals in conjunction with Special Education Teachers, conducting annual IEP review meetings, working with the Response to Intervention (RtI) team, and measuring the overall program's effectiveness by disaggregating sub-

population data in multiple ways. Student performance on New York State exams demonstrate that students receiving special education services at Bronx Arts perform at or near the level of their general education peers—consistently outperforming district, city and state proficiency averages; a strong indication that Bronx Arts special education program effectively meets the needs of students with disabilities. If student performance outcomes do not maintain this positive trajectory, the Bronx Arts team will consider making programmatic modifications, such as increasing staffing or adjusting curricular products to support at-risk students, students with disabilities, and ELLs.

## E. ASSESSMENT SYSTEM

1. Describe the school's use of diagnostic, formative, interim, and summative assessments to evaluate academic progress and achievement, including each assessment's purpose, design, and format.

Bronx Arts schools regularly administer formative and summative assessments aligned to the school's curriculum and the CCSS. Our systematic implementation of these assessments provides teachers with reliable, accurate, and useful data which, when combined with teacher analysis and guidance from school leaders, gives them practical and timely information they can use on a daily basis to improve instruction and student learning. The data gathered from ongoing assessments is also used to inform instructional planning and identify students at-risk and in need of remediation or intervention. Assessment results also enable school leadership and the Board of Trustees to measure progress towards achieving its mission and performance framework goals.

2. Explain how assessments will be selected and/or created and who will be involved in this process.

Bronx Arts leadership proactively manages, adjusts, and augments assessment protocols based directly on the needs of our students to ensure that all students attain mastery of the Common Core State Standards. Leaders also monitor the frequency and number of assessments, to carefully balance the need for timely data on student growth, while ensuring that students and teachers have adequate learning time.

3. Provide an annual assessment calendar to demonstrate the frequency of assessments. Current assessment tools and frequency are detailed below.

ASSESSMENT	PURPOSE	TIMING/ FREQUENCY
Home Language Survey (HLS)	Identify students in need of language support services.	Upon enrollment.

New York State Identification Test for English Language Learners (NYSITELL)	Standard Diagnostic: Determine level of proficiency in the English language/ eligibility for ESL.	Upon enrollment (as needed, based on HLS results).
NWEA MAP (ELA & Math)	Nationally normed assessments in ELA and math from Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) to track students' academic progress and provide intervention and enrichment as appropriate.	September, January, June.
Fountas & Pinnell	Using individualized literacy achievement data teachers will identify students who are not achieving grade-level expectations and provide targeted interventions to small groups and individuals in the areas of oral reading, accuracy, self-correction, fluency, and comprehension.	
Renaissance STAR (Reading)	Computer-based assessment that determines students' Lexile level in reading, providing teachers with data regarding student comprehension levels to make instructional decisions	September, January, May/June
Benchmark ELA assessments (grades 3-5)	In house assessment, based on the NYS ELA assessment to track student progress toward meeting grade level goals in ELA.	October, February
Interim Math assessments		
Curriculum-based assessments	,	

NYS Assessments (ELA & Math, grades 3-5 only; Science, grade 4 only)	Summative assessments that determine a student's level of proficiency in meeting grade level standards.	Annually in April/May.
New York State English as a Second Language Achievement Test (NYSESLAT)	The NYS English as a Second Language Achievement Test to annually assess the English language proficiency of all ELs.	April.

4. Explain how the school will ensure the validity and reliability of its assessments.

Bronx Arts 2 staff will be trained in consistent and reliable testing procedures during professional development. While the majority of assessments utilized at the school are norm-referenced or included in published curriculum, any teacher created assessments will be supported and vetted by school leadership prior to administration for validity and consistency.

5. Describe the school's processes for administering assessments and collecting, storing and analyzing data.

The Principal and DCI oversee assessments, managing the administration, scoring and analysis of standardized assessments to ensure data captured, analyzed and used to improve student learning. This includes working with the grade level supervisors and Dean of Students to ensure that 100% of students take required exams. The DCISP oversees the identification of students needing testing accommodations and collaborates with the Testing Coordinator and teachers to deliver appropriate accommodations. In addition, the Executive Director, Principal, and DCIs distribute assessment results and analysis to all teachers including intervention services, coaches, coordinators and supervisors, and supports them in the interpretation and application of student data to inform instruction in strategic and purposeful ways. The Bronx Arts team may revise the assessment calendar by including additional assessment tools or removing those that do not produce valid or predictive data.

6. Explain how the following stakeholders will use data: teachers, administrators, board members, families and students.

As a public charter school that fully embraces accountability, strives to maximize each student's potential, and ultimately meet or exceed all Performance Benchmark expectations memorialized in our charter, every member of the Bronx Arts community will use data to optimize their impact on student outcomes. At the highest level, the Board of Trustees will use data to monitor the school's progress towards interim and terminal goals, adjust priorities, make informed decisions on deploying resources, and evaluate the schools' Executive Director. School leadership will use assessment data to identify

school-wide and individual teacher professional development needs as well as trends in classroom, grade, and school-level performance. The Principal will use it to drive both teacher and student support by designing individual and grade-level professional development opportunities focused on deficits identified in the data. The Principal and DCI help teachers analyze and interpret data in grade-level meetings, or one-on-one if directed by the data or requested by teachers. This guidance includes identification of students to receive intervention services and determination of student groupings for re-teaching, guided instruction, differentiation and extended day instruction. Teachers also receive additional support on using assessment data through child-study meetings, coaching sessions with supervisors, lead teachers or external coaches and through school-wide professional development sessions. Through progress reports, report cards, and conferences with teachers, families will remain informed of their student's individual achievement and need for additional remediation or acceleration opportunities. Particularly as they enter the upper elementary grades, students will be encouraged to reflect on their performance data and develop a growing sense of agency over their learning.

- 7. Explain how individual student, student cohort and school-wide results will be used.

  Every member of the Bronx Arts community will use student data to inform decision-making, from daily/in the moment adjustments to lessons and instruction based on observed misunderstandings or teachable moments that can drive higher order thinking, to annual curricular, assessment, and programming adjustments. Our staff will utilize individual student, student cohort, teacher cohort, and whole school data to continuously evaluate, inform, and strengthen our offerings. Student cohort data will be used to assess growth compared to grade level peers. At Bronx Arts, data is key to assessing teacher effectiveness as well. For example, if two Grade 1 classes demonstrate a similar starting level of mastery at the beginning of a unit, but one teacher facilitates growth at a faster rate by the end, teachers and leadership must assess the differences in each teacher's instruction and provide additional coaching to strengthen his/her pedagogical skills to produce strong outcomes across classrooms and grade levels. School wide results will be analyzed by leadership and teachers on a weekly, quarterly, and annual basis.
- 8. Explain any goal-setting practices for students, teachers and administrators. Weekly assessments provide a critical snapshot of the effectiveness of teaching and learning each week, and data collected will inform goal-setting. School-wide data will be used to assess the overall growth in student learning based on rigor of the overall curriculum and the school's ability to establish and implement high academic expectations for all students.
- 9. Describe how the school will inform families and students about academic progress and achievement.

Bronx Arts 2 will communicate with families and students regarding progress and achievement on a regular basis. This will include quarterly report cards, with parent-teacher conferences held at each of the first three quarters. We will also provide progress reports for students receiving additional services, such as reading intervention, or ENL services. Families of students with formalized IEPs also receive a quarterly report of progress made toward each student's individual goals. Classroom teachers also

contact families via communication logs that include student assessment data to ensure families remain informed about their student's strengths, weaknesses, and progress at all times.

### F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

1. Describe the proposed school's policies and standards for promoting students to the next grade, achievement level, or grouping level.

Promotional standards for each grade will be ultimately provided in the Parent Handbook for transparency and ease of reference. Please see **Attachment 3c** for additional detail.

2. Explain what the school will do for students who do not meet its promotion and/or graduation standards.

The RtI process identifies students who may be at risk for retention, and students may receive progressively accelerated supports to maximize their attainment of promotional standards. We will keep all families informed of their child's academic progress, and involve them in decisions regarding their child's promotion. If a student's promotion is in doubt, parents will be informed no later than February 28th.

Any student who fails ELA or math will be required to successfully complete our summer program to be eligible for promotion, unless there are significant extenuating circumstances that prevent it. Students with IEPs will be held to standard promotional criteria unless their IEP indicates modified promotional criteria. Teachers will regularly assess individual students' progress towards meeting their IEP goals. To ensure their academic needs are met, students with IEPs will receive extended time and differentiated work as mandated by the specifics in their IEP.

If, upon evaluation of all contextual factors and performance data, the Bronx Arts 2 principal ultimately determines retention is in a student's best interests, his/her parents will be notified in writing by regular mail in early June, and then the principal, his/her classroom teacher(s), intervention staff as appropriate, and family will meet to discuss how the upcoming year can offer the student additional supports.

3. If the proposed school will serve the 12<sup>th</sup> grade, provide the school's requirements to obtain a high school diploma.

This request is not applicable to Bronx Arts 2 at this time.

Please see additional detail in Attachment 3c: Exit Standards.

## G. SCHOOL CULTURE AND CLIMATE

1. Present a vision of school culture that aligns with the school's mission and education philosophy.

Ultimately, Bronx Arts promotes a positive school culture and climate that collectively enables students to grow socially and academically, reflects our mission and design, and directly supports student

learning, development, and achievement. Just as importantly, we also maintain a learning environment that is physically safe and free from harassment for all students and school stakeholders.

The Bronx Arts 2 staff will work collaboratively to establish and maintain a safe, caring and orderly environment for students and members of the school community. Through frequent communication, the entire school community will understand and internalize our expectations and rules, which promote academic and personal growth, common values, and socially appropriate skills that enable cooperative, collaboration between students and adults. In addition, the Board of Trustees reviews our schools' Safety Plans annually before the start of each new school year. We will communicate all expectations, rules and policies to the school community at the start of the school year including its discipline and harassment policy. Students and families receive a Parent Handbook describing these policies in detail and are asked to attend a family orientation. Teachers will dedicate the first weeks of school to reviewing this information with students and modeling acceptable behavior. This ensures that student behavior recognizes the rights of all to learn, enables teachers to instruct effectively and protects all members of the school community from verbal and physical altercations. Expectations and rules ensure safety in classrooms and hallways, during recess, to, and from school. Our comprehensive discipline policy clearly outlines acceptable behaviors and consequences for unacceptable behaviors.

Bronx Arts 2 staff will also communicate and model expectations to students in real time through daily morning meetings in each classroom, and weekly during community meetings for both students and their families. We will provide students with counseling and use a behavior intervention system to address students social and emotional needs. These systems celebrate student success, encourage creativity, self-expression and growth and emphasize personal development, collaboration and community. In addition, BCSA uses the tenets of Responsive Classroom to implement a positive, evidence-based behavior intervention system. Teachers utilize behavioral interventions such as: genuine redirection, one on one conversations with students, opportunities for students to take a break, and redirection strategies (for example, using teachers' proximity, circulation, etc.)

2. Provide any research or proof of effective existing models that support the proposed approach to school culture and discipline.

To achieve our mission and goals, students need to be in attendance and on task every day that school is in session. A preponderance of research and data demonstrates that an overreliance on exclusionary disciplinary strategies (removal from the classroom environment, suspension, and/or expulsion) has a strongly negative correlation with rates of student academic performance and ultimately, high school graduation.<sup>33</sup>

3. Explain who has primary responsibility for school culture and discipline.

All Bronx Arts staff members are responsible for addressing inappropriate student behavior that disrupts learning and maintaining a safe environment. A Dean of Students, working closely with the

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 $<sup>^{33}</sup> http://wvde.state.wv.us/research/reports 2014/The Association Between School Discipline and Mathematics Performance 2014.pdf$ 

principal, will assume primary responsibility to oversee student discipline, reinforce the mission, and maintain the previously described school culture. We recognize this will be especially important in our replication school's first year of operation, in order to effectively translate this culture into a new space with new students and new staff, so the Dean will work with the Board, leadership, and partner organizations as needed to establish a welcoming environment for students and families that also maintains high academic and behavioral expectations.

4. Describe the strategies and staff the school will employ to develop and sustain this school culture. Bronx Arts 2 staff will intentionally build genuine relationships with students to foster a sense of respect and safety, and assume a proactive role in nurturing students' prosocial behaviors by providing them with a range of positive supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including recognizing and managing emotions; developing caring and concern for others; exercising tolerance; making responsible decisions; and handling challenging situations constructively and ethically. At Bronx Arts 2, students, families, and staff will clearly articulate and reinforce the school's values and culture through participation in school wide community routines. Such routines will include weekly whole-school community meetings, and quarterly growth and achievement celebrations that support peer and community building. Such a culture will help prevent negative behavior the disciplinary consequences that result when students do not comply with expectations, and ultimately support the realization of our mission and philosophy. We will encourage several of our strong teachers from our flagship school to transition into founding roles at Bronx Arts 2 to seed these cultural practices.

5. Explain how the school will establish a safe and orderly school environment that is conducive to learning.

During our 16 years of operating a high-quality K-5 charter school, the Bronx Arts team has developed and refined comprehensive systems and protocols to reduce student disruption and misconduct, adapted from the NYCDOE's Citywide Standards of Intervention and Discipline Measures.<sup>35</sup> These tools support and reinforce positive behavior, enhance students' character development, and help them succeed, while also keeping exclusionary practices such as in-school suspension, out-of-school suspension, expulsions, and referral to law enforcement officials to a minimum.

In order to promote positive behavior and reduce the loss of instructional time, Bronx Arts utilizes a school-wide, tiered framework of behavioral support and intervention—PBIS (Positive Behavioral Interventions and Supports)—that follows the Responsive Classroom framework<sup>36</sup> and outlines the school's rules and expectations and ensures delivery of consistent and logical consequences. Intervention and prevention approaches include guidance, support, and services that address personal

https://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf

<sup>35</sup> https://www.schools.nyc.gov/school-life/rules-for-students/discipline-code

 $<sup>^{36}\</sup> https://www.responsiveclassroom.org/wp-content/uploads/2017/10/Classroom-Management-Without-Public-Discipline-Systems.pdf$ 

and family circumstances and social/emotional learning, such as conflict resolution, peer mediation, negotiation, anger management, stress management, and/or communication skills acquisition. Additionally, Bronx Arts uses alternate instructional materials and/or methods, enrichment services, and/or alternate class placement, as necessary. In appropriate cases, staff members will conduct functional behavioral assessments and develop individualized behavioral intervention plans as an early intervention strategy, in collaboration with parents.

The Bronx Arts team will ensure the physical safety of the school community with security cameras, guards, and a secure reception area. Similar to our flagship school, a security guard will be stationed at the entrance of our next facility to ensure that all visitors sign in and provide appropriate documentation, and will also patrol the school. This constant supervision will provide another level of monitoring for students and visitors throughout the day, ensuring that they conduct themselves in a safe, responsible manner while on school property. The Dean will also ensure the fidelity of implementation of the Responsive Classroom approaches, which are taught and practiced everyday by teachers and students in all grades. The Counselor, who will also serve as the school's homeless liaison, will conducts home visits as necessary (such as when students have attendance issues) to understand the impact the home environment has on students. These supports are a priority at Bronx Arts schools, as research has found students living in poor inner-city neighborhoods document extremely high rates of exposure to trauma (70-100%),<sup>37</sup> and exhibit distress, including symptoms affecting attention, concentration, and memory.

5. Explain the school's approach to student behavior management and discipline for both the general student population and for students with disabilities.

The Bronx Arts discipline policy clearly and comprehensively outlines acceptable behaviors and consequences for unacceptable behaviors. Our approach prioritizes keeping students in the classroom, as removal or suspension does not improve student outcomes and is damaging to overall school climate. Instead, all school staff will consistently use a shared language of restorative practices, provide positive recognition and feedback for behaving appropriately. Our discipline policy (please see Attachment 4) ensure that supports, interventions (and when necessary, consequences) are provided and implemented with consistency and transparency.

In instances where student safety is at issue, our discipline policy includes a tiered ladder of responses based on research and practice based restorative principles. In accordance with in compliance with the Dignity for All Students Act, our discipline policy also includes a description of due process protections for students with disabilities regarding suspensions from school. The school ensures fair and equitable treatment of students with disabilities and does not engage in practices that allow for different treatment and disparate impact such as selective enforcement. The school's student Code of Conduct and discipline policy prohibits discrimination based on race, color, and national origin according to Title IV and Title VI of the Civil Rights Act of 1964. The discipline policy and practices are also in compliance with Federal and State education laws which prohibit discriminatory discipline based on

<sup>37</sup> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2700237/

disability, religion, and sex. The school's disciplinary policy is also in compliance with the New York State Education Department regulations. If, at any time, school officials suspect that a student's difficulties may be the result of a disability and require education services, the Leadership Team and teacher(s) will immediately meet to review his/her past behavior issues and to determine if the student should be referred to Page 39 of 50 the New York City Committee on Special Education (CSE). The CSE will then follow their established procedure for assessing the child for a possible disability.

6. Explain how the school will monitor and evaluate the efficacy of school culture and discipline. Bronx Arts 2's leadership and board will continually review both quantitative and qualitative information on school culture and monitor the school's efforts to maintain a positive school environment for all students and families. For example, the school's dashboard includes information and data on behavioral issues that rise of the level of an incident; this is shared with the board at each monthly meeting. Parent and staff satisfaction data with school culture in particular will be measured via survey at least once annually.

# Please see additional detail in Attachment 4: Student Discipline Policy.

#### H. SCHOOL SCHEDULE AND CALENDAR

1. Provide a brief explanation of the school calendar, noting any unique or innovative aspects and how it aligns or differs from the district calendar. Address the number of instructional days, organization of the school year (e.g., quarters, semesters, trimesters), professional development days, and summer programming and/or instruction for students and/or teachers.

With 184 school days, an after school program, Saturday Academy, and a month-long summer school program, teachers will have adequate time to develop students' skills, enabling them to meet and exceed grade level proficiency standards through additional time for review, reinforcement, and enrichment. More instructional is devoted to inquiry and engaging, hands-on activities that complement classroom instruction and excite students about the arts and academic achievement. Over the course of our four quarters, Bronx Arts 2 students will receive 30% more instruction than those attending NYCDOE schools- this equates to more than an additional month of school.

In addition to the increased instructional time we provide to meet students' needs, Bronx Arts has also been strategic in organizing our school calendar to meet our teachers' and staff members' needs. For example, in 2017, school leadership began to assess teacher attendance and realized a growing trend in teacher absences toward the end of the school year. To address and resolve this issue, school leaders met with teachers to solicit feedback and ultimately made several adjustments to the 2018-19 school year calendar. While maintaining 184 days of instruction for students, we also increased the number of teaching and learning days prior to state testing in April and May by delaying Spring Break, and built in days off for staff towards the end of the year to combat teacher burnout.

One major benefit of these changes is an increase in the number of school days for students leading up the state exams; in previous years, students were out of school for spring break for over a week and returned to school to take a high-stakes test. We have now increased instructional consistency and will gain four more days of teaching and learning before the state math assessment- this will also minimize content loss that often occurs when students are out of school for an extended period of time.

2. Provide a brief explanation of the student weekly schedule, noting any unique or innovative aspects and how it supports implementation of the academic program and school culture. Address core and non-core classes, intervention and remediation programs, electives, and other relevant key design elements.

Our students' schedules operationalize our school's mission, and key design elements via the strategic deployment of time throughout each day and week. Aside from the significant increase of overall instructional time, as discussed elsewhere in this response, Bronx Arts includes two other unique and/or innovative schedule elements. There are the inclusion of two periods per day for Responsive Classroom-informed Morning Meetings and Closing Circle, which are philosophically and culturally key to the school's learning environment, as well as dedicating two 45 minute periods each day to standards-aligned Arts instruction in either theater, music, dance, or visual arts. In addition, all students have an Arts-integration block each week that highlights impactful, cross-curricular learning experiences.

3. Provide a brief explanation of the teacher weekly schedule, noting any unique or innovative aspects and describing the length of the teacher's work day, supervisory time, planning periods, professional development, and any other duties the teacher performs in each day.

We recognize the demands placed on teachers to perform at their best and continuously improve their craft to benefit our students. In order to maximize the sustainability of the teacher role and enable teachers to achieve some work/life balance, we established and maintain an eight-hour teacher day, from 7:40-3:45. Classroom teachers are rarely responsible for covering administrative duties, such as breakfast supervision, so that they can utilize those time slots for instructional tasks. We also provide teachers with options for supplementing their income, if they so wish, by volunteering to teach during our after school, Saturday, or summer programs.

Bronx Arts schools also provide teachers with necessary time for preparation and professional development during their work day. Each teacher has two scheduled prep periods each day, for 45 minutes each. School embedded professional development often takes place during this time. Teachers also work one extended day per week, which allows for an all staff meeting inform school culture and teaching and learning. Teachers' weekly schedules include Grade Team Meetings several times per week, which are facilitated by a combination of DCIs and Grade Team Leaders. During these meetings, leaders supports teachers in reviewing data, launching units, planning, and rehearsing lessons prior to execution. In all, Bronx Arts teachers have at least 450 minutes per week, or 7.5 hours, of time to plan and learn collaboratively with school leadership and their colleagues.

4. Provide any research or other evidence that supports the school's calendar and schedules.

There is a clear, evidence-based correlation between increased instructional time and improved academic achievement. A significant body of nationwide research finds three interdependent benefits for both students and teachers.<sup>38</sup> These include:

- 1. More engaged time in academic classes, allowing broader and deeper coverage of curricula, as well as more individualized learning support;
- 2. More dedicated time for teacher collaboration and embedded professional development that enable educators to strengthen instruction and develop a shared commitment to upholding high expectations; and
- 3. More time devoted to enrichment classes and activities that expand students' educational experiences and boost engagement in school.

Closer to home in New York City, Harvard economist Roland Fryer analyzed charter schools to identify which program elements produced the most profound impact on academic outcomes. Fryer determined that instructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement.<sup>39</sup> Our extended school day and year provides an additional 388 hours of high-quality teaching and learning. Other predictors from Fryer's research findings included personalized tutoring, consistent feedback to teachers, use of data, and high expectations- each of these is also a key element of the Bronx Arts model.

Please see additional detail in Attachment 4a: Sample Weekly Student Schedule, Attachment 4b: Sample Weekly Teacher Schedule, and Attachment 4c: Proposed First Year Calendar.

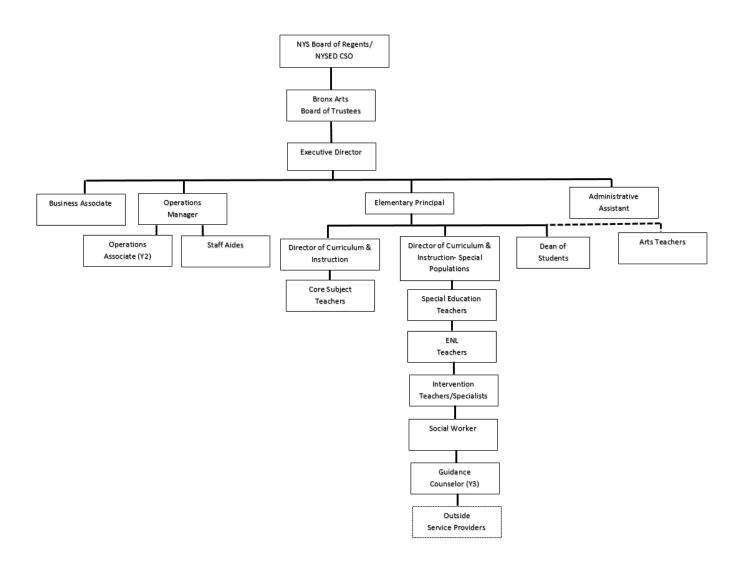
<sup>38</sup> Ibid.

 $<sup>^{39}</sup> https://scholar.harvard.edu/files/fryer/files/2014\_injecting\_charter\_school\_best\_practices\_into\_traditional\_public\_schools.pdf$ 

### III. ORGANIZATIONAL AND FISCAL PLAN

## A. ORGANIZATIONAL STRUCTURE

1. Provide an organizational chart that shows the staffing structure and lines of reporting for the board, administration, and staff over the charter term. Include management and/or partner organizations if applicable. Please find the Bronx Arts 2 organizational chart below, and our network organizational chart with our Business Plan materials, Attachment C.



2. Explain and provide a rationale for the organizational structure of the school.

Through a comprehensive strategic planning process, the Bronx Arts team has developed an agile organizational structure that will support the successful replication of our innovative, high quality, arts-

integrated academic program. Since the opening of our flagship school in 2002, Bronx Arts has learned to define roles according to academic or operational foci for optimal results on both sides. The organizational structure provided above will maintain transparent, unfettered lines of reporting and communication between school leadership, the Executive Director, and the Board. The purposeful arrangement of management and oversight responsibilities provides each individual with clear and measurable goals, helps maintain a sustainable workload with a manageable number of direct reports, and allows for adequate individualized supports for teachers so they are able to provide an exemplary education for our students. Deploying certain roles to the network level to leverage their expertise across multiple schools will allow us to scale our operations and model in a cost-effective manner, as well as guarantees the fidelity of program implementation across campuses.

### B. BOARD OF TRUSTEES AND GOVERNANCE

1. Describe the roles and responsibilities of the school's board of trustees.

As the holders of the charter itself, the members of the proposed Board thoroughly understand and embrace their role as the school's oversight and policymaking body. All decisions will be guided by the school's charter agreement with the Board of Regents in furtherance of Performance Framework expectations. The primary responsibilities of the Board and officers are to:

- Promote the school's mission and educational philosophy;
- Provide oversight functions, remain objective, and not be directly involved in operational activities:
- Develop/maintain an innovative strategic plan;
- Lead planning and policy making consistent with NYS education law;
- Design/implement a resource development initiative to provide cash/non-cash resources to support/implement educational program;
- Ensure programs/operations comply with the charter, is financially solvent, complies with statutory/ regulatory requirements, has competent professional staff, and a successful academic program;
- Complete required reports such as: annual report to NYSED; 990 submissions (upon receipt of 501c3 status); annual audit (prepared by independent auditor).

#### 2. Describe the proposed governance practices of the school.

In order to successfully undertake these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner. Qualifications for candidates to serve on the Board include:

- (1) Professional and/or personal experience and expertise in a field that can be utilized by the Board and school;
- (2) Belief in, and support of the mission of the school;
- (3) Demonstrated commitment to high quality educational opportunities for youth; and
- (4) At least 18 years of age.

The Board will meet monthly in compliance with the provisions of the Open Public Meetings Act. Public notice of meetings/location will be posted on the school's website at least one-week prior with

an invitation to parents and public to attend. Agendas will be posted on our website 48 hours prior to the meeting date. Minutes from Board meetings will also be posted on our website so that community stakeholders can remain informed.

As stated in the by-laws, the Board will be comprised of no fewer than five and no more than 25 members and will include the following officer positions: Chair, Vice Chair, Secretary, and Treasurer. We will also include a parent member. All Board members approved by the NYSED will be voting members. Please see **Attachment 5b** for additional information.

Much of the Board's work is, and will continue to be, conducted through its committee structure. Current committees include:

- Executive Committee Consists of Board Chair, Executive Director, Vice-chairs, and the Secretary each standing committee. This committee will execute the full powers of the Board of Trustees between board meetings; and assist the Executive Director and Board Chair with the agenda for Board meetings.
- **Program Committee** Consists of no fewer than five members. Responsible for assisting the Board in reviewing the overall mission and program direction, academic standards, and assessments of student progress and faculty performance.
- **Finance Committee** Consists of no fewer than three members. Responsible for monitoring, reviewing, and reporting on the school's finances on a regular basis to the Board of Trustees; recommending the annual budget; and overseeing the annual audit of the school's finances
- **Development Committee** Consists of no fewer than three members. Responsible for ensuring that the leadership of Bronx Arts maintains a strategic plan, which includes a mission, core values, strategic objectives, growth plans, metrics of success and a defined vision. Additionally, responsible for assisting the Board in overseeing the fundraising activities of Bronx Arts in line with the strategic direction set by the leadership of Bronx Arts and approved by the Committee and the Board.

While Board membership has remained relatively stable since the opening of our flagship school in 2002, the periodic need for additional Board members does arise due to numerous reasons to fill vacancies, meet by-law requirements and/or to enhance the Board's collective skill set. Once the need for a new board member is identified, a board committee will solicit input from Board, Executive Director, parents and other sources to identify candidates. The committee will review the Board's skills matrix to identify gaps (e.g. finance, facilities, development/ fundraising, human resources, legal, arts, education, marketing/communications, etc.) needed to complement the existing Board. Qualified candidates will be interviewed. Upon Board approval, the school will partake in NYSED's process to be seated on the Board. In order for new Board members to become fully engaged in the school, existing

trustees will conduct a trustee orientation process by which they will be introduced to the charter, its expectations for success, and duties and responsibilities of serving on the Board. To Facilitate these processes and overall governance functioning, Bronx Arts has contracted with BoardOnTrack.

- 3. Describe the expertise and backgrounds of the proposed members of the initial board of trustees and any vacant positions that will be filled between charter approval and school opening.
- Proposed Board members include: Charles Whites, Jr., Esq., Lori Biancamano, Susan Geisenheimer, Eric Osorio, Denise Brecher, Dr. Noni Thomas Lopez, Graham Powis, Arlene Bascom, Kathy Trager, Ahmad Sheikh, Patty Kennedy, and Barbara Scott. Brief biographical statements for each proposed trustee are available in Section 1.D. of this application. While the current board possesses a variety of relevant skills and expertise with which to effectively govern the school, Bronx Arts may seek additional individuals with external affairs and development backgrounds.
  - 4. Describe what authority the board of trustees will retain and what authority it will delegate to school employees or others.

The Bronx Arts board will retain ultimate responsibility for oversight of the school such that it meets its Performance Framework and charter agreement goals, including specific responsibilities such as hiring and evaluating the school's Executive Director. However, the board is mindful of its role and will not engage in day to day management of the school; it will delegate those responsibilities to the Executive Director and her leadership team.

5. Explain how the board of trustees will hold school management (and management or partner organizations if applicable) accountable for achieving the school's mission and goals.

The Board is tasked with direct responsibility for holding school leadership accountable for achieving the school's mission and goals. To ensure the school is on a positive trajectory towards meeting its mission and Performance Framework goals, the Board holds the Executive Director accountable for the strategic direction of the school; she in turn holds the instructional and operational leadership teams accountable for data driven decision-making and supporting all staff to ensure high quality programming and outcomes. Going forward, the Board will utilize the Executive Director/ Chief Executive Officer annual evaluation tool provided within the BoardOnTrack platform to set goals, monitor progress, and gauge her performance against expectations.

6. Present a proposed Code of Ethics for the charter school. Please see Attachment 5c.

### **C. MANAGEMENT AND STAFFING**

1. Complete and include in the narrative the staffing table below for all positions employed over the first charter term.

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	<b>4</b> .					
Positions	Average Starting Salary	Year 1	Year 2	Year 3	Year 4	Year 5

Executive Director*	\$200,000		.25	.25	.25	.25
Principal	\$150,000	1	1	1	1	1
Administrative Assistant	\$55,000	1	1	1	1	1
Director of Curriculum and	\$90,000	2	2	2	2	2
Instruction & Director of						
Curriculum and Instruction- Special						
Populations						
Dean of Students	\$75,000	1	1	1	1	1
Operations Manager	\$65,000	1	1	1	1	1
Business Associate	\$50,000		1	1	1	1
Operations Associate	\$50,000		1	1	1	1
General Classroom Teacher	\$65,000	6	10	16	20	24
Assistant Teacher	\$45,000	4	6	8	10	12
Arts Teacher	\$60,000	2	4	4	4	4
SPED Teacher	\$65,000	4	6	8	10	12
ENL Teacher	\$65,000	1	1	2	2	2
RTI Teacher	\$65,000	2	2	3	3	4
Counselor/ Social Worker	\$65,000	1	1	2	2	2
SETSS Teacher	\$65,000	2	2	3	3	4
Staff Aides	\$34,000	2	3	5	5	5
Summer School Teacher	Hourly	6	9	12	15	15
Summer School Operations	Hourly	1	1	1	1	1
Associate						
Summer School Staff Aide	Hourly	2	3	4	5	5

3. Explain the staffing plan, including delegation of responsibilities and relationships with key stakeholders, and provide a rationale for the proposed staffing plan.

The Principal, Operations Manager, and Administrative Assistant (AA) will be hired during the planning period to ensure the building is fully equipped, infrastructure and systems are in place, and teachers are hired and fully prepared for the first year of instruction. The Principal position will be filled first, potentially an internal hire who will incubate at our existing elementary school to ensure capacity and readiness, in order to allow that individual to contribute to the recruitment and identification of the administrative hires.

With the support of the network's Executive Director, the Principal will be responsible for all staff oversight, and the Director of Curriculum & Instruction (DCI) will guide teaching and learning through professional development and individualized coaching. An additional DCI with special populations experience will provide oversight over our SWD, RtI, and ENL staff and programming, as well as ensure staff are working collaboratively to maintain our inclusive learning environment. With the support of the network's Director of Operations, the Operations Manager will oversee all aspects of the facility and meet the logistical needs of staff. The Dean of Students will oversee discipline and reinforce the mission and Responsive Classroom culture. Over the course of our first charter term, significant

hiring will take place each year for an additional cadre of classroom teachers, Arts teachers, special educators, interventionists, an ENL teacher, assistants, and aides to staff three sections of each grade level. As student enrollment and staffing levels increase and ultimately scale in year five, the school will possess significant capacity on both the instructional and operational sides, with additional oversight and support from our growing network of centralized services. For additional detail on network staffing, please refer to Attachment C: Organizational Chart in our Business Plan.

As demonstrated in the organizational chart above, the Bronx Arts 2 the Executive Director reports to the Board on all school issues and is ultimately responsible for the effective administration and operation of the school. She will regularly update the Board regarding all aspects of the school through reports, presentations, briefings, committee meetings, and regular contact by phone or e-mail. The Board will develop annual goals tied to each Benchmark during the annual board retreat, the first of which will occur one month following the charter award. The role of each staff member in achieving these goals will be outlined in an annual Accountability Plan and shared with the school community. The Board will review progress towards set goals through monthly dashboards at board meetings, and identify any areas for clarification or ongoing need.

4. Describe the roles, responsibilities and desired qualifications of the school leader (i.e., the person who is responsible for management of the school and reports to the board of trustees).

While the Executive Director is responsible for the overall management of the school, as mentioned above, Bronx Arts 2's Principal will also play a critical role in the school's ultimate success. The successful Principal candidate will understand and be committed to the Bronx Arts mission, goals, and philosophy. Special attention will be given to the candidate's academic records, previous relevant experiences, and commitment to serving urban populations, and level of artistic interest. Successful candidates will also demonstrate a commitment to continuous improvement through professional development. While the Bronx Arts team is committed to growing its leadership and teaching staff from within, we will also solicit and consider external hires for this position.

### **Principal**

The Elementary School Principal is responsible for ensuring that all students achieve both academically and socially at high levels and that the school's instructional team has the skills and knowledge necessary to deliver consistently excellent instruction. Specifically, he or she:

#### Student Achievement

- Leads the design and on-going development and evaluation of the school's curriculum, instructional program, and assessments to ensure that they result in exceptional student achievement.
- Leads the professional development program of the instructional team to ensure that instructional staff acquire the skills and knowledge necessary for excellent instruction, and that all members of the Bronx Arts community have rich experiences in the arts.

- Directs the administration, collection, and analysis of both qualitative and quantitative data gathered from assessments on each student to inform the instructional program and increase student achievement.
- Ensures that students with special needs achieve at high levels both academically and socially and are fully included in the Bronx Arts community, and that all members of the Bronx Arts community have a rich experience in an inclusive environment.
- Supervises each classroom teacher in his/her efforts to ensure that all students in his/her class are achieving at high levels both academically and socially.
- Works collaboratively with the Director of the Arts in his/her efforts to ensure that all members of the Bronx Arts community have a rigorous and integrated experience in the arts.

#### School Culture

• Leads, in collaboration with the school's leadership team, the on-going effort to establish a school culture that reinforces the school's mission, goals, and operating principles within all aspects of the Bronx Arts community including, but not limited to, the school's high social expectations for students, its rituals, policies, and routines.

## Human Resources and On-going Development

- Leads the effort to recruit, select, orient, and retain a talented school faculty that is committed to excellent instruction, and the attainment of the mission of Bronx Arts together with the Director of Operations.
- Actively seeks out ways to continually improve his/her own practice to increase his/her effectiveness.
- Actively strives to embody Bronx Arts' operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by engaging in opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.
- 5. If a proposed school leader has been identified, describe that person's experience and qualifications.

A school principal for Bronx Arts 2 has not yet been identified.

6. Explain the management roles and responsibilities of key administrators with respect to the education program, school operations and finance.

The Bronx Arts Leadership Team is comprised of our Executive Director, Director of Arts (DOA), Director of Operations (DOO), Director of Finance (DF), Director of Curriculum and Instruction (DCI), Director of Curriculum and Instruction for Special Populations (DCISP), and Dean of Students (DOS). Our Executive Director ensures strategic alignment and adherence to the schools' annual and charter goals developed in collaboration with the Board of Trustees. The DOO oversees non-academic

operations including human resources, meal service, transportation, safety and facility management. The DOA ensures the high quality of arts instruction and arts integration throughout each aspect of the school and manages community outreach and development. The DF works closely with the Executive Director, DOO, and DOA to manage the school's finances in alignment with the school's goals and ensure that staff implements the financial policies and procedures with fidelity. The DCISP oversees programs for students receiving special education and ENL services. This includes supervision of special education teachers through observations, evaluations and providing feedback in addition to ensuring that the school meets all compliance requirements. The Leadership Team meets weekly to discuss assessment results and determine their implications for instructional refinements, review the progress and achievement of each school's program, and discuss the ongoing needs of the school, including professional development. Based on the outcomes of these meetings, the Leadership Team will deploy support and resources to increase the effectiveness of instruction and school operations with the overall goal of achieving the school's goals.

7. Describe management and staffing plans for identifying and serving students with disabilities and English language learners.

Beginning in year one, our staffing plan provides for sufficient staff to accommodate the number of atrisk students we anticipate serving from underperforming CSD 12 schools. This includes a projected 21% ELLs and 24% SWDs based on current district enrollment statistics. The number of positions dedicated to serving at-risk students will increase concomitantly with the number of students each year; if we enroll a higher than expected number of students in a specific category at any point, we will utilize some of our budget surplus to add staff as necessary to ensure we have the staff capacity to meet all students' needs. Staff will work with the Principal, DCISP, and the Dean of Students to identify and support our SWDs and ELLs and partner with their families. To facilitate the latter, staff will develop relationships with community organizations that work with special education populations, speak students' home languages, and/or to provide translation services when appropriate.

8. Explain how the school will recruit and retain high quality teachers, including plans for compensation and benefits.

The Bronx Arts Board and staff will partner with local colleges and universities to recruit quality teacher candidates, post openings on well-trafficked employment websites such as Indeed and Idealist, and leverage the existing personal and professional networks of our existing teachers. Candidates must meet the minimum requirements listed for each position as well as demonstrate true understanding of and commitment to the school's mission, key design elements, and students.

Strategies for retaining high quality teachers will include:

- Competitive salaries and benefits packages with annual increases,
- Relevant professional development opportunities and individualized pedagogical coaching,
- Community partnerships to support classroom content,
- Potential to develop and disseminate best practices, and
- A uniquely rewarding, Arts-integrated work environment.

Staff member salaries will be determined primarily upon educational attainment and experience. Each employee will be eligible for a performance based discretionary increase, as long as funds are available. As charter sector veterans, we realize that human capital challenges such as the fierce competition for teacher talent in New York City can be an obstacle to quality growth and replication. Sustaining and growing our talent will be a critical factor to maintain operational and programmatic success as we replicate and scale. The school will benefit from a shared Director of Talent and in later years, a Recruitment Manager and Human Resources Associate, to provide the necessary resources, capacity, and systems to recruit, develop, and retain adequate talent at all levels.

### C.1. CHARTER MANAGEMENT ORGANIZATION

This request is not applicable to Bronx Arts 2 at this time.

# **C.2. PARTNER ORGANIZATION(S)**

This request is not applicable to Bronx Arts 2 at this time.

## C.3. NETWORKED SCHOOLS

Bronx Arts 2 will join our existing flagship school, Bronx Arts 1 (elementary and middle school). As discussed in our Business Plan, Bronx Arts does not operate, nor plan to operate, additional charters aside from this replication over the next five-year period.

## D. STAFF SUPERVISION AND DEVELOPMENT

1. Describe the school's instructional leadership roles and responsibilities for teacher supervision, support, and professional development.

Bronx Arts schools benefit from a strong professional culture- one of accountability, collegiality, support and leadership. Each teacher is viewed as a leader emphasized through the school's encouragement of teachers to view each other's instruction and learn from each other. Teachers have two planning periods each day and attend weekly faculty meetings that offer opportunities to present to and educate the rest of the staff.

The Principal and Leadership Team will immediately establish a culture of mutual respect and collegiality amongst staff and place a great value on continuous learning and improved pedagogy. The Principal, DCIs, DOA, and Dean of Students provide supervision, support, and professional development from their different perspectives. For example, DCIs join weekly grade team meetings to provide direct feedback on lesson planning and execution to improve practice. Our Dean of Students not only nurtures our school culture and enforces student discipline, but also coaches teachers on effective classroom management, implementing Responsive Classroom techniques with fidelity, and identifying effective strategies for individual students with socio-emotional and/or behavioral needs. Bronx Arts 2 will be an "all hands-on deck" community, particularly through the supports provided to our staff to ensure they have the skills needed to perform at their best every day.

2. Describe the school's professional development plan for administrators, teachers and other staff, including how schoolwide and individual staff needs will be identified and how the plan will address these diverse needs.

Bronx Arts schools utilize professional development as the primary lever for improving instructional performance. Grade level supervisors and other school leaders guide strategic activities such as staff meetings, grade level meetings, data days, individualized coaching, professional collaboration, and the application of expert professional development to hone best instructional practices in teaching ELA, mathematics, and the arts. This modeling creates a professional learning community at Bronx Arts schools where teachers use discussions amongst themselves about curriculum, student performance, culture, or systems and routines as opportunities for reflection, collaboration, development and growth. As an extension of the professional learning community, we provide teachers with numerous opportunities for individual, group and school level directed learning based on strengths and weaknesses identified through assessment data, classroom observations, and self-report.

- 3. Explain how and by whom professional development will be delivered and differentiated based on the experience level and subject area expertise of teachers.
- 4. Explain how the school intends to establish a professional climate that results in purposeful teaching and learning and leads to reasonable rates of retention for school administrators and teachers.

School leaders will provide professional development during summer pre-service prior to the start of the school year, PLC periods on a weekly basis, and weekly staff meetings on extended days. This investment of time and resources underscores the importance of pedagogical excellence and ensures teachers have the support and opportunities they need to continuously improve. Ultimately, this also increases teachers' job satisfaction and decreases staff attrition. In addition, teachers and staff will receive individualized coaching to strengthen their instructional delivery and effective classroom management.

5. Explain how this plan will be implemented and evaluated within the context of the proposed charter school's design.

Prior to the school's opening, professional development will focus heavily on establishing a positive school culture and learning environment for all students, and learning about the key design elements and existing programs from our flagship school. All teachers will participate in workshops focused on effective practices for students identified as at-risk of academic failure, English language learners, and students with disabilities. The DCISP will provide classroom teachers with daily support and interventions to ensure they are properly prepared to address specific student needs in their classroom. To ensure all staff members are sufficiently well versed in the Arts and therefore able and excited to integrate this content in a cross-curricular way, school leaders will provide an overview of the national arts standards, share examples of past student projects and performances, and link teachers to relevant materials.

6. Describe any formal and/or scheduled opportunities and the frequency of such opportunities for teacher planning and collaboration.

To demonstrate its commitment to its teachers' development and deep belief in the power of professional thought partnership, Bronx Arts schools provide teachers with significant time for preparation and professional development during their work day. Each teacher has two scheduled prep periods each day, for 45 minutes each. School embedded professional development often takes place during this time. Teachers also work one extended day per week, which allows for an all staff meeting inform school culture and teaching and learning. Teachers' weekly schedules include Grade Team Meetings several times per week, which are facilitated by a combination of DCIs and Grade Team Leaders. During these meetings, leaders supports teachers in reviewing data, launching units, collaborative planning, and rehearsing lessons prior to execution. In all, Bronx Arts teachers have at least 450 minutes per week, or 7.5 hours, of formal, scheduled opportunities for planning and collaboration.

## **E. EVALUATION**

- 1. For each of the following stakeholders, describe the school's evaluation processes and procedures, including key roles and responsibilities, and explain how the results will be used:
- Through our new relationship with BoardOnTrack, trustees will engage in an annual self-evaluation to assess the Board's capacity and performance with the assistance of professional governance experts. The process will include: (1) Self-assessment by each individual member of his/her performance; (2) Evaluation of each individual Board member by the Board President through review of an annual member "Board Report Card"; (3) Self-evaluation of the Board's collective performance. BoardOnTrack's platform will help us complete an annual comprehensive assessment the strengths and weaknesses of our governance practices. The results of this evaluation will impact potential reconfigurations of committees and/or recruitment of additional board members with specific skills.
- 2. Explain how teachers will be held accountable for quality instruction and student performance.

School leadership will utilize the same evaluation process to hold teachers accountable for quality performance at all Bronx Arts schools. At our flagship school, leaders use Kim Marshall's Teacher Evaluation Rubric (Marshall Rubric), and also consider classroom observations, student growth, and proficiency rates in assessing overall teacher performance. The rubric covers the following aspects of a teacher's job performance:

- A. Planning and Preparation for Learning
- B. Classroom Management
- C. Delivery of Instruction
- D. Monitoring, Assessment, and Follow-Up
- E. Family and Community Outreach
- F. Professional Responsibilities

The Principal assumes responsibility for completing teacher evaluations. Teachers that do not meet expectations will develop an improvement plan with the Principal with a clear action plan and

timeframe for measurable improvement. If a teacher still fails to demonstrate adequate pedagogical or professional progress, s/he may be dismissed, or not asked to return at the conclusion of the school year.

3. Describe the processes and procedures that will be used to evaluate the school's operational effectiveness and fiscal soundness.

Both informal and formal audits will be performed annually. The function of the audit is to express an opinion regarding the financial statements prepared by management, with Board oversight, are fairly represented in all material respects, in conformity with U.S. generally-accepted accounting principles. Planning and performance of the audit will consider internal controls over financial reporting, in efforts to determine the appropriate auditing procedure. Although the audits will not provide 100% assurance of all internal controls, sufficient evidence will be collected to provide reasonable assurance that all controls are in place and being implemented properly. Uses of the audited financial statements include: (1) Board/management oversight; (2) NYSED compliance reporting; (3) Federal, State, and/or local grant compliance; (4) Investment endeavors; (5) Fiscal undertakings. Annual program reports will be prepared by the school and will include: Annual Report to NYSED, 990 Submission (upon receipt of 501c3 status), and Annual Audit (prepared by the independent auditor).

- 4. Describe the school's requirements and procedures for programmatic audits.
- 5. Explain how the school will monitor progress towards achievement of its mission and goals as well as the benchmarks in the Charter School Performance Framework and share those results with the school community. Describe the steps that will be taken when the school is not meeting expectations. Our Executive Director will compile data on academics, teaching, culture, student discipline, family engagement, and finances monthly to ensure the school is on track to meeting its annual goals. Aside from this informal means of auditing the school's successes and weaknesses over the course of each school year, she will also collaborate with the instructional and operations leadership teams to conduct a year-end review, gathering data in regards to academics, attendance, enrollment, student discipline, promotion rate, family engagement, teacher attrition, governance, and finances. This process will utilize the Performance Framework benchmarks as the lens for measuring performance.

The report will be presented to the Board as the basis for completion of the required annual report to NYSED; it will also be posted on our website.

In the event that the school is not making adequate progress towards meeting the expectations memorialized in the Performance Framework, the Board and leaders will mutually develop interim goals and metrics assigned to specific individuals and stakeholders. These action plans will be reviewed at monthly board meetings, or more frequently as necessary, depending on the severity of the concern or issue.

- 6.Describe how family and student satisfaction will be evaluated and the results used to improve the school.
- 7. Explain how the school will evaluate family and community involvement.

The school will assess family and student satisfaction using surveys, feedback sessions, community forums, trends in attendance at various events, and will consider results when making school-wide decisions. Leaders will attend Parent Association meetings to remain informed about any pending issues or requests and will maintain an open-door policy with students and parents throughout the year. The Bronx Arts team will use these results to inform future initiatives; particularly if community engagement rates demonstrate a decline.

## F. FACILITIES

1. Complete the facilities table below regarding minimum facility requirements over the charter term. Applicants may add additional types of space that are necessary for the implementation of their proposed program.

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	6	10	16	20	24
SETSS/RTI/ELL Pull Out Spaces	4	4	6	6	8
Counseling/Guidance Offices	1	1	2	2	2
Administrative Offices	4	4	4	4	4
Cafeteria	1	1	1	1	1
Auditorium	1	1	1	1	1
Conference Rooms	1	1	1	1	1
Other: Large Room (Dance)	1	1	1	1	1
Other: Large Room (Music)	1	1	1	1	1
Other: Large Room (Theatre)	1	1	1	1	1
Other: Large Room (Visual Arts)	1	1	1	1	1
Other: Large Room (Staff Lounge)	1	1	1	1	1
Other: Large Room (Main Office)	1	1	1	1	1
Other: Room (Dean's Office)	1	1	1	1	1
Other: Library	1	1	1	1	1

2. Explain the school's facility needs over the charter term, including any community resources the school will need to implement its program, e.g., off-site physical education, arts, science labs, etc.

To enable the school to commit the majority of its funds to salaries and programming rather than facility costs, we have identified our basic most needs. As seen in the table above, in our first year, we require at least six classrooms, sufficient space for special education and interventionists to provide supports to students, office space for our leadership team, and at least four large classrooms or other dedicated spaces that can be utilized for arts classes and performances.

- 3. If facilities have been identified for part or all of the charter term, describe their location, condition, and capacity for meeting the school's needs. Include any renovation requirements and timelines.

  Bronx Arts 2 has not yet identified a facility.
- 4. If facilities have not been identified for the entire charter term, describe the school's plan for identifying and securing a facility, including who will be involved in this process and the timeline.
  Bronx Arts will be located within CSD 12. We aim to secure NYCDOE space as the most fiscally attractive option, and hope for a facility that is easily accessible by staff and families, provides appropriate space for instruction and staff needs, is ADA compliant, meets all safety requirements, and is economically feasible for at least the first few years of instruction. An ideal facility will be near educational and community partners, within walking distance of neighborhoods where our students and families reside, and/or accessible by public transportation to provide a reasonable commute for school and shared staff. We currently have one existing school located in a private facility and one located in public space, so our Board and leadership are well-acquainted with the process of finding, securing, and building out facilities to meet our needs as much as possible, as well as the pros and cons of each situation.
- 5. Explain the school's funding plan for its facility, including all related revenue and costs, e.g., rental assistance, utilities, maintenance, renovations, etc.

The Bronx Arts team will officially apply for co-located, public space in a currently underutilized schools through the NYCDOE immediately after authorization. If no suitable space is available, we will receive rental assistance in lieu and revisit our budget to reallocate funds from our surplus to lease payments and other facilities costs. While public space is by far our preferred option, our conservative approach to fiscal planning provides sufficient funds for this possibility. The Executive Director, Board, and Director of Operations would lead the facilities search.

### G. INSURANCE

- 1. Describe the types and amounts of insurance coverage to be obtained by the school, including insurance for liability, property loss and the personal injury of students.
- 2. Explain the types and amounts of insurance proposed for the school.

The school will maintain insurance coverage for workers compensation, liability, property loss, and personal injury of students as well as any other appropriate coverages identified by the Board. We base

the amounts below on current policy costs at our flagship school, provided through Great American and Austin and Co. In year one, a \$1 million limit of liability Directors and Officers (approximately \$5,500 with subsequent years slightly less); General and Professional Liability (approximately \$6,500); Workers Compensation using an estimated \$1 million payroll (approximately \$10,000) and Property Coverage for furniture, computers, desks etc., with an estimated value of \$200K (approximately \$1,500) will be secured.

### **H.NON-ACADEMIC OPERATIONS**

1. Describe the school's plans for health services, addressing staffing, record-keeping, administration of medications, health services and programs, and facility requirements.

If Bronx Arts 2 is located in NYCDOE space, as desired, we will benefit from the district-provided nurse for health services. If not, we will contract for a part-time school nurse on staff as mandated and provided by the NYCDOE. In either scenario, the school nurse will be responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities in accordance with §2853(4)(a) and §912 of the Education Law. All students will be required to have a certificate of immunization that complies with §2164 of the Public Health Law at the time of enrollment, or within 14 school days.

The school nurse will provide health and wellness information to students, families, and staff. S/he will provide first aid care, as appropriate, and will screen for illnesses. They will also facilitate vision, hearing and color perception screenings, maintain documentation of immunizations, dispense medication that accompanies a doctor's order and parental permission in writing, and ensure students have a physical from their family doctor or licensed clinic within relevant timeframes. The school nurse will refer students and their families to outside agencies to address needs beyond what s/he can provide.

Bronx Arts 2 staff will receive training to comply with school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources. A minimum of two staff members will earn and maintain First Aid, cardiopulmonary resuscitation, and automated external defibrillator certifications. Prior to beginning each school year, Bronx Arts staff will secure parental consent to identify students with health risks and provide accommodations to faculty and staff, when appropriate. All information contained in education records, including health records maintained by the school will be compliant with federal law under the Family Educational Rights and Privacy Act (FERPA). Any information released from education records to an outside entity, where parent/guardian consent would normally be required, will be documented in the student's education record as required by FERPA.

2. Describe the school's plans for food services. Indicate whether the charter school will participate in the Federal school lunch or school breakfast programs and/or whether the charter school will

participate in the local school district's food service programs and whether food will be prepared on or off site.

Bronx Arts 2 will participate in the Office of Food & Nutrition Services' school food service program to provide breakfast, lunch and an afternoon snack. The Bronx Arts facility will include a cafeteria and kitchen equipment. Bronx Arts will participate in the Federal free- and reduced-price breakfast, lunch and snack programs administered by the USDA will adhere to all applicable requirements including, but not limited to: meal pricing, nutritional value, determination of eligibility and reporting requirements.

3. Describe the school's plans for transportation of students, including how the school will arrange for transportation for students who do not qualify for public school transportation under Education Law Section 3635, and any other supplemental transportation arrangements.<sup>40</sup>

The school will work with the NYCDOE to arrange morning and afternoon bus transportation for all eligible students. It is anticipated that a majority of the students will reside within CSD 12, therefore enrolled students living further than the eligible 15-mile radius of the school will be responsible or their own transportation. The school will work with the NYCDOE to arrange special transportation and accommodations that are included in a student's IEP or Section 504 plan.

4. Explain how the school will manage other non-academic operations, including facility, technology, student information and other record-keeping, procurement, compliance and reporting, security, and custodial services. Address relevant staffing, resources, systems and procedures.

An Operations Team led by the shared Director of Operations (DOO) will manage Bronx Arts 2's day-to-day non-academic operations and ensure the effective allocation of staff and resources with oversight from our Executive Director. The Operations Team at scale will include an Operations Manager, Operations Associate, and Staff Aides. If Bronx Arts 2 ultimately has to locate in a private leased facility, this team will also oversee the contracted services of custodial, IT, transportation and meal providers and vendors to ensure smooth operation and delivery of services. The DOO will check in daily with team members, particularly during start up, and conduct regular planning meetings that include a review of the school's calendar and upcoming events to adjust staffing resources as necessary.

#### I. FAMILY AND COMMUNITY INVOLVEMENT

1. Explain how the school will involve families and the community in the school during its pre-opening phase, i.e., between charter approval and opening to serve students.

The Board is committed to implementing family and community engagement strategies to contribute to student success. During Bronx Arts 2's pre-opening phase, the Board, Executive Director, and leadership team will continue the outreach campaign to inform parents, stakeholders, community-based organizations about the school, its location, and programs, to ensure all students and families looking for a high quality, tuition free program that offers Arts-integration have the chance to enter the school's lottery.

<sup>&</sup>lt;sup>40</sup> N.Y. Education Law § 2851(2)(j); 2853(4)(b).

2. Describe the school's plan for communicating with the families of enrolled students.

Bronx Arts 2 will communicate with parents regularly to ensure engagement and mutual support to optimize each student's potential. Channels for communication include: surveys, phone calls, reminders via web-based apps, open houses, family events, gallery walks, performances and showcases, parent association meetings, public board meetings, social media, and mailings. While these methods have proven successful at our flagship school, school leaders will still be mindful of common obstacles to family engagement and work to mitigate them. These barriers often include parents' demanding or non-traditional work schedules; the school will stagger start times and days of the week we hold events. Some parents may be uncomfortable communicating with school officials or teachers due to language or cultural differences or their own past experiences with school; we will provide materials in various languages and offer both low- and high-touch opportunities to interact with the school community. Some parents feel they only hear from a school when there is a problem with their child; our teachers will be proactive in reaching out to parents to share positive news more frequently than negative.

3. Describe the school's plan for family involvement in the school once it opens.

We will offer similar opportunities for family involvement as our flagship school. Once Bronx Arts 2 opens, families will be invited to attend both formal and informal school events regularly, such as monthly Family Nights. Bronx Arts leadership will also encourage the creation of a Parents Association which may identify other means of engagement based on parent needs and interests. Please see excerpts of our existing school's Parent Calendar for examples of family events and the frequency at which they are scheduled.

### Bronx Charter School for the Arts 2018-2019 School Calendar



950 Longfellow Avenue Bronx New York 10474

Attendance at Bronx Arts is extremely important. Please ensure that your scholar is in school and on time everyday. Please review the dates below so that you can make the necessary arrangements for your child's care on days when Bronx Arts has an early dismissal or is not in session. School days are from 8:00am-3:30pm (optional breakfast 7:40am-8:00am). All school days are full days unless noted below.

	ber 2018	
3	Monday	NO SCHOOL (Labor Day)
4	Tuesday	NO BUSING - Full Day for Grades 1-5 and Half Day for Grade K
5	Wednesday	Full Day for Grades 1-5 and Early Dismissal for Grade K
6	Thursday	Full Day for Grades 1-5 and Early Dismissal for Grade K
7	Friday	Full Day for Grades 1-5 and Early Dismissal for Grade K
10	Monday	FULL DAY FOR ALL STUDENTS
13	Thursday	Back to School Night (5:00 PM)
	,	
October	2018	
8	Monday	NO SCHOOL (Columbus Day)
9	Tuesday	SCHOOL IS IN SESSION
12	Friday	Tea with Thomas (7:45AM - 8:15AM)
25	Thursday	Family Math Night (5:00PM - 7:00PM)
31	Wednesday	Early Dismissal @ 12:30 PM
Novemb	er 2018	
6	Tuesday	NO SCHOOL (Election Day)
	E I I	Tea with Thomas (7:45AM - 8:15AM)
9	Friday	rea with Thomas (7:45AM - 8:15AM)
9 <b>12</b>	Monday	NO SCHOOL (Veterans Day)
	•	
12	Monday	NO SCHOOL (Veterans Day)
12 13 20	Monday Tuesday	NO SCHOOL (Veterans Day) SCHOOL IS IN SESSION
<b>12</b> 13	Monday Tuesday Tuesday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)
12 13 20 21	Monday Tuesday Tuesday Wednesday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM
13 20 21 22	Monday Tuesday Tuesday Wednesday Thursday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)
13 20 21 22 23	Monday Tuesday Tuesday Wednesday Thursday Friday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)
12 13 20 21 22 23 26	Monday Tuesday Tuesday Wednesday Thursday Friday Monday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)  SCHOOL IS IN SESSION
12 13 20 21 22 23 26	Monday Tuesday Tuesday Wednesday Thursday Friday Monday Thursday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)  SCHOOL IS IN SESSION
12 13 20 21 22 23 26 29	Monday Tuesday Tuesday Wednesday Thursday Friday Monday Thursday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)  SCHOOL IS IN SESSION
12 13 20 21 22 23 26 29	Monday Tuesday Tuesday Wednesday Thursday Friday Monday Thursday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)  SCHOOL IS IN SESSION  Early Dismissal @ 12:30PM - (Parent Teacher Conference 1:00PM to 7:00PM)
12 13 20 21 22 23 26 29 Decemb	Monday Tuesday Tuesday Wednesday Thursday Friday Monday Thursday Monday Monday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)  SCHOOL IS IN SESSION  Early Dismissal @ 12:30PM - (Parent Teacher Conference 1:00PM to 7:00PM)  Book Fair
12 13 20 21 22 23 26 29 Decemb 3-7	Monday Tuesday Tuesday Wednesday Thursday Friday Monday Thursday  Monday Thursday  Fer 2018 Monday-Friday Friday	NO SCHOOL (Veterans Day)  SCHOOL IS IN SESSION  Family Potluck (5:00PM - 6:30PM)  Early Dismissal @ 12:30PM  NO SCHOOL (Thanksgiving)  NO SCHOOL (Thanksgiving)  SCHOOL IS IN SESSION  Early Dismissal @ 12:30PM - (Parent Teacher Conference 1:00PM to 7:00PM)  Book Fair  Tea with Thomas (7:45AM - 8:15AM)

#### 4. Explain how the school will support families in helping their child to grow and achieve.

"Education is increasingly viewed as a shared responsibility of educators and families." Research has also shown that educational programming is more impactful when it extends outside of the school building. To reinforce and align our efforts with children's home experience, we will ensure parents and guardians are informed about what they are learning, their progress, and the areas in which they can provide additional practice or support at home. Staff will share concrete strategies for reinforcing learning at home during events such as Back to School Night, and teachers will make recommendations for reading comprehension, math computation, and other types of learning activities families can utilize to help their child grow and achieve at home.

<sup>&</sup>lt;sup>41</sup> https://www.cde.state.co.us/cdesped/school-familypartnershipstrategies

5. Describe the school's plan for community involvement in the school, including any plans for leveraging community resources to support implementation of the school's program and achievement of its mission and goals.

The Bronx Arts team has already developed longstanding relationships with community organizations; some of which provide a service to our students and some which connect parents with healthcare, nutrition, job skills training, and/or cultural opportunities.

6. Describe any research or successful models that support the school's approach to family and community involvement.

Over our sixteen years of operating a high-quality charter school, we have learned first-hand the importance of establishing and maintaining close relationships with families and community partners. Engaged and happy families translate into high student retention rates, and community organizations can provide invaluable assistance such help with student recruitment, enrichment and after-school programs, and much needed cash and non-cash resources.

Beyond our existing schools, research also provides external validation for our approach to engaging families. "Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs." In fact, community support of the educational process is considered one of the characteristics common to high-performing schools. 43

7. If applicable, discuss how the school will partner with low performing public schools in the area to share best educational practices and innovations.

Bronx Arts leadership regularly participates in The Hunts Points Alliance, which convenes principals from local traditional public and charter schools to troubleshoot common challenges, share best practices, and nurture professional relationships with neighboring schools to support the work we all do. Our middle school is co-located with a district school; to date, we have partnered in a limited sense through a common safety committee, but intend to expand those supports. The Bronx Arts team is always willing to host leaders and teachers who want to learn from us; in the past two years, representatives from both Riverhead Charter School and Renaissance Academy Charter School for the Arts have visited our elementary school to observe classes and learn about our Arts-integration model.

#### J. FINANCIAL MANAGEMENT

1. Describe the school's annual budgeting process.

To prepare the annual budget, the Director of Finance and Executive Director revisit and review each line item. They prioritize essential expenses that impact student academic achievement in the budget, such as instructional staff salaries, curriculum materials, and classroom technology. Necessary

<sup>42</sup> http://www.nea.org/assets/docs/PB11\_ParentInvolvement08.pdf

<sup>&</sup>lt;sup>43</sup> Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

operating expenses, such as utilities and supplies, are also outlined at this time and included in the budget. To arrive at these costs, the Director of Finance projects staff salaries based on past practice, published pay scales, and inflation. S/he identifies which costs, if any, can be minimized, and allocates any remaining funds to expanding programs or new initiatives. Once drafted, the budget is reviewed by the Finance Committee. Recommendations made by the Finance Committee are incorporated into the budget, and a second draft is prepared. This process continues until the Finance Committee approves the budget, which is then distributed to the entire Board for their review and approval. Each year, the Trustees approve the final budget before the new fiscal year begins, and a copy of the approved budget is immediately submitted to NYSED.

The Director of Finance maintains day-to-day oversight responsibilities for the school's financial management and is responsible for the protection of the school's financial records with direct oversight from the Finance Committee. The NYSED Fiscal Oversight guidebook for charter schools guides our financial management practices. The Board Treasurer and/or Director of Finance will prepare monthly budget presentations, including updated annual budget information, monthly budget information, monthly actuals against budget, and projected year end against budgeted year end estimates.

- 2. Describe the policies, procedures and systems for managing the school's finances and identify the staff position(s) that will be responsible for financial management.
- 3. Explain how the school will provide financial oversight and ensure meeting fiscal compliance and reporting requirements.

Bronx Arts 2 will adopt the fiscal policies, procedures, and systems, such as purchasing practices, currently in place at our flagship school. Our team recognizes that proper Internal Controls are essential to the efficacy of our school's accounting and reporting operations. It is also understood that a primary responsibility of the Director of Finance is to ensure the accountability of the school's finances to the Board of Trustees and governmental regulators. The Director of Finance and Executive Director will assume primary responsibility for implementing these policies and procedures, but may delegate portions of this function when appropriate to Operations Manager or Associate. Bronx Arts 2 will obtain quotes and competitive pricing for the majority of the school's purchase orders and utilize vendors offering New York State Contract Pricing. The Director of Finance or the Executive Director will approve requisitions for all purchases. S/he will also produce monthly financial reports to include: Balance Sheet, Income Statement, and Cash Flow Statement. These reports, along with monthly Check Registers, will be produced from the school's accounting software and submitted for review by the Finance Committee and Board of Trustees. These ongoing reviews will ensure sufficient checks and balances.

4.If the school will contract for any financial services, explain the role of the contractor(s) and describe their proposed relationship with the school.

Bronx Arts 2 will contract with Charter School Business Management (CSBM), a national provider of accounting and finance back office support and training for charter schools and charter management organizations. They will provide financial operations supports, including bank reconciliation,

consolidated title funding and annual reporting, and audit preparation. We will also contract with an independent auditing firm such as Lutz and Carr to conduct required annual audits and preparation of the school's final Financial Reports. Reporting, with notes, will include:

- (1) Audited Balance Sheet;
- (2) Statement of Activities;
- (3) Statement of Cash Flows;
- (4) Schedule of Expenses; and,
- (5) Schedule of Federal Awards (if applicable).

Components of the annual audit will include an assessment of the school's internal controls related to the financial statements and compliance with laws, regulations, and provisions of contracts and any grant agreements. Fiscal testing will also be performed.

#### 5. Explain how the school will maintain and protect student and financial records.

The Administrative Assistant (AA) will support the Principal and DOO in tracking student enrollment and attendance data, as well as collecting and filing other necessary student information such as eligibility for the free or reduced-price lunch program, to facilitate accurate billing, reimbursement requests, and financial record keeping. The Principal is ultimately responsible for the protection of student records, although he/she may delegate tasks to support the execution and maintenance of those systems.

Under the leadership of the DCISP, special education staff will be responsible for maintaining and securing all service records and IEPs, as well as submitting all required reporting to the appropriate agencies including necessary reporting for special education reimbursement. Bronx Arts 2 will fully comply with the Family Educational Rights and Privacy Act and will follow all appropriate procedures to comply fully with the NYS Freedom of Information Law (Article 6 of the NY Public Officers Law).

#### 6. Describe the school's process for conducting independent fiscal audits.

The Bronx Arts Board and Executive Director will insure that independent audits are performed annually and on a timely basis. The function of the audit is to express an opinion regarding the financial statements prepared by management, with Board oversight, are fairly represented in all material respects, in conformity with U.S. generally-accepted accounting principles.

Planning and performance of the audit will consider internal controls over financial reporting, in efforts to determine the appropriate auditing procedure. Although the audits will not provide 100% assurance of all internal controls, sufficient evidence will be collected to provide reasonable assurance that all controls are in place and being implemented properly. Uses of the audited financial statements include: (1) Board/management oversight; (2) NYSED compliance reporting; (3) Federal, State, and/or local grant compliance; (4) Investment endeavors; (5) Fiscal undertakings. Annual program reports will be prepared by the school and will include: Annual Report to NYSED, 990 Submission (upon receipt of 501c3 status), and Annual Audit (prepared by the independent auditor).

#### K. BUDGET AND CASH FLOW

1. Provide a narrative description of the budget, including a summary of key revenue and expenditure categories and net income each year, including during the pre-opening period.

The Bronx Arts Board, Executive Director, and Director of Operations have prepared the proposed budget and fiscal plan in accordance with NY Education Law §2851(2)(e), our experience running our existing schools, and a conservative approach that demonstrates fiscal responsibility over the course of the initial five-year charter term. To illustrate this conservative approach, the budget reflects the current NYCDOE charter school per pupil revenue rate of \$15,307 for all five years, with no assumption of an increase over that period of time. The board assumes Special Education Revenue for 24% of the student body, based on current District rates.

Bronx Arts 2 has included the assumption of \$550,000 in Charter School Program funds, although we are likely eligible for an additional \$250,000 based on meeting the criteria of both Design Priorities 4 and 9. We also included minimal fundraising amounts in the budget; these are conservative estimates based on past donations from board members, the Walton Foundation, and friends of Bronx Arts. Bronx Arts 2 has predicated the school's entire budget to be sustainable on per pupil funding and the CSP grant award well before it reaches full scale.

Bronx Arts 2's primary investment will be in its staff. The school's Year 1 personnel costs, including taxes and benefits, account for 79% of total expenditures, with 4% set aside for contracted services. School operations account for 12%, and facility operations account for 3% of annual expenditures. By Year 5, personnel costs, including taxes and benefits, will account for 79% of total expenditures. Please see the budget template for additional detail on key expenditures that will support the incubation, growth, and success of the school over the charter term.

Summary I	Summary Budget					
Budget	Preopening	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	\$325,000	\$3,022,287	\$4,616,775	\$7,992,188	\$9,984,235	\$11,976,282
Expenses	\$297,100	\$2,852,084	\$4,076,370	\$4,467,709	\$4,997,911	\$5,625,505
Net Income	\$27,900	\$170,203	\$540,405	\$3,524,480	\$4,986,324	\$6,350,777

- 2. Explain how the proposed budget supports implementation of the key design elements.
- The proposed budget fully supports the implementation of the key design elements. It enables the school to continuously recruit students and maintain enrollment figures, maximizing annual revenue and funding available for staff, training, and critical academic and Arts-based programming and interventions for students. Over the life of the charter, our staff size steadily increases to maintain reasonable student to teacher ratios that allow for sufficient differentiation to meet all students' needs. The budget also reflects a commitment to our at-risk students and special populations by keeping service group ratios low; teachers will work closely to coordinate services and monitor each student's progress toward their individual goals. Bronx Arts 2 has also budgeted funds to ensure families remain engaged and play an integral role in their children's education through frequent school events such as potlucks and performances, as mentioned earlier in this response.
- 3. Describe the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges that may occur in the early years of operation.

The Bronx Arts team's conservative approach to budgeting provides a level of insulation from minor cash flow fluctuations such as enrollment variances or necessary staffing adjustments, therefore we do not anticipate cash flow challenges or budget shortfalls. However, in the instance of an unforeseen financial challenge, the school will identify what programmatic elements could be delayed without sacrificing instructional quality, accelerate our development efforts with various philanthropies, and/or pursue a line of credit with our bank or a local foundation.

#### L. Pre-Opening Plan

Please see Attachment 11: Pre-Opening Plan.

#### M. Dissolution Plan

Please see Attachment 12: Dissolution Plan.

#### **Attachment 1: Admissions Policies and Procedures**

Each year Bronx Charter School for the Arts 2 will accept students eligible to enroll in New York City schools with admissions preference given to students residing in Community School District 12 depending on which community school district the school is located. The application form will ask for basic student information, and will be used to determine if the student does reside in Community School District 12 and if the student is eligible to receive Special Education or ELL services. Bronx Arts 2 will not discriminate on the basis of academic achievement.

Bronx Arts 2 will recruit students by placing ads in local newspapers, distributing and mailing flyers to community residents and community-based organizations and distributing information at community board meetings. All materials will be offered in English as well as in the primary native languages of the school's largest English Language Learner demographic, which in this case is Spanish. In addition, Bronx Arts 2 will run several open houses to allow students and families to meet the school faculty and staff. We will also conduct tours of Bronx Charter School for the Arts Elementary School to show parents and students the type of school environment and education we will be providing.

We will continue to work with local pre-schools, community-based organizations, elected officials, and other community leaders to get the word out about Bronx Charter School for the Arts 2, admissions requirements and timelines.

Information regarding the application procedures and timeline will be posted online and communicated through all of these events. The timeline is as follows:

**September 30** the application will be made available to parents online via the common application and at <a href="https://www.bronxarts.net">www.bronxarts.net</a>.

**April 1st** will be the application deadline.

**April 3rd** we will hold a lottery if the number of applicants exceeds the number of seats available.

#### PREFERENCE RANKING

- 1st Preference Returning students will be automatically assigned a seat in the school (unless the student's parent or guardian withdraws the student voluntarily).
- 2nd Preference Any sibling(s) of a student already enrolled at Bronx Arts 2 who applies to Bronx Arts 2 will be given preference in the admissions lottery.
- 3rd Preference -Any child(ren) of a staff employed at Bronx Arts 2 at the time of the lottery who applies to Bronx Arts 2 will be given preference in the admissions lottery.
- 4th Preference Students who reside in the home district the school is located in will be given preference in the admission lottery

The lottery will be held in a public space after the application deadline. If our facility is not ready by April of 2020, we will find another suitable facility open to the public and available to

accommodate all members of the public who wish to attend the lottery. The lottery will be attended by a third-party auditor to ensure that the process is conducted transparently and in accordance with the policies laid out in this document and mandated by New York Education Law § 2854(2). Bronx Charter School for the Arts 2 will use a random number generator (via SchoolMint) to assign random numbers to all applicants to administer the lottery.

**April 6th** families will be notified of their admissions status (admitted or wait listed). Families will need to complete enrollment forms by April 20th. If parents do not choose to enroll their student in Bronx Arts 2, we will consult the waiting list and offer students admission in the order they appear on the waiting list.

#### BACKFILL POLICY

To serve as many students as possible, the school will backfill all open seats through January 1st at all grade levels by offering them to families on the waitlist. For this reason, we have not accounted for student attrition in our enrollment or budgetary projections.

#### WITHDRAWAL PROCESS

The parent or guardian of a student may withdraw a student at any time. Should the parent request a withdrawal, the Principal will meet with the family to discuss the reason for withdrawal. If the parent still wants to withdraw the student, the parent will complete a withdrawal form and the Operations Manager will assist the parent with student placement if needed.

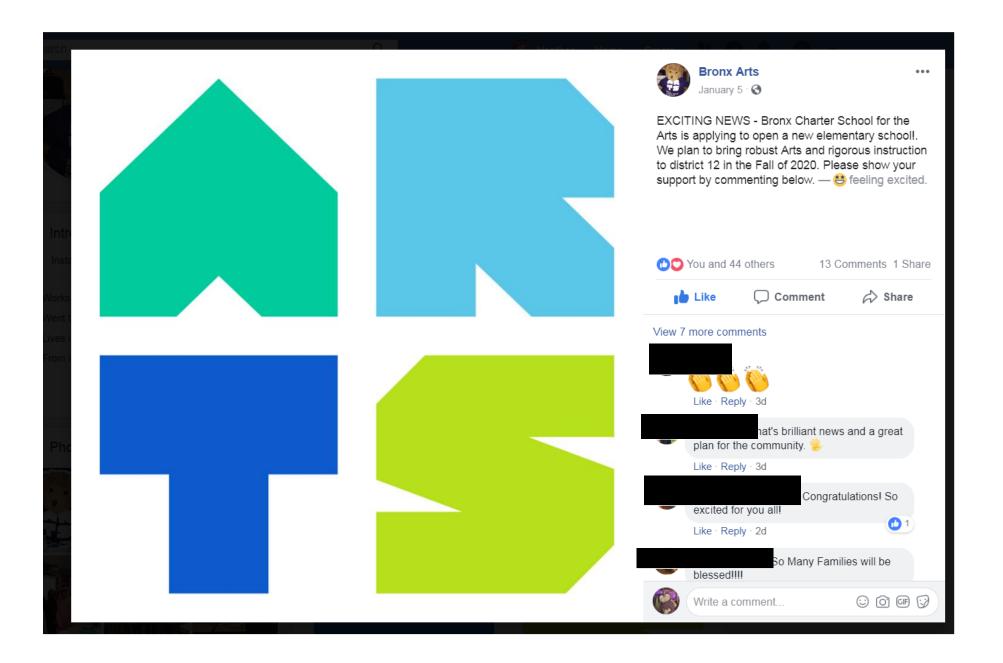
**Table 2: Public Outreach Information** 

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreac h	Input Obtaine d	Action Taken on Input	Number of Attendees
November, 2018- January 2019	Over 730 followers, including current families and those on wait list	Posts to school Facebook page post every few days about our plans to replicate the school in CSD 12. Provide general details (grade levels, timeframe, desired location). Solicit comments and indications of interest in enrolling via link to survey.	Social media	Comment s and survey responses	Analyzed survey results for trends and input for programs at new school.	At least 211.
November, 2018- January 2019	Current families, those on wait list, community stakeholders across the South Bronx.	Posts on the school website about plans to replicate, soliciting feedback and support via link to survey.	Internet	Survey responses	Analyzed survey results for trends and input for programs at new school.	Traffic increase to our site, but not quantifiable.
December, 2018	Families on waitlist.	Email blast to all families on waitlist (over 1,800) to	Email	Response s were unanimo	Confirmed our projections	Over 1,000 emails sent.

		inform them of our		nalv	of domand	
				usly	of demand,	
		prospects and		positive.	and that	
		gauge continued			our	
		interest. Ask for			increased	
		brief statements of			enrollment	
		support/ rationale			size will be	
		for why they're			successful.	
		hoping to attend a				
		Bronx Arts school.				
December, 2018-	Local elected		Email,	Please	Confirmed	27 emails and
present.	officials,	Attempt to/ set up	phone	see	local	phone calls
1	CECs,	meetings through	calls.	several	support.	made to local
	community	informational		letters of	11	leaders, elected
	organizations,	emails and phone		support		officials, and
	local Regents.	calls. Solicit letters		in		organizations.
		of feedback and		Attachme		0184111244101101
		support.		nt 2c.		
December 12-13,	South Bronx	Opened our	Winter	Over	Confirmed	Over 200
2018.	residents.	schoolwide event	Concert	90% of	local	attendees.
2016.	Testucitis.		12/12,	attendees		attendees.
		to the community to demonstrate	12/12,		support.	
				signed		
		student	1535	petitions		
		performances, our	Story	supportin		
		culture, etc. We	Avenue.	g our		
		also disseminated		replicatio		
		paper copies of our		n.		
		survey and				
		circulated				
		petitions.				



We are applying for a new Elementary School. <u>Click here</u> to show your support





## PETITION TO OPEN BRONX CHARTER SCHOOL FOR THE ARTS 2

	Bronx Charter School for the Arts-2 is a proposed replication of Bronx Charter School for the Arts with an anticipated
Petition Summary	opening date of September 2020. Bronx Arts-2 will be a K-5 school in Bronx Community District 12. Students will
& Background	receive 90 minutes of arts instruction daily. In addition to rigorous academic and arts curricula, we provide targeted
	academic interventions for students who enter below grade level in ELA or Math including After School, Saturday
	Academy, extended day, and extended year.
Action Petitioned	We Petition to have Bronx Charter School for the Arts - 2 approved as a school option for NYC students. We are
	parents or guardians of school-age children and we believe that there is a demand for this school. Should Bronx
For	Arts-2 be approved, we would consider enrolling our own students.

Print Name	Signature	NYC Address & Zip Code	Phone and/or Email
	'		



AK TS	PETITION TO OPEN BRONX CHARTER SCHOOL FOR THE ARTS 2
Petition Summary & Background	Bronx Charter School for the Arts-2 is a proposed replication of Bronx Charter School for the Arts with an anticipated opening date of September 2020. Bronx Arts-2 will be a K-5 school in Bronx Community District 12. Students will receive 90 minutes of arts instruction daily. In addition to rigorous academic and arts curricula, we provide targete academic interventions for students who enter below grade level in ELA or Math including After School, Saturday Academy, extended day, and extended year.
Action Petitioned For	We Petition to have Bronx Charter School for the Arts - 2 approved as a school option for NYC students. We are parents or guardians of school-age children and we believe that there is a demand for this school. Should Bronx Arts-2 be approved, we would consider enrolling our own students.

Print Name	Signature	NYC Address & Zip Code	Phone and/or Email
Raquel Gonzalez			
ALBERT GONZALEZ			
Xayla Lopet			
Teyni Borges			
Leina FO Dieves			
Nadire Cox			
Alexander Tefferson			
John Gonzaler			
13BRA CHARS			
Jose hosado			

Bronx Charter School for the Arts
Vame Tel :
Email Address
Do you have a child born in 2014 or 2015?   Yes
I. Do you think another Bronx Arts Charter School would be a good addition to the Southern Bronx (CSD 12)?  ▼ Yes □ No
2. Would you recommend Bronx Charter School for the Arts - 2 to your friends and family?
If no, please tell us why?

Extremely Very Important Important 3. Rate the aspects of Bronx Charter School for the Arts II in the After School program Safe Environment Arts Program

Extended School Day Rigorous Academic Program

----- Forwarded message ------

From: Miriam Raccah

Date: Thu, Dec 13, 2018 at 11:37 AM Subject: Greetings from Bronx Arts

To:

Dear Dr. Johnson,

I hope this note finds you well and enjoying a happy holiday season?

I am writing to let you know that Bronx Charter School for the Arts (Bronx Arts) is submitting an application for a new charter in January requesting approval to launch a new K-5 school. I hope that after your visit last year to our flagship Elementary School in Hunts Point you will have confidence in Bronx Arts' ability to expand to reach more South Bronx students. Having previously won approval to expand into grades 6-8, we launched Bronx Arts Middle School this year and our inaugural 6th grade class of 118 students are off to a great start. Bronx Arts students thrive academically and creatively in the safe, welcoming environment Bronx Arts provides and we are committed to offering the same to more students!

I know this round will be very competitive given the few remaining charters for the City. I do hope that you will look kindly on our request at the March meeting. Please do not hesitate to contact me should questions arise or should you find you need additional information.

Many thanks and best wishes.

Sincerely,

Miriam L. Raccah Executive Director Bronx Charter School for the Arts

Thank you for supporting Bronx Arts!



Support Bronx Charter School for the Arts 2

1. Do you think an Arts school is a good
addition to community school district 12
(South Bronx)?

/ )	\ \ /
(	) VAC
\ /	

2. Do you have a child who was born in 2014 or 2015?

	VAC
	100

O No

3. Would you consider enrolling your child in Bronx Charter School for the Arts - 2?

0 of 5 answered

O No

4. Would you recommend Bronx Charter
School for the Arts - 2 to your friends and
family?

Yes		
○ No		
If no, please tell us why?		

## 5. Rate the aspects of Bronx Charter School for the Arts II in the order of your interest

	After School Programs	Safe Environment	Arts Program	Rigorous Academic Program
Very Valuable				
Somewhat Valuable				
Not Valuable				

0 of 5 answered

DONE

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See how easy it is to <u>create a survey</u>.

Privacy & Cookie Policy

Name	Question 1	Question 2	After School	Safe Enviornment	Arts program	Extended School Day	Rigorous Adacemic Program	
a Rios	Yes	Yes	4	4	4	4	4	
e Gary	/es	yes	4		4			
Pressley	yes .	yes	4	4	4	4	4	
Sosa	yes .	yes	3	4	4	4	3	
a Ail	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
do	/es	yes	4	3	3	3	3	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	3	4	3	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	2	4	
	/es	yes	4	4	4	4	4	
	/es	yes	3	4	3	3	3	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	2	3	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	4	4	4	
	/es	yes	4	4	2	3	3	

niquez	yes	yes	4	4	4	4	4
	yes	yes	4	4	4	4	1
	yes	yes	4	4	4	4	4
	yes	yes	4	4	4	3	1
	yes	yes	4	4	2	4	
	yes	yes	4	4	4	4	
	yes	yes	3	4	3	3	
	yes	yes	4	4	4	4	
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ame	Question 1	Question 2	After School	Safe Enviornment	Arts program	Extended School Day	Rigorous Adacemic Program
vez	yes	yes	4	4	4	3	
	yes	yes	2	4	4	3	
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Erick Flores
malisa singh
Ciama Lopez
Dennis Sanchez
Cali Echeverria
Ashley Soto
Ray Dejesus
Vivian negron
Yessinia Romero
olga garcia
Sonia Rodriguez
Trudy Mcdonald
Elileen Marshall
Ronald Marchall
Oniell Albro
Athria AVIELS
Yamilka Ferrer
Alfanso Cruz
Lorena Santana
Margaret Castro
Jasmine Rivera
Jefferey A
Cointa Andujar
Ana Cerda

yes	yes	4	4	4	4	4
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yes	yes	4	3			2
yes	yes	3	3	4	4	4
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yes	yes	2	4	2	3	4
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#### BRONX BOROUGH PRESIDENT RUBEN DIAZ JR.

January 8, 2019

David Frank
Executive Director, Charter School Office
NYS Education Department
EB5N Mezzanine
89 Washington Avenue
Albany, New York 12234

Dear Mr. Frank:

I write in support of the Bronx Charter School for the Arts (Bronx Arts) application for a Replication and Expansion of another Charter School.

As Bronx Borough President, I advocate every day for the expansion of high-quality education options in the Bronx for our residents. For instance, I recently collaborated with the Brooklyn Borough President to launch a Gifted & Talented Task Force to offer solutions to disparities within New York City's landscape.

Bronx Charter School for the Arts is a high-performing charter school in the Hunts Point section of the Bronx. Bronx Arts students consistently outperform the City and State on standardized tests. I enthusiastically support the school's application for a Replication and Expansion of another Charter School.

Please do not hesitate to reach out should questions arise.

## RAFAEL SALAMANCA, JR. 17TH DISTRICT, BRONX

COMMITTEES
LAND USE - Chairman
OVERSIGHT & INVESTIGATION
EDUCATION
GENERAL WELFARE
PUBLIC HOUSING
TRANSPORTATION



# THE COUNCIL OF THE CITY OF NEW YORK

#### **CITY HALL OFFICE**

250 BROADWAY, SUITE 1847 NEW YORK, NEW YORK 10007 (212) 788-7384

#### **BRONX OFFICE**

1070 Southern Boulevard BRONX, NEW YORK 10459 (718) 402-6130

SALAMANCA@COUNCIL.NYC.GOV

David M. Frank
Executive Director, Charter School Office
NYS Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, New York 12234

Dear Mr. Frank:

I am writing in support of the **Bronx Charter School for the Arts** (Bronx Arts) application for a **Replication and Expansion of a Charter School**.

Bronx Arts is a high quality charter school in the Hunts Point section of the Bronx, a neighborhood situated in New York City's District 17, which I represent. As a New York City Councilmember, I have fought for new, good-paying jobs by working with companies that invest in the community to hire local residents, including our youth. I have also been committed to providing children in the Bronx with access to a quality education to ensure they are ready to compete for those jobs in the future.

Bronx Charter School for the Arts students consistently outperform New York City and New York State on standardized test scores, and I support the school's application for a **Replication** and **Expansion of High-Quality Charter School**. Please do not hesitate to reach out should questions arise.

Sincerely,

Rafael Salamanca, Jr. NYC Council Member

17th District - Bronx



**Collaborative Education Program** Office of Academic Affairs **Butler Hall Room 208** 718 289.5952 718 289.6022

**Bronx Community College** The City University of New York 2155 University Avenue Bronx, NY 10453

David M. Frank Executive Director, Charter School Office New York State Education Department EB 5N Mezzanine 89 Washington Avenue Albany, NY 12234

Dear Mr. Frank:

I am very excited about the potential of strengthening the partnership between the Bronx Charter School for the Arts (Bronx Arts) and the Bronx Community College (BCC) Office of Collaborative Education. The Collaborative Educational Program Department at BCC is the umbrella office for educational initiatives focused on developing partnership and collaboration with public, private, and charter schools throughout the Borough. BCC enthusiastically supports the Bronx Arts application to open a replication charter school in District 12 of the Bronx.

Art and literacy education in communities such as the Bronx is suffering. Many schools are not equipped with the needed resources and technology to support state of the art creative learning. Bronx Arts is one of a handful of comprehensive initiatives that fully integrates arts instruction across the entire learning curriculum.

To support the efforts and success of the Bronx Arts BCC will extend its arts, science, and mathematics departmental resources behind the goals and long term vision the school. BCC will endeavor to make our campus resources such as facilities space and learning labs available for potential use.

The Collaborative Education Programs Office will commit its full support behind the goals and vision of the proposed Bronx Arts application.

With full commitment, I submit this letter of support and encouragement.

Thank you,

Director of Collaborative Education



David M. Frank
Executive Director, Charter School Office
New York State Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing in support of the **Bronx Charter School for the Arts** (Bronx Arts) application to open a replication charter school in District 12 of the Bronx.

Bronx Arts currently runs a high-performing charter school in the Hunts Point section of the Bronx, a neighborhood located in CSD 8. As Executive Director of Hunts Point Alliance for Children, (HPAC), I am working to deepen the Alliance's collaborative work to raise education outcomes for all neighborhood children. I am passionate about exposing students to all the opportunities of New York City and helping scholars find the unique thing in this world that sparks their curiosity and inspires optimism.

The students of Bronx Arts participate in the Hunts Point Children's Shakespeare Ensemble, a collaborative program run by HPAC and the Public Theater. The program includes an acting ensemble (5th & 6th graders) and a choral ensemble (4th graders) comprised of students from all neighborhood schools. The program ends with a full theater production in Shakespeare's original language, complete with sets, lights, costumes, a chorus, and live musicians. Bronx Arts students shine in this program, they demonstrate an interest in connecting critical thinking to the art of the play production, and often have leadership roles.

I support the school's application for a replication charter school without hesitation.

Please feel free to reach out to me should questions arise.

Sincerely,

Jill Roche Gomez
Executive Director

Direct line





January 7, 2019

David M. Frank
Executive Director, Charter School Office
NYS Education Department
EB5N Mezzanine
89 Washington Avenue
Albany, New York 12234

Dear Mr. Frank:

Bronx Charter School for the Arts- Parents Association writes in support of the Bronx Charter School for the Arts (Bronx Arts) application for a Replication and Expansion of another Charter School.

Our students and families have benefited from the high quality level of education they have received from Bronx Arts. Teaching a vibrant background in the arts is a key component in helping to achieve academic excellence and our children have become better students. Our families always feel welcomed and are often involved with school-wide events.

We enthusiastically support our school's application for a Replication and Expansion in another community in the Bronx. Surely, those students and families would benefit from the wonderful learning opportunity that we have been afforded.

If you have any questions or concerns, please feel free to contact us.

Sincerely,

Bronx Charter School for the Arts Parents Association



January 8, 2019

David M. Frank
Executive Director, Charter School Office
New York State Education Department
EB 5N Mezzanine
89 Washington Avenue
Albany, NY 12234

Dear Mr. Frank,

I am writing in support of the **Bronx Charter School for the Arts** (Bronx Arts) application to open a replication charter school in District 12 of the Bronx.

Bronx Arts currently runs a high-performing charter school in the Hunts Point section of the Bronx, a neighborhood located in CSD 8. As the current director of Arts & Education at THE POINT Community Development Corporation, I am dedicated to youth development and the cultural and economic revitalization of the Hunts Point section of the South Bronx.

Bronx Arts and The Point have partnered together since the inception of Bronx Arts some 15 years ago. Their students attend our successful after-school program and our organizations strive to find ways to work together to serve the community of Hunts Point.

Bronx Arts students consistently outperform New York City and New York State on standardized test scores, and I support the school's application for a replication charter school without hesitation. Please feel free to reach out to me should questions arise.

Sincerely,

Maria Torres

President and Chief Operating Officer

I love Bronx Arts 50 much! All of the staff members watched me grow up So much. I have been here for 6 years, and EVERYONE has been kind to me. All the teachers I was with nelped me so much in my learning. I love going to school everyday to see my friend and learn new things. I love how every Friday our community comes together and, does fun activities or even learns some new things. Something new happening in Community Meeting is that a group of kids help out, and take roles to sing and even lead. In our school we make sure that Hids are reading to become better readers, Lastly, in our school our principle makes sure everyone is doing what they are suppost to be doing. For example, working hard and being safe. Mrs. Thomas is doing an amazing job 2+ that. These are reasons telling how much I LOVE Brony Arts.

Fram:

#### Dear Officials at NYSED:

Bronx Arts helped me find my passion. I like to draw, and I aspire to become an artist. Art helps me express myself creatively, and vent on my problems. I have anxiety issues, and I draw when I need to calm down. Bronx Arts has art classes that anyone can take. Although I haven't been into art all my life, the art class really helped me improve myself and my ability.

Not all schools have classes like dance, theatre, music, and visual arts. But Bronx Arts provides those things, and it does it well. I think that if there are more Bronx Arts schools, more people can learn to do new things and find hobbies and passions. For example, you might have a natural talent for dance, but never know because you've never tried. Taking these classes can help you find what you're good at and use it to become successful in the future. It can also help kids stay out of trouble, especially here in the Bronx. If you're inside practicing an instrument, you can't be outside in gang or something.

So, if we had another Bronx Arts, we can help more kids in the Bronx have opportunities to learn and be successful in the future.

Sincerely,

Dear Officials at the New York State Education Department:

Going to Bronx Charter School for the Arts is an experience everyone should have. I remember years ago when I went to Kindergarten, I was happy because my mom was by my side. She left to go to work and that lonely scary feeling came back to me. My sister went to that school and I knew a little about it. I can still remember heading to our classroom getting out cubbys and sitting down on the rug. My teacher asked me to help a student out she was just as scared as me and that gave us a connection. This was really important to me because that friendship lasted throughout my time at the school.

This type of friendship is one I want my two little cousins in the first elementary school to experience and other people who may be going through hard times to find a warm heart to warm their hearts too. They do this by accepting all types of people no matter the culture and race and treating everyone equally. That is what we learn here at Bronx Arts.

Also, this school is unique because you learn more about the different type of arts and learn that you like them more than you know. It also teaches you the history of each art and how it all evolved. This is why I think Bronx Arts and the people inside it should be the available to more students.

A new Bronx Arts school would give kids a new opportunity to do what they've never done before and to become more successful. They can learn more about what their future may hold or what they don't want their future to be like. They can also find great friends or teachers that become to feel like their family or the people they hold dear. This can lead them to having faith in themselves and to having faith in others around them who need their help.

Sincerely.



Dear Officials at the New York State Education Department:

My name is and I'm a middle school student at Bronx Arts. I went to Bronx Arts Elementary School, and when I tell you that it is so amazing there trust and believe me. Bronx Arts Elementary School has wonderful teachers and scholars. When you are a student there teachers are always making sure you have the education that they need for life.

When I was in elementary school I needed help with my math because struggled. I was so upset and I would give up so easily. Bronx Arts gave me the skills to step up and tell my teacher I needed help. When I did, that teacher always took time out of her day and worked one on one with me. That made me happy because my grades went up everyday and I became confident that my teachers will always help me when I needed it.

I feel like Bronx Arts is a great school and i want other children to have the chance to come in and have the education that I get here. I'm not saying I never had bad days, because I did and I do. There was times I felt like leaving the school because of arguments or little things but at the end of the day I stay at Bronx Arts because we are all a one big happy family here. My bond with my friends will never fade and I want other children to learn that it's okay to be sad or angry at someone or at what's going on at home but at Bronx Arts always remember they are not alone.

I would like Bronx Arts to open another school because I want our Bronx Arts community to grow. Some kids don't get the chance because our school gets full and other schools are also full. Having another elementary will help other kids be able to go to school and have a education.



Dear Officials at the New York State Education Department:

Bronx Arts is important to me because it was very easy to find friends that I can depend on when I need them. When I came to Bronx Arts Elementary school I made so many friends after the first day. I remember getting on the bus with my best friend everyday and making jokes and laughing, we got along with the bus driver and everyone on the bus after a while. Everyday I walked through the doors of Bronx Arts I could hear laughing talking and holding hands and I noticed that there was positive energy in everyone while they were with their friends. That energy was passed around the school and made everyone happy through the school hours, even the teachers.

The teachers have been so supportive and they will help you when you need it, also when you're feeling upset the teachers will notice and they will care, so you're able to grow a bond with your teacher and you can build trust. My teachers cared so much about their students they would help through my tough times and talk to me. I felt so happy because the teacher actually cared about how I was doing and how the others were doing. Also, you are able to be yourself and express what you like through arts and academics.

We should build another school for Bronx Charter School for the Arts so others can have the opportunity to express their feelings freely and can express their talent in a school. Also, other students can choose the school with hope that they will have a good time. In this school they will have the opportunity to audition for things they like to do, they will be so happy that they can be happy and supported by everyone around them. If there are students that have a hard time bonding with their teachers or finding friends, they need Bronx Charter School for the Arts so they can be very happy and feel welcomed.



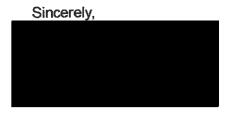
Dear Officials at the New York State Education Department:

When I first found out about Bronx Arts I did not want to go at all. Just the word "art" bothered me. I guess because I wasn't all that artsy. I considered myself as a not so good drawer but then I noticed that is wasn't just art, it was Music, Dance, Visual Art, and Theater!

When I stepped inside the actual school my mind was blown. All the colors splashed my mind with excitement. I took back every single word I said about Bronx Arts. I walked into the cafeteria and sat down at the table I was assigned to, Ms. Silang's Summer Bridge. Everyone who I met, especially the people who came from the Bronx Arts Elementary School, made me feel like if I was a part of the community. For Summer Bridge we were going from class testing out which we major we would be comfortable with. We had a choice of four majors, dance, visual art, music, and theater. I am a Music major and this finally gave me a chance to play an actual instrument.

Once school actually started we met all the teachers. They were all so nice. Not only were my teachers nice but so were the people in the school. The teachers were also nice they always show that they are there for you. The whole school made me feel like I belonged here. I was very proud to be a scholar at Bronx Arts Middle.

In my old school I really never got to have a chance to express myself in a way I would really enjoy. I have met a lot of people who have had a passion for the four arts that Bronx Arts Charter School offers. I have friends who love to draw and aren't getting any better with just doodling random things. People all over the world would like to have an opportunity to not only learn new things but to bond with other people that are interested into the same things they are. Overall, Bronx Arts has made me a better person and has made me push forward to try new things. I hope that by opening another Bronx Arts school other kids get the same opportunity.



## **Attachment 2d: Evidence of District Support for Restart/Turnaround**

Not applicable.

## **Attachment 3a: Course Descriptions**

Bronx Arts 2 will build and/or adapt existing curricular materials from our flagship school for each course of study based upon the K–5 CCLS standards. Those curriculum maps define what students should understand and be able to do by the end of each grade. Please refer to Section 2.B. for additional information on specific programs utilized in each subject area, and find below general course descriptions for ELA, math, social studies, science, and the arts based on the applicable standards.

ELA: "To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades." Students will also acquire the habits of reading independently and closely, which are essential to their future success. Students will learn to read closely to determine what the text says explicitly and to make logical inferences from it, as well as cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas, and analyze how and why individuals, events, and ideas develop and interact over the course of a text. Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. By analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole, students will assess how point of view or purpose shapes the content and style of a text. Students will integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Students will delineate and evaluate arguments and specific claims within a text, including the validity of the reasoning as well as the relevance and sufficiency of the supporting evidence. They will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Students will build up their abilities to read and comprehend complex literary and informational texts independently and proficiently. Students will respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres, including an emphasis on the Arts, as well as a wide spectrum of American and world cultures.

**Math:** Across grade levels, teachers will strengthen students' sense of problems and ability to persevere in solving them. Younger students will start by using concrete objects or pictures to help conceptualize and solve a problem, and check their answers to problems using a different method. Teachers will encourage students to ask themselves, "Does this make sense?" Students will reason

<sup>&</sup>lt;sup>1</sup> https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy

abstractly and quantitatively to make sense of quantities and their relationships in problem situations. Students will learn to construct viable arguments and critique the reasoning of others; in upper grades, students will use assumptions, definitions, and previously established results to construct arguments. They will justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Elementary students will construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Students will have frequent opportunities to apply the mathematics they know to solve real life problems. In early grades, this might be as simple as writing an addition equation to describe a situation. Students will learn to use math tools appropriately. These tools might include pencil and paper, manipulatives, a ruler, a protractor, and/or a calculator. They will learn to reliably specify units of measure, and label axes to clarify the correspondence with quantities in a problem. They will calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. Students look closely to find patterns. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have.<sup>2</sup>

**Social Studies:** Students will learn to gather, interpret, and use evidence. Students will develop the ability to formulate simple questions in Kindergarten through complex questions about New York State and its history, geography, economics, and/or government in the upper elementary grades. Students will recognize different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs), and identify and explain creation and/or authorship, purpose, and format of evidence. Students will have regular opportunities to identify and consider the opinions and arguments of others. Students will begin to understand chronology and causation by retelling a real-life family or community event in sequential order, and ultimately explaining how three or more events are chronologically related to one another. They will employ mathematical skills to measure time in years and centuries as it relates to social studies content. Students will acquire and practice comparison, contextualization, and geographic reasoning skills, using location terms and geographic representations, such as maps, photographs, satellite images, and models. In the upper elementary grades, students will examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities; and explore the types of governments in world communities and the services that they provide to citizens. Students will explore civic participation through schoolwide, hands-on projects.<sup>3</sup>

**Science:** Students will explore each of the three distinct and equally important dimensions to learning science enumerated within the Next Generation Science Standards (NGSS). These dimensions are mutually reinforcing to help students build a cohesive understanding of science over time, and include 'Practices,' which describe behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.<sup>4</sup> Dimension 2:

<sup>&</sup>lt;sup>2</sup> https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics

 $<sup>^3\</sup> http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf$ 

<sup>&</sup>lt;sup>4</sup> https://www.nextgenscience.org/understanding-standards/understanding-standards

Crosscutting Concepts, applies across and links all domains of science. They include: patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; stability and change. Dimension 3: Disciplinary Core Ideas, focuses on the most important aspects of science. To be considered core, the ideas should meet at least two of the following criteria: 1. Have broad importance across multiple sciences or engineering disciplines or be a key organizing concept of a single discipline; 2. Provide a key tool for understanding or investigating more complex ideas and solving problems; 3. Relate to the interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge; 4. Be teachable and learnable over multiple grades at increasing levels of depth and sophistication. Through intentional teacher facilitation combined with hands on activities, science concepts and student understandings will build dynamically from Kindergarten through Grade 5.

**Arts:** Our flagship Bronx Arts school has internally developed its robust Arts programming in alignment with the National Core Arts Standards; these are based on the artistic processes of creating; performing/ producing/presenting; responding; and connecting.<sup>5</sup> As students receive daily instruction in dedicated theater, visual arts, dance, and/or music courses taught by dedicated Arts specialists, staff design all instruction around respective anchor standards and the enduring understandings contained within them. Please see an overview of the anchor standards below.



<sup>&</sup>lt;sup>5</sup> https://www.nationalartsstandards.org/

## Attachment 3a: Student and Teacher "Day in the Life"

## **Student Perspective**

Lia, a first-grade student at Bronx Arts 2, walks to school with her father and arrives promptly at 7:40 a.m. She is met at the door by the principal, who greets her by name and shares a big smile. Lia then proceeds to her classroom, which is named for the artist Romero Britto, for a healthy breakfast. During these 20 minutes, Lia eats, chats with friends, and interacts with the RtI providers, Arts teachers, and/or school counselor who oversee this period. She gets ready to learn every day in this way.

Instruction starts daily at 8:00 a.m. with a Morning Meeting aligned with Responsive Classroom principles. Lia looks forward to reading her teacher's morning message every day. She posts it on the whiteboard in the front of the classroom and usually includes a quick math problem. Lia likes this because it warms up her brain and reminds her of any upcoming school-wide events. During the rest of morning meeting, Lia connects with her teachers and peers through a variety of activities such as a name game, and a share for all students to share something about their weekend. The teachers wrap up the meeting having set expectations for the rest of the day.

Next, Lia has a Fundations period to help strengthen specific reading skills, followed by two periods of math back to back. All classes at Bronx Arts 2 have two teachers to provide students with frequent assistance. As Lia works with friends in small groups and by herself independently over the course of the period, her teachers check in often to see how well she is doing. An ENL teacher pushes in during math class to help two classmates who are learning English, and Lia also benefits from the additional vocabulary practice they provide. Math is Lia's current favorite subject, because sometimes she gets to dance in math! During a recent lesson, students reinforced their understanding of grouping and regrouping by dancing to drum beat patterns.

Next, Lia has one of two Arts periods of her day. Today she has visual arts first, and spends time making observations in preparation for creating her own work of art inspired by Romero Britto's pop art. Creating artwork always makes Lia proud, and her parents love adding to the gallery on their refrigerator at home with her newest masterpieces. On other days, her schedule alternates between theatre, dance, and music. About once per week, Lia spends this period with the SETSS teacher to work on her IEP goals.

After lunch, which is provided for all students through a third-party vendor, Lia gets some fresh air and plays with friends during recess. Sometimes this includes organized games or activities, but today Lia chooses to jump rope with her cousin who also attends the school.

For the rest of the afternoon, Lia heads back to class for her other favorite subject, reading. She participates in a Readers' Workshop mini-lesson and then reads with friends in a guided reading group based on her current Fountas & Pinnell level. Lia's teacher monitors her fluency progress during guided reading- they are both excited to see she has grown two levels! Lia knows her teacher will email her parents to share the good news right away. Since entering the school in Kindergarten, Lia has received a lot of support in reading from the special education teacher and through classroom interventions; the whole first grade level team will be happy to hear about the progress she is making.

Next, Lia has her second Arts class of the day- theatre. Her teacher encourages the class to discuss and/or predict the choices characters make in a guided drama experience. This year's elementary school musical is the Little Mermaid, so Lia and her best friend think of ways that Ariel could have negotiated with the Sea Witch without signing away her voice. Talking about the musical reminds Lia of the upcoming tryouts- she is hoping for a dancing role, and also wants to help decorate the sets.

Lia's teachers end the school day with a Closing Circle. Similar to Morning Meeting, the students talk about what happened during the day. If there was any type of problem or issue over the course of the day, such as a disagreement, Lia's teachers help the class discuss and resolve it so everyone can start fresh tomorrow. The teacher walks students out for parent pick up or to board the bus at dismissal time. Lia attends the Bronx Arts 2 afterschool program four days a week for additional arts exposure and academic skill building. Her grandma picks her up at 4:45 p.m., and Lia can't wait to tell her all about her day.

## **Teacher Perspective**

Monique Diaz is in her second year as a first-grade teacher at Bronx Arts 2. She arrives at work by 7:30 a.m. each day and has a half hour of prep time while her students eat breakfast with other staff members. Monique is grateful for that time and uses it productively to complete a variety of tasks, such as setting out materials for the day's learning activities, contacting parents to update them about their child's progress, reconfiguring reading groups based on yesterday's assessment scores, or attending a grade team leaders meeting.

To start off each day, Monique posts a morning message to her students at the front of the room. Today she decides to misspell a word on purpose to see which students will catch it. She also includes a math problem from a tricky lesson last week. During Morning Meeting, students discuss this, and Monique guides these discussions to ensure each student participates. This point of contact with each student lets her know who might need more support throughout the day.

After Morning Meeting, content area instruction begins. Monique works with her co-teacher to execute lessons in Fundations, math, and reading. Her instructional coach, the DCI, comes in during math to observe the lesson. She provides in the moment feedback on the strengths of her technique and also suggests an additional engagement technique Monique can try to keep specific students on task. The Dean also drops into the classroom to check on a specific student and provide support for the classroom teachers. Throughout each instructional period, Monique utilizes checks for understanding to keep track of students who struggle or have misconceptions, and makes note of them on her lesson plans for follow up through reteaching or small group RtI.

Monique's schedule contains at least two prep periods each day. Today she participates in a grade level team meeting to review student data and use it to plan the next ELA unit together. On other days, Monique uses a prep period to meet her coach, or with the Student Support Team to discuss specific students' progress and adjust interventions.

At the end of the day, Monique leads her class through a Closing Circle. Maintaining a positive school culture is very important at Bronx Arts 2, so this is a critical time to reconvene as a classroom community. She then helps students pack up and accompanies them to the dismissal area.

While her official day ends at 3:45 p.m., there is a staff meeting today until 5 p.m. To prepare, Monique reviews the preset agenda and considers what she will share during "Giggles and Goosebumps." The rest of the staff meeting will focus on refreshing Responsive Classroom principles in the classroom to start the new year off strong.

Monique ends her day by sending several emails to parents, notifying them of progress being made in class and relaying a specific incident where a student displayed noteworthy kindness.

## **Unit Title: Animals and Plants**

Time Span: Once a Week/6 weeks

## **Vocabulary:**

Elephant, Alligator, Bird, Lion, Fish, Frog, Body Part, Life Cycle of a Plant, Seed, Roots, Stem, Trunk, Branches, Water, Air, Animal, High Level, Middle Level, Low Level, Curved Shape, Straight Shape

#### Materials:

Videos of each animal moving, drum, scarves

Grade: 1st

## **Objectives:**

- Understand deeply the body parts of the six animals presented and how their body parts shape the way they move
- Analyze the mechanics of the way each animal moves their body parts and why
- Analyze the placement of specific body parts in relation to the center parts of each animal
- Distinguish the way animals use their body parts as a way to travel and also hunt for food
- Embody and perform the movements of animals in our own human bodies
- Embody and perform the life cycle of a plant through changing levels and shapes
- Deepen understanding of the life cycle of a plant by giving a specific movement or body part to each step within the cycle
- Name and perform the three ways seeds can spread after a plant dies

## Standards Addressed:

- **DA: Cr1.1.1a:** Explore movement inspired by a variety of stimuli (images, symbols, etc.) and identify the source.
- **DA: Pr5.1.1a:** Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
- **DA: Pr6.1.1b**: Explore the use of simple props to enhance performance.
- **1-LS1-1:** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

## **Assessment:**

- Accurately display the correct placement of body parts when embodying a specific animal
- Actively participate in discussion while analyzing the movement strategies of each animal
- Perform the steps of the plant life cycle in the correct order with appropriate levels and shapes

#### Lesson Title: How can our bodies move like animals?

Timeframe: One 45-minute arts integration class period

Location: Dance Studio

**Objective**: Students will get introduced to the new integration unit on science and dance, specifically focusing on the movement of animals.

Essential Question: What are the shapes of specific animals? How do they move?

**Standards Addressed: DA: Pr5.1.1a:** Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

Vocabulary: Animal Action, Shape, Level

Materials: Drum, Index cards with names of animals on them

- 1) Students will perform their entrance routine into the dance studio (shoes off, walk to X spot, silently sit and wait for instructions)
- 2) Teachers will do an introduction into the new topic for integration.
- 3) The song "Animal Action" will be introduced and modeled by four students.
- 4) The class will be split into two groups: one will sit and watch and one will dance "Animal Action" then the groups will switch. What did you notice about the choices the students made when moving like specific animals?
- 5) The classroom teacher will then show a specific index card with the name of an animal on it and students will have five counts on the drum to make the shape of that animal. Repeat for all index cards.

#### Lesson Title: How can our bodies move like animals? Part 2

Timeframe: Three 45-minute arts integration class period

Location: Dance Studio

**Objective**: Students will view video of six specific animals and analyze where their different body parts are placed and how they help them move.

Essential Question: How do animals use their body parts to move and travel?

**Standards Addressed: DA: Cr1.1.1a:** Explore movement inspired by a variety of stimuli (images, symbols, etc.) and identify the source.

Vocabulary: Elephant, Bird, Fish, Lion, Frog, Alligator

Materials: Drum, Videos of each animal

- 1) Students will perform their entrance routine into the dance studio (shoes off, walk to X spot, silently sit and wait for instructions)
- 2) Show the video of a specific animal. Discuss where the body parts are placed in relation to the animal's center and how the body move together to help the animal move and travel. Why are there certain body parts on specific animals? What does it help them do? Then have one student try and model moving like that animal. Discuss their choices. Have the whole class try moving as that animal. Repeat this process for each animal in the unit.

#### **Lesson Title: Animal Obstacle Course**

Timeframe: One 45-minute arts integration class period

Location: Dance Studio

Objective: Students will complete a movement obstacle course that includes all six animals.

Essential Question: How can we change our movement and levels to move between different animals?

**Standards Addressed: DA: Cr1.1.1a:** Explore movement inspired by a variety of stimuli (images, symbols, etc.) and identify the source.

Vocabulary: Elephant, Bird, Fish, Lion, Frog, Alligator, Movement Obstacle Course

Materials: Drum, Dots, Chair, Cones

- 1) Students will perform their entrance routine into the dance studio (shoes off, walk to X spot, silently sit and wait for instructions)
- 2) An obstacle course that students complete by themselves, but more than person can be moving through the course at the same time. Frog jumps from dot to dot, alligator walk, swing like a fish, elephant climb over the chair, lion run, bird jump.

## **Unit Title: Recreating the Mayan Deer Dance**

Time Span: Once a Week/8 weeks

## **Vocabulary:**

Mayans, Belize, Guatemala, Central America, Deer Dance, Spanish / Spaniard, European Conquest, Rhythm, Community, Mask

## **Materials:**

Documentary worksheets, Mask template copied onto cardstock, glue, scissors, paint, paint brushes, shakers, Deer Dance music

Grade: 5th

## **Objectives:**

- Gain a deeper understanding of the Mayan culture through music and dance
- Recreate the Mayan Deer Dance as a way of participating in the full scope of a Mayan religious ritual by creating the masks from scratch and learning the dance as a class community
- Evaluate the European conquest in Central America through the story that is told in the Deer Dance
- Analyze cultural traditions that are different from one's own
- Perform traditional art forms that are from history and analyze how these forms have changed
- Choose colors and patterns to make artistic choices in the masks that are created giving a personal touch to each mask that is worn
- Collaborate as a community to recreate the feeling and rhythm of the Deer Dance as it was danced many years ago
- Participate in the ritualistic activity with all members of the class

## Standards Addressed:

- **DA:Cn1.1.5:** Describe and *demonstrate* how movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
- **5.2 EARLY PEOPLES OF THE AMERICAS:** The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
- **5.3 COMPLEX SOCIETIES AND CIVILIZATIONS:** Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
- **5.4 EUROPEAN EXPLORATION AND ITS EFFECTS:** Various European powers explored and eventually colonized the Western Hemisphere.

## **Assessment:**

- Documentary worksheet completion
- Complete Deer Dance mask finished with paint, pattern choices, and correctly assembled
- Participation in the whole class Deer Dance recreation and exploration

#### Lesson Title: Introduction to the Music and Dance of the Maya

Timeframe: One 45-minute arts integration class period

Location: 5<sup>th</sup> grade classroom

**Objective**: Students will be introduced to the music and dance of the Maya people through video, discussion, and photography. Students will analyze why the Mayans had certain instruments because of the resources disposed to them.

**Essential Question:** How do the resources in one's living space influence the kind of art they produce? How did historians learn about the music and dance of the Mayans?

Standards Addressed: 5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO); 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. DA: Cn11.1.5: Describe how the movement characteristics and qualities of a dance in a specific genre communicate the ideas and perspectives of the culture, historical period, or community from which the dance originated.

**Vocabulary**: Maya, Musical Instrument, Dance, Deer Dance, Clay, Wood, Gourd, Shaker, Marimba, Resources, Guatemala, Mexico, Belize

Materials: Powerpoint display with pictures, video, and text about the lesson

- 1) Powerpoint, read aloud and discussion of pictures and videos *Mayan Music and Dance*Powerpoint
- 2) Where did the Mayans lives? What modern day countries did the Mayan territory occupy?
- 3) How do we know about the music and dance of the Mayans? Through art and pottery
- 4) Intro to the types of dances performed by the Mayans.
- 5) Introduction to the Deer Dance and watch two videos showing an example of this dance being performed today.
- 6) What do you notice about the dance? What instruments are being used for the dance? What kinds of movements do you see in the dance? What levels and shapes are they using? What kind of clothing are they wearing and how is the clothing related to the dance?
- 7) Pass out shakers to all students. Watch a video of the Deer Dance and keep the beat of the dance with the shakers in hand.

#### **Lesson Title: Understanding the Mayan Deer Dance**

Timeframe: One 45-minute arts integration class period

Location: 5<sup>th</sup> grade classroom

**Objective**: Students will go into detail about the history and culture of the Mayan Deer Dance through watching a documentary and taking notes.

**Essential Question:** Why do the current Mayan ancestors feel that it is important to keep the tradition of the Deer Dance alive today?

**Standards Addressed:** 5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO); 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. DA: Cn11.1.5: Describe how the movement characteristics and qualities of a dance in a specific genre communicate the ideas and perspectives of the culture, historical period, or community from which the dance originated.

**Vocabulary**: Maya, Musical Instrument, Dance, Deer Dance, Clay, Wood, Gourd, Shaker, Marimba, Resources, Guatemala, Mexico, Belize

Materials: Documentary film

- 1) Watch a documentary about the Mayan Deer Dance: https://www.youtube.com/watch?v=GpNcgrplai4
- 2) Fill out the documentary worksheet while the film is playing.

#### Lesson Title: Creating the Animals for the Deer Dance Part 1

Timeframe: One 45-minute arts integration class period

Location: 5<sup>th</sup> grade classroom

**Objective**: Students will begin making the masks for the Deer Dance with cardstock, scissors, and animal templates.

Essential Question: What is the importance of the mask when participating in the Deer Dance?

**Standards Addressed:** 5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO); 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

Vocabulary: Deer, Monkey, Lion, Spaniard, Cardstock, Cut, Glue, Mask

Materials: Cardstock printed with template, scissors, glue, pencils

- 1) Students will be given a piece of cardstock that has a cutting template printed on to it for a specific animal. Most of the class should be deer, with a few students being a monkey, lion, or Spaniard.
- 2) Once students have received their select animal, they will cut along the lines to cut out the shape of the mask. If they need to glue any pieces together they will do it at this time.
- 3) Students must make sure that their name is printed in pencil on the back of each piece of their mask.
- 4) Students will write lightly In pencil which color paint they would like to have on each part of their mask so they are fully prepared to paint in the next lesson.

#### Lesson Title: Creating the Animals for the Deer Dance Part 2

Timeframe: One 45-minute arts integration class period

Location: 5<sup>th</sup> grade classroom

Objective: Students will paint the colors onto their mask and create the finished product.

Essential Question: What is the importance of the mask when participating in the Deer Dance?

**Standards Addressed:** 5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO); 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

Vocabulary: Deer, Monkey, Lion, Spaniard, Cardstock, Cut, Glue, Paint, Brush, Stroke, Mask

**Materials:** Mask cut-outs, paint in colors: brown, red, white, black, paintbrushes, cups with water, butcher paper to cover classroom desks

- 1) Students will paint their masks to finish and complete the mask. They can choose the appropriate colors for each part of the mask.
- 2) Masks must be finished within this class period.
- 3) Leave 5-10 minutes for cleanup at the end of the class period.

#### **Lesson Title: Learning the Deer Dance**

Timeframe: One 45-minute arts integration class period

Location: 5<sup>th</sup> grade classroom

**Objective**: Students will learn the specific footwork and group formations for the Deer Dance.

**Essential Question:** What are the challenges when moving together with other people as one community in unison?

**Standards Addressed:** 5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO); 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.

Vocabulary: Pony Step, Backward Skip, Step Hop, Formation, Unison, Community

Materials: Deer Dance music

- 1) Students will re-watch the video of the Deer Dance.
- 2) Shakers will be passed out and students will practice keeping the beat to the Deer Dance music with the shaker.
- 3) Students will learn two of the basic footwork steps for the Deer Dance: the pony step and the backward skip.
- 4) Choreography including formations and individual animal parts will be taught and assigned for the dance. Spaniards start in the middle; animals come out and circle them and then make three lines facing them; animals move forward and Spaniards move backward; reverse; lead animals like lion and tiger come and circle the Spaniards and then line up behind them; deer move forward and Spaniards, lions, and tigers, move forward; 4x leaning backward and forward; backward skip to center stage; make a circle; pony step around the circle; 4 steps into the circle, 4 out of the circle
- 5) Try the dance first without shakers, and then with shakers

# **Attachment 3: Exit Standards/ Bronx Charter School for the Arts Promotion and Retention Policy**

At Bronx Arts students are promoted based on their academic, artistic, and social achievements. The school makes every effort to assess the development of the whole child when making decisions about promotion. In this way, Bronx Arts aims to create a climate that ensures the greatest possible success for each student.

In order to be promoted, a student must demonstrate mastery of a majority of Bronx Arts grade-level benchmarks. No single benchmark or performance in an individual discipline is decisive; they are considered collectively. Please see the promotional policy below.

#### **PROMOTION**

The Bronx Charter School for the Arts Board of Trustees expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests, growth patterns, and capabilities of individual students. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

#### RETENTION

Identification of students who should be retained and who are at risk of being retained in their current grade level should be made on the basis of the following:

- 1. Indicators demonstrating academic achievement, notably progress toward meeting the New York State Common Core Standards for each grade level.
- 2. Student Attendance.

In addition to these criteria, students who are performing 1.5 or more reading levels below grade level, according to Fountas and Pinnell, will also be strongly considered for retention. All students who are performing far below grade level (defined as below 60% of grade level expectations in reading for students in Kindergarten through Grade 2, and below 60% of grade level expectations for reading or math in Grades 3-5) and/or are at the bottom 15% of their class may be retained. The leadership team will make the final decision on all students who are retained, after taking into account report card grades, reading level, mock exam data (in grades 3-5), modified promotional criteria per Individualized Education Plans, and social-emotional implications. Retention will be used as a final resort, after all other school interventions have been leveraged.

#### **CONTINUATION IN KINDERGARTEN**

Students who have completed Kindergarten shall be admitted to first grade unless a committee comprising of the parents/guardians, teacher(s) and the principal agree that the student shall continue in Kindergarten. The committee shall utilize a portfolio of the student work including progress on standardized reading assessments in making the determination.

Whenever a student continues in Kindergarten for an additional year, the executive director or designee shall secure an agreement, signed by the parents/guardians, stating that the student shall continue in Kindergarten.

#### RETENTION IN THE FIRST AND SECOND GRADE

Although the normal pattern of progress is annual promotion to the next higher grade, retention of students in the first and second grade may be considered when a student is not progressing at an expected rate. In all instances, retention decisions will be made by a committee comprising of the child's teacher(s) and the principal/designee. Retention decisions should be made only after a careful and systematic review of a portfolio of student work including, but not limited to grades, standardized Reading/ English Language Arts assessments and attendance in making the determination.

## RETENTION IN THE THIRD, FOURTH AND FIFTH GRADE

Although the normal pattern of progress is annual promotion to the next higher grade, retention of students in any grade may be considered when a student is not progressing at an expected rate. In all instances, retention decisions will be made by a committee consisting of the student's teacher(s) and the principal.

Retention decisions should be made only after a careful and systematic review of a portfolio of student work including but not limited to grades, attainment of level 2 or lower on the New York State Assessments in English Language Arts and Mathematics, and attendance.

#### CONSIDERATIONS REGARDING PROMOTION AND RETENTION

#### General

- No student shall be retained more than one year at any given grade level.
- If a student has been retained, it is expected that he/she will be provided with academic intervention services.

## English Language Learners

- English Language Learners (ELL) as designated by the New York State Identification
  Test for English Language Learners (NYSITELL) results, will not be retained solely
  due to their ELL status. ELLs will be evaluated based on a comprehensive review of
  a portfolio comprising of student work, grades and standardized test results including
  the New York State assessments in English Language Arts or the NYSESLAT (New
  York State English as a Second Language Achievement Test), Mathematics, and
  attendance.
- It is reasonable to consider English Language Learners to be at risk of retention and eligible for supplemental instruction based on the challenges they face in acquiring English language proficiency.

## Special Education

- It is possible that Special Education students may be retained, but Special Education students will not be retained solely, because of their identified disability.
- Students in all grades will be promoted based on the promotional criteria listed on their IEP.

#### **NOTIFICATION**

First notification to parents/guardians of students at risk of retention can occur as early as January 31st, but not later than 30 days after.

Final notification of retention for grades K-5 students shall occur no later than the first week of June. Parents of all students must be provided the opportunity of a face to face meeting to discuss the decision with the principal and the teacher.

#### PROMOTION/RETENTION APPEAL PROCESS

The decision to retain a student may be appealed consistent with the Board's Policy. The burden shall be on the appealing party to show why the decision should be overruled.

To appeal the decision, the appealing parents/guardians shall submit a written request to the Board of Trustees specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the Board of Trustees within five (5) working days of the notification of the decision to retain the student. The executive director and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based.

Within five (5) working days of receiving the written request for appeal, the Board of Trustees shall determine whether or not to overrule the school committee's decision. The decision of the Board shall be final.

#### CODE OF CONDUCT and DISCIPLINE POLICY

## **Philosophy**

Bronx Charter School for the Arts has adopted comprehensive systems and protocols to reduce student disruption and misconduct, adapted from the *New York City Department of Education's Citywide Standards of Intervention and Discipline Measures*. In fact, these systems and protocols support and reinforce positive behavior and enhance children's character development while helping them succeed.

A wide range of strategies have been implemented to reduce poor behavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and a structured system of positive reinforcement. The inclusive practices are geared toward reducing the loss of instructional time, while exclusionary practices such as in-school suspension, out-of-school suspension, and expulsions are kept to a minimum.

The standards set forth in the Code of Conduct apply to behavior:

- In school during school hours
- Before and after school, while on school property
- While traveling on vehicles funded by the New York City Department of Education
- At all school-sponsored events and
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or endanger the health, safety morals, or welfare of the school community
- When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including, but not limited to, texting, e-mailing, and social networking.

#### **Parents as Partners**

It is important that families collaborate with the school to help nurture the skills students need to succeed in school and in society. All members of the school's staff are responsible for keeping parents informed of their child's progress, and communicate both successes and concern regularly. Outreach to parents includes, but is not limited to, a phone call and/or a written communication.

Parents are asked to be familiar with the *Code of Conduct and Disciplinary Policy* to ensure they become active and involved partners in promoting a safe and supportive school environment. This includes meeting with their school officials (when requested), attending report card conferences, and participating in school community events.

## **Determining the Disciplinary Response**

School personnel consults the Code of Conduct and Disciplinary Policy when determining which disciplinary measures to impose. The following facts are taken into consideration prior to determining the appropriate disciplinary measures:

- The student's age and maturity;
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- The nature, severity and scope of the behavior:
- The circumstances/context in which the conduct occurred;

- The frequency and the duration of the behavior;
- The number of persons involved in the behavior;
- The students IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

## **Progressive Discipline**

Understanding discipline as a "teachable moment" is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive discipline does not focus on punishment. Instead, the goal is to prevent a recurrence of negative behavior by helping students learn from their mistakes.

Every reasonable effort is made to correct student behavior through guidance interventions and other school-based resources. Guidance interventions, as described in detail in the next section, are essential because inappropriate behaviors or violations of the Code of Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses emphasize prevention and effective intervention, prevent disruption to education, and promote the development of a positive school culture.

For students with disabilities whose behavior impedes the student's participation in school, a functional behavioral assessment (FBA) is conducted to understand the causes of the student's behavior.

#### **Guidance Interventions**

To promote positive behavior, Bronx Charter School for the Arts provides a range of prevention and intervention strategies and support services for students during and after school hours throughout the school year. When a student engages in misconduct, the Disciplinary Policy provides a comprehensive list of guidance interventions that must be considered based on the type of behavior in which a student has engaged. When used consistently and appropriately, guidance interventions help improve student behavior, lower repeated misbehavior and contribute to a more positive school environment.

Guidance interventions are an integral part of a comprehensive response, and the school provides support services at all stages of the disciplinary process, including during suspension. Support services include any of the interventions or a combination of such services that best meet the needs of the individual student.

## **Progressive Infraction Levels**

To ensure that staff, students, and parents are aware of all expected standards of behavior, the school Disciplinary Policy provides graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior impositions of appropriate disciplinary measures.

More severe accountability measures are imposed on those students who commit more serious infractions, or who engage in a pattern of persistent misconduct. Whenever possible, school officials use guidance interventions and/or the least severe appropriate discipline responses prior to imposing strict penalties.

Infractions are grouped into five levels. Each level contains possible guidance interventions as well as possible disciplinary responses that can be imposed by a teacher/administrator.

Level 1 Uncooperative/Noncompliant Behavior	Unexcused absence; Out of Uniform; Late to School; Bringing prohibited items or equipment to school; Using school equipment or devices without permission; Disrupting learning; Off Task Behavior; Not following teacher/staff instructions; Engaging in verbally rude or disrespectful behavior; Not following established classroom norms and behavior expectations
Level 2 Disorderly Behavior	Profane language/behavior; Disrespect to students/staff; Refusal to Follow Instructions/Expectations; Minor Theft or Misuse of Property; Leaving class without permission; Throwing objects; Horseplay/Play fighting; Frequent or Repeated Level 1 Infractions
Level 3 Disruptive Behavior	Disobeying school personnel in a way that substantially disrupts educational process; Using slurs to comment on disability, ethnicity, religion, color, race, gender, or orientation; Minor physical altercation; Tampering with or altering school records; Vandalism, graffiti, or other intentional damage to school or personal property; Teasing (repeated pattern of behavior); Using school equipment or devices without permission; Disrupting learning; Off Task Behavior; Not following teacher/staff instructions; Engaging in verbally rude or disrespectful behavior; Frequent or Repeated Level 2 Infractions.
Level 4 Aggressive or Injurious/Harmful Behavior	Possessing, Sharing, or Displaying Violent or Obscene Material (includes Internet); Serious Aggression; Coercion with direct or implied threat of violence; Instigating Violence • Harassment, Intimidation, or Bullying; Sexually suggestive behavior; Non-verbal Sexual conduct; Possession of Controlled Substances or Paraphernalia; Taking or Attempted Taking of property; False Alarm or Bomb Threat; Creating substantial risk of serious injury by using object that can cause serious physical injury; Causing serious injury through reckless behavior or use of an object that could reasonably cause injury; Possession of distribution of any weapon; Using controlled substances; Leaving school building without permission; Frequent or Repeated Level 3 Infractions
Level 5 Seriously Dangerous or Violent Behavior	Starting a fire; Using or threatening force to take property; Using force with school personnel; Using extreme force, inflicting, or attempting to injure others; Planning, instigating, or participating in group violence; Gang related threats, or violent/dangerous behavior; Physical sexual aggression or coercion; Selling or distributing illegal drugs, controlled substances, or alcohol; Possessing or Selling any weapon; Using any weapon to threaten or attempt to inflict injury; Frequent or Repeated Level 4 Infractions

#### **Due Process**

All students are entitled to due process for all disciplinary actions. In all disciplinary matters, students will be given notice and an explanation of why the action is being taken, and will have the opportunity to present their version of the facts and circumstances to the staff member imposing discipline. In any situation that requires a referral, the child's parent or guardian will be notified of the incident.

Students and their parents have the right to appeal disciplinary decisions to school Principal, then to the Executive Director, then to the Bronx Arts Board of Trustees, and then to the New York State Board of Regents in accordance with Bronx Arts complaint process.

## **Suspension**

Out of school suspensions will only be used in situations where the student's continued attendance poses a threat to his or her own welfare or to the learning or welfare of other school community members.

This policy is based on the belief that out-of- school suspension is often not effective as a discipline tool because it is not conceived of by students as a punishment, but rather as an opportunity to miss school. In addition, out- of-school suspension often results in a significant disruption of the educational process.

If a student does receive out of school suspension, he or she will receive out of class instruction provided by a certified teacher for two (2) hours per day during the period of the suspension.

In cases of suspension, the Principal or her designee shall inform the student verbally of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The Principal or their designee shall also immediately notify the parent(s) or guardian(s) by phone and in writing that the student has been suspended from school.

Written notice shall be provided by personal delivery, express mail or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Notification shall also be made by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer parents or guardians an opportunity for an immediate informal conference with the Principal or his/her designee. The notification and hearings shall be in the dominant language used by the parent(s) or guardian(s).

Formal suspension hearings are required for suspended students to be readmitted to class, and will be scheduled with reasonable consideration for parents's schedule. The notification provided shall be in the dominant language used by the parent(s) or guardians(s). At the formal hearing, the student will have the right to be represented by counsel, question witnesses, and present evidence.

The Principal or his/her designee will personally hear and determine the proceedings or may, at his or her discretion, designate a hearing officer to conduct the hearing.

## **Expulsion**

Students may be expelled from Bronx Arts for the following reasons:

- a. selling, using, or possessing weapons, fireworks, or other dangerous instruments
- b. possessing, using, selling, or transferring cigarettes, alcohol, drugs, or other controlled substances or drug paraphernalia
- c. assault or repeated incidents of threats, bullying, or use of force
- d. commission of a felony
- e. conduct that poses an immediate or ongoing danger to the health and welfare of the students and/or faculty
- f. sexual harassment or abuse
- g. ongoing incidents of misconduct that persist even after repeated intervention by school staff and that represent a pattern and are damaging to the school community such as fighting, stealing, and vandalism
- h. any other act which school officials determine reasonably warrants an expulsion

## **Expulsion Steps**

- 1. The Principal or his/her designee will investigate and document the incident. Suspension procedures will be followed. In extreme cases, parents will be asked to immediately pick up the child from school.
- 2. The Principal or his/her designee will consider the circumstances and determine whether the conduct warrants expulsion. Once a decision is made to begin expulsion proceedings, the Principal will immediately notify in writing (certified letter) the student's parents or guardians of intent to expel, provide a copy of the expulsion policy, and assure receipt of such notice within 24 hours.

## **Discipline for Special Education Students**

The aforementioned discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. This includes procedures for parent and student notification and appeal.

Our disciplinary policy, with regards to any student with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act (IDEA), including but not limited to the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. The school will cooperate with the CSE of the local district of residence of the student's school district of residence to ensure compliance with Part 300 of the IDEA. In cases where the discipline policies described above violate the provisions of IDEA, the provisions of IDEA will take precedence.

In addition, Bronx Arts will implement the following rules and procedures with respect to the discipline of students with disabilities:

- 1. Bronx Arts will provide parents of students with disabilities with a copy of the rules and procedures regarding discipline, including the appeals process.
- 2. During suspensions or removals for periods up to five (5) school days in a school year (that are not a change in placement), students with disabilities shall be provided alternative instruction on the same basis as all students. During the suspension period

students with disabilities will be provided services to continue their progress in the general education curriculum and meeting their IEP goals. The Principal and the DCISP will determine which services are necessary and track and will keep records of the number of times a student has been suspended or removed for disciplinary reasons.

- 3. When suspending or removing a disabled student for more than 10 school days in a school year or imposing a suspension that would constitute a change in placement, Bronx Arts will immediately contact the CSE of the local district of residence to convene a Manifestation Determination Review (MDR) meeting no later than 10 school days after a decision is made to impose a disciplinary change and ensure that the student's parent is provided with a copy of their procedural due process rights.
  - a. Upon the CSE of the local district of residence completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
  - b. In addition, this or another meeting will serve to develop or review a functional assessment and behavior plan or to modify the existing plan, and if necessary, determine education services or the interim alternative educational setting consistent with the free appropriate education (FAPE) requirements. The school will cooperate fully with the CSE of the local district of residence to gather data to define the behavioral problem and implement the behavior plan.
  - c. If the behavior is determined to be a manifestation of the student's disability, the student will be returned to his or her current placement unless the parent agrees to a change or there is an impartial hearing or court order permitting the placing of the student in an interim alternative education setting.
- 4. During suspensions, the charter school will guarantee the child's right to a free appropriate education (FAPE), and instruction will continue to be provided in a manner consistent with the child's IEP goals that provides progress in the general education curriculum. This will be provided by an appropriately certified teacher.

## **Physical Contact between Staff and Students**

Bronx Charter School for the Arts believes that establishing nurturing and caring relationships between staff and students is important, and that appropriate and positive physical contact between staff and students is acceptable and beneficial to the educational process.

Examples of permissible physical contact include:

- 1. Indications of encouragement, affection, and support, including but not limited to:
  - touching a child on the shoulder
  - patting a child on the back
  - shaking hands with a child
  - holding hands with a child (only for safety and to avoid danger to the child and others)

- 2. Attempts to awaken or attract the attention of a child who is sleeping or not responding to verbal cues, including but not limited to:
  - Tapping a child on the shoulder or hand
  - Patting a child on the back
- 3. Educational interventions intended to improve academic skills, help a child participate in an activity, or complete a task, including but not limited to:
  - Grasping a child's hand to help him guide a pencil
  - Helping a child to tie her shoe
  - Touching a child's shoulder in a game of tag
- 4. Safety interventions intended to protect a child's physical well-being, or the well-being of another person, including but not limited to:
  - Restraining a child who is fighting
  - Removing from a room a child who is throwing things at others
  - Stopping a child from stepping into the street

Bronx Arts does **NOT** condone physical contact in the following cases:

- Contact as a part of disciplining a child or correcting a child's behavior (corporal punishment), unless a safety intervention (see # 4 above)
- Contact that is forceful enough to purposefully or accidentally cause injury or harm to a student, unless a safety intervention (see # 4 above)
- Contact that results in harm to a student
- Contact that is sexual in nature

## The New York State Dignity for All Students Act (Dignity Act)

Effective July 1, 2012, The New York State Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students:

The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- The Dignity Act amended New York State Education Law to include instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.
- The Dignity Act also amended Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act.

## **Dignity Act Highlights:**

• All public elementary and secondary school students are protected by the Dignity Act.

- The Dignity Act prohibits the harassment and discrimination of students by students and by school personnel.
- Bullying and hazing are forms of harassment and discrimination and will be considered violations of the Dignity for all Students Act.
- The Dignity Act applies to behavior on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school-sponsored events or activities.
- All incidents that involve the type of harassment and bullying stated in the dignity for all students act will be documented. A school must also document what steps it is taking to stop the harassment.
- Each school will assign a Dignity Act Coordinator, who will document and handle all incidents regarding Dignity for all students Act violations.

2020-2021 Sc	hedule - Kindergarten				Monday, Wednesday, Friday				
Time	Monday-Thursday	Time	Friday	Time	Theater	Dance	Visual Art	Music	
7:40 - 8:00	Breakfast	7:40 - 8:00	Breakfast	10:15 - 11:00	Celia Cruz	Stevie Wonder			
8:00 - 8:15	Morning Meeting	8:00 - 8:15	Morning Meeting	2:15 - 2:55			Celia Cruz	Stevie Wonder	
8:15 - 8:45	Fundations	8:15 - 9:00	Community Meeting						
8:45 – 9:30	Guided Reading	9:00 - 9:30	Fundations		Tuesday, Thursday				
9:30 – 10:15	Reading	9:30 – 10:15	Guided Reading		Theater	Dance	Visual Art	Music	
10:15 – 11:00	ARTS	10:15 – 11:00	ARTS	10:15 – 11:00	Stevie Wonder	Celia Cruz			
11:00 – 11:45	Lunch/Recess	11:00 – 11:45	Lunch/Recess	2:15 - 2:55			Stevie Wonder	Celia Cruz	
11:50 – 12:35	Math	11:50 – 12:35	Reading						
12:40 – 1:25	Math	12:40 – 1:25	Math						
1:25 – 2:10	Writing/Sci/SS	1:25 – 2:10	Writing/Sci/SS						
2:10 – 2:55	ARTS	2:10 – 2:55	ARTS						
2:55 - 3:20	Closing Circle	2:55 - 3:20	Closing Circle						
3:20 - 3:30	Dismissal	3:20 - 3:30	Dismissal						

2020-21 S	Schedule - First Grade					Monday, Wednesday, Friday				
Time	Monday - Thursday	Time	Friday	Time	,	Theater	Dance	Visual Art	Music	
7:40 - 8:00	Breakfast	7:40 - 8:00	Breakfast	10:15 – 1	1:00			Romero Britto	Esperanza Spalding	
8:00 – 8:15	Morning Meeting	8:00 – 8:15	Morning Meeting	2:10 – 2	:55 Roi	mero Britto	Esperanza Spalding			
8:15 - 8:45	Fundations	8:15 - 9:00	Community Meeting							
8:45 – 9:30	Math	9:00 - 9:30	Math			Tuesday, Thursday				
9:30 – 10:15	Math	9:30 – 10:15	Math	Time	,	Theater	Dance	Visual Art	Music	
10:15 - 11:00	ARTS	10:15 - 11:00	ARTS	10:15 – 1	1:00			Esperanza Spalding	Romero Britto	
11:00 – 11:45	Lunch/Recess	11:00 – 11:45	Lunch/Recess	2:10 – 2		speranza Spalding	Romero Britto			
11:50 – 12:35	Reading	11:50 – 12:35	Fundations							
12:40 – 1:25	Guided Reading	12:40 – 1:25	Guided Reading							
1:25 - 2:10	Writing/Sci/SS	1:25 - 2:10	Reading							
2:10 - 2:55	ARTS	2:10 - 2:55	ARTS							
2:55 - 3:20	Closing Circle	2:55 - 3:20	Closing Circle							
3:20 - 3:30	Dismissal	3:20 - 3:30	Dismissal							

2021-22 Sc	hedule - Second Grade						Monday, Wednesday, Friday			
Time	Monday - Thursday	Time	Friday		Time	Theater	Dance	Visual Art	Music	
7:40 – 8:00	Breakfast	7:40 – 8:00	Breakfast		9:30 – 10:15	Gregory Hines	Audra McDonald			
8:00 – 8:15	Morning Meeting	8:00 – 8:15	Morning Meeting		12:40 – 1:25			Gregory Hines	Audra McDonald	
8:15 - 8:45	Fundations	8:15 - 9:00	Community Meeting	g						
8:45 – 9:30	Reading	9:00 - 9:30	Fundations			Tuesday, Thursday				
9:30 – 10:15	ARTS	9:30 – 10:15	ARTS		Time	Theater	Dance	Visual Art	Music	
10:15 – 11:00	Guided Reading	10:15 – 11:00	Reading		9:30 – 10:15	Audra McDonald	Gregory Hines			
11:00 – 11:45	Writing/Sci/SS	11:00 – 11:45	Guided Reading		12:40 – 1:25			Audra McDonald	Gregory Hines	
11:50 – 12:35	Lunch/Recess	11:50 – 12:35	Lunch/Recess							
12:40 – 1:25	ARTS	12:40 – 1:25	ARTS							
1:25 – 2:10	Math	1:25 - 2:10	Math							
2:10 - 2:55	Math	2:10 – 2:55	Math							
2:55 - 3:20	Closing Circle	2:55 - 3:20	Closing Circle							
3:20 - 3:30	Dismissal	3:20 - 3:30	Dismissal							

2022-23 Se	chedule - Third Grade							Monday, Wedi	nesday, Friday	
Time	Monday - Thursday		Time	Friday		Time	Theater	Dance	Visual Art	Music
7:40 - 8:00	Breakfast		7:40 - 8:00	Breakfast		9:30 – 10:15			Nina Simone	August Wilson
8:00 - 8:15	Morning Meeting		8:00 - 8:15	<b>Morning Meeting</b>		12:40 – 1:25	Nina Simone	August Wilson		
8:15 - 8:45	Fundations / FLEX SEL		8:15 - 9:00	Community Meeting	;					
8:45 – 9:30	Reading		9:00 - 9:30	Fundations			Tuesday, Thursday			
9:30 – 10:15	ARTS		9:30 – 10:15	ARTS		Time	Theater	Dance	Visual Art	Music
10:15 – 11:00	Guided Reading	1	10:15 – 11:00	Reading		9:30 – 10:15			August Wilson	Nina Simone
11:00 – 11:45	Writing/Sci/SS	1	11:00 – 11:45	Guided Reading		12:40 – 1:25	August Wilson	Nina Simone		
11:50 – 12:35	Lunch/Recess	1	11:50 – 12:35	Lunch/Recess						
12:40 – 1:25	ARTS		12:40 - 1:25	ARTS						
1:25 – 2:10	Math		1:25 – 2:10	Math						
2:10 – 2:55	CGI/Math Centers		2:10 - 2:55	CGI/Math Centers						
2:55 - 3:20	Closing Circle		2:55 - 3:20	Closing Circle						
3:20 - 3:30	Dismissal		3:20 - 3:30	Dismissal						

2023-24 S	Schedule - Fourth Grade					Monday, Wednesday, Friday			
Time	Monday - Thursday		Time	Friday	Time	Theater	Dance	Visual Art	Music
7:40 - 8:00	Breakfast	7:	:40 – 8:00	Breakfast	11:00 – 11:45	Jacob Lawrence	Lin Miranda		
8:00 – 8:15	Morning Meeting	8:	:00 – 8:15	Morning Meeting	1:25 – 2:10			Jacob Lawrence	Lin Miranda
8:15 - 8:45	EX / Social Emotional Learni	ng 8:	:15 - 9:00	Community Meeting					
8:45 – 9:30	Reading	9:	:00 – 9:45	Reading		Tuesday, Thursday			
9:30 – 10:15	Guided Reading	9:4	45 – 10:30	Guided Reading	Time	Theater	Dance	Visual Art	Music
10:15 – 11:00	Math	10:	:30 – 11:00	CGI/Math Centers	11:00 – 11:45	Lin Miranda	Jacob Lawrence		
11:00 – 11:45	ARTS	11:	:00 – 11:45	ARTS	1:25 – 2:10			Lin Miranda	Jacob Lawrence
11:50 – 12:35	CGI/Math Centers	11:	:50 – 12:35	Math					
12:40 – 1:25	Lunch/Recess	12:	:40 – 1:25	Lunch/Recess					
1:25 – 2:10	ARTS	1:	:25 – 2:10	ARTS					
2:10 – 2:55	Writing/Sci/SS	2:	:10 – 2:55	Writing/Sci/SS					
2:55 - 3:20	Closing Circle (3:10)	2:	:55 – 3:20	Closing Circle (3:10)					
3:20 - 3:30	Dismissal	3:	:20 - 3:30	Dismissal					

2024-202	5 Schedule - Fifth Grade						Monday, Wednesday, Friday			
Time	Monday - Thursday		Time	Friday		Time	Theater	Dance	Visual Art	Music
7:40 - 8:00	Breakfast		7:40 - 8:00	Breakfast		11:00 – 11:45			Kehinde Wiley	J. Jamison
8:00 – 8:15	Morning Meeting		8:00 – 8:15	Morning Meeting		1:25 – 2:10	Kehinde Wiley	J. Jamison		
8:15 - 8:45	EX / Social Emotional Learni	ing	8:15 - 9:00	Community Meeting	Ş					
8:45 – 9:30	Math		9:00 - 9:45	Math				Tuesday,	Thursday	
9:30 – 10:15	CGI/Math Centers		9:45 – 10:15	CGI/Math Centers		Time	Theater	Dance	Visual Art	Music
10:15 – 11:00	Reading		10:15 – 11:00	Reading		11:00 – 11:45			J. Jamison	Kehinde Wiley
11:00 – 11:45	ARTS		11:00 – 11:45	ARTS		1:25 – 2:10	J. Jamison	Kehinde Wiley		
11:50 – 12:35	Guided Reading		11:50 – 12:35	Guided Reading						
12:40 – 1:25	Lunch/Recess		12:40 – 1:25	Lunch/Recess						
1:25 – 2:10	ARTS		1:25 - 2:10	ARTS						
2:10 - 3:10	Writing/Sci/SS		2:10 - 3:10	Writing/Sci/SS						
3:10 - 3:20	Closing Circle (3:10)		3:10 - 3:20	Closing Circle (3:10)						
3:20 - 3:30	Dismissal		3:20 - 3:30	Dismissal						

Time	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
7:40 – 8:00	C	oors Open / Breakfas	t in the Classrooms (wit	h Ops, LT, ELL, and Arts Te	eam)	
8:00 – 8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15 - 8:45	Fundations	Fundations	Fundations	Fundations / FLEX SEL	FLEX Social Emotional building	FLEX Social Emotional building
8:45 – 9:30	Guided Reading	Math	Reading	Reading	Reading	Math
9:30 – 10:15	Reading	Math	ARTS	ARTS	Guided Reading	CGI/Math Centers
10:15 – 11:00	ARTS	ARTS	<b>Guided Reading</b>	Guided Reading	Math	Reading
11:00 – 11:45	Lunch/Recess	Lunch/Recess	Writing/Sci/SS	Writing/Sci/SS	ARTS	ARTS
11:50 – 12:35	Math	Reading	Lunch/Recess	Lunch/Recess	CGI/Math Centers	Guided Reading
12:40 – 1:25	Math	Guided Reading	ARTS	ARTS	Lunch/Recess	Lunch/Recess
1:25 – 2:10	Writing/Sci/SS	Writing/Sci/SS	Math	Math	ARTS	ARTS
2:10 – 2:55	ARTS	ARTS	Math	CGI/Math Centers		
					Writing/Sci/SS	Writing/Sci/SS
2:55 – 3:20	<b>Closing Circle</b>	Closing Circle	Closing Circle	Closing Circle	Closing Circle (3:10)	Closing Circle (3:10)
3:20 - 3:30				Dismissal		

Time		Mon	day			Т	uesday			Wednesday Thursday			Friday							
	Theater	Dance	Visual Art	Music	Theater	Dance	Visual Art	Music	Theater	Dance	Visual Art	Music	Theater	Dance	Visual Art	Music	Theater	Dance	Visual Art	Music
7:40-8:00	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Breakfast Duty	Doors Open/ Brkfast Duty	Doors Open/ Brkfast Duty	Doors Open/ Brkfast Duty	Doors Open/ Brkfast Duty	Doors Open/ Brkfast Duty							
8:00 - 8:45	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Community Meeting	Community Meeting	Comm. Meeting	Comm. Meeting
8:45 - 9:30	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Prep
9:30 – 10:15	Gregory Hines	Audra McDonald	Nina Simone	August Wilson	Audra McDonald	Gregory Hines	August Wilson	Nina Simone	Gregory Hines	Audra McDonal d	Nina Simone	August Wilson	Audra McDonal d	Gregory Hines	August Wilson	Nina Simone	Gregory Hines	Audra McDonald	Nina Simone	August Wilson
10:15 – 11:00	Celia Cruz	Stevie Wonder	Romero Britto	Esperanza Spalding	Stevie Wonder	Celia Cruz	Esperanza Spalding	Romero Britto	Celia Cruz	Stevie Wonder	Romero Britto	Esperan za Spalding	Stevie Wonder	Celia Cruz	Esperanza Spalding	Romero Britto	Celia Cruz	Stevie Wonder	Romero Britto	Esperanza Spalding
11:00 – 11:45	Jacob Lawrence	Lin Miranda	Kehinde Wiley	J. Jamison	Lin Miranda	Jacob Lawrence	J. Jamison	Kehinde Wiley	Jacob Lawrence	Lin Miranda	Kehinde Wiley	J. Jamison	Lin Miranda	Jacob Lawrence	J. Jamison	Kehinde Wiley	Jacob Lawrence	Lin Miranda	Kehinde Wiley	J. Jamison
11:50 – 12:35	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 – 1:25	Nina Simone	August Wilson	Gregory Hines	Audra McDonald	August Wilson	Nina Simone	Audra McDonald	Gregory Hines	Nina Simone	August Wilson	Gregory Hines	Audra McDona Id	August Wilson	Nina Simone	Audra McDonal d	Gregory Hines	Nina Simone	August Wilson	Gregory Hines	Audra McDonald
1:25 - 2:10	Kehinde Wiley	J. Jamison	Jacob Lawrence	Lin Miranda	J. Jamison	Kehinde Wiley	Lin Miranda	Jacob Lawrence	Kehinde Wiley	J. Jamison	Jacob Lawrenc e	Lin Miranda	J. Jamison	Kehinde Wiley	Lin Miranda	Jacob Lawrence	Kehinde Wiley	J. Jamison	Jacob Lawrence	Lin Miranda
2:10 - 2:55	Romero Britto	Esperanza Spalding	Celia Cruz	Stevie Wonder	Esperanza Spalding	Romero Britto	Stevie Wonder	Celia Cruz	Romero Britto	Esperanz a Spalding	Celia Cruz	Stevie Wonder	Esperanz a Spalding	Romero Britto	Stevie Wonder	Celia Cruz	Romero Britto	Esperanza Spalding	Celia Cruz	Stevie Wonder
2:55 - 3:20	Team Check- In	Team Check-In	Team Check-In	Team Check- In	Team Check-In	Team Check- In	Team Check- In	Team Check-In	Team Check-In	Team Check-In	Team Check-In	Team Check- In	Team Check-In	Team Check-In	Team Check-In	Team Check-In	Team Check- In	Team Check- In	Team Check-In	Team Check-In
3:20 - 3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dsmsl	Dismissal	Dismissal	Dismissal	Dismissal							

2020-21 T	eacher Schedule - Kindergarten
Time	Monday-Thursday
7:40 – 8:00	Teachers do not have breakfast duty. They are to use the 20 min period to prepare and be available for meetings
8:00 – 8:15	Teachers Lead Morning Meeting
8:15 - 8:45	Teaches Lead Fundations
8:45 – 9:30	Teachers Lead Guided Reading
9:30 – 10:15	<b>Teachers Lead Reading Instruction</b>
10:15 – 11:00	Teacher Prep Period
11:00 – 11:45	Teacher Prep Period
11:50 – 12:35	Teachers Lead math Instruction
12:40 – 1:25	Teachers Lead Math Instruction
1:25 – 2:10	Teachers Lead Writing/Sci/SS
2:10 – 2:55	Teacher Prep Period
2:55 – 3:20	Teachers Lead Closing Circle
3:20 - 3:30	Teachers assist their students

Time	Friday
7:40 – 8:00	Teachers do not have breakfast duty. They are to use the 20 min period to prepare and be available for meetings
8:00 – 8:15	Teachers Lead Morning Meeting
8:15 - 9:00	Teaches Participate in Community Meeting
9:00 - 9:30	<b>Teachers Lead Guided Reading</b>
9:30 – 10:15	Teachers Lead Reading Instruction
10:15 – 11:00	Teacher Prep Period
11:00 – 11:45	Teacher Prep Period
11:50 – 12:35	<b>Teachers Lead math Instruction</b>
12:40 – 1:25	Teachers Lead Math Instruction
1:25 – 2:10	Teachers Lead Writing/Sci/SS
2:10 – 2:55	Teacher Prep Period
2:55 – 3:20	Teachers Lead Closing Circle
3:20 - 3:30	Teachers assist their students

2020-	21 Schedule - First Grade
Time	Monday - Thursday
7:40 – 8:00	Teachers do not have breakfast duty. They are to use the 20 min period to prepare and be available for meetings
8:00 – 8:15	Teachers Lead Morning Meeting
8:15 - 8:45	Teaches Lead Fundations
8:45 – 9:30	Teachers Lead math Instruction
9:30 – 10:15	Teachers Lead Math Instruction
10:15 – 11:00	Teacher Prep Period
11:00 – 11:45	Teacher Prep Period
11:50 – 12:35	Teachers Lead Reading Instruction
12:40 – 1:25	Teachers Lead Guided Reading
1:25 – 2:10	Teachers Lead Writing/Sci/SS
2:10 – 2:55	Teacher Prep Period
2:55 – 3:20	Teachers Lead Closing Circle
3:20 - 3:30	Teachers assist their students

Time	Friday
Time	Tiluay
	Teachers do not have breakfast
7:40 – 8:00	duty. They are to use the 20 min period to prepare and be
	available for meetings
8:00 – 8:15	Teachers Lead Morning Meeting
8:15 - 9:00	Teaches Lead Fundations
9:00 - 9:30	Teachers Lead math Instruction
9:30 – 10:15	Teachers Lead Math Instruction
10:15 – 11:00	Teacher Prep Period
11:00 – 11:45	Teacher Prep Period
11:50 – 12:35	Teachers Lead Reading Instruction
12:40 – 1:25	Teachers Lead Guided Reading
1:25 – 2:10	Teachers Lead Writing/Sci/SS
2:10 – 2:55	Teacher Prep Period
2:55 – 3:20	Teachers Lead Closing Circle
3:20 - 3:30	Teachers assist their students

# 2020/21 School Calendar- Bronx Arts 2

	August 2020								
Su	Мо	Tu	We	Th	Fr	Sa			
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30	31								

	September 2020									
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October 2020								
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November 2020									
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	December 2020								
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February 2021						
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						<b>15</b>

March 2021						
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	April 2021					
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	May 2021					
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June 2021						
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						19

	July 2021					
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# **Table 1: Applicant Group Additions and Deletions**

Last updated: 01/10/2019

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?

No

#### **Changes to Applicant Group Information**

Name/Phone/ Email Address	Current Employment	Relevant Experience/S kills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
Lori Biancamano	Financial advisor at Greenoak Real Estate	Finance, Securities, Real Estate	Board Co- Treasurer	Board Co- Treasurer	Added
Denise Brecher		Early Childhood and Elementary Education	Trustee	Trustee	Added
Susan Geisenheime r		Securities, Human Resources	Board Secretary	Board Secretary	Added
Eric Osorio	Assistant Head of Upper School at Packer Collegiate Institute	Education, Leadership, Diversity	Trustee	Trustee	Added
	Email Address  Lori Biancamano  Denise Brecher  Susan Geisenheime	Email Address  Lori Biancamano Financial advisor at Greenoak Real Estate  Denise Brecher  Susan Geisenheime r  Eric Osorio  Assistant Head of Upper School at Packer Collegiate	Email Address  Employment Experience/S kills and Role on Applicant Group  Lori Biancamano Financial advisor at Greenoak Real Estate  Denise Brecher  Denise Brecher  Securities, Real Estate  Early Childhood and Elementary Education  Susan Geisenheime r  Securities, Human Resources  Assistant Head of Upper School at Packer Collegiate  Education, Leadership, Diversity	Email Address  Employment Experience/S kills and Role on Applicant Group  Financial advisor at Greenoak Real Estate  Denise Brecher  Denise Brecher  Early Childhood and Elementary Education  Susan Geisenheime r  Susan Geisenheime r  Assistant Head of Upper School at Packer Collegiate  Employment Experience/S kills and Role in School (e.g., trustee, employee, none)  Board Co-Treasurer  Finance, Securities, Real Estate  Trustee  Board Screetary  Board Secretary  Trustee  Education, Leadership, Diversity  Trustee	Email Address  Employment Address  Employment Address  Employment Address  Experience/S kills and Role on Applicant Group  Experience/S kills and Role on Applicant Group  Experience/S kills and Role on Applicant trustee, employee, none)  End advisor at Greenoak Real Estate  Finance, Securities, Real Estate  Early Childhood and Elementary Education  Susan Geisenheime r  Eric Osorio  Assistant Head of Upper School at Packer Collegiate  Assistant Head of Upper School at Packer Collegiate  Education, Leadership, Diversity  Trustee  Frustee  Frustee  Frustee  Trustee  Trustee  Trustee  Trustee  Trustee  Trustee  Trustee

5	Graham Powis	Senior Capital Markets Advisor at Brookline Capital Markets	Finance	Board Co- Vice Chair	Board Co- Vice Chair	Added
6	Charles Whites	Vice President and Associate General Counsel at New York Life Insurance Company	Law, Governance	Board Chair	Board Chair	Added
7	Noni Thomas Lopez	Head of School of The Gordon School	Education, Leadership, Diversity	Board Co- Vice Chair	Board Co- Vice Chair	Added
8	Arlene Bascom	Chief Financial Officer at Green-Wood	Finance, budgeting, business development	Board Co- treasurer	Board Co- treasurer	Added
9	Barbara Scott	Consultant	Education, Strategy	Trustee	Trustee	Added
10	Kathryn Trager	Faculty- NYU Masters in Publishing program	Law, Education	Trustee	Trustee	Added
11	Patricia Kennedy	Consultant	Communicati ons	Trustee	Trustee	Added
12	Ahmad Sheikh	Partner with SFW Capital Partners, LP	Business, Technology	Trustee	Trustee	Added
		1	2/3	I	I	l l

13			
14			
15			

#### **New Applicant Group Member History**

Has the <u>newly added member(s)</u> of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

#### NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

# ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as **lead applicants** and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFOR	RMATION FOR ALL APPLICANT GROUP MEMBERS	
Member Name:	Katherine Trager	

В	usiness Telephone:n/a
В	usiness Address:n/a
m	ease note that this document is considered a public record and as such, may be ade available to members of the public upon request under the Freedom of formation Law. Personal contact information provided above will be redacted.
	Background Information – All Applicant Group Members
1.	Please provide your educational and employment history. You may do so by attaching a résumé. <b>Note:</b> Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.
x	Résumé Attached
	Copy of Diploma, Transcript or Supporting Documentation Attached  ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.
2.	Please indicate how you became aware of the opportunity to join the applicant
	a. One of the members of the Board of Trustees asked if I would be interested in serving on the Board. After a visit to the school, and conferences with the school leaders, I decided that I would very much like to work with ts
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.

charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all

4. Please affirm that you have read and understand the charter school application, the

proposed policies at the time of its submission for review.

x I affirm.

Statement of Intent - All Applicant Group Mombers

 Please provide a personal statement regarding the experience and skills that you bring to the lable (estatement attached).

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). (statement attached)

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Katherine Trager

Ne Highway Trans

Jan. 7. 2019

#### Statement of Intent—All Applicant Group Members

- 5. Please provide a personal statement regarding the experience and skills that you bring to the table (statement attached).
- 6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). (statement attached)

	attached)
7	Please provide any other information that you feel is pertinent to the Department's review of your background.
	Printed Name
	Signature
	Date

Statement of Intent-Response to questions 7 and 8.

For the past twenty years I have been involved in education in New York City. Initially, I tutored first and second graders in connection with a volunteer program sponsored by Random House and its predecessor, Bantam Doubleday Dell Publishing Group. I read aloud, provided guided reading, and helped the students learn how to write. As a result of this experience, I left the law and went to Columbia Teachers College to obtain a masters in reading. As part of the Teachers College curriculum, I taught reading and literacy skills to primary school students, junior and senior high school students and adults. After Columbia, I taught reading at St. Ann's School in Harlem. As the resource room teacher I provided remedial reading instruction to students in grades 2 through 7. This involved individual and group instruction. In September 2002 I returned to Random House as General Counsel. At the same time, I joined the Board of New Visions for Public Schools, a non-profit organization dedicated to improving New York City public schools. I just retired from that Board, and six months ago I retired from Penguin Random House (the successor to Random House). Now I am teaching publishing law in the NYU Masters in Publishing program. I believe that this experience will be an asset to the Board of the Bronx Charter School of the Arts. After being in the class room, I understand the challenges teachers face. I have some expertise in curriculum development and its implementation. After managing a legal department for 14 years, I am skilled in handling problems and being an effective administrator. It is my hope that these skills can be applied to help the school, its teachers, and administrators.

## Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of appointment/election to the board.	
	x I affirm.
9.	Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
	x This does not apply to me. □ Yes.
If t	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).
10. Please indicate if you currently have any criminal charge(s) pending against you state or federal court in any jurisdiction.	
	x This does not apply to me. $\square$ Yes. If yes, please provide an explanation.
11.	What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): a. Program Committee
12.	Please explain why you wish to serve on the board.  a. I have been involved in education for many years-firs tas a volunteer in a reading program, later on as a resource room teacher, and for more than ten years as a member of the Board of a city-wide organization dedicated to improving New York city Public Schools, New Visions for Public Schools. I would now like to be involved in helping one school develop its potential.

- 13. 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.
  - x Yes. (Include description here): As indicated in my prior answers, I think I can contribute to the school in the following ways: I have a masters in reading and have taught students of all ages as well as adults. Accordingly, I think I can be of some help in improving reading skills. I have also run a legal department as General Counsel of Penguin Random House, and have extensive management and administrative skills, which hopefully will be of assistance in the governance of the school.

## **Conflict of Interest - Proposed Board of Trustees Only**

14	Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.
	x I / we do not know any such persons. □ Yes. If your answer is yes, please indicate the precise nature of your relationship here:
15.	Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.
	x I / we do not know any such persons.   Yes.  If yes, please indicate the precise nature of your relationship here:
16.	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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.
lf y	x No. □ Yes.  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:
	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.
	<ul> <li>Yes.</li> <li>Not applicable because the School does not/will not contract with a management company or charter management organization.</li> <li>I / we do not know any such persons.</li> </ul>
	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.
	□ Yes.  x Not applicable because the School will not contract with a management company or charter management organization.

19.	☐ I / we have no such interest.  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 will be conducted.	
	<ul> <li>Yes.</li> <li>x Not applicable because the School will not contract with a management company or charter management organization.</li> <li>□ I / we do not anticipate conducting any such business.</li> </ul>	
20.	Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.	
	x None □ Yes	
21.	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.  a. I would bring the matter to the attention of the Chair of the Board and request that the Trustee disclose all facts involved. If there is any evidence of self dealing, then I would request that the Board vote to remove the Trustee, and if the situation is harmful or potentially harmful to the school, demand that the relationship terminate.	
	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 the previous items 16-23, you may so indicate.	
	x This does not apply to me, my spouse or other family members.  ☐ Yes.	
Educational Philosophy -Proposed Board of Trustees Only		

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

a. The mission of the school is to provide a rigorous academic curriculum and quality arts education to students. The arts are integrated with the academic curriculum so that concepts taught in specific disciplines are reinforced through art, dance, music classes.

- 24. Please explain your understanding of the educational program of the charter school.
  - a. Please see response above, THe school's extended school day promotes the integrated curriculum.
- 25. Please indicate what you believe to be the characteristics of a successful charter school. 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. The Bronx Charter School for the Arts is successful and I think it will continue to improve as a result of its dedicated staff.

# STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

Katherine

Trager of proposed board member) state that I am the applicant for board member approval and of proposed board member) state that I am the applicant for board member approval and thereof; that the same is frue to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servent is guilty of Offering a False instrument for Filing in the 2<sup>rd</sup> Degree, a Class A Misdemeanor.

Katherine

Jan. 7, 2019

# STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

l,	(name of
proposed board member) state that I am the	
have read the questionnaire and any support thereof; that the same is true to my knowledge be alleged upon information and belief, and and further acknowledge that I am aware §175.30, a person who knowingly offers a fapublic servant is guilty of Offering a False Class A Misdemeanor.	ge except as to the matters therein stated to l as to those matters I believe it to be true e of the fact that, pursuant to Penal Law lse instrument for filing to a public official or
Signature	
Date	



#### **EXPERIENCE**

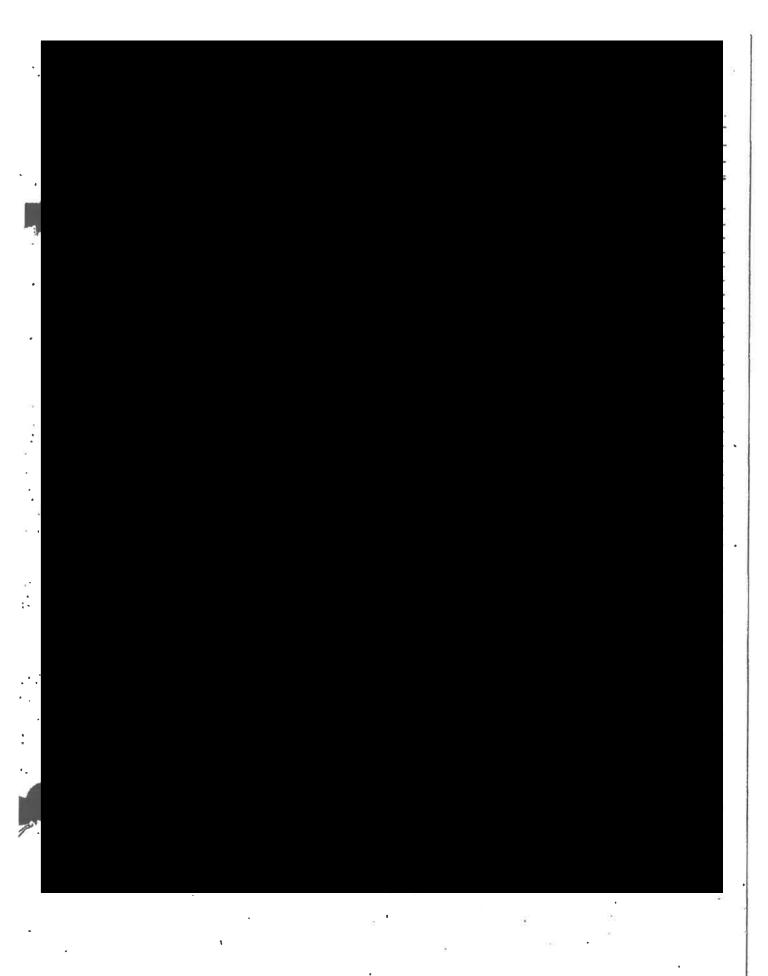
Sept. 2016- present	NYU SCHOOL OF CONTINUING & PROFESSIONAL STUDIES  Adjunct Instructor  Master of Science in Publishing: Digital and Print Media  Publishing and Internet Law
Sept. 2002 – June 2016	PENGUIN RANDOM HOUSE LLC  Executive Vice President, Secretary & General Counsel  Chief legal counsel for the world's largest English language publisher  Responsible for all legal matters concerning Penguin Random House  LLC and its worldwide divisions
Sept. 2001 — June 2002	ST. ANN'S SCHOOL  Resource Room Teacher  Provided remedial reading instruction to students in grades 2 through  7
Sept. 1987 — August 2000	RANDOM HOUSE, INC.  Vice President & Deputy General Counsel  Counseled authors, publishers, and editors in all aspects of intellectual property and publishing issues  Negotiated, drafted and closed numerous corporate acquisitions and divestitures  Supervised attorneys, paralegals, and rights & permission department  Reviewed manuscripts for adult and juvenile imprints (approximately seventy-five per year)
Sept. 1980 Sept. 1987	MACMILLAN, INC.  Vice President and Publishing Counsel  Counseled Macmillan Publishing's authors, editors and publishers  Supervised Macmillan Publishing's litigation; argued motions and tried cases on behalf of company (trademark, libel and copyright.
Sept. 1978 – Sept. 1980	UNITED STATES ATTORNEY'S OFFICE, SDNY  Special Assistant United States Attorney, Civil Division  Litigation responsibility for federal agencies commendations received for defense of agencies in complex litigation
Sept. 1974 – Sept. 1978	SATERLEE & STEPHENS Associate

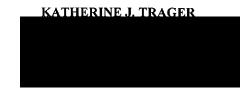
#### **EDUCATION**

Teachers College, Columbia University
M.A., 2002, Applied Educational Psychology, Reading Specialist, G.P.A.: 4.0

New York University Law School J.D. 1974

**Tufts University** B.A., English, 1971, cum laude, Dean's List, University Scholarship





#### **EXPERIENCE**

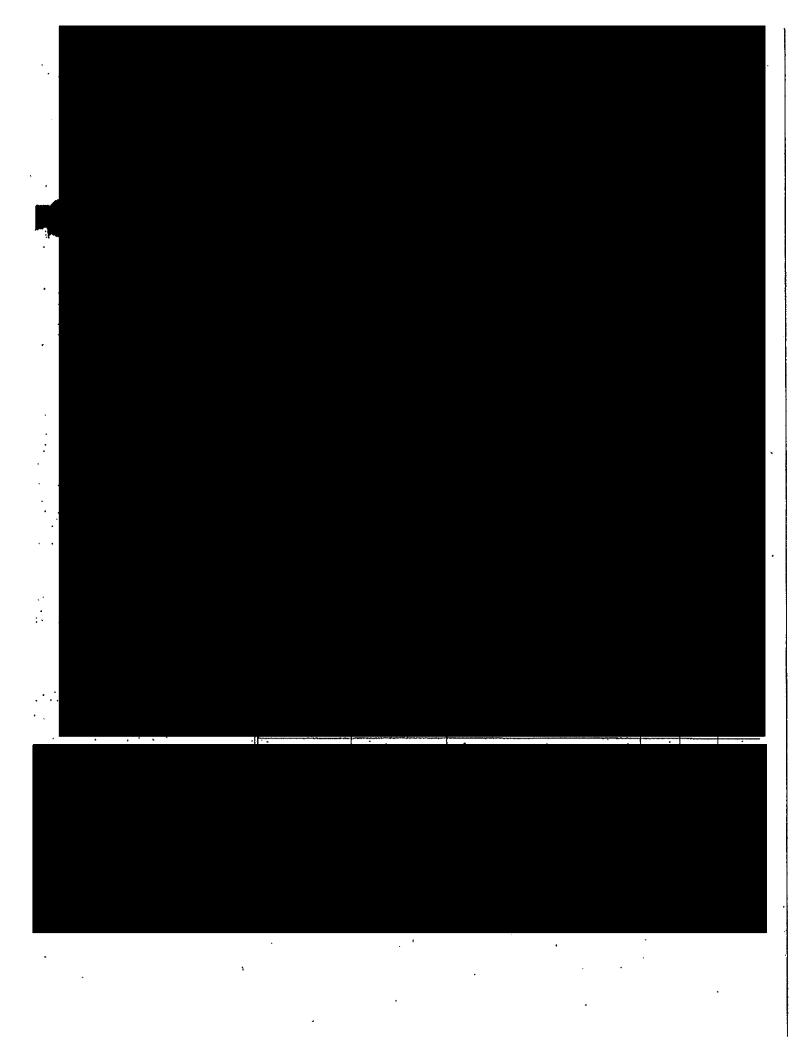
Sept. 2016- present	NYU SCHOOL OF CONTINUING & PROFESSIONAL STUDIES  Adjunct Instructor  Master of Science in Publishing: Digital and Print Media  Publishing and Internet Law
Sept. 2002 – June 2016	PENGUIN RANDOM HOUSE LLC  Executive Vice President, Secretary & General Counsel  Chief legal counsel for the world's largest English language publisher  Responsible for all legal matters concerning Penguin Random House  LLC and its worldwide divisions
Sept. 2001 – June 2002	ST. ANN'S SCHOOL  Resource Room Teacher  Provided remedial reading instruction to students in grades 2 through 7
Sept. 1987 — August 2000	<ul> <li>RANDOM HOUSE, INC.</li> <li>Vice President &amp; Deputy General Counsel</li> <li>Counseled authors, publishers, and editors in all aspects of intellectual property and publishing issues</li> <li>Negotiated, drafted and closed numerous corporate acquisitions and divestitures</li> <li>Supervised attorneys, paralegals, and rights &amp; permission department</li> <li>Reviewed manuscripts for adult and juvenile imprints (approximately seventy-five per year)</li> </ul>
Sept. 1980 — Sept. 1987	<ul> <li>MACMILLAN, INC.</li> <li><u>Vice President and Publishing Counsel</u></li> <li>Counseled Macmillan Publishing's authors, editors and publishers</li> <li>Supervised Macmillan Publishing's litigation; argued motions and tried cases on behalf of company (trademark, libel and copyright.</li> </ul>
Sept. 1978 – Sept. 1980	UNITED STATES ATTORNEY'S OFFICE, SDNY  Special Assistant United States Attorney, Civil Division  Litigation responsibility for federal agencies commendations received for defense of agencies in complex litigation
Sept. 1974 – Sept. 1978	SATERLEE & STEPHENS Associate

#### **EDUCATION**

**Teachers College, Columbia University** M.A., 2002, Applied Educational Psychology, Reading Specialist, G.P.A.: 4.0

New York University Law School J.D. 1974

**Tufts University** B.A., English, 1971, cum laude, Dean's List, University Scholarship



#### BY-LAWS OF

# BRONX CHARTER SCHOOL FOR THE ARTS

(A New York Education Corporation)

(last revision August 22, 2014)

#### **MEMBERS**

<u>Section 1.</u> <u>Members</u>. Bronx Charter School for the Arts (the "Education Corporation") shall have no members.

#### Section 2.

<u>Board of Trustees General Powers</u>. The business, property and affairs of the Education Corporation shall be managed by or under the direction of its Board of Trustees.

- Section 3. Qualification; Number; Term. (a) Each Trustee shall be at least 18 years of age. The number of Trustees constituting the entire Board of Trustees shall be not less than five (5) and not more than-twenty-five (25). Subject to the foregoing limitation and except for the first Board of Trustees, such number may be fixed from time to time by action of the Board of Trustees or, if the number of Trustees is not so fixed, the number shall be seven (7). The number of Trustees may be increased or decreased by action of the Board of Trustees, provided that any action of the Trustees to effect such increase or decrease shall require the vote of a majority of the entire Board. No decrease in the number of Trustees shall shorten the term of any incumbent Trustee.
- (b) To the extent possible, Board terms will be staggered. All Trustees shall be elected or reelected, if their term should be at an end, at the annual meeting of the Board of Trustees, by a plurality of the votes cast, for a term of two years or until their successors are duly elected and qualified or their earlier death, resignation or removal. Beginning with the Trustees elected or re-elected at the 2003 Annual Meeting, each Trustee may serve no more than four successive terms, and then must step down for at least one year before again becoming eligible to serve as a Trustee.
- (c) Beginning with the Board of Trustees elected at the 2003 Annual Meeting, and thereafter, the Board of Trustees shall include at least one parent of BCSA students or BCSA graduates.
- Section 4. Quorum and Manner of Voting. Except as otherwise provided for herein, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business. A majority of the Trustees present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise provided for herein, the vote of a majority of the Trustees present at the time of the vote, at a meeting duly assembled, a quorum being present at such time, shall be the act of the Board of Trustees. For purposes of establishing quorum and/or determining a majority of Trustees in this Section 4, "present" shall include Trustees that are available through either video conferencing methods or similar communications equipment.

- Section 5. Time and Place of Meetings. Meetings of the Board of Trustees shall be held at such time and place within or outside the State of New York as may from time to time be fixed by resolution of the Board of Trustees, or as may be specified in the notice of the meeting. Special meetings may be held at any time and place upon the call of the Chair, the call of the Secretary upon the request of any two Trustees, or as otherwise determined by the Board of Trustees. The Board will conduct formal Board meetings a minimum of 12 times per year.
- Section 6. Notice of Meetings. No notice to Trustees shall be required for regular meetings for which the time and place have been fixed. Written, oral or any other mode of notice of the time and place shall be given to Trustees for special meetings not less than five (5) nor more than ten (10) days before the meeting to allow sufficient time for the convenient assembly of the Trustees thereat unless the lapse of such time has been waived. The notice of any meeting need not specify the purpose of the meeting. Any requirements of furnishing a notice shall be waived by any Trustee who signs a waiver of notice before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such Trustee.
- <u>Section 7.</u> <u>Annual Meeting</u>. The annual meeting of the Board of Trustees shall be held in the month of April of each year at the main facility of the Education Corporation, or at such other place and at such time as shall be determined by the Board of Trustees or the Chair and designated in the notice or waivers of notice of the meeting.
- <u>Section 8.</u> <u>Annual Financial Report</u>. Annually, the Treasurer shall present the annual audited financial statements of the Education Corporation at a meeting of the Board of Trustees.
- Section 9. Annual Reports. In accordance with the New York Charter Schools Act, annual reports shall be submitted to the New York State Board of Regents as the charter entity for the Education Corporation. Such annual reports shall be in the form and contain the information as prescribed by the New York Charter Schools Act and all regulations promulgated thereunder.
- <u>Section 10.</u> <u>Open Meetings; Executive Session</u>. Notwithstanding anything otherwise provided for herein, the Education Corporation shall comply in all respects with the New York Open Meetings Law; regular or special meetings of the Board of Trustees may be conducted in Executive Session to the extent permitted by the New York Open Meetings Law.
- <u>Section 11.</u> <u>Resignation</u>. Any Trustee may resign at any time upon written notice to the Education Corporation and such resignation shall take effect upon receipt thereof by the Chair or Secretary, unless otherwise specified in the resignation.
- <u>Section 12.</u> <u>Vacancies</u>. Unless otherwise provided in these By-laws, vacancies among the Trustees may be filled by the affirmative vote of a majority of the remaining Trustees, although less than a quorum, or by a sole remaining Trustee. A Trustee elected pursuant to this section of these By-laws shall hold office until the next annual meeting of the Board of Trustees at which the election of Trustees is in the regular order of business

and until each Trustee's successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.

Section 13. Removal of Trustees. Except as otherwise provided by law, any Trustee may be removed by a majority vote of the entire Board. If a Trustee does not attend at least three-fourths of the meetings of the Board held in any consecutive twelvemonth period, the Board of Trustees, must address the service of the Trustee and make a determination if the Trustee will continue to serve. If any Trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the vacancy shall be filled.

Section 14. Action by Written Consent. To the extent permitted by the New York Open Meetings Law, any action required or permitted to be taken by the Board of Trustees or by any committee thereof may be taken without a meeting if all members of the Board of Trustees or of any such committee consent in writing to the adoption of a resolution authorizing the action and the writing or writings are filed with the minutes of the proceedings of the Board of Trustees or of any such committee.

Section 15. <u>Telephonic Meetings</u>. Any one or more members of the Board of Trustees or any committee thereof may participate in a meeting of the Board of Trustees or such committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time. However, individuals who participate in Board meetings via phone may not be counted for the purposes of meeting a quorum, and may not vote.

#### Section 16.

<u>Committees Appointment</u>. (a) From time to time the Board of Trustees by a resolution adopted by a majority of the entire Board of Trustees may appoint from among its members an Executive Committee, consisting of no less than <u>five (5)</u> Trustees, and other committees, for any purpose or purposes, to the extent lawful, which shall have powers as shall be determined and specified by the Board of Trustees in the resolution of appointment. The Board of Trustees shall have full power, at any time, to fill vacancies in, to change membership of, to designate alternate members of, or to discharge any such committee.

(b) The Chair shall be ex officio chair of the Executive Committee, and the Secretary of the Board of Trustees shall act as secretary thereof.

Section 17. Procedures, Quorum and Manner of Acting. Each committee shall fix its own rules of procedure, and shall meet where and as provided by such rules or by resolution of the Board of Trustees. All committee meetings will be held in accordance with the Open Meetings Law. Except as otherwise provided by law, the presence of a majority of the then appointed members of a committee shall constitute a quorum for the transaction of business by that committee, and in every case where a quorum is present the affirmative vote of a majority of the members of the committee present shall be the act of the committee. Each committee shall keep minutes of its proceedings, and actions taken by a committee shall be reported to the Board of Trustees. For purposes of establishing quorum and/or determining a majority of then appointed members in this

Section 17, "present" shall include committee members that are available either via video conferencing methods or similar communications equipment.

<u>Section 18.</u> <u>Termination</u>. In the event any person shall cease to be a Trustee of the Education Corporation, such person shall generally simultaneously therewith cease to be a member of any committee appointed by the Board of Trustees. However, the Board may ask retiring members to continue to serve on a Committee of the Board in an ex-officio capacity.

#### **ARTICLE II**

#### Officers

- Section 1. Election and Qualifications. The Board of Trustees shall, in due time, and thereafter at the annual meeting of the Board of Trustees, elect from the members of the Board of Trustees, a Chair, one or more Vice-Chairs, Secretary, Treasurer, and such other officers as the Board may from time to time deem proper. Any two or more offices may be held by the same person except the offices of Chair and Secretary, or the offices corresponding thereto. Each officer shall have such powers and duties as may be prescribed by these By-laws and as may be assigned by the Board of Trustees or the Chair.
- <u>Section 2.</u> <u>Term of Office and Remuneration</u>. Unless otherwise provided in the resolutions of election or appointment, the term of office of all officers shall be two years and until their respective successors have been elected and qualified. Any vacancy in any office arising from any cause may be filled for the unexpired portion of the term by the Board of Trustees.
- <u>Section 3.</u> <u>Resignation; Removal</u>. Any officer may resign at any time upon written notice to the Education Corporation and such resignation shall take effect upon receipt thereof by the Chair or Secretary, unless otherwise specified in the resignation. Any officer shall be subject to removal, with or without cause, at any time by vote of a majority of the entire Board of Trustees.
- <u>Section 4.</u> <u>Chair.</u> The Chair of the Board of Trustees shall preside at all meetings of the Board of Trustees and shall have such other powers and duties as may from time to time be assigned by the Board of Trustees, including signing documents on behalf of the Board.
- <u>Section 5.</u> <u>Treasurer.</u> The Treasurer shall in general have all duties incident to the position of Treasurer and such other duties as may be assigned by the Board of Trustees or the Chair. The Treasurer will be responsible for the financial oversight and control of the organization. The Treasurer hall hold co-signatory authority for financial accounts and documentation.
- <u>Section 6.</u> <u>Secretary</u>. The Secretary shall in general have all the duties incident to the office of Secretary and such other duties as may be assigned by the Board of Trustees or the Chair. The Secretary shall act as secretary at all meetings of the Board of Trustees when present, and in the Secretary's absence, the presiding officer may

appoint any person to act as secretary. The Secretary shall be responsible for all official documentation and recordkeeping.

<u>Section 7.</u> <u>Assistant Officers</u>. Any assistant officer shall have such powers and duties of the officer such assistant officer assists as such officer, the Board of Trustees or the Chair shall from time to time prescribe.

#### ARTICLE III

#### **Employees**; Mission Statement

Section 1. Employees. The Board of Trustees shall appoint by majority vote of the entire Board, and determine the terms and conditions of employment of, School Director(s) (the "Directors"), whose principal responsibilities include education, finance and administration-related matters. The Board shall determine the allocation of responsibilities between the Director(s), if more than one shall be appointed for any given period, and may remove by majority vote of the entire Board any Director(s), subject to the terms of any applicable employment contract. Subject to the direction and supervision by the Board, the Director(s) shall have control and management of all matters in connection with the internal management and normal educational activities of the Education Corporation. The Director(s) shall submit at each regular meeting of the Board a report on the affairs of the Education Corporation. Subject to any general policies determined by the Board and to any applicable collective bargaining agreements, the Director(s) shall have the power to admit and dismiss students to or from the Education Corporation and to hire and fire any employee of the Education Corporation, but may delegate certain staffing decisions to others as they see fit.

<u>Section 2.</u> <u>Mission Statement</u>. Material changes to the mission statement of the Education Corporation require the affirmative vote of a majority of the entire Board of Trustees and must be approved by the New York State Board of Regents.

#### **ARTICLE IV**

#### **Books and Records**

The Education Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Trustees and/or of any committee which the Board of Trustees may appoint, including the Executive Committee. Any of the foregoing books, minutes or records may be in written form or in any other form capable of being converted into written form within a reasonable time.

#### **ARTICLE V**

#### Compensation of Trustees

No compensation shall be paid by the Education Corporation to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees in any manner prescribed by the Board of Trustees. Such a Trustee shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

#### **ARTICLE VI**

#### Corporate Seal

The corporate seal, if any, shall be in such form as the Board of Trustees shall prescribe.

#### **ARTICLE VII**

#### Fiscal Year

The fiscal year of the Education Corporation shall be fixed, and shall be subject to change, by the Board of Trustees. Unless otherwise fixed by the Board of Trustees, the fiscal year of the Education Corporation shall begin on July 1 of each year.

#### **ARTICLE VIII**

#### Indemnification and Insurance

#### Indemnification of corporate agents.

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

<u>Insurance</u>. The Education Corporation shall obtain such insurance as the Board of Trustees shall from time to time determine to protect the Education Corporation against losses caused by the fraudulent or dishonest acts of any Trustee or employee, to reimburse the Education Corporation for any obligation incurred pursuant to the first paragraph of this Article, and to indemnify Trustees and any Director(s) under circumstances permitted by law.

#### ARTICLE IX

#### Non-Discrimination Policy

The Education Corporation shall not discriminate against applicants or students on the basis of race, color, religion, sexual orientation, or national or ethnic origin.

#### **ARTICLE X**

#### Amendments

These By-laws or any one or more of the provisions thereof may be amended or repealed by vote of the majority of the Trustees present at a meeting duly assembled, a quorum being present at the time of such vote; provided, however, that no By-law by which more than a majority vote shall be required for any specified action by the Board of Trustees shall be amended or repealed by a smaller vote than that required for action thereunder.

To the extent that there are any conflicts between the terms of the charter school's charter and the terms of these By-laws, the terms of the charter will control.

#### **Attachment 5c: Code of Ethics**

#### **BRONX CHARTER SCHOOL FOR THE ARTS 2**

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and senior staff must conduct their affairs in the best interests of the organization; avoid conflict or the appearance of conflict, between their personal interests and those of the organization; and ensure that they do not receive improper personal benefit from their positions.

Accordingly, the Board of Trustees has adopted the following procedures to govern Bronx Charter School for the Arts 2's (Bronx Arts 2) decision-making processes. Moreover, Bronx Arts 2 Board members, experts, advisors, and Bronx Arts 2 staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Bronx Arts 2 Board of Trustees.
- Bronx Arts 2 Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- Bronx Arts 2 Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Bronx Arts 2 Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to:
  - Student records
  - Financial information
  - Personnel records
  - Payroll records
- Bronx Arts 2 Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - Theft or inappropriate removal or possession of property
  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on Bronx Arts 2 grounds
  - Insubordination or other disrespectful conduct
  - Violation of safety or health rules
  - Sexual or other unlawful or unwelcome harassment
  - Excessive absenteeism or any absence without notice

#### Conflict of Interest Procedures and Definitions

- 1. Bronx Arts 2 Board Members shall disclose to the Board their interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an interest may be made orally or in writing. A Board Member has an interest if the Board Member or, to the Board Member's knowledge, the Board Member's Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Bronx Arts 2 is considering a transaction. Unless the Board requests their presences. Board Members with interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the interest and the individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom Bronx Arts 2 is considering a transaction, and (b) any person who has a significant position in an entity with which Bronx Arts 2 is considering a transaction.
- 2. Bronx Arts 2's senior staff (including, but not limited to, the Executive Director, Principal, Directors or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an interest) shall disclose, orally or in writing, any interest as defined above, and shall recuse her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an interest in a transaction being considered by Bronx Arts 2 below the Board level. The nature of the interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Bronx Arts 2 is considering a transaction, and (b) any person who has a significant position in an entity with which Bronx Arts 2 is considering a transaction.
- 3. No Board Member or staff member shall accept or solicit payments for expenses associated with Bronx Arts 2 -related travel, meals, or other professional activity from actual or potential suppliers of Bronx Arts 2. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$75 or more from actual or potential suppliers of services or goods for Bronx Arts 2, except (a) gifts presented to Bronx Arts 2 where the recipient is representing Bronx Arts 2 and thereafter presents the gift to Bronx Arts 2, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Bronx Arts 2 duties. In general, a recipient should make every effort to decline to accept

gifts on behalf of Bronx Arts 2, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to Bronx Arts 2.

- 4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees
  - a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter Bronx Arts 2s to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to Bronx Arts 2 districts. All trustees, officers and employees shall comply with such laws.
  - b. No Bronx Arts 2 trustee, officer or employee shall:
    - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
    - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
    - iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;
    - iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;
  - c. Bronx Arts 2 Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
  - d. Any Bronx Arts 2 officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other

agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of Bronx Arts 2 will be given a copy of the code of ethics upon their employment or association with Bronx Arts 2.

This request is not applicable, as we are proposing to replicate an existing school, and have prepared our application for the replicator RFP.

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### APPENDIX E. REQUIRED BUSINESS PLAN

As an existing education corporation that seeks to operate an additional charter through replication, the Bronx Arts team submits this strategic business/growth plan with the full application to demonstrate capacity to take on an additional school.

### A. Comprehensive Management Organization Information:

Name of the Comprehensive Management Organization: Bronx Charter Schools for the Arts.

Role of the Comprehensive Management Organization: An existing education corporation that will operate two charter schools with some shared services to achieve economies of scale and implement academic and operational programming with fidelity at all campuses.

State of incorporation: New York.

State(s) in which the Comprehensive Management Organization(s) operates: New York.

Year founded: 2002.

The contact name, address, phone number, and email address for each member of the Comprehensive Management Organization leadership team: Please see our Board roster and public contact information.

### B. Comprehensive Management Organization History and Growth Plan:

1. Describe the Comprehensive Management Organization's mission, strategic vision, and desired impact: Our collective mission is:

"Bronx Charter School(s) for the Arts (are) public elementary school(s) founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams."

Our strategic vision and desired impact is to expand into a K-8 school network that offers a total of 1,312 seats to students residing in the Bronx by 2025, thereby providing more Bronx students a safe and warm learning environment in which they will receive a high quality education that will make them artistically, socio-emotionally, and academically competitive with students from other communities and give them the ability to make connections between their academics and the world around them.

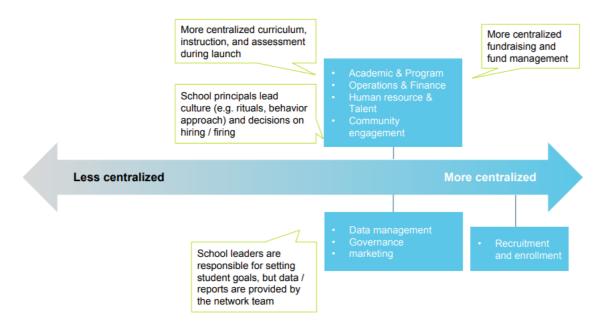
2. Provide a brief overview of the organization's history. The Bronx Arts team formed in 2001 and earned our first charter in 2002. We have maintained a stable governance structure and increased our organizational and academic performance and capacities each year since then. No member of our team or board has experienced any of the following: charter revocations or surrenders, bankruptcies, school closures, non-renewals, or conditional renewals, beyond the short-term renewal described later in this response. Bronx Arts has not been subject to any formal authorizer intervention.

- 3. List and describe all schools currently operated by the Comprehensive Management Organization: The Bronx Arts team has operated a K-5 school since 2003, and a 6-8 school since 2018, under a single charter agreement. Both schools are located in NYCDOE CSD 8 in the Hunts Point neighborhood of the Bronx, and implement our signature Arts-integrated instructional model. We do not operate, nor are we affiliated with, any other schools.
- 4. List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application): None, beyond an expansion to serve Bronx Arts 2 students through middle school.
- 5. Describe the Comprehensive Management Organization's five-year growth plan for developing new schools in New York and other states: None, with the exception of the replication currently being proposed through this application.
- 6. Provide a rationale for the proposed five-year growth plan: The Bronx Arts team is strategic in all we do; this includes thoughtful planning for the future. We have reached a point where our established capacity and the overwhelming demand from the community to increase access to our school model have converged with vigor.
  - In the past, we have intentionally said "not now" to several growth strategies when approached or encouraged by external stakeholders. By recognizing and leveraging our established strength, which has historically been our elementary program, we have chosen not to pursue opening a high school, though our parent community voices great demand for one. We also intend to keep our focus on the Bronx. This borough remains a high-need area, we are familiar with the challenges and priorities of local families, and there are far too few high-quality charter seats for the students seeking them. Furthermore, concentrating on the Bronx is also practical: by locating our schools in neighboring CSDs, we minimize logistical complexities such as travel between campuses for shared staffing, and allow for close knit relationships between our schools for cultural continuity.
- 7. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks: As we look ahead to growth, our theory of action includes the following objectives; each will optimize our impact in the Bronx.
  - Unify our vision of quality instruction with aligned professional development;
  - Ensure high quality arts instruction in all four disciplines;
  - Deepen integration across all parts of program and across all school sites;
  - Measure and monitor outcomes; and
  - Improve operational effectiveness for multiple sites.

However, there are inherent risks to growth. We anticipate our primary challenge to be in the area of human capital. To ensure we can recruit and retain quality talent sufficient to staff our schools, we are strengthening our talent strategy. This includes investment in building our recruitment capabilities by establishing a talent team, starting with a recruitment manager in 2019. This team will develop and implement an annual schedule for recruitment, cultivate a larger social media presence, and enhance our relationships with local universities. They will also streamline our hiring process to increase clarity and consistency, from the recruitment through onboarding phases. Beyond adding capacity to this area, we are also refining our approach to teacher development to retain and continuously improve our existing teaching staff to prioritize growing talent and

leadership from within. The latter may include additional retention strategies, such as flexible scheduling and a clear advancement pipeline.

Another risk is the dilution of our school culture and/or programming across multiple sites. To prevent this, we are developing centralized supports through a shared staffing model. These network-level roles will provide oversight over all Bronx Arts schools and offer some back-office support (such as finance, operations, technology, data management, and fundraising) which will free up our school leaders to focus on instruction and teacher development. These shared staff will also operationalize our vision for consistent instructional quality by facilitating the sharing of best practices across our campuses, but school leaders will still tailor the implementation of our model to fit the needs of their student body. Please see the proposed continuum of centralization, below.



The third potential risk is the lack of affordable, public facilities in CSD 12. To increase our likelihood of securing co-located space, we have cultivated relationships within the NYCDOE as well as with local officials and community groups.

The Bronx Arts team has developed a greenlighting framework to continuously evaluate our readiness for growth and the impact of the risk factors listed above on our progress. Please see specific categories, metrics, and "go," "discuss," and "no-go" indicators on the following page.

Category	Metric Description		Go	Discuss	No-go	
Academic Outcome State Assessment Performance on State Assessments from 2017-18		Same or improve	Below NY Charter avg	Below NYC average		
Enrollment	ES Enrollment	Students enrolled in ES	Fully enrolled	Below fully enrolled	<80% enrolled	
	ES Academics	Staffing and quality of teachers	Fully staffed	>1 unfilled teaching role 10+ struggling ES teachers	>3 unfilled teaching roles	
	School Culture	Appropriate progress on Strategic Initiatives ure 3 re. School Culture with metrics determined Summer 2018		81%-90% attendance 11%-20% incidents Concerning staff survey feedback	<80% attendance >20% incidents	
Progress of Initiatives	Operational	Success of new DOO (and resulting ED capacity)	New DOO successful	New DOO struggles	-	
	Arts Program	Progress of arts integration in ES and MS	Progress towards improvement in ES and strong indicators in MS	Lack of progress in ES, and challenges in MS	-	
	MS Learnings from Year 1	Full enrollment (by subgroup) and staff hiring Adherence of MS method and interventions; Students placed based on testing	>90% enrollment >90% attendance <10% incidents SPED compliant	5+ struggling MS teachers	<80% enrollment <80% attendance Not SPED compliant	

- 8. Discuss lessons learned during any past replication efforts: This is our education corporation's first attempt at replication, but we are intentional about learning from other networks such as The Neighborhood Charter Schools, Bronx Schools for Excellence, and organizations such as the Charter School Growth Fund to ensure we continue to serve our current students and families well while we grow.
- 9. List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time and explain the reasons for the failure or delay: Not applicable.
- 10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions:

Function	Network/Management Organization Decision-Making	School Decision-Making	
Performance Goals	The network will determine overall goals and metrics in alignment with the NYSED Performance Framework.	School leaders and staff will develop individualized student, classroom, and/or grade level goals to supplement overall goals.	
Curriculum	Decision-making responsibility is shared between the network and individual schools. All Bronx Arts schools will build upon our existing curriculum, but school leaders assume responsibility to make adjustments and customizations to meet the needs of their student populations.		
Professional Development	Decision-making responsibility is shared between the network and individual schools. Bronx Arts network staff will codify our most effective practices for common professional development but school leaders assume responsibility to identify the specific needs of their teachers and staff and decide on appropriate professional development methods and activities.		
Data Management and Interim Assessments	The network will assume decision-making responsibility for Bronx Arts schools, including selecting assessment tools and determining	School leaders are responsible for providing feedback on the validity and predictive value of assessments to inform	

	the assessment calendar.	programmatic adjustments.	
Promotion Criteria	The network will assume decision-making responsibility for Bronx Arts schools.	School leaders are responsible for utilizing the criteria on a student by student basis to make promotional decisions.	
Culture	Decision-making responsibility is shared between the network and individual schools. All Bronx Arts schools will employ the Responsive Classroom approach to discipline and prioritize family engagement, but school leaders assume responsibility to manage school culture on their campus in ways that are contextually appropriate and effective.		
Budgeting, Finance, and Accounting	The network will assume decision-making responsibility for Bronx Arts schools.		
Student Recruitment	The Bronx Arts network will assume primary responsibility for student recruitment, but school leaders will contribute to these efforts by hosting school-based events.		
School Staff Recruitment and Hiring	The network will design and manage the overall recruitment strategy and for all schools.	School leaders are responsible for hiring and managing their instructional staff.	
H/R Services	The network will assume decision-making responsibility for Bronx Arts schools.		
Development/Fundraising	The network will assume decision-making responsibility for Bronx Arts schools.		
Community Relations	responsibility for comm leaders will contrib	ork will assume primary unity relations, but school ute to these efforts by aintaining productive	

	relationships with students, families, community organizations, and stakeholders within their CSD of location.		
Information Technology	The network will assume decision- making responsibility for Bronx Arts schools.		
Facilities Management	The network will assume decision- making responsibility for Bronx Arts schools.		
Vendor Management/Procurement	The network will assume decision-making responsibility for Bronx Arts schools.		
Other operational services, if applicable			

### C. Performance of Existing Schools:

- 1. Provide an overview of prior performance across all schools ever operated by the Comprehensive Management Organization, including closed schools and schools that moved away from the organization: Our flagship school, Bronx Charter School for the Arts, opened in 2003 and has been renewed twice.
  - Initial charter term: April 23, 2002-April 22, 2007
  - Subsequent term: January 16, 2007– August 31, 2010
  - Subsequent term: September 1, 2010 August 31, 2015

From the initial approval of our first charter in 2002, opening our doors to serve students and families in 2003, earning renewals in 2007, 2010, and 2015, receiving permission to expand to serve our students through middle school grades in 2017 - and countless other milestones along the way - we have operationalized and remained true to our mission by providing students from across the South Bronx with a high-quality, arts-integrated academic program within a safe and nurturing learning environment.

Over these past sixteen years, our flagship Bronx Arts school has served thousands of students growing up in the poorest Congressional District in the country, a majority from economically disadvantaged backgrounds as well as significant numbers of English Learner students (ELLs) and those with disabilities. As seen above, we received a short-term renewal term of three years in 2007, having not met all academic goals and expectations by that point. Our programming had not yet hit its stride and we experienced significant staff turnover challenges. However, since then, we have implemented ongoing programmatic refinements that produce consistently strong results.

Over the course of the school's three charter terms, the John F. Kennedy Center for the Performing Arts named Bronx Arts as a School of Distinction, a prestigious award for arts education, and NYSED has recognized us as a Reward School, an honor earned by less than 1% of public schools. Our students consistently exceed district, city, and state proficiency averages on New York State examinations.

Just as importantly, students and families consistently express their high levels of satisfaction with our schools through survey responses. Our robust enrollment, strong student retention rates, and lengthy waitlists for few openings provide additional confirmation that our program is in high demand and an overall success.

- 2. Discuss if all charter schools currently being operated meet or exceed all NYSED Performance Framework standards paying special attention to Benchmark 1 and Benchmark 9: During our most recently completed school year (2017-18), Bronx Arts met each of expectations memorialized within the NYSED Performance Framework. Particularly, we met our Benchmark 1: Student Performance goals (with the exception of a single grade level in math on the Terra Nova assessment) as well as our own organizational and fiscal goals. We also met and/or exceeded our Benchmark 9: Enrollment, Recruitment, and Retention goals by enrolling economically disadvantaged students at a higher percentage than the district (+5.5%), English language learners at a higher percentage than the district (+10.5%), and almost met parity with our enrollment of students with disabilities (-0.5%). For more detail on these goals and metrics, please refer to Attachment D: Annual Reports (2017-18).
- 3. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance: As Bronx Arts currently operates one single charter, please refer to the information presented above, our application's Executive Summary, Section II. Educational Plan, and our 2018 School Report Card for additional detail on school performance.
- 4. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it: As Bronx Arts currently operates one single charter, please refer to the information presented above, our application's Executive Summary, Section II. Educational Plan, and our 2018 School Report Card for additional detail on school performance.

### D. Market Analysis and Selection of Target Communities:

1. Describe how the target communities in New York State were identified and selected as attractive markets to the Comprehensive Management Organization: The Bronx Arts team has been thoughtful and purposeful in determining the specific community in which to locate our next school. CSD 12 serves a total of 22,259 students<sup>1</sup> in Kindergarten through 12<sup>th</sup> grades in its traditional public schools (22 elementary, 11 middle, and 13 high) but has the fewest number of charter seats than any other district in the Bronx.<sup>2</sup> The NYSED School Accountability Office has identified CSD 12 as a Focus District.<sup>3</sup> This designation is triggered by consistently low academic performance on the NYS ELA and mathematics assessments for grades 3-8, and low graduation

<sup>&</sup>lt;sup>1</sup> https://data.nysed.gov/profile.php?instid=800000045779

<sup>&</sup>lt;sup>2</sup> http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf

<sup>&</sup>lt;sup>3</sup> http://www.p12.nysed.gov/accountability/ESEADesignations.html

rates for economically disadvantaged students, English learners, and those with disabilities. The CSD's four-year graduation rate is only 54%, compared to the citywide average of 71.1%.<sup>4</sup> In 2017-18, only 24% of students in CSD 12 demonstrated grade level proficiency on the NYS ELA assessment, compared to 45% of students citywide. Further, disaggregated data show that only 8% of students with disabilities and 5% of ELL students achieved proficiency. Even more concerning, in 2017-18, only 21% of students tested proficient with a level 3 or level 4 on the NYS Math assessment. This demonstrates an even wider achievement gap in comparison with the citywide average of 49%.

2. Discuss the Comprehensive Management Organization's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages: There is a tremendous level of need and unmet demand in CSD 12, demonstrated through the rising number of charter school applications generally across the borough<sup>5</sup> and also specifically for Bronx Arts seats. Even without direct solicitation to families in CSD 12, a significant number of families residing there apply to Bronx Arts each year - 330 students in 2018-19 alone. The Bronx Arts team is confident the proposed school will meet its maximum enrollment target per grade level per year, as evidenced by robust community support and our flagship school's current waitlist of 1,811 students eager to access our model. Please see application and waitlist data specific to Bronx Arts elementary and middle school in Section I.F. In terms of staff recruitment, Bronx Arts will leverage our existing teacher pipelines, as well as the significant personal and professional networks of our current staff, to identify and recruit human capital with the network level support of our growing Talent team.

<sup>4</sup> https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/graduation-results

<sup>&</sup>lt;sup>5</sup> 2017-18 NYC Charter School Lottery Estimates. http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf

### BY-LAWS

#### OF

# BRONX CHARTER SCHOOL FOR THE ARTS (A New York Education Corporation)

(last revision August 22, 2014)

### **MEMBERS**

<u>Section 1.</u> <u>Members.</u> Bronx Charter School for the Arts (the "Education Corporation") shall have no members.

### Section 2.

<u>Board of Trustees General Powers</u>. The business, property and affairs of the Education Corporation shall be managed by or under the direction of its Board of Trustees.

- Section 3. Qualification; Number; Term. (a) Each Trustee shall be at least 18 years of age. The number of Trustees constituting the entire Board of Trustees shall be not less than five (5) and not more than-twenty-five (25). Subject to the foregoing limitation and except for the first Board of Trustees, such number may be fixed from time to time by action of the Board of Trustees or, if the number of Trustees is not so fixed, the number shall be seven (7). The number of Trustees may be increased or decreased by action of the Board of Trustees, provided that any action of the Trustees to effect such increase or decrease shall require the vote of a majority of the entire Board. No decrease in the number of Trustees shall shorten the term of any incumbent Trustee.
- (b) To the extent possible, Board terms will be staggered. All Trustees shall be elected or reelected, if their term should be at an end, at the annual meeting of the Board of Trustees, by a plurality of the votes cast, for a term of two years or until their successors are duly elected and qualified or their earlier death, resignation or removal. Beginning with the Trustees elected or re-elected at the 2003 Annual Meeting, each Trustee may serve no more than four successive terms, and then must step down for at least one year before again becoming eligible to serve as a Trustee.
- (c) Beginning with the Board of Trustees elected at the 2003 Annual Meeting, and thereafter, the Board of Trustees shall include at least one parent of BCSA students or BCSA graduates.
- Section 4. Quorum and Manner of Voting. Except as otherwise provided for herein, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business. A majority of the Trustees present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise provided for herein, the vote of a majority of the Trustees present at the time of the vote, at a meeting duly assembled, a quorum being present at such time, shall be the act of the Board of Trustees. For purposes of establishing quorum and/or determining a majority of Trustees in this Section 4, "present" shall include Trustees that are available through either video conferencing methods or similar communications equipment.
- <u>Section 5.</u> <u>Time and Place of Meetings</u>. Meetings of the Board of Trustees shall be held at such time and place within or outside the State of New York as may from time to time be fixed by resolution of the Board of Trustees, or as may be specified in the

notice of the meeting. Special meetings may be held at any time and place upon the call of the Chair, the call of the Secretary upon the request of any two Trustees, or as otherwise determined by the Board of Trustees. The Board will conduct formal Board meetings a minimum of 12 times per year.

Section 6. Notice of Meetings. No notice to Trustees shall be required for regular meetings for which the time and place have been fixed. Written, oral or any other mode of notice of the time and place shall be given to Trustees for special meetings not less than five (5) nor more than ten (10) days before the meeting to allow sufficient time for the convenient assembly of the Trustees thereat unless the lapse of such time has been waived. The notice of any meeting need not specify the purpose of the meeting. Any requirements of furnishing a notice shall be waived by any Trustee who signs a waiver of notice before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such Trustee.

<u>Section 7.</u> <u>Annual Meeting</u>. The annual meeting of the Board of Trustees shall be held in the month of April of each year at the main facility of the Education Corporation, or at such other place and at such time as shall be determined by the Board of Trustees or the Chair and designated in the notice or waivers of notice of the meeting.

<u>Section 8.</u> <u>Annual Financial Report</u>. Annually, the Treasurer shall present the annual audited financial statements of the Education Corporation at a meeting of the Board of Trustees.

Section 9. Annual Reports. In accordance with the New York Charter Schools Act, annual reports shall be submitted to the New York State Board of Regents as the charter entity for the Education Corporation. Such annual reports shall be in the form and contain the information as prescribed by the New York Charter Schools Act and all regulations promulgated thereunder.

<u>Section 10.</u> <u>Open Meetings; Executive Session</u>. Notwithstanding anything otherwise provided for herein, the Education Corporation shall comply in all respects with the New York Open Meetings Law; regular or special meetings of the Board of Trustees may be conducted in Executive Session to the extent permitted by the New York Open Meetings Law.

<u>Section 11.</u> <u>Resignation</u>. Any Trustee may resign at any time upon written notice to the Education Corporation and such resignation shall take effect upon receipt thereof by the Chair or Secretary, unless otherwise specified in the resignation.

Section 12. Vacancies. Unless otherwise provided in these By-laws, vacancies among the Trustees may be filled by the affirmative vote of a majority of the remaining Trustees, although less than a quorum, or by a sole remaining Trustee. A Trustee elected pursuant to this section of these By-laws shall hold office until the next annual meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until each Trustee's successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.

Section 13. Removal of Trustees. Except as otherwise provided by law, any Trustee may be removed by a majority vote of the entire Board. If a Trustee does not attend at least three-fourths of the meetings of the Board held in any consecutive twelvemonth period, the Board of Trustees, must address the service of the Trustee and make a determination if the Trustee will continue to serve. If any Trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the vacancy shall be filled.

Section 14. Action by Written Consent. To the extent permitted by the New York Open Meetings Law, any action required or permitted to be taken by the Board of Trustees or by any committee thereof may be taken without a meeting if all members of the Board of Trustees or of any such committee consent in writing to the adoption of a resolution authorizing the action and the writing or writings are filed with the minutes of the proceedings of the Board of Trustees or of any such committee.

Section 15. Telephonic Meetings. Any one or more members of the Board of Trustees or any committee thereof may participate in a meeting of the Board of Trustees or such committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time. However, individuals who participate in Board meetings via phone may not be counted for the purposes of meeting a quorum, and may not vote.

#### Section 16.

<u>Committees Appointment.</u> (a) From time to time the Board of Trustees by a resolution adopted by a majority of the entire Board of Trustees may appoint from among its members an Executive Committee, consisting of no less than <u>five (5)</u> Trustees, and other committees, for any purpose or purposes, to the extent lawful, which shall have powers as shall be determined and specified by the Board of Trustees in the resolution of appointment. The Board of Trustees shall have full power, at any time, to fill vacancies in, to change membership of, to designate alternate members of, or to discharge any such committee.

(b) The Chair shall be ex officio chair of the Executive Committee, and the Secretary of the Board of Trustees shall act as secretary thereof.

Section 17. Procedures, Quorum and Manner of Acting. Each committee shall fix its own rules of procedure, and shall meet where and as provided by such rules or by resolution of the Board of Trustees. All committee meetings will be held in accordance with the Open Meetings Law. Except as otherwise provided by law, the presence of a majority of the then appointed members of a committee shall constitute a quorum for the transaction of business by that committee, and in every case where a quorum is present the affirmative vote of a majority of the members of the committee present shall be the act of the committee. Each committee shall keep minutes of its proceedings, and actions taken by a committee shall be reported to the Board of Trustees. For purposes of establishing quorum and/or determining a majority of then appointed members in this Section 17, "present" shall include committee members that are available either via video conferencing methods or similar communications equipment.

Section 18. <u>Termination</u>. In the event any person shall cease to be a Trustee of the Education Corporation, such person shall generally simultaneously therewith cease to be a member of any committee appointed by the Board of Trustees. However, the Board may ask retiring members to continue to serve on a Committee of the Board in an ex-cofficio capacity.

### **ARTICLE II**

#### Officers

- Section 1. Election and Qualifications. The Board of Trustees shall, in due time, and thereafter at the annual meeting of the Board of Trustees, elect from the members of the Board of Trustees, a Chair, one or more Vice-Chairs, Secretary, Treasurer, and such other officers as the Board may from time to time deem proper. Any two or more offices may be held by the same person except the offices of Chair and Secretary, or the offices corresponding thereto. Each officer shall have such powers and duties as may be prescribed by these By-laws and as may be assigned by the Board of Trustees or the Chair.
- <u>Section 2.</u> <u>Term of Office and Remuneration</u>. Unless otherwise provided in the resolutions of election or appointment, the term of office of all officers shall be two years and until their respective successors have been elected and qualified. Any vacancy in any office arising from any cause may be filled for the unexpired portion of the term by the Board of Trustees.
- Section 3. Resignation; Removal. Any officer may resign at any time upon written notice to the Education Corporation and such resignation shall take effect upon receipt thereof by the Chair or Secretary, unless otherwise specified in the resignation. Any officer shall be subject to removal, with or without cause, at any time by vote of a majority of the entire Board of Trustees.
- <u>Section 4.</u> <u>Chair.</u> The Chair of the Board of Trustees shall preside at all meetings of the Board of Trustees and shall have such other powers and duties as may from time to time be assigned by the Board of Trustees, including signing documents on behalf of the Board.
- <u>Section 5.</u> <u>Treasurer.</u> The Treasurer shall in general have all duties incident to the position of Treasurer and such other duties as may be assigned by the Board of Trustees or the Chair. The Treasurer will be responsible for the financial oversight and control of the organization. The Treasurer hall hold co-signatory authority for financial accounts and documentation.
- <u>Section 6.</u> <u>Secretary</u>. The Secretary shall in general have all the duties incident to the office of Secretary and such other duties as may be assigned by the Board of Trustees or the Chair. The Secretary shall act as secretary at all meetings of the Board of Trustees when present, and in the Secretary's absence, the presiding officer may appoint any person to act as secretary. The Secretary shall be responsible for all official documentation and recordkeeping.

<u>Section 7.</u> <u>Assistant Officers.</u> Any assistant officer shall have such powers and duties of the officer such assistant officer assists as such officer, the Board of Trustees or the Chair shall from time to time prescribe.

### **ARTICLE III**

### **Employees**; Mission Statement

Section 1. Employees. The Board of Trustees shall appoint by majority vote of the entire Board, and determine the terms and conditions of employment of, School Director(s) (the "Directors"), whose principal responsibilities include education, finance and administration-related matters. The Board shall determine the allocation of responsibilities between the Director(s), if more than one shall be appointed for any given period, and may remove by majority vote of the entire Board any Director(s), subject to the terms of any applicable employment contract. Subject to the direction and supervision by the Board, the Director(s) shall have control and management of all matters in connection with the internal management and normal educational activities of the Education Corporation. The Director(s) shall submit at each regular meeting of the Board a report on the affairs of the Education Corporation. Subject to any general policies determined by the Board and to any applicable collective bargaining agreements, the Director(s) shall have the power to admit and dismiss students to or from the Education Corporation and to hire and fire any employee of the Education Corporation, but may delegate certain staffing decisions to others as they see fit.

<u>Section 2.</u> <u>Mission Statement.</u> Material changes to the mission statement of the Education Corporation require the affirmative vote of a majority of the entire Board of Trustees and must be approved by the New York State Board of Regents.

### **ARTICLE IV**

### Books and Records

The Education Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Trustees and/or of any committee which the Board of Trustees may appoint, including the Executive Committee. Any of the foregoing books, minutes or records may be in written form or in any other form capable of being converted into written form within a reasonable time.

### **ARTICLE V**

### Compensation of Trustees

No compensation shall be paid by the Education Corporation to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees in any manner prescribed by the Board of Trustees. Such a Trustee shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated

solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

### **ARTICLE VI**

### Corporate Seal

The corporate seal, if any, shall be in such form as the Board of Trustees shall prescribe.

### **ARTICLE VII**

### Fiscal Year

The fiscal year of the Education Corporation shall be fixed, and shall be subject to change, by the Board of Trustees. Unless otherwise fixed by the Board of Trustees, the fiscal year of the Education Corporation shall begin on July 1 of each year.

### **ARTICLE VIII**

#### Indemnification and Insurance

### Indemnification of corporate agents.

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

<u>Insurance</u>. The Education Corporation shall obtain such insurance as the Board of Trustees shall from time to time determine to protect the Education Corporation against losses caused by the fraudulent or dishonest acts of any Trustee or employee, to reimburse the Education Corporation for any obligation incurred pursuant to the first paragraph of this Article, and to indemnify Trustees and any Director(s) under circumstances permitted by law.

### **ARTICLE IX**

### **Non-Discrimination Policy**

The Education Corporation shall not discriminate against applicants or students on the basis of race, color, religion, sexual orientation, or national or ethnic origin.

### **ARTICLE X**

### **Amendments**

These By-laws or any one or more of the provisions thereof may be amended or repealed by vote of the majority of the Trustees present at a meeting duly assembled, a quorum being present at the time of such vote; provided, however, that no By-law by which more than a majority vote shall be required for any specified action by the Board of Trustees shall be amended or repealed by a smaller vote than that required for action thereunder.

To the extent that there are any conflicts between the terms of the charter school's charter and the terms of these By-laws, the terms of the charter will control.

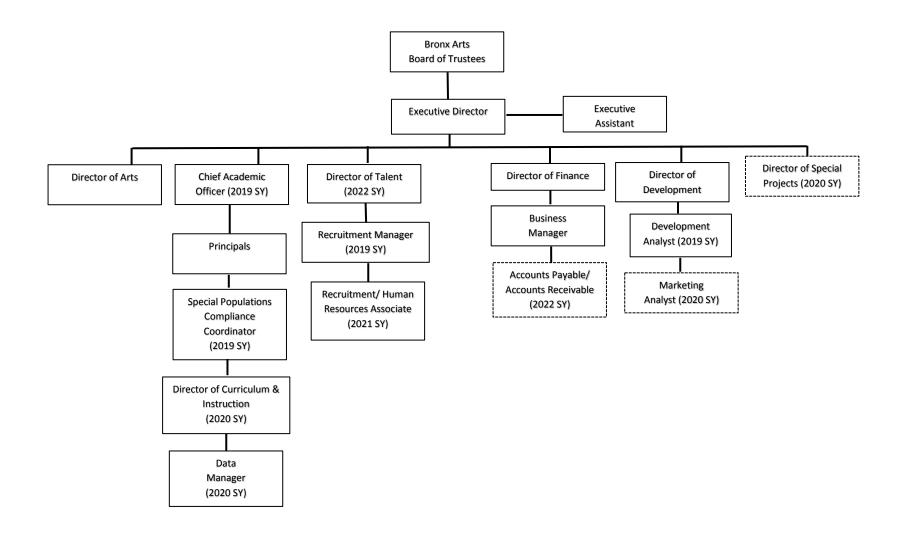


### School Year 2018-2019 Board Meeting Calendar

// \*All meetings are on Tuesday unless otherwise indicated.

\* ZOOM is scheduled for extra time (30 minutes) to hold the line in case meeting goes over.

Date	Time	Location	Type of Meeting
July 10, 2018	6:30PM-8:00PM	Denise Brecher's Home 515 East 85th Street, Apt 1E New York, NY 10028	In-Person
August 14, 2018	6:30PM- 8:00PM	https://zoom.us/i/6587359232	ZOOM
September 11, 2018	6:30PM- 8:00PM	Bronx Arts Middle 1440 Story Avenue Bronx, NY 10473	In-Person
October 9, 2018	6:30PM- 8:00PM	Bronx Arts Middle 1440 Story Avenue Bronx, NY 10473	In-Person
November 13, 2018	6:30PM- 8:00PM	Midtown 285 Madison Avenue, Suite 1800, New York, NY 10017	In-Person
December 11, 2018	6:30PM- 8:00PM	https://zoom.us/i/6587359232	ZOOM
*January 19, 2019 (Saturday)	9:00am- 1:00pm	Bronx Arts Middle 1440 Story Avenue Bronx, NY 10473	In-Person
February 12, 2019	6:30PM- 8:00PM	https://zoom.us/i/6587359232	ZOOM
March 12, 2019	6:30PM-8:00PM	Midtown 285 Madison Avenue, Suite 1800, New York, NY 10017	<mark>In-Person</mark>
April 9, 2019	6:30PM- 8:00PM	Midtown 285 Madison Avenue, Suite 1800, New York, NY 10017	In-Person
May 14, 2019	6:30PM- 8:00PM	https://zoom.us/i/6587359232	ZOOM
June 11, 2019	6:30PM- 8:00PM	Bronx Arts Middle 1440 Story Avenue Bronx, NY 10473	In-Person





# **Entry 1 School Information**

Created: 06/14/2017 • Last updated: 08/01/2017

Please be advised that you will need to complete this cover page (including signatures) <u>before</u> all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (as of June 30, 2017) or you may not be assigned the correct tasks.

#### a. SCHOOL NAME AND BEDS#

BRONX CS FOR THE ARTS (REGENTS)

(Select name from the drop down menu)

### **b. CHARTER AUTHORIZER**

Regents-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION

NYC CSD 8

### d1. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
950 Longfellow Avenue Bronx, NY 10474			

#### **d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES**

Contact Name	Miriam Raccah
Title	Executive Director
Emergency Phone Number (###-###-###-###)	

e. SCHOOL WEB ADDRESS (URL) www.bronxarts.net

**f. DATE OF INITIAL CHARTER** 07/2001

g. DATE FIRST OPENED FOR 09/2001

INSTRUCTION

# h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

#### MISSION STATEMENT

Bronx Charter School for the Arts (BCSA) is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams.

# h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description of Key design elements are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Creativity Arts education is at the core of our mission. We use both discipline-based studio instruction and arts integration as a catalyst for student engagement and as a tool to develop high levels of critical and creative thinking skills in our students.
Variable 2	Conscience To create a scholarly atmosphere where all students can learn and provide a professional learning community for students and teachers, BCSA embeds its conscience values into all elements of the school. These values guide and promote the social and moral development of students. They are:  Work Smart Be Kind Be Creative Be Safe Be Clean
Variable 3	Critical Thinking BCSA employs well-trained, highly reflective teachers who use qualitative and quantitative data to inform lesson planning and deliver rigorous instruction. BCSA students receive a high quality education through a robust curriculum that challenges them in conjunction with teachers to critically analyze, evaluate and synthesize information and independently solve complex problems.
Variable 4	Continued Learning

	BCSA implements an ongoing professional development program for school staff that is frequent, differentiated and part of the culture. Teachers have daily, weekly and monthly opportunities for professional development including training and support before the school year. BCSA tailors professional development to meet individual teacher and school-wide needs while taking into account teacher interests. BCSA also provides a comprehensive Response-to-Intervention (RtI) program during the school day with multiple and varied extended learning opportunities for struggling students. In addition to a longer school day, continued learning opportunities throughout the year may include extended learning after school and Saturday programs, summer programs and intercession programs.
Variable 5	Collaboration, Communication & Community BCSA believes strongly that the participation and contribution of all community members enhance the benefits of teaching and learning for students. For this reason, BCSA hosts at least 25 community events and performances each school year to build a culture of open and frequent communication, share best practices for use in the school and at home and engage the community in actively working to secure the best outcomes for students. Communication and collaboration occur within the school during daily, weekly, monthly and quarterly intervals. The Board of Trustees meets monthly for general meetings as well as in committees, with participation from school leaders, teachers and families. Teachers have daily common planning periods among grade level teams, and school leaders meet weekly.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

# i. TOTAL ENROLLMENT ON JUNE 30, 2017

### j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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### **11. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.	
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### **12. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	950 Longfellow Avenue Bronx, NY 10474		CSD 8	K-5	Yes	Rent/Lease
Site 2						
Site 3						

## I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Miriam Raccah			
Operati onal Leader	Tyrell Roddey			
Complia nce Contact	Miriam Raccah			
Complai nt Contact	Miriam Raccah			

m1. Is the school or are the school sites co-located?

No

n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

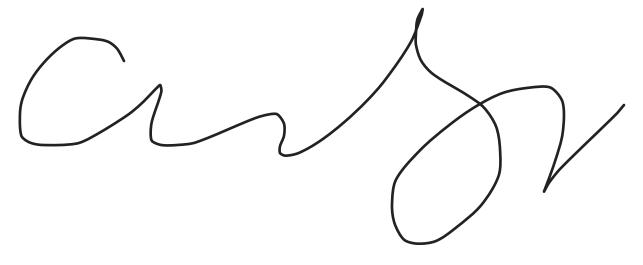
Tyrell Roddey, Director of Operations

p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

## Signature, President of the Board of Trustees



**Date** 2017/08/01

Thank you.



# **Entry 2 NYS School Report Card Link**

Last updated: 07/18/2017

# 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

https://data.nysed.gov/reportcard.php?
instid=800000055808&year=2016&createreport=1&allchecke
d=1&enrollment=1&avgclasssize=1&freelunch=1&attendance
=1&suspensions=1&teacherqual=1&teacherturnover=1&staff
counts=1&38ELA=1&38MATH=1&48SCI=1&naep=1&elemELA
=1&elemMATH=1&elemSci=1&unweighted=1



# **Entry 3 Progress Toward Goals**

Created: 06/21/2017 • Last updated: 07/27/2017

### **PROGRESS TOWARD CHARTER GOALS**

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

### 2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academ ic Goal 1	Each year, the percent of BCSA students enrolled for two or more years attaining proficiency on the NYS assessments will meet the state average on the ELA, math and science state assessments.	NYS Exam scores  Progress toward this goal cannot yet be measured as NYS exam scores are not yet available. We will provide an update in the November 1 submission of the Annual Report.		
Academ ic Goal 2	Each year, the percent of BCSA students enrolled for two or more years and attaining proficiency on NYS assessments will exceed the district average.	NYS Exam scores  Progress toward this goal cannot yet be measured as NYS exam scores are not yet available. We will provide an update in the November 1 submission of the Annual Report.		
	Each year, K-2 grade level cohorts will achieve at or above the 50th Normal Curve Equivalency			

Academ ic Goal 3	(NCE) percentile on each tested subject of the Terra Nova exam. If this benchmark is not met, grade-level cohorts will increase their average percentile rank by at least one-half the difference between the previous year's rank and the 50th Normal Curve Equivalent (NCE).	Year-end Terra Nova have not yet been received. Progress toward this goal will be addressed in the November 1 submission of the Annual Report.		
Academ ic Goal 4	Each year, BCSA will be in good standing under the state's accountability system.	NYSED Determinations	Met	
Academ ic Goal 5				
Academ ic Goal 6				
Academ ic Goal 7				
Academ ic Goal 8				

2. Do have more academic goals No to add?

3. Do have more academic goals No to add?

### 4. ORGANIZATIONAL GOALS

### **2016-17 Progress Toward Attainment of Organizational Goals**

Organizational	Measure Used to	Goal - Met or Not	If Not Met,
Goal	Evaluate Progress	Met	Describe Efforts

			School Will Take
Org Goal 1	Each year, 90% or more of eligible families will choose to re-enroll their students at BCSA for the following year, with the exception of families who are relocating.	ATS records  Progress toward this goal cannot be measured until the re-enrollment process for 2017-18 is complete. We will provide an update in the November 1 submission of the Annual Report.	
Org Goal 2	Each year, 90% or more of BCSA families will report satisfaction with their child's education.	NYC Department of Education Learning Environment Survey  Progress toward this goal cannot yet be fully measured as the NYC DOE has not yet released the full survey report. Based on the overview provided through the Framework for Great Schools, we anticipate that we will meet this goal, but will provide a more complete update in the November 1 submission of the Annual Report.	
		NYC Department of Education Learning Environment Survey  Progress toward this goal cannot yet be fully measured as the NYC DOE has not	

Org Goal 3	Each year, 75% or more of BCSA teachers will report satisfaction with the school.	yet released the full survey report. Based on the overview provided through the Framework for Great Schools, we anticipate that we will meet this goal, but will provide a more complete update in the November 1 submission of the Annual Report.	
Org Goal 4	Annual teacher turnover will not exceed 30%.	School records  This goal will be addressed in the November 1 Update of the Annual Report once teachers have returned for the new school year.	
Org Goal 5			

5. Do you have more organizational goals to add?

No

### **6. FINANCIAL GOALS**

# **2016-17 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, BCSA will have clean audits absent of any cited issues.	Independent financial audits  Progress toward this goal cannot yet be measured. However, Bronx Arts regularly maintains accurate financial records, upholds stringent controls, and expects to receive an unqualified opinion in its FY16 audit as it has in previous years.		
Financial Goal 2	Each year, BCSA will cover its expenses and operate without deficit.	Monthly financial statements  The school ended the fiscal year with a surplus of \$24,077.	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# **Entry 4 Expenditures per Child**

Created: 06/14/2017 • Last updated: 08/01/2017

#### **Financial Information**

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take <u>total expenditures</u> (from the unaudited 2016-17 Schedule of Functional Expenses) and <u>divide by</u> the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <a href="http://www.p12.nysed.gov/psc/AuditGuide.html">http://www.p12.nysed.gov/psc/AuditGuide.html</a>

Line 1: Total Expenditures	5522119
Line 2: Year End FTE student enrollment	310
Line 3: Divide Line 1 by Line 2	17813

### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' To calculate "Administrative Expenditures per Child" first add together the following:

- 1. Take the <u>relevant portion</u> from the 'personnel services cost' <u>row</u> and the 'management and general' <u>column</u> (from the unaudited 2016-17 Schedule of Functional Expenses)
- 2. Any contracted administrative/management fee paid to other organizations or corporations
- 3. Take the total from above and <u>divide</u> it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

#### Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <a href="http://www.p12.nysed.gov/psc/AuditGuide.html">http://www.p12.nysed.gov/psc/AuditGuide.html</a>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	267754
Line 2: Management and General Cost (Column)	291295
Line 3: Sum of Line 1 and Line 2	559049
Line 5: Divide Line 3 by the Year End FTE student enrollment	1803

### Thank you.



## **Entry 6d Additional Financial Docs**

Created: 07/18/2017 • Last updated: 08/01/2017

The additional items listed below should be uploaded <u>if applicable</u>. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

### 1. Management Letter

(No response)

# Explanation for not uploading the Management Letter.

The Management Letter will be submitted with the FY17 Audited Financial Statement.

#### 2. Form 990

(No response)

## Explanation for not uploading the Form 990.

The 990 will be included in the November 1 submission.

### 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

# Explanation for not uploading the Federal Single Audit.

N/A. The school did not spend more than \$750,000 of federal funding in FY17.

### 4. CSP Agreed Upon Procedure Report

(No response)

# Explanation for not uploading the procedure report.

N/A. The school did not receive or spend any CSP funding in FY17.

## 5. Evidence of Required Escrow Account

https://nysed-cso-reports.fluidreview.com/resp/10914733/pN6H0Nalce/

Explanation for not uploading the Escrow evidence.

(No response)

### 6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan.

The school does not anticipate requiring a Corrective Action Plan, but will submit with the financial audit if needed.



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BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVE BRONX NY 10474

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**ACCOUNT SUMMARY** 

FOR PERIOD JANUARY 01, 2017 - MARCH 31, 2017

-

<b>Business Advantage Savings</b>		BRONX CHART	THE APTS
Previous Balance 12/31/16 0 Deposits/Credits Interest Paid 0 Debits Service Charges Ending Balance 03/31/17	\$647,708.90 \$0.00 \$319.47 \$0.00 \$0.00 \$648,028.37	Number of Days in Cycle Minimum Balance This Cycle Average Collected Balance Interest Earned During this Cycle Interest Paid Year-To-Date Annual Percentage Yield (This Statement Period)	\$647,708.90 \$647,815.25 \$319.47 \$319.47 0.20%

ACCOUNT DETAIL FOR PERIOD JANUARY 01, 2017 - MARCH 31, 2017

ss Advantage Savings		DIO 107	FOR THE ARTS
Description	Deposits/Credits	Withdrawals/Debits	Resulting Balance
Interest paid	\$110.02		\$647,818.92
Interest paid			\$647,918.31
Interest paid			\$648,028.37
•	\$319.47	\$0.00	\$040,020.37
-	<b>Description</b> Interest paid Interest paid	DescriptionDeposits/CreditsInterest paid\$110.02Interest paid\$99.39Interest paid\$110.06	Description Deposits/Credits Withdrawals/Debits  Interest paid Interest

Thank you for banking with us.

PAGE 1 OF 2



## **Bronx Charter School for the Arts** Reconciliation Report

Capital One SavingsReconciled on: 04/06/2017 (any changes to transactions after this date aren't reflected on this report)
Reconciled by: Steve Reid

### Summary

Statement Beginning Balance	
Interest Earned	647,708.90
Checks and Payments cleared	+319.47
Deposits and Other Credits cleared	0.00
Statement Ending Balance	+0.00
Register Balance as of 03/31/2017	648,028.37
	648,028,37



## **Entry 5d Financial Services Contact Information**

Created: 06/14/2017 • Last updated: 07/19/2017

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as <u>one combined file</u>.

### 1. School Based Fiscal Contact Information

School Based Fiscal Contact	School Based Fiscal Contact	School Based Fiscal Contact
Name	Email	Phone
Tiffney Jones		

### 2. Audit Firm Contact Information

School Audit Contact	School Audit Contact	School Audit Contact	Years Working With
Name	Email	Phone	This Audit Firm
Chris Bellando, Lutz & Carr			

## 3. If applicable, please provide contact information for the school's outsourced financial services firm.

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
Charter School Business Management	Michelle Lopez				2

## **New York State Education Department**

Request for Proposals to Establish Charter Schools Authorized by the - Board of Regents -

### 2015-16 Budget & Cash Flow Template

### General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/. Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application parrative that indicates the assumption being made. For instance, student enrollment would

**5** reference the applicable page number in Section I, C of the application narrative.

	PROJECT	LD BUDGET F	OR 2017-2018				
	July	1, 2017 to Jun	e 30, 2018				
Please Note: The student e	nrollment data is entered b	pelow in the Enrollme REGULAR EDUCATION	nt Section beginning in SPECIAL EDUCATION	n row 155. This will OTHER	populate the data in FUNDRAISING	n row 10. MANAGEMENT & GENERAL	тота
	Total Revenue	5,300,840	969,540	-	-	7,797	6,2
	Total Expenses	3,909,467	1,695,653	-	99,476	606,079	6,3
	Net Income	1,391,372	(726,112)	_	(99,476)	(598,282)	(;
A =4:	ial Student Enrollment	1,001,012	(120,112)		(55,475)	(000,202)	
		-	-				
Total Pa	id Student Enrollment	_	DDOODAM OFFINIOSO		OUDDODT	SERVICES	
		REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$14,527.00	4,481,670	-	-	-	-	4,48
School District 2 (Enter Name) School District 3 (Enter Name)		-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		4,481,670					4,48
Special Education Revenue			742,907				74
Grants		-	142,901	-	-	-	7-
Stimulus		-	-	-	-	-	
Other		-	-	-	•	-	
Other State Revenue		-	-	-	•	-	
TOTAL REVENUE FROM STATE SOURCES		4,481,670	742,907				5,22
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	36,796	-	-	-	:
Title I		142,270	33,161	-	-	-	17
Title Funding - Other		12,856	2,996	-	-	-	1
School Food Service (Free Lunch) Grants		-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	1	-	-	-	-	-	
Other		-	-	-	•	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		155,126	72,953				22
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		484,963	113,037	-	-	-	59
Erate Reimbursement		8,110	1,890	-	-	- 0.700	
Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developm	nt )		-	-		6,700	
Food Service (Income from meals)	,	146,283	34,096	-	-	-	18
Text Book		19,982	4,657	-	-	-	2
Other Local Revenue		4,706			-	1,097	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		664,044	153,680			7,797	82
TOTAL REVENUE	:	5,300,840	969,540			7,797	6,2
EXPENSES	N (D )						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	97,104	24,276		17,340	34,680	17
Executive Management							

	PROJECT	ED BUDGET F	OR 2017-2018				
	July '	1, 2017 to June	30, 2018				
Please Note: The si	udent enrollment data is entered b			row 155. This will OTHER	populate the data in	row 10. MANAGEMENT & GENERAL	TOTAL
	Total Revenue	5,300,840	969,540	-	-	7,797	6,278,
	Total Expenses	3,909,467	1,695,653	_	99,476	606,079	6,310,
	Net Income	1,391,372	(726,112)		(99,476)	(598,282)	(32,
		1,391,372	(720,112)	-	(99,476)	(590,202)	(32,
	Actual Student Enrollment	-	-				
	Total Paid Student Enrollment	-	-				
		P REGULAR EDUCATION	ROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT FUNDRAISING	SERVICES  MANAGEMENT &  GENERAL	TOTAL
	5.00			• · · · · · · · · · · · · · · · · · · ·			
Deans, Directors & Coordinators CFO / Director of Finance	5.00 1.00	184,102 8,405	267,952 2,101		4,635 10,506	13,905 84,048	470 105
Operation / Business Manager	5.00	153,226	38,307		10,500	129,028	320
Administrative Staff	3.00	15,154	3,788	_	-	75,478	94
TOTAL ADMINISTRATIVE STAFF	17	608,586	374,073		56,684	393,612	1,432
INSTRUCTIONAL PERSONNEL COSTS					<u> </u>		
Teachers - Regular	19.00	1,209,473	302,368	-	-	-	1,511
Teachers - SPED	2.00	-	141,981	-	-	-	141
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	2.00	132,038	33,010	-		-	165
Specialty Teachers	4.00	234,623	58,656	-	-	-	293
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	32,230	128,919	-	-	-	161
Other TOTAL INSTRUCTIONAL	28	1,608,363	664,934	-	-	-	2,273
							· ·
NON-INSTRUCTIONAL PERSONNEL COSTS  Nurse		-	-				
Librarian	-	-	-	-	-	-	
Custodian	1.00	11,000	2,750			13,750	27
Security	1.00	43,109	10,777	-	-		53
Other	-	108,329	27,082	-	-	-	135
TOTAL NON-INSTRUCTIONAL	2	162,438	40,609			13,750	216
SUBTOTAL PERSONNEL SERVICE COSTS	47	2,379,387	1,079,616		56,684	407,362	3,923
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		210,491	90,211	<u>-</u>	6,682	26,729	334
Fringe / Employee Benefits		276,327	118,426	-	8,772	35,089	438
Retirement / Pension		44,487	19,066		1,412	5,649	70
TOTAL PAYROLL TAXES AND BENEFITS		531,306	227,703		16,867	67,467	843
TOTAL PERSONNEL SERVICE COSTS		2,910,693	1,307,319		73,551	474,830	4,766
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	36,000	36
Legal		-	-	-	-	1,500	1
Management Company Fee		-	-	-	-	-	
Nurse Services Food Service / School Lunch		-	-	-	-	-	
Payroll Services			-	-	-	2,000	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		54,369	23,301	-	1,726	6,904	86
TOTAL CONTRACTED SERVICES		54,369	23,301		1,726	46,404	128

PROJE	CTED BUDGET F	OR 2017-2018				
Ju	ıly 1, 2017 to June	30, 2018				
Please Note: The student enrollment data is ente	red below in the Enrollmen	nt Section beginning i	n row 155. This will	populate the data in		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenu	e 5,300,840	969,540	-	-	7,797	6,278,17
Total Expense	s 3,909,467	1,695,653	-	99,476	606,079	6,310,67
Net Incom	e 1,391,372	(726,112)	-	(99,476)	(598,282)	(32,49
Actual Student Enrollmen		_		(4.4, 4,	(333, 37)	, , , , , , , , , , , , , , , , , , ,
Total Paid Student Enrollmen						
Total Falu Student Enrollmen		ROGRAM SERVICES		SUPPORT	SEDVICES	
	REGULAR	SPECIAL			MANAGEMENT &	
	EDUCATION	EDUCATION	OTHER	FUNDRAISING	GENERAL	TOTAL
SCHOOL OPERATIONS						
Board Expenses	1,260	540		40	160	2,00
Classroom / Teaching Supplies & Materials	20,274	4,726				25,00
Special Ed Supplies & Materials	-	-	-	-	-	,
Textbooks / Workbooks	25,983	6,056		-	-	32,03
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	4,055 5,355	945 2,295		170	680	5,00 8,50
Telephone Technology	3,780	1,620		120	480	6,00
Student Testing & Assessment	15,409	3,591		120	100	19,00
Field Trips	5,425	1,264			-	6,68
Transportation (student)	-	-	-	-	-	
Student Services - other	23,828	5,554		0.404	5.400	29,38
Office Expense Staff Development	47,724 37,260	29,250 15,969		3,421 1,183	5,132 4,731	85,52 59,14
Staff Recruitment	5,334	2,286		169	677	8,46
Student Recruitment / Marketing	-	-	-	-	-	-,
School Meals / Lunch	129,129	30,098		-	-	159,22
Travel (Staff)	5,040	2,160		160	640	8,00
Fundraising	18,972	11,628		1,360	2,040	34,00
Other TOTAL SCHOOL OPERATIONS	41,927 390,755	9,773 127,754		6,623	14,540	51,70 539,67
	000,100	121,104		0,020	14,040	000,01
FACILITY OPERATION & MAINTENANCE	04.050	10.001		200	0.000	10.00
Insurance Janitorial	31,252 6,300	13,394		992	3,969 800	49,60 10,00
Building and Land Rent / Lease	429,919	184,251		13,648	54,593	682,4
Repairs & Maintenance	18,900	8,100		600	2,400	30,00
Equipment / Furniture			-			
Security	3,839	1,645		122	487	6,09
Utilities TOTAL FACILITY OPERATION & MAINTENANCE	40,950 531,160	17,550 227,640		1,300 16,862	5,200 67,449	65,00 <b>843,11</b>
				·		
DEPRECIATION & AMORTIZATION	22,491	9,639		714	2,856	35,70
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	3,909,467	1,695,653		99,476	606,079	6,310,67
NET INCOME	1,391,372	(726,112)	-	(99,476)	(598,282)	(32,49
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED			
District of Location	LDOCATION	LDOGATION	ENROPELED			
School District 2 (Enter Name)						

Bronx	Charter School	of the Arts				
PROJEC*	TED BUDGET F	OR 2017-2018				
	1, 2017 to June					
Please Note: The student enrollment data is entered	REGULAR EDUCATION	nt Section beginning SPECIAL EDUCATION	in row 155. This will	I populate the data in FUNDRAISING	n row 10.  MANAGEMENT &  GENERAL	TOTAL
Total Revenue	5,300,840	969,540	-	_	7,797	6,278,17
Total Expenses	3,909,467	1,695,653	-	99,476	606,079	6,310,67
Net Income	1,391,372	(726,112)	-	(99,476)	(598,282)	(32,49
Actual Student Enrollment	-	-				
Total Paid Student Enrollment	-	-				
	F REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT FUNDRAISING	SERVICES MANAGEMENT & GENERAL	TOTAL
School District 3 (Enter Name) School District 4 (Enter Name) School District 5 (Enter Name) TOTAL ENROLLMENT			-			
REVENUE PER PUPIL	-		-			
EXPENSES PER PUPIL	-	-	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
List exact titles and staff FTE"s ( Full time eqiuilivalent)

Assumptions
Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions					
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable					

<u>Assumptions</u>				
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable				

Tri	Trustee Name: Arlene G. Bas com						
Na the	Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):  Port Harron School For the Arron,						
1.	List all positions held on the education corporation board (e.g., president, treasurer, parent representative).						
2.	Is the trustee an employee of any school operated by the Education Corporation? YesNo						
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.						
3.	Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation? YesNo						
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.						
4.	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.						
C	Date(s)  Nature of Financial Steps taken to avoid Interest/Transaction  Steps taken to avoid a conflict of interest, holding interest or						

Date	e(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
M	rteasje (w	riter Woner if appli	cable. Do not leave	this space blank.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please	writes Non	e" if applical	ole. Do not leave this sp	ace blank.

Signature Date

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

provided below Will be		
Business Teleph		
Business Addres		
F-mail Address		

**Home Telephone** 

Home Address:

Tr	Trustee Name: Aisha Bell						
		School Education Corpool Name): Bronx Chart		jed school, this is			
1.	List all positio	ns held on the education entative).	corporation board (e.g.	, president, treasurer,			
	Parent Repres	sentative					
2.	Is the trusteeYesX	an employee of any scl ( <b>No</b>	hool operated by the Ed	ducation Corporation?			
		ch school, please provide s, your salary and your st		tion(s) you hold, your			
3.	partner of the	an employee or agent charter school(s) governe					
	YesX_No						
		ch school, please provide s, your salary and your st	•	ion(s) you hold, your			
4.	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.						
	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself			

NONE

committee or real esta doing busi which suc immediate or other r organization school(s) t name of t	proprietorship, ate trust, non-piness with the hentity, during family member elationship. If on formally partithrough a manhe organization	franchise hole profit organizates school(s) gover g the time of r(s) or person- you are a manered with the agement or so n, your position	coration, union association ding company, joint stock tion, or other organization werned by the Education your tenure as a trust (s) living in your house has been been director, officer eschool(s) that is/are doing services agreement, pleason in the organization, mool(s). If there was no firm	c company, business on or group of people Corporation and in ee, you and/or your ad a financial interest or employee of an ing business with the ease identify only the and the relationship			
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	e immediate family n of household hold	nember ing an nization ss with d the			
		N	ONE				
Aisha Bell			7/21/17				
Signature			Date				
members of the p provided below w	Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.						
	Business Telephone:  Business Address:						
E-mail Addres	E-mail Address:						
Home Teleph	one:						
Home Addres	Home Address:						

Lori Biancamano

Trustee Name:

			ooration (for an unmerg	ed school, this is				
LITE	the Charter School Name):  Bronx Charter School for the Arts							
	BIOIX Chart	er School for the Arts						
1.	List all positions held on the education corporation board (e.g., president, treasurer, parent representative).							
2.	Is the trustee ar	n employee of any scl lo	hool operated by the Ed	lucation Corporation?				
		school, please provide your salary and your st	a description of the posit art date.	ion(s) you hold, your				
3.	partner of the charter school(s) governed by the Education Corporation? YesNo							
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.							
4.	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.							
ı		Nature of Financial nterest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself				
	NONE	ca "Nona" if annli	cable Donotleave	this snace blank				

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		e" if applical	ole. Do not leave this sp	ace blank.
N	ONE			

Lan Francamanno	7/31/2017
Signature V	Ďate <sup>7</sup>

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

Business Telepho		
Business Address		
E-mail Address: _		
Home Telephone:		
Home Address: _		

Tr	ustee Name:								
De	enise Brecher	•							
	Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):								
Br	onx Charter S	School For The Arts							
1.	List all positio parent represe	ns held on the education entative).	corporation board (e.g.	, president, treasurer,					
2.	Is the trusteeYes X_N	an employee of any sch lo	nool operated by the Ed	lucation Corporation?					
		h school, please provide s, your salary and your st		ion(s) you hold, your					
3.		an employee or agent charter school(s) governe	_						
	Yes _XN	0							
		h school, please provide s, your salary and your st		ion(s) you hold, your					
4.	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.								
ı	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to					

NONE

engaging in transaction and relationship to yourself

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None.				

Denise Brecher	7/17/17				
Signature	Date				
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact informatio provided below will be redacted.					
Business Telephone:					
Business Address:					
E-mail Address:					
Home Telephon					
Home Address:					

Trustee Name:	- / ~	١ .	
<u> </u>	san F. Ge	isente imer	
the Charter Scho	ool Name):	hool for an unmerg	
parent represo	entative).	n corporation board (e.g.	, president, treasurer,
Se cvc  2. Is the trustee Yes	an employee of any sc	hool operated by the Ed	lucation Corporation?
	th school, please provide s, your salary and your st	a description of the posit tart date.	tion(s) you hold, your
	charter school(s) govern	of the management cor ed by the Education Corp	
	th school, please provide s, your salary and your s	a description of the posit tart date.	tion(s) you hold, your
any of your in house have h Corporation of period prior transaction, w	mmediate family member eld or engaged in with the luring the time you have to such service. If the write <b>None</b> . Please note	provide the requested in ers or any persons who e charter school(s) gover e served on the board, ere has been no such that if you answered Y ur employment status, sa	live with you in your rned by the Education and in the six-month financial interest or 'es to Questions 2-4
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Placew	Fite Nobel Manie	cable. Do not leave	this snace blank

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please	write Non	e" i Papplica	one. Do not leave this sp	ace blank.
Signature	F. an	À	Date	「フ <u></u>

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information	
provided below will be redacted.	
Business Telephone:	
Business Address: 1/A	
E-mail Address:	
Home Telephone	
Home Address:	

**Trustee Name:** 

R. Tient Hickman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Bronx Charter School for the Arts

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee (as of 4/17). Previously served as Chair.

2. Is the trustee an employee of any school operated by the Education Corporation?

\_\_\_\_Yes \_\_\_No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

**3.** Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

\_\_\_\_Yes 🔽 No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Nopreuse w	ite "None" if appli	cable. Do not leave	this space blank.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Can biuppelise Infobase - pion	write Non write	ler of untime er if applications aferials plemental unti	ble. Do not leave this spi	inselection of education materials. Will recuse if board
Signature	170	<b>=</b>	フット 17,20 Date	involvement is

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

Business Teleph			
Business Addres			
E-mail Address:			
Home Telephone			
Home Address:			

Tr	ustee Name:						
	Eric C	Osorio					
Na the	ame of Charter e Charter Scho	School Education Corpool Name):	ooration (for an unmer	ged school, this is			
	Bronx Cha	arter School for the Ar	rts				
1.	List all positio	ns held on the education entative).	corporation board (e.g.	, president, treasurer,			
	Chair of Progr	ram Committee					
2.	Is the trusteeYesx	an employee of any sc No	hool operated by the Ed	ducation Corporation?			
	If <b>Yes</b> , for each responsibilities	ch school, please provide s, your salary and your st	a description of the posi art date.	tion(s) you hold, your			
3.	Is the trustee partner of the	an employee or agent charter school(s) governe	of the management coned by the Education Corp	mpany or institutional poration?			
	Yesx_	No					
	If <b>Yes</b> , for each responsibilities	ch school, please provide s, your salary and your st	a description of the posi art date.	tion(s) you hold, your			
4.	I. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.						
1	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to			

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None		,		
			, *	

Signature 7/3//7

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

Business Telephone:		
Business Address:		
E-mail Address:		
Home Telephone:		
Home Address:		

Tri	ustee Name:
	GRAHAM A. POWIS
	me of Charter School Education Corporation (for an unmerged school, this is Charter School Name):
B	RONX CHARTER SCHOOL FOR THE ARTS
1.	List all positions held on the education corporation board (e.g., president, treasurer, parent representative). VICE CHAIR
2.	Is the trustee an employee of any school operated by the Education Corporation? YesNo
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
3.	Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?  Yes  No
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
4.	Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write <b>None</b> . Please note that if you answered <b>Yes</b> to Questions 2-4 above, you need not disclose again your employment status, salary, etc.
	Pate(c) Mature of Financial Stone taken to avoid News of name

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NON Ease w	rite "None" if appli	cable. Do not leave	this space blank.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE	write "Non	e" if applica	ple. Do not leave this sp	ace blank.

Signature 7/17/17
Date

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

Business Tele
Business Add
E-mail Addres
Home Telepho
Home Address

Tr	ustee Name:			
	Kather	ine J. Trag	er	
			7	
	ame of Charte e Charter Sch	r School Education Cor lool Name):	poration (for an unmer	ged school, this is
B	Bron	x Charter 9	school for t	he Arts
1.	List all position parent repres	ons held on the education sentative).  \( \scale \nu \cdot \	n corporation board (e.g.	, president, treasurer,
2.	Is the trustee	e an employee of any so <u>(_</u> No	chool operated by the Ed	ducation Corporation?
		ch school, please provide es, your salary and your s		tion(s) you hold, your
3.	partner of the	e an employee or agent charter school(s) govern	of the management cored by the Education Core	mpany or institutional poration?
	Yes <del>X</del>	·_No		
		ch school, please provide es, your salary and your s		ion(s) you hold, your
4.	any of your im have held or Corporation d prior to such s <b>None</b> . Please	interest/transaction (and neediate family members engaged in with the cluring the time you have service. If there has been note that if you answere your employment status	or any persons who live wharter school(s) governmented on the board, and in no such financial interested <b>Yes</b> to Questions 2-4	with you in your house ed by the Education on the six-month period st or transaction, write
	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest,	Name of person holding interest or

Date(s)	Interest/Transaction	a conflict of interest, (e.g., did not vote, did not participate in discussion)	holding interest or engaging in transaction and relationship to yourself
NO Melease w	rite "None" if appli	cable. Do not leave	this space blank.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please NonC	write "Non	e" if applical	ole. Do not leave this sp	ace blank.

Katherine	9	Type ?	126	117
Signature	0	Da	te	

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

<b>Business Teleph</b>		
Business Addres		
E-mail Address:		
Home Telephone		
Home Address:		

Trustee Name:	
Charles A. Whites, Jr.	
Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):	
BRONX Charter School for the Arts	
1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).  Charman	
<ol> <li>Is the trustee an employee of any school operated by the Education Corporation?</li> <li>Yes No</li> </ol>	
If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.	
3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation? Yes No	
If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.	
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.	
Date(s)  Nature of Financial Interest/Transaction  Name of person holding interest or engaging in transaction and relationship to yourself	
NonElease write "None" if applicable. Do not leave this space blank.	

Organization conducting	Nature of business	Approximate value of the	Name of Trustee and/or immediate family member	Steps Taken
business with the school(s)	conducted	business conducted	of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	to Avoid Conflict of Interest
Please NONE	write "Non	e" if applica	ple. Do not leave this sp	ace blank.

Signature Date

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

Business Telephone: _		
Business Address:		
E-mail Address:		
Home Telephone:		
Home Address:		



## **Entry 9 BOT Table**

Created: 07/19/2017 • Last updated: 07/27/2017

(tab across or use scroll bar at bottom of table)

### 1. Current Board Member Information

	Truste e Name	Email Addres s	Positio n on the Board	Commi ttee Affiliati ons	Voting Memb er Per By- Laws? (Y/N)	Area of Experti se, and/or Additio nal Role at School (paren t, staff memb er, etc.)	Numbe r of Terms Served and Length of Each (Includ e electio n date and term expirat ion)	Numbe r of Board Mtgs Attend ed during 2016- 17?
1	Charle s Whites		Chair/ Board Preside nt	Progra m	Yes	Legal; Financ e	Electe d: 6/13 Expirat ion: 6/21	10
2	Trent Hickm an		Truste e/Mem ber	Financ e; Progra m; Nomin ating	Yes	Financ e; Invest ment	Electe d: 12/10 Expirat ion: 12/18	11
3	Lori Bianca mano		Treasu rer	Financ e; Develo pment	Yes	Financ e; Invest ment	Electe d: 10/10 Expirat ion: 10/18	11
4	Susan Geisen heimer		Secret ary	Nomin ating; Develo pment	Yes	Busine ss Manag ement	Electe d: 7/10 Expirat ion: 7/18	10
							Electe d:	

5	Eric Osorio	Truste e/Mem ber	Progra m	Yes	Educat ion	10/08 Expirat ion: 10/16	5 or less
6	Aisha Bell	Parent Repres entativ e	Progra m	Yes	Parent Repres entativ e	Electe d: 6/13 Expirat ion: 6/21	9
7	Denise Breche r	Truste e/Mem ber	Develo pment; Progra m	Yes	Community Outreach; Arts Education; Fundraising	Electe d: 10/12 Expirat ion: 10/20	11
8	Noni Thoma s Lopez	Vice Chair/ Vice Preside nt	Progra m	Yes	Educat ion	Electe d 8/15; Expirat ion: 8/23	9
9	Graha m Powis	Vice Chair/ Vice Preside nt	Nomin ating; Financ e	Yes	Financ e	Electe d: 10/13 Expirat ion: 10/21	8
10	Arlene Basco m	Treasu rer	Develo pment	Yes	Financ e; Accou nting	Electe d 8/15; Expirat ion: 8/23	10
11	Ariel Gold	Truste e/Mem ber	Develo pment	Yes	Arts Educat ion	Electe d 4/16; Expirat ion: 4/24	6
12	Kathy Trager	Truste e/Mem ber	Progra m; Develo pment	Yes	Legal; Financ e	Electe d 5/17; Expirat ion: 5/25	5 or less
13							
		2/3					

14				
15				
16				
17				
18				
19				
20				

2. Total Number of Members on 11 June 30, 2016

3. Total Number of Members

Joining the Board 2016-17 School

Year

4. Total Number of Members 1

Departing the Board during the

2016-17 School Year

5. Number of Voting Members 122016-17, as set by the by-laws, resolution or minutes

6. Number of Board Meetings 12
Conducted in the 2016-17 School
Year

7. Number of Board Meetings 12
Scheduled for the 2017-18
School Year

Thank you.



## **Entry 10 - Board Meeting Minutes**

Last updated: 07/20/2017

#### Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the (No response)

Monthly Board Meeting Minutes

which are posted on the School's

web page.

OR

#### **B. Upload All Monthly Board Meeting Minutes**

Combine into one .PDF file

https://nysed-cso-reports.fluidreview.com/resp/10939257/wNFCVDEEJA/



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday July 19, 2016

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 6:40 pm Meeting adjourned at 8:00 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Susan Geisenheimer, Denise Brecher, Aisha Bell, Lori Biancamano, Rina Pandalai via WhatsApp, Eric Osorio via Facetime and Charles Whites

Members Not Present: Graham Powis, Noni Thomas Lopez, Arlene Bascom, Ariel Gold

Management Present: Miriam Raccah, Brenda Daniels, and Tyrell Roddey

#### I. General Business:

**Resolution:** The minutes of the June 2016 Board Meeting were unanimously approved.

#### II. Nominating/Evaluation Committee Report

Leticia Peguero has had to withdraw from consideration as a Board member due to unexpected work challenges. Kevin Wang has joined the Arts Board. He was recommended by Cynthia Remec of Board Assist.

#### **III. Development Committee Report**

Miriam Raccah said that the all school Salsa Street Party was rained out but it has been rescheduled for August 30. Miriam reported that she is planning a spa day fund raiser for September to be held at Nicolas in Pelham. Tickets will cost \$150 and she will be able to use much of the prosecco left over from the Arts Auction. Miriam reviewed the development plan and previewed a list of foundations to be

approached by her including the Keith Haring Foundation, the Rubin Foundation and the Drown Foundation. The Arts Board plans to hold a Halloween fund raiser at a Harlem gallery belonging to a member of the Arts Board. The plan is for the Arts Board to meet regularly as well as for each member to give an annual gift of \$500.

#### IV. Education/Arts Report

Brenda Daniels gave the program report. She discussed the Fountas and Pinnell test scores with a presentation of BCSA's scores compared to Teacher's College standards. BCSA has determined it will use Teachers College standards v. BCSA's standards.

Ms. Daniels presented that State Exams and Fountas and Pinnell are different types of assessments, but equally important. We must not overemphasize standardized assessments (State Exams) at the exclusion of formative benchmark assessments (F&P). Formative assessments allow teachers to have more insight into the process, to pinpoint misunderstandings, in order to instruct at the point of need. On average 32% of BCSA students were at or above grade level on F&P using Teacher's College standards.

Miriam Raccah presented the dashboard report.

#### V. Finance Committee Report

Miriam Raccah reported that Stephen Ravosa left the school in June. She presented the finance committee report. CSBM is working with the school in the interim. She has written a job description for a director of finance.

The meeting adjourned at 8:00pm.



#### Bronx Art Board Minutes August 9, 2016

**Board Members present:** Arlene Bascom, Denise Brecher, Ariel Gold, Trent Hickman, Noni Thomas Lopez, Graham Powis, Charles Whites

**Staff present:** Brenda Daniels, Miriam Raccah, Tyrell Roddey

July minutes approved

#### **Nomination and Evaluation**

- Trent asked board members to re-double efforts to recruit new board members
- Eric will be rotating off and many board members will be reaching 8-year/4 term limit

#### **Development**

- Board reviewed proposal to contract with Virginia Almendarez to strengthen our development/fundraising position
- \$15K consulting fee
- Virginia will provide a more detailed fundraising plan, including monthly board reports.
- Moving forward with new website; launch should be September 1.
  - Need to make sure we stay up to date providing board minutes and meeting dates.
  - New system will be easier for staff to update
- Working on sending BXA friends good news about the state tests

#### **Program Report**

- Brenda reviewed reading scores and average growth for classes
- F&P = 34% of our students are at or above grade level
- ELA State Tests = BXA scores are double that of the district average
- Math State Tests = BXA scores are more than double that of the district average
- Terra Nova = 5th grade math scores have gone down but this was a grade that experienced a lot of change this year.
- Congratulatory email sent to teachers and plans are to celebrate these accomplishments. F&P scores reflect a need to do more, though.
- Contracts will reflect an increase based on the state test scores
- 64% of our students in 3rd grade are above on, or close to grade level on F&P
- BXA doing research to see if there are better mock exams to give students and teachers a better sense of where students are.



- Close to being fully hired; need a K teacher
- August 22nd Summer Institute; some teachers coming in early to do a deep dive on reading goals

#### **Finance**

- CSBM working to get Quickbooks set up.
- Audit prep is moving along well; auditors will be on site August 22nd
- Switched banks from First Republic from Citibank, Capital One and Morgan Stanley Smith Barney
- Director of Finance job has been posted and Miriam will update board as process gets underway; goal is to get someone in sooner rather than later.
- Considering contracting out for payroll and other accounting needs.
- Board approved resolution to authorize Miriam and Brenda to make banking decisions for BXA.



#### Bronx Art Board Minutes September 13, 2016

**Board Members Present:** Aisha Bell, Lori Biancamano, Denise Brecher (Facetime), Ariel Gold (Facetime), Noni Thomas Lopez, Charles Whites

**Staff Present**: Brenda Daniels, Miriam Raccah, Tyrell Roddey

Parent: Eliana Peralta, Mother of Lia Isabella Peralta

Brenda opened the meeting leading board members through a Morning Meeting, which is an essential part of Responsive Classroom practice.

Parent question: Will Bronx Arts still have 5th grade? Board affirmed that Bronx Arts would have 5th grade.

Bus concerns will be addressed on Thursday, but parent was grateful for policy of putting siblings on bus together.

Board Approved July Minutes.

#### **Nominating and Evaluation**

- Trent asked board again to redouble efforts to bring on new members for board and Arts Board
- We are going to post on UPenn/Wharton site and Trent encouraged board to think about sites like this as well as tapping friends, colleagues and friends of friends.

#### **Development**

- Consultant
  - Consultant coming for visit tomorrow.
  - Scope of work has been revised.
  - More discussion in Development Committee Meeting
- Art Auction
  - Thinking of two honorees (one from corporate world; one from arts world)
  - Might be helpful to think about organizations to honor
  - Additional ideas should be forwarded to Development Committee or Miriam
- Website
  - October 1st launch
  - Coordinate donor update with launch of website



#### **Program**

- New 2nd grade teacher will start at end of the month; New K TA is working out very well.
- Still need to hire ELL teacher

#### Finance

- We have finalist candidate for Director of Finance position
- Miriam will follow up on how some items have been classified on the budget
- Audit is nearly complete; draft should be ready for the Finance committee to review in the next couple of weeks.

#### **Executive Director's Report**

• Miriam presented an overview of 2015-16 school year.

#### **ADJOURNMENT**



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday October 11, 2016

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 6:40 pm Meeting adjourned at 8:00 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Susan Geisenheimer, Denise Brecher, Aisha Bell, Lori Biancamano, Arlene Bascom, Graham Powis, and Noni Thomas Lopez

Members Not Present: Ariel Gold, Rina Pandalai, Eric Osorio, Charles Whites

Management Present: Miriam Raccah, Brenda Daniels, Sybil Swain, and Tyrell Roddey

#### I. General Business:

**Resolution:** The minutes of the September 2016 Board Meeting were unanimously voted and approved.

**Resolution:** The draft financial statements as of June 30, 2016 as presented by Chris Bellando from Lutz and Carr were unanimously voted and approved.

#### **II. Nominating/Evaluation Committee Report**

The goals for 2016-2017 were discussed.

#### III. Development Committee Report

Miriam Raccah presented a fundraising plan summary for 2016-2017.

#### **IV. Programming Report**

Brenda Daniels gave the program report.

#### V. Finance Committee Report

Sybil Swain, the new Director of Finance reviewed highlights of the budget for the 2015-2016 school year.

Chris Bellando from Lutz and Carr gave an overview of the financial statements as of June 30, 2016.

#### VI. Executive Director's Report

Miriam Raccah presented her report.

The meeting adjourned at 8:00pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, November 15, 2016

Location:

Park Avenue Plaza 55 East 52<sup>nd</sup> St., 33<sup>rd</sup> Floor New York, NY 10055

Meeting called to order at 6:35 pm Meeting adjourned at 7:50 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Charles Whites, Susan Geisenheimer (via FaceTime), Denise Brecher, Aisha Bell, Lori Biancamano, Arlene Bascom, Graham Powis and Ariel Gold.

Members Not Present: Eric Osorio and Noni Thomas Lopez.

Management Present: Miriam Raccah and Tyrell Roddey.

#### I. General Business:

**Resolution:** A vote was held and the minutes of the October 2016 Board Meeting were unanimously approved.

#### **II. Nominating/Evaluation Committee Report**

Board candidate Barbara Scott attended the meeting. A vote was held and the motion to add Barbara to the Board was unanimously passed.

Rina Pandalai stepped down from her position on the Board as of November 1<sup>st</sup>. The Board thanks Rina for her service to the school and wishes her well.

#### **III. Development Committee Report**

Miriam Raccah distributed a grant application tracking spreadsheet, as well as a document highlighting individual major prospects. She also presented a 2016 yearend annual fund timeline.

Trent Hickman also commented on the Toulmin Foundation and the prospects for future donations.

Miriam Raccah announced that the 2017 Arts Auction will be held on April 19th.

#### **IV. Programming Report**

Miriam Raccah gave the program report and discussed the recent departure of a teacher, Hannah Kohl. She also indicated that the school will conduct a survey of staff and will schedule focus group meetings.

#### V. Finance Committee Report

Miriam Raccah gave an overview of the financial statements as of October 31, 2016 and also discussed the recent departure of Sybil Swain, the school's Director of Finance.

Tyrell Roddey provided a school food and healthcare cost update.

Trent Hickman provided an update on a potential expansion of the school to include grades 6, 7 and 8.

#### **VI. Executive Director's Report**

Miriam Raccah presented her report.

The meeting adjourned at 7:50pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, December 13, 2016

Location:

Park Avenue Plaza 55 East 52<sup>nd</sup> St., 33<sup>rd</sup> Floor New York, NY 10055

Meeting called to order at 6:35 pm Meeting adjourned at 7:45 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Charles Whites, Susan Geisenheimer (via FaceTime), Denise Brecher, Aisha Bell (via phone), Lori Biancamano, Arlene Bascom, Graham Powis and Ariel Gold.

Members Not Present: Eric Osorio, Barbara Scott and Noni Thomas Lopez.

Management Present: Miriam Raccah and Brenda Daniels.

#### I. General Business:

**Resolution:** A vote was held and the minutes of the November 2016 Board Meeting were unanimously approved.

A draft agenda for the January Board Retreat was discussed.

#### **II. Nominating/Evaluation Committee Report**

Board candidate Katherine Trager participated in the meeting via phone. A vote was held and the motion to add Kathy to the Board was unanimously passed.

Charles Whites, discussed a proposed amendment to the school's by-laws to remove the successive term requirement altogether. The resolution was passed.

#### **III. Development Committee Report**

Miriam Raccah provided an Annual Appeal update. She also provided an update on discussions with various foundations.

#### **IV. Programming Report**

Brenda gave the program report and discussed school climate, (the recent staff survey results, report card conferences and the hiring of a permanent substitute teachers) recent events (book fair, a Kenyan youth choir's visit, a family potluck and student support).

Miriam distributed detailed results from the staff survey and compared responses from Spring 2016 to Fall 2016).

Miriam Raccah updated the Board on the school's potential middle school expansion plan. A resolution was passed to authorize management to submit an amendment request to the New York State Education Department for an expansion to grades 6-8.

The meeting adjourned at 7:45pm.



Bronx Charter School for the Arts Board of Trustees Meeting and Annual Retreat Saturday January 21, 2017

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 8:30am Meeting adjourned at 12:30 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Charles Whites, Susan Geisenheimer, Denise Brecher, Lori Biancamano, Arlene Bascom, Graham Powis, Ariel Gold, Eric Osorio, Kathy Trager, Barbara Scott, and Noni Thomas Lopez.

Member Not Present: Aisha Bell

Members of Arts Board Present: Matt Graziano, Kevin Hwang and Alaina Simone.

Management Present: Miriam Raccah, Brenda Daniels, Tyrell Roddey, Patty Rooney, Cortney Villafranco, Joy Jackson, and Martial Toussaint.

Four teachers also attended the early part of the meeting

#### **I. General Business**

The annual retreat began with a presentation by 5 teachers from the following grades: Kindergarten, First and Second. The teachers showed the Board and then invited the Board to participate in how they began class every day using Responsive Classroom.

Miriam Raccah then gave a presentation on development including the annual fund raising results, the Tiger Foundation's recent visit to the school, the arts auction and the list of potential foundation donors.

The Board then heard a teaching and learning discussion by Brenda Daniels, Patty Rooney, Cortney Villafranco and Martial Toussaint.

This was followed by an arts update by Joy Jackson.

David Umansky of Civic Builders gave a presentation on space possibilities and issues related to the school's proposed expansion. This was followed by a discussion led by Miriam Raccah on the middle school expansion.

The Board had an Executive Session including Miriam Raccah following the formal Board meeting.

The meeting adjourned at 12:30pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday February 7, 2017

Location: Veronis, Suhler & Stevenson 55 East 52<sup>nd</sup> St.
New York, NY 10055

Meeting called to order at 6:30pm Meeting adjourned at 7:30 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Susan Geisenheimer via Facetime, Lori Biancamano via Facetime, Arlene Bascom, Noni Thomas Lopez, and Aisha Bell via Facetime.

Members Not Present: Charles Whites, Denise Brecher, Graham Powis, Ariel Gold, Eric Osorio, Kathy Trager pending State approval, and Barbara Scott pending State approval

Management Present: Miriam Raccah

#### I. General Business

The minutes of the December 2016 Board meeting and of the January 2017 Board meeting were unanimously voted and approved.

#### **II. Nomination/Evaluation Committee Report**

Miriam Raccah reported that Kathy Trager and Barbara Scott are working on their paperwork for State approval of their Board membership. Susan Geisenheimer said that the committee would be proceeding shortly with Ms. Raccah's mid year performance review.

#### III. Development Committee Report

Miriam Raccah gave an update on the 2017 Art Auction. The Benefit Committee has been divided into various subcommittees. It was suggested that the Leadership Team members be asked if they wished to participate in the planning of the auction.

Trent Hickman spoke with the Toulmin Foundation including a review of the budget and offered several suggestions of specific initiatives requiring outside funding.

#### **IV. Program Committee Report**

Miriam Raccah gave the program report which included an update on the focus group.

#### V. Finance Committee Report

Miriam Raccah presented the financial committee report. There were no major issues.

There was no Executive Session.

The meeting adjourned at 7:30pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday March 14, 2017

Location: Video Call via Google Hangouts due to NYC snowstorm

Meeting called to order at 6:30pm Meeting adjourned at 7:10 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Trent Hickman, Susan Geisenheimer via Facetime, Lori Biancamano, Arlene Bascom, Noni Thomas Lopez, Charles Whites, Denise Brecher, Eric Osorio, Aisha Bell and Kathy Trager pending State approval,.

Members Not Present: Graham Powis, Ariel Gold, and Barbara Scott pending State approval

Management Present: Miriam Raccah, Tyrell Roddey, and Brenda Daniels

#### I. General Business

The minutes of the February 2017 Board meeting were unanimously voted and approved.

#### II. Nomination/Evaluation Committee Report

Miriam Raccah reported that Kathy Trager still needs to get her fingerprints done in order to complete her Board application. Trent made a suggestion where Kathy could have it done with actual ink. Barbara Scott is working on a few additional pieces for State approval of her Board membership application. Susan Geisenheimer reported that the committee was nearly done with the interviews relating to Ms. Raccah's mid year performance review.

#### III. Development Committee Report

Miriam Raccah gave an update on the 2017 Arts Auction. Ruben Diaz Jr. will be the honoree. The Committee is also looking to identify a children's author as another honoree. The School is in the process of doing a video for the event. Miriam asked the Board to look for additional auction items.

Miriam reported that she is looking at two foundations as potential donors: Bay and Paul Foundations and Barker Welfare Foundation. The school has received a grant from The Toulmin Foundation of \$57,500 to support a social worker until the end of the year (\$32,500) and for general operations (\$25,000).

#### **IV. Program Committee Report**

Brenda Daniels gave the program report.

Miriam discussed the Middle School expansion.

#### **V. Finance Committee Report**

Trent Hickman presented the financial committee report focusing on the January financials. There were three large variances in the budget: \$125k in projected lower SpEd funding; we are significantly above budget on contracted services related to CSBM and we have a GenEd variance of approximately \$24k.

There was no Executive Session.

The meeting adjourned at 7:10pm.



Bronx Charter School for the Arts Board of Trustees Annual Meeting Wednesday, April 19, 2017

Location: Museum for the City of New York 1220 5th Avenue @103rd St, 3rd Floor

Meeting called to order at 5:15pm Meeting adjourned at 5:50 pm

Called Meeting to Order

#### Roll Call:

Members Present: Charles Whites, Trent Hickman, Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Noni Thomas Lopez, Denise Brecher, Eric Osorio, Graham Powis, and Kathy Trager (pending State approval).

Members Not Present: Aisha Bell, Ariel Gold, and Barbara Scott (pending State approval).

Management Present: Miriam Raccah, Rossanna Valdez, Tyrell Roddey, Brenda Daniels and Tiffney Jones

#### I. General Business

The minutes of the March 2017 Board meeting were unanimously voted upon and approved.

#### II. Nomination/Evaluation Committee Report

**RESOLUTION:** The Board unanimously voted and approved a resolution for an additional two year term for the following Board members: Trent Hickman, Denise Brecher, Eric Osorio, Lori Biancamano, and Susan Geisenheimer.

# Bronx Charter School for the Arts Board of Trustees

RESOLUTION

INTENTION: To vote and approve additional two year terms for the following Board members: Lori Biancamano, Denise Brecher, Susan Geisenheimer, Trent Hickman and Eric Osorio.

WHEREAS, the Board of Trustees recognizes the need to extend the terms of valuable Board members in order to maintain a fully functioning Board.

RESOLVED: The Bronx Charter School for the Arts, Board of Trustees approves additional two-year terms for each of the following Board members: Lori Biancamano, Denise Brecher, Susan Geisenheimer, Trent Hickman and Eric Osorio.

**RESOLUTION:** The Board unanimously voted and approved a resolution to elect the following slate of officers to two year terms:

Chairman – Charles Whites, Esq. Co- Vice Chair – Noni Thomas Lopez and Graham Powis Secretary – Susan Geisenheimer Co-Treasurer- Lori Biancamano and Arlene Bascom

#### **Bronx Charter School for the Arts**

## Board of Trustees RESOLUTION

INTENTION: To elect an effective slate of officers to two year terms.

WHEREAS, the Board of Trustees recognizes the need to elect officers to lead the organization for two-year terms in order to maintain a fully functioning Board,

RESOLVED: The Bronx Charter School for the Arts, Board of Trustees elects the following slate of officers:

Chairman -- Charles Whites, Esq.
Co-Vice Chair -- Noni Thomas Lopez and Graham Powis
Secretary -- Susan Geisenheimer
Co-Treasurer -- Lori Biancamano and Arlene Bascom

#### **III. Development Committee Report**

Miriam Raccah led a brief discussion of the board role for the evening during the Arts Auction 2017.

#### IV. Program Committee Report

Miriam Raccah gave an update on the Middle School expansion. The Board unanimously voted and approved a resolution to change the start date of the Middle School to 2018.

**RESOLUTION:** The Board unanimously voted and approved a resolution delaying the opening of the Middle School until 2018.

#### **Bronx Charter School for the Arts**

## Board of Trustees RESOLUTION

INTENTION: To delay the opening of the Middle School until 2018 in order to extensively plan for creation of the school.

WHEREAS, the Board of Trustees recognizes the need to delay the opening of the Middle School in order to better plan for the opening of the school.

RESOLVED: The Bronx Charter School for the Arts, Board of Trustees approves the delay of Bronx Arts Middle School until 2018.

#### **V. Finance Committee Report**

Tiffney Jones presented the financial committee report. There were no major issues.

Noni Lopez, on behalf of the entire Board, thanked Trent Hickman for his service as Board Chair. Charles Whites stated that he looked forward to serving as Board Chair and hoped that the Board would continue to work together as a team.

There was no Executive Session.

The meeting adjourned at 5:50pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday May 9, 2017

Location: Bronx Charter School for the Arts 950 Longfellow Avenue Bronx, NY 10474

Meeting called to order at 6:35pm Meeting adjourned at 8:00 pm

Called Meeting to Order

#### Roll Call:

Members Present: Charles Whites, Trent Hickman, Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Noni Thomas Lopez, Graham Powis, Denise Brecher, Aisha Bell, Kathy Trager pending State approval and Barbara Scott pending State approval

Members Not Present: Eric Osorio and Ariel Gold

Management Present: Miriam Raccah, Tyrell Roddey, Tiffney Jones, Brenda Daniels, Rossanna Valdez

Several parents attended the meeting as well.

#### I. General Business

The minutes of the April 2017 Board meeting were unanimously voted and approved.

The Board voted to go into Executive Session.

The meeting adjourned at 8:00pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday June 13, 2017

Location: Bronx Charter School for the Arts 950 Longfellow Avenue Bronx, NY 10474

Meeting called to order at 6:35pm Meeting adjourned at 8:30 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Charles Whites, Trent Hickman (via Zoom), Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Noni Thomas Lopez, Graham Powis (via Zoom), Denise Brecher (via Zoom), Aisha Bell, and Ariel Gold (via Zoom)

Members Not Present: Kathy Trager, Eric Osorio, and Barbara Scott pending State approval

Management Present: Miriam Raccah, Tiffney Jones, and Brenda Daniels

#### I. General Business

The minutes of the May 2017 Board meeting were unanimously voted and approved.

James Stovall of little bird HR gave a presentation of benefits provided by his company which would save the school considerable money. The Board requested that he provide a comparison of what the school now has to what his company would provide.

Civic Builders' Shawan Edwards gave an update on both short term and long term sites for the proposed middle school in Hunts Point.

#### II. Nomination/Evaluation Committee Report

Susan Geisenheimer reported that Kathy Trager's appointment to the Board of Trustees was approved by the New York State Education Department on May 18, 2017. Miriam reported that Barbara Scott has one more piece of information which needs to be submitted. The Board discussed that new finance and public relations

candidates should be sought for the Board. Miriam Raccah said she would be in touch with Cynthia Remec.

#### III. Development Committee Report

Miriam Raccah discussed several grants which the school has applied for. One was to the Walton Foundation for up to \$300,000 for Middle School expansion. Another application is being sent to the Pinkerton Foundation. The Charter School Growth Fund application is going to its Board.

#### **IV. Program Committee Report**

Brenda Daniels gave an update on reading progress including reading growth and reading proficiency.

Miriam Raccah gave an update on principal candidates for the middle school.

#### V. Finance Committee Report

Tiffney Jones presented the finance committee report. There were no major issues.

The 2017-2018 Budget was unanimously voted and approved by the Board.

The meeting adjourned at 8:30pm.



# **Entry 11 Enrollment and Retention of Special Populations**

Last updated: 07/27/2017

#### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

#### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Econom ically Disadva ntaged	In the 2016-17 school year, 89% of students were economically disadvantaged, surpassing our enrollment target by 0.5 percentage points. The school's success in recruiting and enrolling students from low-income families is partially due to the neighborhoods in which our students reside (one of the poorest Congressional Districts) and partially due to our recruitment efforts. We are dedicated to serving students in Hunts Point and in the South Bronx and, therefore, we focus most of our student recruitment in these areas, which are predominantly low-income neighborhoods.	As we surpassed the enrollment target for Economically Disadvantaged students in 2016-17, Bronx Arts will utilize the same efforts in 2017-18.
English Langua ge Learner s	In the past year, 17% of students were English Language Learners, exceeding the enrollment target for this subgroup by 4.5 percentage points. To attract ELL students, all of our recruitment and enrollment materials are prepared in Spanish as well as English. To increase enrollment of ELL students, the school's staff identify and partner with several privately operated preschool providers that cater to populations with Latin American and Caribbean background and West African immigrants. Recruitment strategies include both scheduled onsite and offsite presentations conducted by the school's staff including translation in the language(s) spoken by	As we surpassed the enrollment target for English Language Learners in 2016-17, Bronx Arts will utilize the same efforts in 2017-18.

	students and parents; and weekly advertisements published in local media including newspapers, websites and radio conducted or translated in the various languages spoken in the community.	
Student s with Disabilit ies	For the recruitment of Students with Disabilities (20% of total student body vs. target of 19.5%), we relied on a strong relationship with the Committee on Special Education, which frequently refers parents of special needs students to our school. In order to increase the pool of potential applicants, the school conducted further outreach to the Committee on Special Education to encourage parents who reside within Community School District 8 to apply through the lottery or waiting list. In addition, the school continued to work closely with the Committee on Special Education (CSE) to ensure timely evaluation, identification, review and placement of students.	As we surpassed the enrollment target for Students with Disabilities in 2016-17, Bronx Arts will utilize the same efforts in 2017-18.

### **Retention Efforts Toward Meeting Targets**

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Econom ically Disadva ntaged	To retain Students with Disabilities in 2016-17, Bronx Arts ensured that all students had equal opportunity to participate in the school community. The school worked diligently to cultivate an environment that was supportive for any families in need. For example, uniforms were provided free of charge for any families who could not afford them. In addition, whenever possible, the school does not charge for field trips and special programs, and if there is a minimal charge, the school is prepared to cover this expense if needed.	Bronx Arts plans to utilize the same strategies to retain Economically Disadvantaged students in the coming year, although revisions to specific services may be made if warranted by changing needs of students, families and the broader school community.
	In order to retain and accommodate students who are identified as English Language Learners and their families, all parent notices and re-registration materials were provided in Spanish and English. Translation services were offered at all major Bronx Arts events and parent-teacher conferences as needed. The school also hired a full time certified ESL teacher to provide targeted instructions for all students identified as English Language	

English Langua ge Learner s Learners, implemented the new ESL standards, and used the Cornerstone curriculum by Pearson for instruction. During the school year, all English Language Learners also attended the various extended learning opportunities programs including After School, Saturday School and Intersession programs. In addition, the school's curriculum incorporates units of study in the literacy, social studies and the Arts that reflect the ethnic and cultural heritages of its various student populations. The annual calendar of performances and related events was promoted in the community with the intent to provide a more inclusive environment for community members with limited English proficiency.

Bronx Arts plans to utilize the same strategies to retain English Language Learners in the coming year, although revisions to specific services may be made if warranted by changing student needs.

To retain Students with Disabilities, Bronx Arts provided extensive programming exceeding all IEP requirements through six ICT classrooms, a SETTS provider, Special Education Director, Social Worker and Guidance Counselor. Through the dual use of ICT and SETTS, the school offered students more support than was mandated by student IEPs to ensure that students had the resources necessary for their success. Students also received additional support from the Special Education Director and Learning Specialists when they pushed into classrooms.

Student s with Disabilit ies Special education and general education coteachers collaborated daily to plan instruction, lessons and units for all students. School leaders reviewed these lesson plans weekly. The Special Education Director observed ICT classrooms weekly and provided immediate feedback, coaching and modeling on effective differentiation techniques. The Special Education Director also collaborated with teachers to evaluate and provide feedback to co-teaching pairs. The Special Education Director, Social Worker and Guidance Counselor also provide mandated counseling to students whose IEPs require it.

Parents were kept continually informed of their child's progress through frequent and consistent communication. Bronx Arts plans to utilize the same strategies to retain Students with Disabilities in the coming year, although revisions to specific services may be made if warranted by changing student needs.



# **Entry 12 Classroom Teacher and Administrator Attrition**

Last updated: 07/19/2017

Report changes in teacher and administrator staffing.

#### Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

#### **Classroom Teacher Attrition Table**

FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
36	16	11	12	32

#### **Administrator Position Attrition Table**

FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
13	1	1	0	9

#### Thank you



### **Entry 13 Uncertified Teachers**

Created: 07/19/2017 • Last updated: 07/27/2017

FTE Count of <u>Al</u>l Teachers 32
(Certified and Uncertified) as of
June 30, 2017

FTE Count of All <u>Certified</u> 19
Teachers as of June 30, 2017

#### **Instructions for Reporting Percent of Uncertified Teachers**

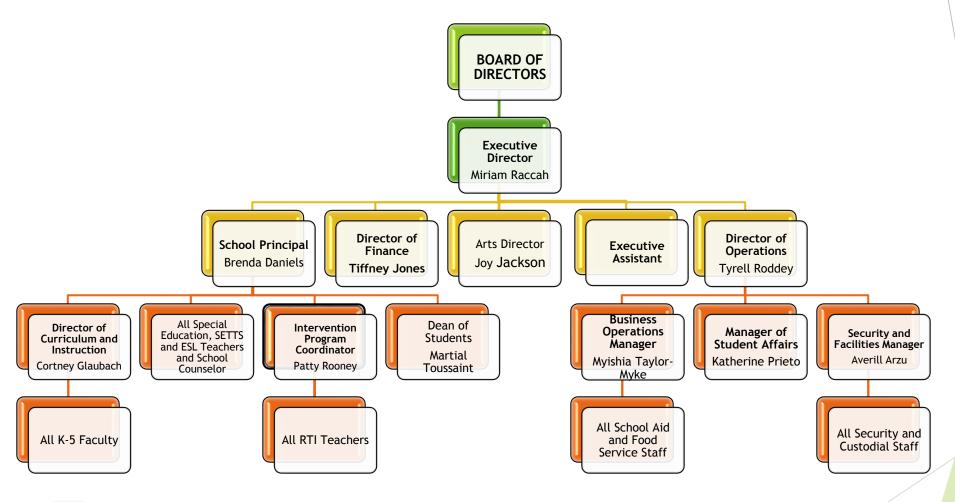
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of <u>uncertified</u> teachers on June 30, 2017, and each <u>uncertified</u> teacher should be counted only once.

1. Total FTE count of uncertified teachers (6-30-17)	13
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	9
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	3

#### Thank you.

# 2016-17 Organizational Chart





#### Bronx Charter School for the Arts Staff Calendar 2017 - 2018

August 2017 (F	Pre-Service Summer Institute)	January 201	8 (20 school days)
8/21 – 9/1	Full Faculty Training & Development	1	New Year's Day (observed) – SCHOOL CLOSED
31	Family BBQ 5:00PM - 7:00PM	2	Staff PD – NO STUDENTS
31	Kindergarten Orientation I and II (9AM and 4PM)	3	Students Return from Winter Break
		3	Lottery Applications Open
September 20:	17 (19 school days)	15	Martin Luther King Holiday – SCHOOL CLOSED
4	Labor Day – SCHOOL CLOSED	20	Board Retreat 9 A.M. – 1 P.M.
5	First Day for Students	29	Cycle 2 Ends
5 - 8	Half Day for Kindergarteners (only)		
11	Bus Services Begin	February 20	18 (14 school days)
14	Back to School Night: 4:30 – 6:30	16	Parent / Teacher Conferences – NO STUDENTS
		19-23	Mid-Winter Break – SCHOOL CLOSED
		26	Staff & Students Return from Mid-Winter Break
October 2017	(21 school days)		
9	Columbus Day – SCHOOL CLOSED		
31	Early Dismissal for Staff and Students: 12:30pm	March 2018	(21 school days)
		30	Good Friday – SCHOOL CLOSED
November 201	.7 (19 school days)		
7	Cycle 1 Ends	April 2018 (	16 school days)
15	Parent / Teacher Conferences – NO STUDENTS	2-6	Spring Break – SCHOOL CLOSED
22	Early Dismissal for Students and Staff – 12:30		[ELA / MATH Intersession (Grades 3, 4, 5)]
23-24	Thanksgiving Break— SCHOOL CLOSED	5	Last Day to Submit New Student / Sibling Lottery
27	Staff / Students Return from Thanksgiving Break		Applications
		9	Staff / Students Return from Spring Break
		9	NYSESLAT Speaking Window Begins
December 201	7 (14 school days)	9	Cycle 3 Ends
20	Early Dismissal for Students and Staff – 12:30	11-13	<b>ELA New York State Assessments</b>
21	Winter Break Begins	11-13	Early Dismissal for Students: 12:30pm – STAFF PD
	SCHOOL CLOSED (12/21 – 1/1)	13	12:30pm – Parent / Teacher Conferences (PID only
		13	New Student Lottery Held
			22 school days)
		1-3	Math New York State Assessments
		7	NYSESLAT Written Window Begins
		18	NYSESLAT Speaking and Written Window Closes
		23	Gr. 4 Science New York State Assessments
			(Performance) May 23 – June 1
		28	Memorial Day – SCHOOL CLOSED
		June 2018 (2	17 school days)
		4	Gr. 4 Science New York State Assessment (Writter
		14	Cycle 4 Ends
		= -	·, ·

15

25

26

183 School Days 4 Grade Reporting Cycles

Early Dismissal for Students: 12:30pm – STAFF PD

Last Day for Students and Staff - 12:30 Dismissal

**Eid al-Fitr – SCHOOL CLOSED** 



## **Entry 1 School Information and Cover Page**

Created: 07/03/2018 • Last updated: 10/31/2018

Please be advised that you will need to complete this cover page (including signatures) <u>before</u> all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (as of June 30, 2018) or you may not be assigned the correct tasks.

#### a. SCHOOL NAME

BRONX CS FOR THE ARTS (REGENTS)

(Select name from the drop down menu)

# b. CHARTER AUTHORIZER (As of June 30th, 2018)

Regents-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION

NYC CSD 8

#### d1. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
950 Longfellow Avenue Bronx, NY 10474			

#### d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Miriam Raccah
Title	Executive Director
Emergency Phone Number (###-###-###-###)	

e. SCHOOL WEB ADDRESS (URL) www.bronxarts.net

**f. DATE OF INITIAL CHARTER** 07/2001

g. DATE FIRST OPENED FOR 09/2001

**INSTRUCTION** 

# h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

#### MISSION STATEMENT

Bronx Charter School for the Arts (BCSA) is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams.

# h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (<u>Brief</u> heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Creativity Arts education is at the core of our mission. We use both discipline-based studio instruction and arts integration as a catalyst for student engagement and as a tool to develop high levels of critical and creative thinking skills in our students.
Variable 2	Conscience To create a scholarly atmosphere where all students can learn and provide a professional learning community for students and teachers, BCSA embeds its conscience values into all elements of the school. These values guide and promote the social and moral development of students. They are:  Work Smart Be Kind Be Creative Be Safe Be Clean
Variable 3	Critical Thinking BCSA employs well-trained, highly reflective teachers who use qualitative and quantitative data to inform lesson planning and deliver rigorous instruction. BCSA students receive a high quality education through a robust curriculum that challenges them in conjunction with teachers to critically analyze, evaluate and synthesize information and independently solve complex problems.

Variable 4	Continued Learning BCSA implements an ongoing professional development program for school staff that is frequent, differentiated and part of the culture. Teachers have daily, weekly and monthly opportunities for professional development including training and support before the school year. BCSA tailors professional development to meet individual teacher and school-wide needs while taking into account teacher interests. BCSA also provides a comprehensive Response-to-Intervention (RtI) program during the school day with multiple and varied extended learning opportunities for struggling students. In addition to a longer school day, continued learning opportunities throughout the year may include extended learning after school and Saturday programs, summer programs and intercession programs.
Variable 5	Collaboration, Communication & Community BCSA believes strongly that the participation and contribution of all community members enhance the benefits of teaching and learning for students. For this reason, BCSA hosts at least 25 community events and performances each school year to build a culture of open and frequent communication, share best practices for use in the school and at home and engage the community in actively working to secure the best outcomes for students. Communication and collaboration occur within the school during daily, weekly, monthly and quarterly intervals. The Board of Trustees meets monthly for general meetings as well as in committees, with participation from school leaders, teachers and families. Teachers have daily common planning periods among grade level teams, and school leaders meet weekly.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

#### i. TOTAL ENROLLMENT ON JUNE 310 30, 2018

### j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5

#### No

#### **11. FACILITIES**

Does the school maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

#### **12. SCHOOL SITES**

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	950 Longfellow Avenue Bronx, NY 10474		NYC CSD 8	K-5	No	N/A
Site 2	1440 Story Avenue, Bronx, NY 10473		NYC CSD 8	6	No	N/A
Site 3						

## 12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Miriam Raccah			
Operati onal Leader	Karlene Cowan			
Complia nce Contact	Miriam Raccah			
Complai nt Contact	Miriam Raccah			
DASA Coordin ator	Allan Smith			

### 13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Miriam Raccah			
Operati onal Leader	Karlene Cowan			
Complia nce Contact	Miriam Raccah			
Complai nt Contact	Miriam Raccah			
DASA Coordin ator	Allan Smith			

m1. Are any sites in co-located Yes space? If yes, please proceed to the next question.

m2. Please list the terms of your current co-location.

	Date school will leave current co- location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primar y site)	N/A. Site 1 is not co- located with a DOE school					
Site 2	N/A	Yes	2018	No		No
Site 3						

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). Nο

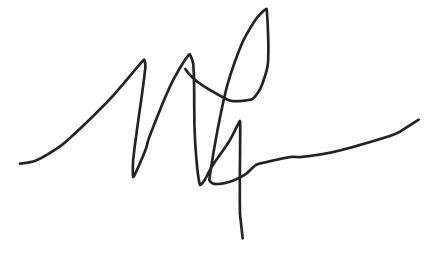
o. Name and Position ofIndividual(s) Who Completed thisAnnual Report.

Karlene Cowan, Director of Operations

p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

## **Signature, Head of Charter School**



**Signature, President of the Board of Trustees** 

**Date** 

2018/07/31

Thank you.



## **Entry 2 NYS School Report Card Link**

Last updated: 07/20/2018

#### **BRONX CS FOR THE ARTS (REGENTS)**

# 1. CHARTER AUTHORIZER (As of June 30th, 2018)

(For technical reasons, please re-select authorizer name from the drop down menu).

**REGENTS-Authorized Charter School** 

# 2. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

https://data.nysed.gov/reportcard.php?

instid=800000055808&year=2017&createreport=1&allchecke d=1&enrollment=1&avgclasssize=1&freelunch=1&attendance =1&suspensions=1&teacherqual=1&teacherturnover=1&staff counts=1&38ELA=1&38MATH=1&48SCI=1&naep=1&nyseslat =1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1



## **Entry 3 Progress Toward Goals**

Created: 07/25/2018 • Last updated: 10/31/2018

#### PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

#### 1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

#### 2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academ ic Goal 1	Each year, the percent of BCSA students enrolled for two or more years attaining proficiency on the NYS assessments will meet the state average on the ELA, math and science state assessments.	NYS Exam scores	Met	
Academ ic Goal 2	Each year, the percent of BCSA students enrolled for two or more years and attaining proficiency on NYS assessments will exceed the district average.	NYS Exam Scores	Met	
				This goal was met by all grades for Reading, and for all grades but Kindergarten for Math.

Academ ic Goal 3	Each year, K-2 grade level cohorts will achieve at or above the 50th Normal Curve Equivalency (NCE) percentile on each tested subject of the Terra Nova exam. If this benchmark is not met, grade-level cohorts will increase their average percentile rank by at least one-half the difference between the previous year's rank and the 50th Normal Curve Equivalent (NCE).	Terra Nova	Not Met	Therefore, we will continue our efforts to provide interventions and supplemental instruction, during the school day but will build in more time for supplemental instruction in our kindergarten classes. We will also include more Kindergarten students in Saturday School instruction, when required. in addition, we will provide more professional development for our kindergarten teachers focused on data-driven instruction and the identification of students at-risk of following behind.
Academ ic Goal 4	Each year, BCSA will be in good standing under the state's accountability system.	NYSED Determination		This information is not yet available.
Academ ic Goal 5				
Academ ic Goal 6				
Academ ic Goal 7				
Academ ic Goal 8				

- 2. Do have more academic goals No to add?
- **3. Do have more academic goals** No **to add?**
- 4. ORGANIZATIONAL GOALS

## 2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, 90% or more of eligible families will choose to re-enroll their students at BCSA for the following year, with the exception of families who are relocating.	ATS Records		Progress toward this goal cannot be measured until the re-enrollment process for 2017-18 is complete. We will provide an update in the November 1 submission of the Annual Report.
Org Goal 2	Each year, 90% or more of BCSA families will report satisfaction with their child's education.	NYC Department of Education Learning Environment Survey	Met	Progress toward this goal cannot yet be fully measured as the NYC DOE has not yet released the full survey report. Based on the overview provided through the Framework for Great Schools, we anticipate that we will meet this goal, but will provide a more complete update in the November 1 submission of the Annual Report.
Org Goal 3	Each year, 75% or more of BCSA teachers will report satisfaction with the school.	NYC Department of Education Learning Environment Survey	Met	
Org Goal 4	Annual teacher turnover will not exceed 30%.	School employment records		
Org Goal 5				

# 5. Do you have more organizational goals to add?

#### **6. FINANCIAL GOALS**

## **2017-18 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, BCSA will have clean audits absent of any cited issues.	Independent financial audits	Met	
Financial Goal 2	Each year, BCSA will cover its expenses and operate without deficit.	Monthly Financial Statements	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



## **Entry 4 Expenditures per Child**

Last updated: 07/27/2018

#### **BRONX CS FOR THE ARTS (REGENTS)Section Heading**

#### Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take <u>total expenditures</u> (from the unaudited 2017-18 Schedule of Functional Expenses) and <u>divide by</u> the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	6064142
Line 2: Year End FTE student enrollment	310
Line 3: Divide Line 1 by Line 2	19562

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' To calculate "Administrative Expenditures per Child" first add together the following:

- 1. Take the <u>relevant portion</u> from the 'personnel services cost' <u>row</u> and the 'management and general' <u>column</u> (from the unaudited 2017-18 Schedule of Functional Expenses)
- 2. Any contracted administrative/management fee paid to other organizations or corporations
- 3. Take the total from above and <u>divide</u> it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

<u>Administrative Expenditures:</u> Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

#### Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <a href="http://www.p12.nysed.gov/psc/AuditGuide.html">http://www.p12.nysed.gov/psc/AuditGuide.html</a>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	429587
Line 2: Management and General Cost (Column)	253974
Line 3: Sum of Line 1 and Line 2	683561
Line 5: Divide Line 3 by the Year End FTE student enrollment	3024

#### Thank you.

# FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

JUNE 30, 2018 AND 2017

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#### INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the accompanying financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



#### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Charter School for the Arts as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2018, on our consideration of Bronx Charter School for the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Charter School for the Arts' internal control over financial reporting and compliance.

Lutz + Can, LLP

New York, New York October 25, 2018

#### **STATEMENTS OF FINANCIAL POSITION**

#### JUNE 30, 2018 AND 2017

	2018	2017
Assets		
Cash and cash equivalents (Notes 1b and 7)	\$1,567,291	\$1,264,038
Unconditional promises to give (Notes 1c and 3)	Ţ 1,007, <u>1</u> 01	¥ 1,20 1,000
Unrestricted	253,057	262,590
Accounts receivable	34,704	28,213
Prepaid expenses and other current assets	62,999	68,058
Property and equipment (Notes 1f and 4)	164,771	103,938
Security deposit (Note 5)	170,000	170,000
Security deposit - capital expense reserve account (Note 5)	52,278_	55,325_
Total Assets	\$2,305,100	\$1,952,162
Liabilities and Net Assets		
Accounts payable and accrued expenses	\$ 159,197	\$ 77,131
Salaries, payroll taxes and benefits payable	340,378	314,227
Deferred resident student enrollment revenue (Note 6)	-	6,234
Deferred lease credit (Notes 1g and 5)	192,856	224,999
Deferred rent (Notes 1g and 5)	483,439	488,668_
Total Liabilities	1,175,870	1,111,259
Commitment and Contingency (Note 5)		
Net Assets		
Unrestricted		
Board designated (Note 2a)	425,000	425,000
Other	379,230	383,403
Total Unrestricted	804,230	808,403
Temporarily restricted (Note 2b)	325,000	32,500_
Total Net Assets	1,129,230	840,903
Total Liabilities and Net Assets	\$2,305,100	\$1,952,162

BRONX CHARTER SCHOOL FOR THE ARTS

STATEMENTS OF ACTIVITIES

# YEARS ENDED JUNE 30, 2018 AND 2017

#### **STATEMENTS OF CASH FLOWS**

#### **YEARS ENDED JUNE 30, 2018 AND 2017**

	2018	2017
Cash Flows From Operating Activities		
Increase (decrease) in net assets	\$ 288,327	\$ (30,099)
Adjustments to reconcile increase (decrease) in net assets	. ,	, (,,
to net cash provided (used) by operating activities:		
Depreciation	32,624	35,252
Deferred rent	(5,229)	14,648
Deferred lease credit	(32,143)	(32,143)
(Increase) decrease in:		
Unconditional promise to give	9,533	(142,431)
Accounts receivable	(6,491)	4,368
Prepaid expenses and other current assets	5,059	(65,383)
Security deposit - capital expense reserve account	3,047	44,149
Increase (decrease) in:		
Accounts payable and accrued expenses	82,066	(47,333)
Salaries, payroll taxes and benefits payable	26,151	(4,199)
Deferred resident student enrollment revenue	(6,234)	6,234
Net Cash Provided (Used) By Operating Activities	396,710	(216,937)
Cash Flows From Investing Activities		
Purchase of property and equipment	(93,457)	(13,690)
Net increase (decrease) in cash and cash equivalents	303,253	(230,627)
Cash and cash equivalents, beginning of year	1,264,038	1,494,665
Cash and Cash Equivalents, End of Year	\$1,567,291	\$1,264,038

#### NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018 AND 2017

#### Note 1 - Organization and Summary of Significant Accounting Policies

#### a - Organization

Bronx Charter School for the Arts ("BCSA") is an education not-for-profit institution formed to operate a charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a provisional charter valid for a fourth term of five years commencing July 1, 2015.

BCSA is a public elementary school that opened in the South Bronx in September 2003. The school is founded on the principle that art education is a catalyst for the academic and social success of all students. BCSA began with 160 students in grades K-3 during the school year beginning September 2003, and has grown to serve approximately 300 students in grades K-5. The Bronx Arts Middle School opened in August 2018 with 118 6<sup>th</sup> grade students in the Soundview section of the Bronx, literally a ten minute walk from the BCSA elementary school.

#### b - Cash and Cash Equivalents

For purposes of the statement of cash flows, BCSA considers all highly liquid debt instruments, including money market accounts, to be cash equivalents.

#### c - Contributions and Unconditional Promises to Give

Contributions are recognized when the donor makes a promise to give to BCSA, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

#### d - Financial Statement Presentation

BCSA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

#### e - Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### f - Property and Equipment

Property and equipment are recorded at cost and are depreciated using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are depreciated over the term of the lease.

#### NOTES TO FINANCIAL STATEMENTS

#### JUNE 30, 2018 AND 2017

#### Note 1 - Organization and Summary of Significant Accounting Policies (continued)

#### g - Rent Expense

BCSA records rent expense associated with its facility on a straight-line basis over the life of the lease (Note 5). The difference between the straight-line amount and the amount actually paid during the year is recorded as a liability and an expense in the accompanying financial statements. The deferred lease credit is credited towards rent expense over the life of the lease (Note 5).

#### h - Tax Status

Bronx Charter School for the Arts is a not-for-profit organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and has been designated as an organization which is not a private foundation.

#### i - Recent Accounting Pronouncements

In August 2016, the Financial Accounting Standards Board ("FASB") issued Accounting Standards Update ("ASU") 2016-14, "Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities". The ASU amends the current reporting model for nonprofit organizations and enhances their required disclosures. The major changes include: (a) requiring the presentation of only two net asset classes now entitled "net assets without donor restrictions" and "net assets with donor restrictions"; (b) requiring the disclosure of quantitative and qualitative information regarding liquidity and availability of resources; (c) requiring that all nonprofits present an analysis of expenses by function and nature and disclose the methods used to allocate costs; and (d) modifying other financial statement reporting requirements and disclosures intended to increase the usefulness of nonprofit financial statements. ASU 2016-14 is effective for fiscal years beginning after December 15, 2017, with early adoption permitted. The Organization is currently evaluating the impact of ASU 2016-14 on its 2019 financial statements.

In February 2016, the FASS issued ASU 2016-02, "Leases (Topic 842)". The core principles of ASU 2016-02 change the way organizations will account for their leases by recognizing lease assets and related liabilities on the statement of financial position for all leases with terms longer than twelve months and disclosing key information about leasing arrangements. ASU 2016-02 is effective for fiscal years beginning after December 15, 2019. The Organization is currently evaluating the impact of ASU 2016-02 on its financial statements.

#### j - Subsequent Events

BCSA has evaluated subsequent events through October 25, 2018, the date that the financial statements are considered available to be issued.

#### NOTES TO FINANCIAL STATEMENTS

#### **JUNE 30, 2018 AND 2017**

#### Note 2 - Net Assets

#### a - Board Designated

BCSA established a board designated fund to promote its long-term financial stability.

#### b - Temporarily Restricted Net Assets

Temporarily restricted net assets are restricted to future programs and periods and are related to the expansion of the Bronx Arts Middle School.

#### Note 3 - <u>Unconditional Promises to Give</u>

Unconditional promises to give are due within one year. Uncollectible promises are expected to be insignificant.

#### Note 4 - **Property and Equipment**

A summary of property and equipment at June 30 is as follows:

	Life	2018	2017
Computer equipment	5 years	\$189,932	\$179,253
Furniture and other office equipment	5-7 years	313,482	309,239
Leasehold improvements	Life of lease	196,431	119,605
Teaching materials	3 years	55,298	55,298
Visual arts equipment	5 years	2,561	2,561
Musical instruments	5 years	33,140	31,431
		790,844	697,387
Less: Accumulated depreciation		(626,073)	(593,449)
		\$164,771	\$103,938

Depreciation expense for the years ended June 30, 2018 and 2017 was \$32,624 and \$35,252, respectively.

#### NOTES TO FINANCIAL STATEMENTS

#### **JUNE 30, 2018 AND 2017**

#### Note 5 - Net Lease

BCSA leases the building located at 950-954 Longfellow Avenue, Bronx, NY from Civic Builders (the "Owner") under the terms of a net lease amended in July of 2010. The lease expires June 30, 2024, with a ten-year renewal option. The annual fixed rent of \$540,012 increases by 3% cumulatively each year on August 1. In addition, the landlord paid BCSA \$450,000, which was recorded as a deferred lease credit and is credited towards rent expense, over the life of the lease.

As part of the amendment, BCSA is required to fund \$25,000 into a tenant capital expense reserve account, on July 1 of each year. BCSA is entitled to be reimbursed for repairs and replacements pursuant to its lease obligations up to the balance available in the Reserve. The Owner may use proceeds in the account to pay for any repairs and replacements required to be performed by BCSA if BCSA fails to do so. After expiration of the lease, remaining funds in the Reserve will be refunded to BCSA. In the event of default, landlord will keep the funds. During 2018, BCSA deposited an additional \$25,000 which relates to its reserved deposit for 2019.

#### Note 6 - Resident Student Enrollment

BCSA's per pupil allocation is determined by the New York State Department of Education using New York State's charter school funding formula.

The deferred portion at June 30, 2017 represents per pupil revenue received in 2017 for the 2018 school year. There were no amounts received in 2018 for the 2019 school year.

#### Note 7 - Concentrations of Credit Risk

BCSA maintains cash balances at various institutions insured by the Federal Deposit Insurance Corporation.

#### Note 8 - Functional Allocation of Expenses

The cost of providing the various program and supporting services has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and the supporting services benefited.





#### INDEPENDENT AUDITORS' REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the financial statements of Bronx Charter School for the Arts as of and for the years ended June 30, 2018 and 2017, and our report thereon dated October 25, 2018, which expressed an unmodified opinion on those financial statements, appears on pages 1 and 2. Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses for the year ended June 30, 2018 with comparative totals for 2017 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Lutz + Can, LZP

New York, New York October 25, 2018

BRONX CHARTER SCHOOL FOR THE ARTS

# SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2018 WITH COMPARATIVE TOTALS FOR 2017

		4	Program Services	s	dns	Supporting Services		2018	2017
	Number of Positions	Regular Education	Special Education	Total	Management and General	Fundraising and Special Events	Total	Total Expenses	Total Expenses
Personnel Services Costs Administrative staff personnel Instructional personnel Non-instructional personnel Total Personnel Services Costs	28 50 4	\$ 510,601 1,642,656 36,260 2,189,517	\$ 330,120 659,133 9,065 998,318	\$ 840,721 2,301,789 45,325 3,187,835	\$ 375,112 29,846 404,958	966'06	\$466,108 	\$1,306,829 2,301,789 75,171 3,683,789	\$1,100,139 2,192,684 46,725 3,339,548
Fringe benefits and payroll taxes Legal service Accounting and audit services Other purchased, professional and consulting services		530,660	241,956	772,616	98,145 8,813 26,090 31,091	22,054	120,199 8,813 26,090 41,662	892,815 8,813 26,090 195,569	739,310 4,703 28,205 246,753
Building, land, rent and lease Repairs and maintenance Insurance Utilities Supplies and materials		386,303 64,461 29,396 49,617 40,127	176,136 29,391 13,403 22,623 22,996	562,439 93,852 42,799 72,240 63,123	71,448 11,923 5,436 9,176 1,883	16,055 2,679 1,222 2,062 423	87,503 14,602 6,658 11,238 2,306	649,942 108,454 49,457 83,478 65,429	649,109 186,834 47,109 65,932 49,138
Equipment and furnishings Staff development Marketing and recruitment Technology Food service		4,634 32,501 20,026 16,007	2,841 19,920 12,274 7,336 85,075	7,475 52,421 32,300 23,343 223,882	43,402 3,588 2,916 27,030	655	43,402 3,588 3,571 27,030	7,475 95,823 35,888 26,914 250,912	1,863 90,657 9,774 28,332 218,955
Student services Office expense Indirect benefit expenses Depreciation Other		40,137 44,057 - 19,391 24,893	24,601 27,002 - 8,841 13,735	64,738 71,059 28,232 38,628	6,316 3,586 8,988	1,579 31,794 806 403	7,895 31,794 4,392 9,391	64,738 78,954 31,794 32,624 48,019	45,289 96,144 31,305 35,252 30,559
Total Expenses, 2018 Total Expenses, 2017		\$3,730,282 \$3,537,143	\$1,760,607	\$5,490,889 \$5,187,037	\$ 764,789	\$ 181,299 \$ 105,872	\$946,088 \$757,734	\$6,436,977	\$5,944,771

See independent auditors' report on supplementary information.



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of Bronx Charter School for the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2018.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for the Arts' internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Bronx Charter School for the Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Lutz + Can, XXP

New York, New York October 25, 2018



# Independent Auditors' Report on Communication of Internal Control Matters Identified in the Audit

To the Board of Trustees of Bronx Charter School for the Arts

In planning and performing our audit of the financial statements of Bronx Charter School for the Arts as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of management, the Board of Trustees and others within the Organization, and is not intended to be and should not be used by anyone other than these specified parties.

Lutz + Can, LLP

New York, New York October 25, 2018



School Name:	Charter School Name
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #8
School Fiscal Contact Name:	Miriam Raccah
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
Oakaal Assalit Firms Names	L to 0. O
School Audit Firm Name:	Lutz & Carr
School Audit Contact Name:	Raul Reyes
School Audit Contact Email:	
School Audit Contact Phone:	
Audit Period:	2017-18
Prior Year:	2016-17

#### The following items are required to be included:

- 1.) The independent auditor's report on financial statements and notes.
- 2.) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- 3.) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Federal Single Audit (A-133)	
Corrective Action Plan	

# Charter School Name Statement of Financial Position as of June 30

		2018		2017
CURRENT ASSETS				
Cash and cash equivalents	\$	1,567,291	\$	1,264,038
Grants and contracts receivable		- 04.704		-
Accounts receivables Prepaid Expenses		34,704 62,999		28,213 68,058
Contributions and other receivables		02,999		-
Other current assets		253,057		262,590
TOTAL CURRENT ASSETS		1,918,051		1,622,899
NON-CURRENT ASSETS				
Property, Building and Equipment, net	\$	164,771	\$	103,938
Restricted Cash		-		-
Security Deposits		170,000		170,000
Other Non-Current Assets		52,278		55,325
TOTAL NON-CURRENT		387,049		329,263
TOTAL ASSETS		2,305,100		1,952,162
CURRENT LIABILITIES  Accounts payable and accrued expenses	\$	159,197	\$	77,131
Accrued payroll, payroll taxes and benefits	Ψ	340,378	Ψ	314,227
Current Portion of Loan Payable		-		-
Due to Related Parties		-		-
Refundable Advances		-		-
Deferred Revenue		-		6,234
Other Current Liabilities		=		
TOTAL CURRENT		499,575		397,592
LONG-TERM LIABILITIES				
Loan Payable; Due in More than One Year	\$		\$	-
Deferred Rent		483,439		488,668
Due to Related Party		102.950		224 000
Other Long-Term Liabilities TOTAL LONG-TERM		<u>192,856</u> 676,295		<u>224,999</u> 713,667
IOIAL LONG-IERW		070,295		113,007
TOTAL LIABILITIES		1,175,870		<u>1,111,259</u>

TOTAL LIABILITIES AND NET ASSETS	2,305,10	<u>o</u> _	1,952,162
TOTAL NET ASSETS	<u>1,129,23</u>	0	840,903
Permanently restricted		=	Ξ
Temporarily restricted	325,00	0	32,500
Unrestricted	\$ 804,23	0	\$ 808,403
NET ASSETS			

#### Charter School Name Statement of Activities as of June 30

		2018			2017
	Unrestricted	Temporarily Restricted	Total		Total
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	\$ 4,514,265	5 \$	- \$ 4,514,265	\$	4,333,291
State and Local Per Pupil Revenue - SPED	797,413	3	- 797,413		633,722
State and Local Per Pupil Facilities Revenue		-	-		-
Federal Grants	382,274		- 382,274		331,743
State and City Grants	53,688	3	- 53,688		-
Other Operating Income			-		-
Food Service/Child Nutrition Program	273,009	9	<u>273,009</u>		<u>252,540</u>
TOTAL OPERATING REVENUE	6,020,649	9	- 6,020,649		5,551,296
EXPENSES					
Program Services					
Regular Education	\$ 3,730,282	2 \$	- \$ 3,730,282	\$	3,537,143
Special Education	1,760,607		- 1,760,607	Ψ	1,649,894
Other Programs	.,. 55,55	-	,, .,, ., .		
Total Program Services	5,490,889	– 9	- - 5,490,889		5,187,037
Management and general	764,789		- 764,789		651,862
Fundraising	181,299		- 181,299		105,872
TOTAL EXPENSES	6,436,97		- 6,436,977		5,944,771
SURPLUS / (DEFICIT) FROM OPERATIONS	(416,328	3)	- (416,328)	ı	(393,475)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	\$ 11,32	7 \$	- \$ 11,327	\$	6,588
Contributions and Grants	363,328	325,000	688,328		302,841
Fundraising Support		-			53,947
Investments		-			-
Donated Services	5,000	)	- 5,000		-
Other Support and Revenue	32,500	(32,500	<u>-</u>		=
TOTAL SUPPORT AND OTHER REVENUE	412,15	5 292,500	704,655		363,376
Net Assets Released from Restrictions / Loss on Disposal	\$	- \$	- \$ -	\$	-
CHANGE IN NET ASSETS	(4,173	3) 292,500	288,327		(30,099)
NET ASSETS - BEGINNING OF YEAR	\$ 840,903	3 \$	- \$ 840,903	\$	871,002
PRIOR YEAR/PERIOD ADJUSTMENTS		_	<u> </u>		-
					_

**NET ASSETS - END OF YEAR** 

836,730 \$

292,500 \$ 1,129,230 \$ 840,903

# **Charter School Name Statement of Cash Flows**

## as of June 30

	2018		2017	
CASH FLOWS - OPERATING ACTIVITIES				
Increase (decrease) in net assets	\$	288,327	\$	(30,099)
Revenues from School Districts		-		-
Accounts Receivable		(6,491)		4,368
Due from School Districts		,		-
Depreciation		32,624		35,252
Grants Receivable				<u>-</u>
Due from NYS				-
Grant revenues				_
Prepaid Expenses		5,059		(65,383)
Accounts Payable		82,066		(47,333)
Accrued Expenses		26,151		(4,199)
Accrued Liabilities		•		-
Contributions and fund-raising activities				_
Miscellaneous sources		9,533		(142,431)
Deferred Revenue		(6,234)		6,234
Interest payments		( , ,		, -
Other		(5,229)		14,648
Other		(29,096)		12,006
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$	396,710	\$	(216,937)
CASH FLOWS - INVESTING ACTIVITIES	\$		\$	
Purchase of equipment		(93,457)		(13,690)
Other		-		-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$	(93,457)	\$	(13,690)
CASH FLOWS - FINANCING ACTIVITIES	\$		\$	
Principal payments on long-term debt Other		-		
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$	-	\$	-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$	303,253	\$	(230,627)
Cash at beginning of year		1,264,038		1,494,665
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$	1,567,291	\$	1,264,038

# Charter School Name Statement of Functional Expenses as of June 30

						2018		
			Program	Services		Sı	upporting Service	s
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	28.00	510,601	330,120	-	840,721	90,996	375,112	466,108
Instructional Personnel	50.00	1,642,656	659,133	-	2,301,789	-	-	-
Non-Instructional Personnel	4.00	36,260	9,065	-	45,325	-	29,846	29,846
Total Salaries and Staff	82.00	2,189,517	998,318	-	3,187,835	90,996	404,958	495,954
Fringe Benefits & Payroll Taxes		530,660	241,956	-	772,616	22,054	98,145	120,199
Retirement		-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	8,813	8,813
Accounting / Audit Services		-	-	-	-	-	26,090	26,090
Other Purchased / Professional /		99,748	54,159	-	153,907	10,571	31,091	41,662
Consulting Services								
Building and Land Rent / Lease		386,303	176,136	-	562,439	16,055	71,448	87,503
Repairs & Maintenance		64,461	29,391	-	93,852	2,679	11,923	14,602
Insurance		29,396	13,403	-	42,799	1,222	5,436	6,658
Utilities		49,617	22,623	-	72,240	2,062	9,176	11,238
Supplies / Materials		40,127	22,996	-	63,123	423	1,883	2,306
Equipment / Furnishings		4,634	2,841	-	7,475	-	-	-
Staff Development		32,501	19,920	-	52,421	-	43,402	43,402
Marketing / Recruitment		20,026	12,274	-	32,300	-	3,588	3,588
Technology		16,007	7,336	-	23,343	655	2,916	3,571
Food Service		138,807	85,075	-	223,882	-	27,030	27,030
Student Services		40,137	24,601	-	64,738	-	-	-
Office Expense		44,057	27,002	-	71,059	1,579	6,316	7,895
Depreciation		19,391	8,841	-	28,232	806	3,586	4,392
OTHER		<u>24,893</u>	<u>13,735</u>	=	38,628	<u>32,197</u>	<u>8,988</u>	<u>41,185</u>
Total Expenses		\$ 3,730,282	\$ 1,760,607	\$ -	\$ 5,490,889	\$ 181,299	\$ 764,789	\$ 946,088

	2017
Total	
\$	\$
1,306,829	1,100,139
2,301,789	2,192,684
75,171	46,725
3,683,789	3,339,548
892,815	739,310
-	-
-	-
8,813	4,703
26,090	28,205
195,569	246,753
649,942	649,109
108,454	186,834
49,457	47,109
83,478	65,932
65,429	49,138
7,475	1,863
95,823	90,657
35,888	9,774
26,914	28,332
250,912	218,955
64,738	45,289
78,954	96,144
32,624	35,252
<u>79,813</u>	<u>61,864</u>
\$ 6,436,977	\$ 5,944,771



## **Entry 5c Additional Financial Docs**

Created: 10/31/2018 • Last updated: 11/02/2018

The additional items listed below should be uploaded <u>if applicable</u>. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

## **Section Heading**

## 1. Management Letter

https://nysed-cso-reports.fluidreview.com/resp/20259490/8mMlunnVv3/

Explanation for not uploading

(No response)

the Management Letter.

### 2. Form 990

https://nysed-cso-reports.fluidreview.com/resp/20259490/FINDqRIBTE/

**Explanation for not uploading** 

(No response)

the Form 990.

## 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

**Explanation for not uploading** 

the Federal Single Audit.

N/A. The school did not spend more than \$750,000 in federal

funding.

## 4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading

the procedure report.

N/A. The school does not require a CSP Agreed Upon Procedure

Report for FY18.

## 5. Evidence of Required Escrow Account

(No response)

**Explanation for not uploading** (No response) the Escrow evidence.

## 6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

**Explanation for not uploading** N/A the Corrective Action Plan.



## Independent Auditors' Report on Communication of Internal Control Matters Identified in the Audit

To the Board of Trustees of Bronx Charter School for the Arts

In planning and performing our audit of the financial statements of Bronx Charter School for the Arts as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of management, the Board of Trustees and others within the Organization, and is not intended to be and should not be used by anyone other than these specified parties.

Lutz + Can, LLP

New York, New York October 25, 2018

## **EXTENSION FILING INSTRUCTIONS**

FORM 8868 FOR FORM 990-T

## FOR THE YEAR ENDING

JUNE 30, 2018

Prepared for	BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474
Prepared by	LUTZ AND CARR, CPAS LLP
Amount due	BALANCE DUE OF \$5,000
Make check payable to	PAYMENTS SHOULD BE MADE USING THE ELECTRONIC FEDERAL TAX PAYMENT SYSTEM (EFTPS).
Mail extension and check (if applicable) to	NOT APPLICABLE
Extension must be mailed on or before	NOT APPLICABLE
Special Instructions	THE EXTENSION FOR FORM 990-T HAS QUALIFIED FOR ELECTRONIC FILING. FORM 8868 EXTENDS THE DUE DATE OF THE ORGANIZATION'S FORM 990-T RETURN UNTIL MAY 15, 2019. THE EXTENSION HAS BEEN TRANSMITTED ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED.
700085	

## Form **8868** (Rev. January 2017)

`

File a separate application for each return.

Application for Automatic Extension of Time To File an Exempt Organization Return

OMB No.

Department of the Treasury Internal Revenue Service Information about Form 8868 and its instructions is at www.irs.gov/form8868.

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic

filing of this form, visit www.irs.gov/efile, click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

Automatic 6-Month Extension	of Time	<ul> <li>Only submit</li> </ul>	original (	(no copies needed)	).
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All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

				Enter file	er's identifyi	ng number
Type or Na				Employe	on number (EIN) or	
	RONX CHARTER SCHOOL FOR TI	HE AR	rs			
File by the due date for filing your	umber, street, and room or suite no. If a P.O. box, s 50 LONGFELLOW AVENUE			Social se	ecurity number	er (SSN)
	ty, town or post office, state, and ZIP code. For a for RONX , $$ NY $$ $$ $$ $$ $$ $$ $$ $$ $$ $$	oreign add	ress, see instructions.			
Enter the Retu	rn Code for the return that this application is for (file	e a separa	te application for each return)			0 7
Application		Return	Application			Return
Is For		Code	Is For			Code
Form 990 or Fo	orm 990-EZ	01	Form 990-T (corporation)			07
Form 990-BL		02	Form 1041-A			08
Form 4720 (inc	dividual)	03	Form 4720 (other than individual)			09
Form 990-PF		04	Form 5227			10
Form 990-T (se	ec. 401(a) or 408(a) trust)	05	Form 6069			11
Form 990-T (tri	ust other than above)	06	Form 8870			12
	MIRIAM RACCAH					
<ul> <li>The books a</li> </ul>	are in the care of					
Telephone I	No. <b>&gt;</b>		Fax No. 🕨			
<ul> <li>If the organ</li> </ul>	ization does not have an office or place of business	s in the Un	ited States, check this box			▶ □
	a Group Return, enter the organization's four digit				-	•
box 🕨 🔲 .	If it is for part of the group, check this box	and atta	ch a list with the names and ElNs of	all memb	ers the exter	nsion is for.
1 I request	an automatic 6-month extension of time until	MA	7 15, 2019 , to file	the exen	npt organizati	ion return
for the o	rganization named above. The extension is for the	organizatio	on's return for:			
	calendar year or					
<b>▶</b> X t	ax year beginning <u>JUL 1, 2017</u>	, and	ending JUN 30, 2018			
2 If the tax	year entered in line 1 is for less than 12 months, c	heck reaso	on: Initial return III	inal retur	'n	
	ange in accounting period					
3a If this ap	plication is for Forms 990-BL, 990-PF, 990-T, 4720,	or 6069,	enter the tentative tax, less any			
nonrefur	dable credits. See instructions.			3a	\$	5,000.
<b>b</b> If this ap	plication is for Forms 990-PF, 990-T, 4720, or 6069	, enter any	refundable credits and			
estimate	d tax payments made. Include any prior year overp	ayment all	owed as a credit.	3b	\$	0.
c Balance	due. Subtract line 3b from line 3a. Include your pa	vment with	this form if required			
	duc. Cabilact into ob from into car frontaco your pa	y 1110111 WILL	i triis ioriti, ii required,			5,000.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form 8868 (Rev. 1-2017)



## **Entry 5d Financial Services Contact Information**

Last updated: 07/20/2018

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as <u>one combined</u> file.

## **BRONX CS FOR THE ARTS (REGENTS)Section Heading**

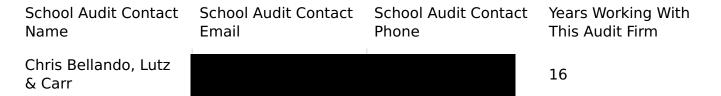
## 1. School Based Fiscal Contact Information

School Based Fiscal Contact
Name

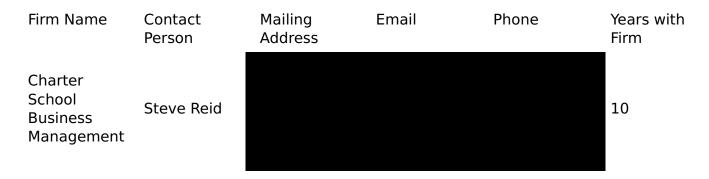
School Based Fiscal Contact
Email

School Based Fiscal Contact
Phone

## 2. Audit Firm Contact Information



# 3. If applicable, please provide contact information for the school's outsourced financial services firm.



## **New York State Education Department**

Request for Proposals to Establish Charter Schools Authorized by the - Board of Regents -

## 2018-19 Budget & Cash Flow Template

## General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

### **Bronx Chaarter School of the Arts -**

#### PROJECTED BUDGET FOR 2018-2019 -July 1, 2018 to June 30, 2019 -Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10. REGULAR SPECIAL **MANAGEMENT &** OTHER **FUNDRAISING** TOTAL **EDUCATION EDUCATION GENERAL** 6,668,115 **Total Revenue** 5,588,784 1,076,301 3,030 6,682,423 **Total Expenses** 4,394,894 1,260,285 985,424 41,820 1,193,890 (183,984) (982,394) (14,308) Net Income (41.820)**Actual Student Enrollment** 259 51 **Total Paid Student Enrollment** PROGRAM SERVICES SUPPORT SERVICES **REGULAR** SPECIAL **MANAGEMENT & EDUCATION EDUCATION** OTHER **FUNDRAISING** GENERAL TOTAL REVENUE **REVENUES FROM STATE SOURCES** Per Pupil Revenue CY Per Pupil Rate **District of Location** 4,745,170 4,745,170 School District 2 (Enter Name) School District 3 (Enter Name) School District 4 (Enter Name) School District 5 (Enter Name) 4,745,170 4,745,170 Special Education Revenue 841,614 841,614 Grants Stimulus Other Other State Revenue TOTAL REVENUE FROM STATE SOURCES 4,745,170 841,614 5,586,784 REVENUE FROM FEDERAL FUNDING 39,385 39,385 **IDEA Special Needs** Title I 166,495 38,807 205,302 41,764 9,734 51,498 Title Funding - Other School Food Service (Free Lunch) Charter School Program (CSP) Planning & Implementation Other Other Federal Revenue TOTAL REVENUE FROM FEDERAL SOURCES 208,259 87,926 296,185 LOCAL and OTHER REVENUE 392,391 91,459 483,850 Contributions and Donations, Fundraising Erate Reimbursement 11,526 2,686 14,212 1,700 1,700 Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.) Food Service (Income from meals) 205,752 47,957 253,709 Text Book 19.982 4.657 24.639 1,330 Other Local Revenue 5,706 7,036 TOTAL REVENUE FROM LOCAL and OTHER SOURCES 635,356 146,760 3.030 785,146 TOTAL REVENUE 6,668,115 5,588,784 1,076,301 3,030 **EXPENSES** ADMINISTRATIVE STAFF PERSONNEL COSTS No. of Positions 1.00 86,722 21,681 15,486 30,972 154,861 **Executive Management** 1.00 86,800 13,950 32,550 155,000 Instructional Management 21,700 4.00 139,081 203,272 3,566 10,699 356,618 Deans, Directors & Coordinators

### **Bronx Chaarter School of the Arts**

#### **PROJECTED BUDGET FOR 2018-2019** July 1, 2018 to June 30, 2019 Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10. REGULAR SPECIAL **MANAGEMENT &** OTHER **FUNDRAISING** TOTAL **EDUCATION EDUCATION GENERAL** 6,668,115 **Total Revenue** 5,588,784 1,076,301 3,030 6,682,423 4,394,894 1,260,285 985,424 **Total Expenses** 41,820 1,193,890 (183,984) (982,394) (14,308) Net Income (41.820)**Actual Student Enrollment** 259 51 **Total Paid Student Enrollment** PROGRAM SERVICES SUPPORT SERVICES REGULAR SPECIAL **MANAGEMENT & EDUCATION EDUCATION** OTHER FUNDRAISING **GENERAL** TOTAL CFO / Director of Finance 1.00 6,960 1,740 8,700 69.603 87.004 1.00 52,800 13,200 44,000 110,000 Operation / Business Manager 15.00 64,820 16,205 324,100 405,124 Administrative Staff TOTAL ADMINISTRATIVE STAFF 23 437,183 277,798 41,703 511,923 1,268,607 INSTRUCTIONAL PERSONNEL COSTS 1,325,268 331,317 1,656,585 Teachers - Regular 146,404 146,404 Teachers - SPED Substitute Teachers Teaching Assistants 141,532 35,383 176,915 198.901 49.725 248.626 Specialty Teachers Aides 33.197 132,787 165,984 Therapists & Counselors 159,600 39,900 199,500 Other TOTAL INSTRUCTIONAL 1,858,497 735,516 2,594,014 NON-INSTRUCTIONAL PERSONNEL COSTS Nurse Librarian 38,384 9,596 47,980 95,960 Custodian Security 15,994 3,998 19,992 Other 54,378 13.594 47,980 115.952 TOTAL NON-INSTRUCTIONAL SUBTOTAL PERSONNEL SERVICE COSTS 23 2.350.058 1.026.908 41.703 559.903 3,978,572 **PAYROLL TAXES AND BENEFITS** 60.010 344,361 255.153 29.156 41 Payroll Taxes 541,726 Fringe / Employee Benefits 401,391 45,867 65 94,403 66,328 7,579 11 15,600 89,518 Retirement / Pension **TOTAL PAYROLL TAXES AND BENEFITS** 722,872 82,603 117 170,013 975,605 TOTAL PERSONNEL SERVICE COSTS 3,072,931 1,109,511 41,820 729,916 4,954,177 CONTRACTED SERVICES Accounting / Audit Management Company Fee Nurse Services Food Service / School Lunch Payroll Services Special Ed Services Titlement Services (i.e. Title I) Other Purchased / Professional / Consulting 351.212 39.935 72.936 464.083 39.935 464.083 TOTAL CONTRACTED SERVICES 351,212 72,936

SCHOOL OPERATIONS

## **Bronx Chaarter School of the Arts**

## PROJECTED BUDGET FOR 2018-2019

## July 1, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

Total Revenue Total Expenses Net Income Actual Student Enrollment

**Total Paid Student Enrollment** 

REGULAR SPECIAL MANAGEMENT & OTHER FUNDRAISING TOTAL **EDUCATION EDUCATION** GENERAL 6,668,115 5,588,784 1,076,301 3,030 1,260,285 6,682,423 4,394,894 41,820 985,424 (14,308) 1,193,890 (183,984) (41,820) (982,394) 51 259

					_		
	Р	PROGRAM SERVICES SUPPORT SERVICES					
	REGULAR	REGULAR SPECIAL		MANAGEMENT &			
	EDUCATION	EDUCATION	OTHER	FUNDRAISING	GENERAL	TOTAL	
Board Expenses	-	-	-	-	-		
Classroom / Teaching Supplies & Materials	-	-		-	-		
Special Ed Supplies & Materials	- 1	-		-	-		
Textbooks / Workbooks	26,434	5,205	-	-	-	31,	
Supplies & Materials other	- 1	-	-	-	-		
Equipment / Furniture	4,819	491		-	961	6	
Telephone	-	-		-	-		
Technology	8,089	824		-	1,613	10	
Student Testing & Assessment	17,879	3,521	-	-	-	21	
Field Trips	-	-	-	-	-		
Transportation (student)	-	-	-	-	-		
Student Services - other	59,399	11,696	-	-	-	71	
Office Expense	80,223	10,241	-	-	25,661	116	
Staff Development	36,117	3,680	-	-	7,203	47	
Staff Recruitment	25,359	2,584	-	-	5,057	33	
Student Recruitment / Marketing	7,684	783	-	-	1,532	10	
School Meals / Lunch	-	-	-	-	-		
Travel (Staff)	11,016	1,123	-	-	2,197	14	
Fundraising	-	-	-	-	-		
Other	-	-	-	-	-		
TOTAL SCHOOL OPERATIONS	277,019	40,148			44,224	361	
FACILITY OPERATION & MAINTENANCE							
Insurance	34,584	3,524	-	-	6,897	45	
Janitorial	-	-	-	-	-		
Building and Land Rent / Lease	541,443	55,172	-	-	107,978	704	
Repairs & Maintenance	51,200	5,217	-	-	10,211	66	
Equipment / Furniture	-	-	-	-	-		
Security	-	-	-	-	-		
Utilities	54,978	5,602	-	-	10,964	71	
OTAL FACILITY OPERATION & MAINTENANCE	682,205	69,516			136,050	887	
DEPRECIATION & AMORTIZATION	11,527	1,175	-	-	2,299	15	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-		
TOTAL EXPENSES	4,394,894	1,260,285		41,820	985,424	6,682	
NET INCOME	1,193,890	(183,984)		(41,820)	(982,394)	(14	

### ENROLLMENT - \*School Districts Are Linked To Above Entries\*

District of Location School District 2 (Enter Name) School District 3 (Enter Name) School District 4 (Enter Name) School District 5 (Enter Name)

REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
259	51	310
		-
		٠

### **Bronx Chaarter School of the Arts**

BIOIIX	Snaarter School	I OI LIIE AILS				
PROJEC*	TED BUDGET F	OR 2018-2019				
July	1, 2018 to June	30, 2019				
Please Note: The student enrollment data is entered	below in the Enrollmen	nt Section beginning in	row 155. This will	populate the data in	n row 10.	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	5,588,784	1,076,301	- 1	-	3,030	6,668,115
Total Expenses	4,394,894	1,260,285	-	41,820	985,424	6,682,423
Net Income	1,193,890	(183,984)	-	(41,820)	(982,394)	(14,308)
Actual Student Enrollment	259	51				-
Total Paid Student Enrollment	-	-				-
	P	ROGRAM SERVICES		SUPPORT	SERVICES	
	REGULAR	SPECIAL			MANAGEMENT &	
	EDUCATION	EDUCATION	OTHER	FUNDRAISING	GENERAL	TOTAL
TOTAL ENROLLMENT	259	51	310			
REVENUE PER PUPIL	21,578	21,104	-			
EXPENSES PER PUPIL	16,969	24,711	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
, , , , , , , , , , , , , , , , , , ,
List exact titles and staff FTE"s ( Full time eqiuilivalent)

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
-

<u>Assumptions</u>
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Trustee Name:

	Char	les A. Who	tes Jr.				
the	Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):  Brony Charter School for the Arts						
1.	List all position parent representation	entative).	chair	, president, treasurer,			
2.	Is the trusteeYes	an employee of any sc No	hool operated by the Ed	ducation Corporation?			
		ch school, please provide s, your salary and your st		tion(s) you hold, your			
3.		an employee or agent charter school(s) governo _No					
		ch school, please provide s, your salary and your st		tion(s) you hold, your			
4.	any of your im have held or Corporation do prior to such s None. Please	interest/transaction (and mediate family members engaged in with the curing the time you have service. If there has been note that if you answere your employment status	or any persons who live wharter school(s) governerved on the board, and in no such financial interested <b>Yes</b> to Questions 2-4	with you in your house ed by the Education in the six-month period st or transaction, write			
1	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in	Name of person holding interest or engaging in transaction and			

discussion)

N/A Please write "None" if applicable. Do not leave this space blank.

relationship to yourself

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation <a href="mailto:and">and</a> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
N Mease wri	te "None" i	f applicable.	Do not leave this space	blank.

0	7/18	/18
Signature	Date	t

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

<b>Business Telephon</b>			
Business Address:			
E-mail Address:			
Home Telephone: _			
Home Address:			

Trustee Name: Nonu Thor	Trustee Name: Noni Thomas Lope2						
the Charter Scho	School Education Corp pol Name): av Hev School {		ed school, this is				
1. List all position	ons held on the education entative). Vice Chai	corporation board (e.g.,	, president, treasurer,				
2. Is the trustee	an employee of any sci	hool operated by the Ed	lucation Corporation?				
	ch school, please provide s, your salary and your st		ion(s) you hold, your				
	e an employee or agent charter school(s) govern	•					
If <b>Yes</b> , for each	_No ch school, please provide s, your salary and your st		iion(s) you hold, your				
any of your i house have h Corporation of period prior transaction, v	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.						
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself				
r / 2014/ease w	Professional Bevelopmentari Faculty	Ord nat participate	Rodney Lopez, this space blank.				

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation <u>and</u> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please wri	ite "None" i	f applicable.	Do not leave this space	blank.

Maris . Hópay Signature

04/23/18 Date

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

Business Tele			
Business Add			
E-mail Address			
Home Telepho			
Home Address			

Trustee Name:
GRAHAM A. POWIS
Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
BRONX CHARTER SCHOOL FOR THE ARTS
List all positions held on the education corporation board (e.g., president, treasurer, parent representative).  VICE CHAIS
2. Is the trustee an employee of any school operated by the Education Corporation? YesNo
If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation? YesNo
If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.
Data(s) Nature of Financial Stone taken to avoid Name of parent

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself	
Please W	rite "None" if appli	icable. Do not leave	this space blank.	

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Pleasent	ite "None" i	f applicable.	Do not leave this space	blank.

Grah	melh	~	7/25/18	
Signature		7	Date	

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

Business Teleph	
Business Addre	
E-mail Address:	
Home Telephone	
Home Address:	

Tr	ustee Name:	11 2					
_	ARIENE BASCOM						
Na	me of Charter	r School Education Corp	poration (for an unmore	and anhant this is			
the	e Charter Scho	ool Name):		*			
	Bro	nx Charter	School fort	he Aets			
1.		ons held on the education					
2.	Is the trusteeYes	arr employee of any sc No	hool operated by the Ed	lucation Corporation?			
	If <b>Yes</b> , for eac responsibilitie	ch school, please provide s, your salary and your st	a description of the positer art date.	ion(s) you hold, your			
3.	partner of the	an employee or agent charter school(s) governe	of the management cored by the Education Core	mpany or institutional poration?			
	Yes <i>V</i>	_No					
	If <b>Yes</b> , for each responsibilities	ch school, please provide s, your salary and your st	a description of the posit art date.	ion(s) you hold, your			
	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.						
	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest,	Name of person holding interest or			

	Interest/Transaction	a conflict of interest, (e.g., did not vote, did not participate in discussion)	holding interest or engaging in transaction and relationship to yourself
Ple So W	hide "Non <del>e" if appli</del>	cable. Do not leave	this space blank.

4		-	
N	ONL	2	

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please wri	te "None" i,	f applicable.	Do not leave this space	blank.

Signature	Date
Please note that this document is considered a public record and as sumembers of the public upon request under the Freedom of Information	
provided below will be in the first to be a second	
Business Telepho	
Business Address	
E-mail Address: _	
Home Telephone:	
Home Address: _	

Tr	ustee Name:	Biancamano		
	e Charter Sch	r School Education Corp ool Name): DIX Charter Sch		
1.	List all position parent repres	ons held on the education entative).		, president, treasurer,
2.	Is the trustee	an employee of any sc No	hool operated by the Ed	lucation Corporation?
	·	ch school, please provide es, your salary and your s		tion(s) you hold, your
3.		e an employee or agent charter school(s) govern _No		
		ch school, please provide es, your salary and your st		tion(s) you hold, your
4.	any of your imhave held or Corporation deprior to such a None. Please	interest/transaction (and mediate family members rengaged in with the coluring the time you have service. If there has been a note that if you answere nour employment status	or any persons who live tharter school(s) governerved on the board, and in no such financial interested <b>Yes</b> to Questions 2-4	with you in your house ed by the Education on the six-month period st or transaction, write
	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "NONE applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please wri	ite "NONE	applicable.	Do not leave this space	blank.

Signature Date

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

Business Telepho			
<b>Business Address</b>			
E-mail Address:			
Home Telephone:			
Home Address: _			

Tru	Trustee Name:  5 USAN F. GEISENHEIMER					
	Charter School Na	me):	poration (for an unmerg	¥		
_	Bronx C	harter 5.	hool for ne	Arts		
1.	List all positions he parent representative Secretary	e).	n corporation board (e.g.,	president, treasurer,		
2.		•	hool operated by the Ed	ucation Corporation?		
	If Yes, for each scheresponsibilities, you		a description of the posit tart date.	ion(s) you hold, your		
3.			of the management cor ed by the Education Corp			
	If Yes, for each scheresponsibilities, you		a description of the posit tart date.	ion(s) you hold, your		
4.	any of your immed house have held or Corporation during period prior to su transaction, write N	iate family member engaged in with the the time you have the service. If the lone. Please note	provide the requested inters or any persons who e charter school(s) gover served on the board, are has been no such that if you answered Yur employment status, sa	live with you in your ned by the Education and in the six-month financial interest or es to Questions 2-4		
[	ACTION AND AND A STREET	ure of Financial rest/Transaction	Steps taken to avoid a conflict of interest,	Name of person holding interest or		
			(e.g., did not vote, did not participate in discussion)	engaging in transaction and relationship to yourself		
	Please write	"None" if appli	cable. Do not leave	this space blank.		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please wri	te "None" i,	f applicable.	Do not leave this space	blank.
Signature	F. C	<u>`</u>	- 5/23/1 Date	8

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

Business Telepl
Business Addre
E-mail Address:

Cell
Home Telephon
Home Address:

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		NON	E	

Dushov	Bell.	7/26/18	
Signature		Date	
	quest under the Freedoi	record and as such, may be made available to om of Information Law. Personal contact information	
Business Telephone:	-		
Business Address:	======	-	
E-mail Address:		-	
Home Telephone:			
Home Address:			

Trustee Name: Aisha Bell			

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

### **Bronx Charter School for the Arts**

**1.** List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Parent Representative

2. Is the trustee an employee of any school operated by the Education Corporation?
\_Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

**3.** Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		NONE	

**Trustee Name: Denise Brecher** 

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

## **Bronx Charter School For The Arts**

1.	List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee
2.	Is the trustee an employee of any school operated by the Education Corporation? Yes X No
lf <b>`</b>	<b>'es</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.
3.	Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
	YesNo

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

Denise Brecher	07/25/18		
Signature	Date		
	d a public record and as such, may be made available to be Freedom of Information Law. Personal contact information		
Business Telephone:			
Business Address:			
E-mail Addres			
Home Teleph			
Home Addres			

### Trustee Name:

R. Trent Hickman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Bronx Charter School For the Arts

**1.** List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Trustee

Is the trustee an employee of any school operated by the Education Corporation?
 Yes XNo

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

**3.** Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

\_\_\_Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date	e(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
No	Rease w	rite "None" if appli	cable. Do not leave	this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation <a href="mailto:and">and</a> in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Neose wri	te "None" i	<sup>f</sup> applicable.	Do not leave this space	blank

Signature Date

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

Business Telephone	E .	
Business Address:		
E-mail Address:		
Home Telephone: _		
Home Address:		

# Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Tr	Trustee Name:				
_	Patricia Kennedy Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): Bronx Charter School for the Arts				
th					
1.	List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board member				
2.	Is the trustee an employee of any school operated by the Education Corporation?YesxNo				
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.				
3.	Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?				
	Yesx_No				
	If <b>Yes</b> , for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.				
4.	Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write <b>None</b> . Please note that if you answered <b>Yes</b> to Questions 2-4 above, you need not disclose again your employment status, salary, etc. N/A				

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please w	rite "None" if appli	cable. Do not leave	this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please wri	te "None" i	f applicable.	Do not leave this space	blank.

	Patricia Kennedy	6/31/18	
Signature	•	Date	

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

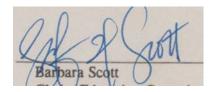
Business Teleph		
Business Addres		
E-mail Address:		
Home Telephone		
Home Address:		

# Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Tru	ustee Name:			
Ва	rbara H Scott_			
	me of Charter Charter Scho	School Education Corpool Name):	ooration (for an unmerg	ed school, this is
Bro	onx Charter Sc	chool for the Arts		
1.	•	ns held on the education entative). Board member		, president, treasurer,
2.	Is the trusteeYesX	an employee of any scl ( <b>No</b>	hool operated by the Ed	lucation Corporation?
		h school, please provide s, your salary and your st		ion(s) you hold, your
3.		an employee or agent charter school(s) governe	<u> </u>	
	YesX	No		
		h school, please provide s, your salary and your st	•	ion(s) you hold, your
4.	any of your im have held or Corporation do prior to such s <b>None</b> . Please	interest/transaction (and mediate family members engaged in with the curing the time you have service. If there has been note that if you answere your employment status	or any persons who live wharter school(s) governerved on the board, and in no such financial interested <b>Yes</b> to Questions 2-4	with you in your house ed by the Education on the six-month period st or transaction, write
]	Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NE				

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				



July 30, 2018

Signature

Date

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

Business Tele			
Business Add			
E-mail Addres		_	 
Home Telepho Home Addres			

# Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Tr	Trustee Name: Katherine Trager					
		r School Education Cor ool Name): The Bronx C				
1.	List all position parent repres	ons held on the education entative).	n corporation board (e.g.	., president, treasurer,		
2.	Is the trusteeYes _x_	an employee of any so <b>No</b>	chool operated by the Ed	ducation Corporation?		
	If Yes, for eac responsibilitie	ch school, please provide s, your salary and your s	a description of the posi tart date.	tion(s) you hold, your		
3.	Is the trustee partner of theYes _x_	an employee or agent charter school(s) govern No	of the management co ed by the Education Cor	mpany or institutional coration?		
	If <b>Yes</b> , for eac responsibilitie	ch school, please provide s, your salary and your s	a description of the positart date.	tion(s) you hold, your		
4.	4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.					
C	Date(s)	Nature of Financial	Steps taken to avoid	Name of person		

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		None	

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NonePlea	se write "N	one" if applic blank.	cable. Do not leave this	space

Ratherine Tager JV1/ 23, 2018
Signature Date

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

Business Tele			
Business Addı			
E-mail Address			
Home Telepho			
Home Address	i		

## Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:	050	r1 0							
Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):									
Bronx Charter	-School f	or the Arts							
List all positions held parent representative)		corporation board (e.g.,	, president, treasurer,						
2. Is the trustee an emp	ployee of any scl	nool operated by the Ed	lucation Corporation?						
If <b>Yes</b> , for each schoo responsibilities, your s		a description of the posit art date.	ion(s) you hold, your						
	3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation? Yes								
If <b>Yes</b> , for each schoo responsibilities, your s		a description of the posit art date.	ion(s) you hold, your						
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.									
• • • • • • • • • • • • • • • • • • • •	e of Financial st/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself						
Please wrifte "	lømen" isoappli	cable. Do not leave	this space blank.						

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please wri	te "None" /	f applicable.	Do not leave this space	blank.

Signature

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

Business Te

Business Ac

E-mail Addre

Home Telep

Home Addre



## **Entry 8 BOT Table**

Created: 07/20/2018 • Last updated: 07/25/2018

## 1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committ ee Affiliation s	Voting Member Per By- Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/Y YYY)	End Date of Current Term (MM/DD/Y YYY)	Board Meetings Attended During 2017-18
1	Charles Whites	Chair	Program	Yes	3	06/01/20 17	06/01/20 19	10
2	Noni Thomas Lopez	Vice Chair	Program	Yes	2	08/01/20 17	08/01/20 19	10
3	Graham Powis	Vice Chair	Nominati ng; Finance	Yes	3	10/01/20 17	10/01/20 19	9
4	Arlene Bascom	Treasurer	Develop ment	Yes	2	08/01/20 17	08/01/20 19	10
5	Lori Biancam ano	Treasurer	Finance; Develop ment	Yes	4	10/01/20 16	10/01/20 18	10
6	Susan Geisenhe imer	Secretary	Nominati ng; Develop ment	Yes	5	07/01/20 18	07/01/20 20	12

7	Aisha Bell	Parent	Program	Yes	3	06/01/20	06/01/20	7
1		Rep	riogram	163	3	17	19	,
8	Denise Brecher	Trustee/M ember	Develop ment; Program	Yes	3	10/01/20 16	10/01/20 18	12
9	Trent Hickman	Trustee/M ember	Finance; Program; Nominati ng	Yes	4	12/01/20 16	12/01/20 18	8

Yes

1a. Are there more that 9 members of the Board of Trustees?

## **1b. Current Board Member Information**

	Trustee Name and Email Address	Position on the Board	Committ ee Affiliation s	Voting Member Per By- Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/Y YYY)	End Date of Current Term (MM/DD/Y YYY)	Board Meetings Attended During 2017-18
10	Patricia Kennedy	Trustee/M ember	Develop ment	Yes	1	05/01/20 18	05/01/20 20	5 or less
11	Eric Osorio	Trustee/M ember	Program	Yes	5	10/01/20 16	10/01/20 18	5 or less
12	Barbara Scott	Trustee/M ember	Program; Develop ment	Yes	1	07/01/20 17	07/01/20 19	8
13	Katherine Trager	Trustee/M ember	Program; Develop ment	Yes	1	05/01/20 17	05/01/20 19	9
14				Yes				
15				Yes				

1c. Are there more that 15 No members of the Board of Trustees?

- 2. Total number of members on 13 June 30, 2018
- 3. Total number of membersjoining the Board during the2017-18 school year

4. Total number of members 1 departing the Board during the 2017-18 school year 5. Number of voting members in 13 2017-18, as set by the by-laws, resolution or minutes **6. Number of Board meetings** 12 conducted during the 2017-18 **School Year** 7. Number of Board meetings 12 scheduled for the coming 2018-19 school year

Thank you.



## **Entry 9 - Board Meeting Minutes**

Last updated: 07/20/2018

## Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should <u>match</u> the number of meetings held during the 2017-18 school year.

## **BRONX CS FOR THE ARTS (REGENTS)**

Are <u>all</u> monthly BOT meeting No minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

the charter school's website.

## B. Upload <u>all</u> monthly Board meeting minutes, which should match the number of meetings held during the 2017-18 school year.

Combine all monthly meeting minutes into one .PDF file.

https://nysed-cso-reports.fluidreview.com/resp/17743649/wNFCVDEEJA/



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday July 11, 2017

Location: Green Oak 285 Madison Avenue New York, NY 10017

Meeting called to order at 6:35pm Meeting adjourned at 8:30 pm

Called Meeting to Order

## **Roll Call:**

Members Present: Charles Whites, Trent Hickman, Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Noni Thomas Lopez, Graham Powis, Denise Brecher, Kathy Trager via Zoom, Eric Osorio via Zoom, and Barbara Scott

Members Not Present: Aisha Bell

Management Present: Miriam Raccah and Tiffney Jones

## I. General Business

The minutes of the June 2017 Board meeting were unanimously voted and approved.

## **II. Nomination/Evaluation Committee Report**

Miriam Raccah reported that Barbara Scott's appointment to the Board of Trustees was approved by the New York State Education Department on July 24<sup>th</sup>, 2017.

Ariel Gold resigned from the Board. It was too difficult to continue serving since she is in a full-time MBA program which impacted negatively on time to serve the school as well as financially support the school at the level she wished to. Ariel hopes she can return to the Board after she graduates. The Board wishes her the best and thanks her for her service.

There was a discussion of whether to consider future Board members who might not physically be able to attend 12 monthly meetings although they could participate via video. The trade off would be that according to Cynthia Remec they would donate at least \$25,000 annually.

## **III. Development Committee Report**

Miriam Raccah discussed several grants which the school has applied for. Bronx Arts is moving forward with interviews with the Walton Foundation for Middle School expansion. Plus the Toulmin Foundation gave \$10,000 to help put the school over the \$50,000 matching grant.

## **IV. Program Committee Report**

Miriam Raccah gave a Middle School expansions update. She discussed alternate sites for the middle school. She met with an organization called Vicus Partners. A site previously dismissed by Civic Builders was deemed usable by this group.

Miriam gave an update on principal candidates for the middle school. One candidate remains. Miriam has done final references on him. Before becoming a school leader, he taught theatre for a number of years. He is bilingual in Spanish and English.

## V. Finance Committee Report

Tiffney Jones presented the finance committee report. There were no major issues.

The Board held an executive session.

The meeting adjourned at 8:30pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday August 8, 2017

Location: Green Oak 285 Madison Avenue New York, NY 10017

Meeting called to order at 6:40pm Meeting adjourned at 7:45pm

Called Meeting to Order

## **Roll Call:**

Members Present: Charles Whites, Trent Hickman, Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Graham Powis, and Denise Brecher,

Members Not Present: Aisha Bell, Noni Thomas Lopez, Kathy Trager, Eric Osorio, and Barbara Scott

Management Present: Miriam Raccah and Tiffney Jones via Zoom

## **I. General Business**

The minutes of the July 2017 Board meeting were unanimously voted and approved.

The Board unanimously voted and approved a resolution to amend the Employee Handbook.

## **II. Nomination/Evaluation Committee Report**

Miriam Raccah reported that Barbara Scott's appointment to the Board of Trustees was approved by the New York State Education Department on July 27, 2017.

Trent Hickman and Miriam Raccah have each interviewed a potential Board candidate. Charles will meet this candidate on August 17. Charles also interviewed a second potential Board candidate whom Miriam has worked with previously. Graham Powis will talk with the same candidate later in the month.

## **III. Development Committee Report**

Miriam Raccah presented a 2017-2018 fundraising plan. The school has hired Salesforce.com to create a development database. Charles Whites had a meeting with Bill Villafranco of the Toulmin Foundation. Charles would like to present Bill with some ideas which Toulmin might fund.

Miriam met with the Walton Foundation in early August as part of the Middle School expansion plan.

## **IV. Program Committee Report**

Miriam Raccah gave a Middle School expansion update. She gave a report on The Charter School Growth Fund and what they require Bronx Arts to do going forward.

The Board gave the go ahead to Miriam to make an offer to Richard Gonzalez to be Middle School principal.

## **V. Finance Committee Report**

Tiffney Jones presented the finance committee report. There were no major issues.

The meeting adjourned at 7:45pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, September 12, 2017

Location: Denise Brecher's Home 515 E 85<sup>th</sup> Street New York, NY 10028

Meeting called to order at 6:40pm Meeting adjourned at 7:45pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Charles Whites, Trent Hickman, Arlene Bascom, Denise Brecher, Katherine Trager, and Aisha Bell. Susan Geisenheimer and Lori Biancamano via ZOOM

Members Not Present: Noni Thomas Lopez, Eric Osorio, Graham Powis, and Barbara Scott

Management Present: Miriam Raccah, Brenda Daniels, Richard Gonzalez, Rossanna Valdez

## **I. General Business**

The minutes of the August 2017 Board meeting were unanimously voted and approved.

Miriam Raccah informed the Board of Trustees that New York State Regent Judith Johnson will be visiting the school, Friday, September 22, 2017 at 9:00AM and extended an invitation to all who are interested to join.

## II. Development Committee Report

Miriam Raccah gave a report about her meeting with the Development committee. The committee discussed and agreed to post the Director of Development job description. Miriam reported that the Walton grant suggested that the school apply again next year when the middle school plan is more developed. Alternative methods for fundraising suggested: reach out to corporate donors, fundraisers, school ambassadors, and cocktail parties. Charles Whites announced that Barbara will chair the Development committee.

Miriam attended a press conference facilitated by Families for Excellent Schools, where the space needs of Bronx Arts middle school were made known.

## **III. Program Committee Report**

Brenda Daniels reported on the school's State Exam results comparing the ELA, Math and Science NYS Exams from 2014 to 2017. She also spoke about what the school is going to do moving forward to help students in the areas of ELA and Math. Richard Gonzalez gave the middle school principal report. Richard has immersed himself in the Bronx Arts community in hopes to learn about the school and develop systems that will work in the middle school.

## **IV. Executive Session**

The meeting went into Executive session.

The meeting adjourned at 7:45pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday October 10, 2017

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 6:40pm Meeting adjourned at 8:15pm

Called Meeting to Order

## **Roll Call:**

Members Present: Charles Whites, Aisha Bell, Noni Thomas Lopez, Kathy Trager, Susan Geisenheimer, Lori Biancamano via Zoom, Arlene Bascom, Graham Powis, Denise Brecher via Zoom, and Barbara Scott

Members Not Present: Trent Hickman and Eric Osorio

Management Present: Miriam Raccah, Brenda Daniels, Richard Gonzalez, Tyrell Roddey and Tiffney Jones

#### I. General Business

The minutes of the September 2017 Board meeting were unanimously voted and approved.

## II. Nomination/Evaluation Committee Report

Miriam Raccah reported that a potential Board member will visit the school the week after the Board meeting. Noni will speak with a second candidate.

#### **III. Program Committee Report**

Tyrell Roddey presented the dashboard report. Brenda Daniels gave a report on Grade 3 NYS math exam.

Richard Gonzalez gave a Middle School expansion update. Richard, Miriam and Joy Jackson visited several schools in Rochester in the Uncommon Schools network and

Renaissance Academy, a stand alone charter school. All of the schools have an arts component.

Miriam discussed changes in the school organization chart from 2015-2017. She laid out the roles and responsibilities of the Executive Director as distinct from the Principal. She also gave an update on facilities for the middle school.

## **IV. Development Committee Report**

Miriam reported that a connection of Arlene's, the Gittes-Severini family will host an event in January or February. Barbara Scott will also host an event at her home in April or May. The plan is also to do a luncheon for the Arts Board and their friends called "Lunch and Learn." Two potential candidates for director of development were interviewed at the school.

## V. Finance Committee Report

Tiffney Jones presented the finance committee report. There were no major issues.

#### VI. Executive Session

The meeting went into Executive Session.

The meeting adjourned at 8:15pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, November 14, 2017

Location: Green Oak Real Estate

285 Madison Avenue, Suite 1800

New York, NY 10027

Meeting called to order at 6:35pm Meeting adjourned at 8:15pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Kathy Trager, Lori Biancamano, Arlene Bascom, Graham Powis, and Barbara Scott. Denise Brecher, Noni Thomas Lopez and Susan Geisenheimer via ZOOM

Members Not Present: Charles Whites, Aisha Bell, Trent Hickman and Eric Osorio Management Present: Miriam Raccah, Brenda Daniels, Richard Gonzalez, Rossanna Valdez

#### I. General Business

The minutes of the October 2017 Board meeting were unanimously voted on and approved.

## II. Nomination/Evaluation Committee Report

Two potential Board candidates are in discussions with the school. One candidate may sit in on the December Board meeting.

#### III. Development Committee Report

Barbara Scott reported that the Bronx Arts grant proposal will be discussed at the Keith Haring November board meeting. A handful of other grants were also discussed.

A fundraiser is targeted for March 1, 2018 between 6p.m. and 8p.m. The event will be hosted by the Gittes-Severini family. The school's first "Lunch and Learn" will be on November 17, 2017.

A Bronx Arts Chelsea art crawl is under consideration.

Rossanna discussed Bronx Arts' social media efforts and Giving Tuesday, while Barbara Scott updated the Board on the year-end appeal.

Miriam Raccah also updated the Board on two major donor situations.

The Director of Development search process continues.

Miriam Raccah notified the Board that the school seeks to open an account at Signature Bank and to close its account at First Republic.

## **IV. Program Committee Report**

Brenda Daniels reported on Bronx Arts' ELA results and compared these results to neighboring schools. Patricia Rooney discussed integration at Bronx Arts. Richard Gonzalez gave a Middle School expansion update. He focused on instruction, climate and culture, public relations and uniforms.

Miriam Raccah updated the Board on location alternatives.

## **V. Finance Committee Report**

Lori Biancamano presented the finance committee report. There were no major issues.

## **VI. Executive Session**

The meeting did not go into Executive Session.

The meeting adjourned at 8:15pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday December 12, 2017

Location: Green Oak 285 Madison Ave., Suite 1800 New York, NY 10027

Meeting called to order at 6:35pm Meeting adjourned at 8:15pm

Called Meeting to Order

#### Roll Call:

Members Present: Charles Whites, Noni Thomas Lopez via Zoom, Kathy Trager, Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Graham Powis, Denise Brecher, Trent Hickman, Eric Osorio via Zoom, and Barbara Scott

Members Not Present: Aisha Bell

Management/Staff Present: Miriam Raccah, Joy Jackson, Richard Gonzalez, and Rossanna Valdez

#### I. General Business

The minutes of the November 2017 Board meeting were unanimously voted and approved.

#### II. Nomination/Evaluation Committee Report

Miriam Raccah and Charles Whites gave an update. They reported that a potential Board member whom several Board members had interviewed and liked asked that her candidacy be put on hold. One of the candidates for the middle school principal position might be a potential Board member.

## **III. Program Committee Report**

Richard Gonzalez gave a Middle School update. He discussed the importance of developing a clear mindset for the students. Miriam gave a facilities update. Joy Jackson gave an arts integration/program update. She reviewed her five arts team

members: visual arts, music, dance, theater, and an arts assistant. She reported that 90 students are enrolled in arts programs after school.

## **IV. Development Committee Report**

Barbara Scott gave the Development Committee report. She focused on the upcoming annual appeal. It looks like we may need to have an additional type of fund raiser in the spring to make up for what we think will be a shortfall in the annual appeal. Susan Geisenheimer suggested hosting a "non event".

## V. Finance Committee Report

Lori Biancamano presented the finance committee report of the October financials. There were no major issues.

#### VI. Executive Session

The meeting went into Executive Session.

The meeting adjourned at 8:15pm.



Bronx Charter School for the Arts Board of Trustees Meeting and Annual Retreat Saturday January 20, 2018

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 9:15am Meeting adjourned at 1:00 pm

Called Meeting to Order

## **Roll Call:**

Members Present: Aisha Bell, Charles Whites, Susan Geisenheimer, Denise Brecher, Arlene Bascom, Graham Powis, Eric Osorio, Kathy Trager, Barbara Scott, and Noni Thomas Lopez.

Members Not Present: Trent Hickman and Lori Biancamano

Management/Staff Present: Miriam Raccah, Richard Gonzalez, Tyrell Roddey, Patty Rooney, Joy Jackson, Jahnel Small, Rossanna Valdez and Huwon Kim.

Outside consultant: Didier Sylvain

New head of development (to start in February): Jill Reinhardt

#### **General Business**

Miriam Raccah introduced Jill Reinhardt, the new Director of Development who will start in February. Miriam presented a list of potential donors most of which are for the Middle School including the Walton Foundation and the Fund for Charter Schools. Miriam then gave an update on the annual fund. The school raised over \$39,000 from 36 individuals.

Miriam Raccah presented a Pitch Deck on "Who are We?"

The Board and staff spent an hour on diagnosing adaptive challenges facing some of the staff members at Bronx Arts with the help of Didier Sylvain, from the Good Wolf Group.

Richard Gonzalez gave an update on the Middle School.

## **Executive Session**

The meeting went into Executive Session.

The meeting adjourned at 1:00pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday February 13, 2018

Location: Green Oak 285 Madison Ave., Suite 1800 New York, NY 10027

Meeting called to order at 6:30pm Meeting adjourned at 8:10pm

Called Meeting to Order

## **Roll Call:**

Members Present: Charles Whites, Noni Thomas Lopez, Susan Geisenheimer, Lori Biancamano, Arlene Bascom, Graham Powis, Denise Brecher, Trent Hickman, Barbara Scott, and Patricia Kennedy (newly elected to the Board pending approval from SED)

Members Not Present: Kathy Trager, Aisha Bell and Eric Osorio

Management/Staff Present: Miriam Raccah, Tiffney Jones, Richard Gonzalez, and Rossanna Valdez

New Head of Development (to start end of February) Jill Reinhardt

## **I. General Business**

The minutes of the December 2017 Board meeting and January 2018 annual Board retreat were unanimously voted and approved.

## II. Nomination/Evaluation Committee Report

Patricia Kennedy's Board nomination was unanimously voted and approved pending approval of the NY State Department of Education.

Charles Whites reported that a potential Board member will attend the Friendraiser event on March 1st.

## **III. Development Committee Report**

Barbara Scott reported on the upcoming March 1<sup>st</sup> Friendraiser event. It was suggested that people be invited who have not previously donated to the school. Arts Board members will be invited to bring contacts.

Miriam reported that we have a meeting with the Walton Foundation on March 6. After initially turning us down, they asked us to come back when more things were solidified for the middle school. Bronx Arts was turned down by the Rubin Foundation.

Miriam updated the Board on the Arts Board which has become somewhat inactive. Once Jill Reinhardt has officially joined Bronx Arts, she will come up with ideas to resurrect the Arts Board.

## **IV. Program Committee Report**

Richard Gonzalez gave a Middle School update. To date there have been 170 applicants to the Middle School. Bus ads will go up in relevant neighborhoods on March 3<sup>rd</sup> and run until the lottery.

## V. Executive Director Report

Miriam gave an overview of the future of Bronx Arts including a "Theory of Action" and its intended impact.

## VI. Finance Committee Report

Lori Biancamano presented the finance committee report on the December financials. There were no major issues.

#### **VII. Executive Session**

The meeting went into Executive Session.

The meeting adjourned at 8:10pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, March 13, 2018

Location: New York Life 51 Madison Ave., 10<sup>th</sup> Floor New York, NY 10010

Meeting called to order at 6:35pm Meeting adjourned at 8:10pm

Called Meeting to Order

#### Roll Call:

Members Present: Charles Whites, Noni Thomas Lopez via Facetime, Susan Geisenheimer, Arlene Bascom, Kathy Trager, Denise Brecher, and Trent Hickman, Aisha Bell via ZOOM, Patricia Kennedy (pending approval from SED) via ZOOM

Members on the Phone Who Were Unable to Connect via Zoom: Members Not Present: Lori Biancamano, Graham Powis, Barbara Scott and Eric Osorio

Management/Staff Present: Miriam Raccah, Jill Reinhardt, Richard Gonzalez, Tiffney Jones (on the phone), and Rossanna Valdez

#### I. General Business

The minutes of the February 2018 Board meeting were unanimously voted and approved.

## II. Development Committee Report

Jill Reinhardt reported on the March 1<sup>st</sup> Friendraiser event. The School grossed approximately \$6200 (netting about \$5200) with the possibility of more donations to come. There were approximately 40 attendees.

Miriam, Charles, Tiffney and Richard met with the Walton Foundation on March 6 with an ask of \$325,000. After initially turning us down, Walton asked us to return

for the March 6 meeting when the situation was more concrete for the Middle School.

Jill discussed a USDOE grant which Bronx Arts will compete for. The grant gives preference to stand alone schools. It would be a 5-year, million dollar grant.

Jill briefed the Board on upcoming give/get conversations between individual Board members and Miriam and/or Jill.

Jill also said that the school was going to build a cultivation opportunity around the Lion King musical June 7 at Hostos Community College.

## III. Nomination/Evaluation Committee Report

Patricia Kennedy has completed the majority of her paperwork to be submitted to the New York State Education Department.

Charles Whites reported that Ahmed Sheikh a potential Board member attended the Friendraiser.

## **IV. Program Committee Report**

Richard Gonzalez gave a Middle School update. We are now an officially recognized middle school by the New York State Education Department.

#### V. Finance Committee Report

Arlene Bascom presented the finance committee report on the January financials. There were no major issues.

#### VII. Executive Session

The meeting went into Executive Session.

The meeting adjourned at 8:10pm.



Bronx Charter School for the Arts Board of Trustees Annual Meeting Tuesday, April 10, 2018

Location: ZOOM

Meeting called to order at 6:35pm Meeting adjourned at 7:50 pm

Called Meeting to Order

#### Roll Call:

Members Present: Charles Whites, Trent Hickman, Susan Geisenheimer, Lori Biancamano, Noni Thomas Lopez, Denise Brecher, Aisha Bell, Graham Powis, Kathy Trager and Patricia Kennedy (pending approval from SED)

Members Not Present: Arlene Bascom, Eric Osorio, and Barbara Scott

Management/Staff Present: Miriam Raccah, Tiffney Jones, Richard Gonzalez, Jill Reinhardt, and Rossanna Valdez

#### I. General Business

The minutes of the March 2018 Board meeting were unanimously voted and approved.

#### II. Nomination/Evaluation Committee Report

**RESOLUTION:** The Board unanimously voted and approved a resolution for an additional two year term for the following Board members: Aisha Bell, Graham Powis, Charles Whites, Noni Thomas Lopez and Arlene Bascom.

Graham Powis and Susan Geisenheimer will interview Ahmad Sheikh for a potential Board position. He was referred to Bronx Arts by Board Assist.

Patricia Kennedy has completed her Board paperwork which will be submitted to the New York State Education Department.

## III. Development Committee Report

Jill Reinhardt reported that the Walton Family Foundation is recommending a \$325,000 grant to Bronx Arts for the Middle School although the school doesn't yet have a formal grant letter. Previously Bronx Arts had received a \$150,000 grant

from the Charter School Growth Fund. Jill gave an update on the USDOE CSP grant to underwrite salaries of 2.5 staff positions consisting of an ELL teacher, a SETSS (Special Education Teacher Support Services) provider and a portion of a social worker through the Middle School expansion which will be submitted this Friday.

There is currently a \$100,000 budget-to-actuals shortfall in individual giving for the year, which had been filled last year by the art auction. Bronx Arts is preparing for a "non event" (direct mail/e-campaign to previous year's auction supporters); the proceeds of which would perhaps be matched by the Gittes Severini family to help make up this gap.

Next week Jill and Miriam will reach out to individual board members to discuss their give/get.

## **IV. Program Committee Report**

Richard Gonzalez gave a Middle School update. There are two offers out to a dance teacher and a music teacher. Richard will attend the Hunter College job fair. Richard met with the high school principal where Bronx Arts' Middle School will be located. They plan to meet regularly as well as have an AM catch up. As a DOE building, the current school gets first dibs on furniture, etc. The Principal has agreed to let Bronx Arts do an open house on their permit. The lottery will be on April 13. There will be 60 seats available in the Middle School.

Miriam gave a report on the Elementary School. Sixty third, fourth and fifth grade students participated in intercession during spring break. There are three candidates for the Director of Operations opening and two candidates for that of Principal.

## V. Finance Committee Report

Lori Biancamano presented the financial committee report for February. There were no major issues.

There was no Executive Session.

The meeting adjourned at 7:50pm.

## Bronx Charter School for the Arts

## Board of Trustees RESOLUTION

INTENTION: To vote and approve additional two-year terms for the following Board members: Aisha Bell, Graham Powis, Charles Whites, Noni Thomas Lopez and Arlene Bascom.

WHEREAS, the Board of Trustees recognizes the need to extend the terms of valuable Board members in order to maintain a fully functioning Board;

RESOLVED: The Bronx Charter School for the Arts, Board of Trustees approves additional two-year terms for each of the following Board members: Aisha Bell, Graham Powis, Charles Whites, Noni Thomas Lopez and Arlene Bascom.

Date:

Signature:

Charles Whites Jr., Esq., Board Chair



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, May 8, 2018

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 6:40pm Meeting adjourned at 8:05 pm

Called Meeting to Order

#### **Roll Call:**

Members Present: Susan Geisenheimer, Lori Biancamano, , Noni Thomas Lopez via Zoom, Denise Brecher, Aisha Bell , Graham Powis, Barbara Scott and Patty Kennedy

Members Not Present:, Charles Whites, Trent Hickman, Arlene Bascom, Kathy Trager and Eric Osorio

Management/Staff Present: Miriam Raccah, Jonea Thomas, Richard Gonzalez, Jill Reinhardt, Carlene Cowan, Patty Rooney, Tiffney Jones and Rossana Valdez

#### I. General Business

The minutes of the April 2018 annual Board meeting were unanimously voted and approved.

## II. Nomination/Evaluation Committee Report

**RESOLUTION:** The Board unanimously voted and approved a resolution to elect Ahmad Sheikh to the Board pending State approval.

Patty Kennedy has been approved by the New York State Education Department as a Board member.

## III. Development Committee Report

Jill Reinhardt reported that the \$325,000 grant from the Walton Family Foundation is waiting an official signed grant letter.

On institutional giving, Jill recently learned that the US DOE CSP Grant which seemed like a perfect fit for Bronx Arts was belatedly shifting its focus to rural schools. Bronx Arts will submit a \$150,000 letter of intent to the Louis Calder Foundation. The Tiger Foundation indicated a willingness to meet in the fall re: long term expansion plans. Since Tiger funds charter networks, it is likely support would be contingent upon further expansion beyond the middle school.

Jill is working to systematize Board giving in an effort to be predictive about cash flow.

Miriam Raccah and Arlene Bascomb are pitching the Gittes Severini household on a major gift with a matching component for money raised from the "non-event". The email campaign for the non-event will run the remainder of May and all of June.

Bronx Arts will make a decision this week about holding a post-Lion King musical party and whether it makes sense to spend \$1500.

The Board discussed the pros and cons of holding an event at the Coach Columbus Circle store.

Jill will work on developing and proposing a calendar of events and engagement opportunities for FY19 at the June meeting to begin to align prospects and messaging.

#### IV. Program Committee Report

Patty Rooney gave an elementary school update and Miriam introduced the new elementary school principal Jonea Thomas. The new director of operations Carlene Cowan gave an update on the lottery.

Richard Gonzalez gave a middle school update and focused on the hiring process.

Miriam and Patty gave an update on the strategic plan process which Richard, Patty and Miriam have been leading under the guidance of Bellwether.

#### **V. Finance Committee Report**

Lori Biancamano presented the financial committee report for March. There were no major issues.

There was an Executive Session.

The meeting adjourned at 8:05pm.



Bronx Charter School for the Arts Board of Trustees Meeting Tuesday, June 12, 2018

Location: Bronx Charter School for the Arts 950 Longfellow Ave. Bronx, NY 10474

Meeting called to order at 6:35pm Meeting adjourned at 8:25 pm

Called Meeting to Order

#### Roll Call:

Members Present: Charles Whites, Trent Hickman via Zoom, Susan Geisenheimer, Lori Biancamano via Zoom, Noni Thomas Lopez, Denise Brecher via Zoom, Aisha Bell, Barbara Scott, Arlene Bascom, Kathy Trager, Patty Kennedy via Zoom and Ahmad Sheikh (pending State approval)

Members Not Present: Graham Powis and Eric Osorio

Management/Staff Present: Miriam Raccah, Jonea Thomas, Richard Gonzalez, Jill Reinhardt, Karlene Cowan, Patty Rooney, Tiffney Jones and Rossanna Valdez

#### I. General Business

The minutes of the May 2018 Board meeting were unanimously voted and approved.

#### II. Nomination/Evaluation Committee Report

**RESOLUTION:** The Board unanimously voted and approved the attached resolution to adopt the 2018-2019 Board Meeting calendar dates with some possible future adjustments to locations. (Rossy – please attach the calendar)

#### III. Development Committee Report

Jill Reinhardt reported that the \$325,000 grant from the Walton Family Foundation has been signed and Bronx Arts has the money. Jill reviewed potential contributions from foundations, major gifts, special events, government and Board annual giving.

#### IV. Program Committee Report

Patty Rooney gave an elementary school update.

Richard Gonzalez gave a middle school update.

Miriam gave an update on the strategic plan that Richard, Patty and Miriam have been leading under the guidance of Bellwether. The current proposal is to expand Bronx Arts to one additional elementary school and one additional middle school in District 12.

#### V. Finance Committee Report

Tiffney Jones presented the budget for the school year 2018-2019. After discussion, the budget was unanimously voted and approved.

There was an Executive Session.

The meeting adjourned at 8:25pm.



# **Entry 10 Enrollment and Retention of Special Populations**

Last updated: 07/20/2018

#### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

#### **BRONX CS FOR THE ARTS (REGENTS)Section Heading**

#### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Econom ically Disadva ntaged	In the 2017-18 school year, 94% of students were economically disadvantaged, surpassing our enrollment target by 5.5 percentage points. The school's success in recruiting and enrolling students from low income families is partially due to the neighborhoods in which our students reside (one of the poorest Congressional Districts) and partially due to our recruitment efforts. We are dedicated to serving students in Hunts Point and in the South Bronx and, therefore, we focus most of our student recruitment in these areas, which are predominantly low-income neighborhoods.	As we surpassed the enrollment target for Economically Disadvantaged students in 2017-18 Bronx Arts will utilize the same efforts in 2018-19.
English Langua ge Learner s	In the past year, 23% of students were English Language Learners, exceeding the enrollment target for this subgroup by 10.5 percentage points. To attract ELL students, all of our recruitment and enrollment materials are prepared in Spanish as well as English. To increase enrollment of ELL students, the school's staff identify and partner with several privately operated preschool providers that cater to populations with Latin American and Caribbean background and West African immigrants. Recruitment strategies include both scheduled onsite and offsite presentations	As we surpassed the enrollment target for English Language Learners in 2017-18, Bronx Arts will utilize the same efforts in 2018-19.

	conducted by the school's staff including translation in the language(s) spoken by students and parents; and weekly advertisements published in local media including newspapers, websites and radio conducted or translated in the various languages spoken in the community.	
Student s with Disabilit ies	For the recruitment of Students with Disabilities (19% of total student body vs. target of 19.5%), we relied on a strong relationship with the Committee on Special Education, which frequently refers parents of special needs students to our school. In order to increase the pool of potential applicants, the school conducted further outreach to the Committee on Special Education to encourage parents who reside within Community School District 8 to apply through the lottery or waiting list. In addition, the school continued to work closely with the Committee on Special Education (CSE) to ensure timely evaluation, identification, review and placement of students.	As we almost met the enrollment target for Students with Disabilities in 2017-18, Bronx Arts will utilize the same efforts in 2018-19.

### **Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)	
Econom ically Disadva ntaged	To retain Students with Disabilities in 2017-18, Bronx Arts ensured that all students had equal opportunity to participate in the school community. The school worked diligently to cultivate an environment that was supportive for any families in need. For example, uniforms were provided free of charge for any families who could not afford them. In addition, whenever possible, the school does not charge for field trips and special programs, and if there is a minimal charge, the school is prepared to cover this expense if needed.	Bronx Arts plans to utilize the same strategies to retain Economically Disadvantaged students in the coming year, although revisions to specific services may be made if warranted by changing needs of students, families and the broader school community.	
	In order to retain and accommodate students who are identified as English Language Learners and their families, all parent notices and re-registration materials were provided in Spanish and English. Translation services were offered at all major Bronx Arts events and parent-teacher conferences as needed. The school also hired a full time certified ESL teacher to provide targeted instructions for		

English Langua ge Learner s all students identified as English Language Learners, implemented the new ESL standards, and used the Cornerstone curriculum by Pearson for instruction. During the school year, all English Language Learners also attended the various extended learning opportunities programs including After School, Saturday School and Intersession programs. In addition, the school's curriculum incorporates units of study in the literacy, social studies and the Arts that reflect the ethnic and cultural heritages of its various student populations. The annual calendar of performances and related events was promoted in the community with the intent to provide a more inclusive environment for community members with limited English proficiency.

Bronx Arts plans to utilize the same strategies to retain English Language Learners in the coming year, although revisions to specific services may be made if warranted by changing student needs.

To retain Students with Disabilities, Bronx Arts provided extensive programming exceeding all IEP requirements through six ICT classrooms, a SETTS provider, Special Education Director, Social Worker and Guidance Counselor. Through the dual use of ICT and SETTS, the school offered students more support than was mandated by student IEPs to ensure that students had the resources necessary for their success. Students also received additional support from the Special Education Director and Learning Specialists when they pushed into classrooms.

Student s with Disabilit ies Special education and general education coteachers collaborated daily to plan instruction, lessons and units for all students. School leaders reviewed these lesson plans weekly. The Special Education Director observed ICT classrooms weekly and provided immediate feedback, coaching and modeling on effective differentiation techniques. The Special Education Director also collaborated with teachers to evaluate and provide feedback to co-teaching pairs. The Special Education Director, Social Worker and Guidance Counselor also provide mandated counseling to students whose IEPs require it.

Parents were kept continually informed of their child's progress through frequent and consistent communication. Bronx Arts plans to utilize the same strategies to retain Students with Disabilities in the coming year, although revisions to specific services may be made if warranted by changing student needs.



# **Entry 11 Classroom Teacher and Administrator Attrition**

Created: 07/20/2018 • Last updated: 10/31/2018

Report changes in teacher and administrator staffing.

#### Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

#### 1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 – 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/3018
31	2	4	0	33

#### 2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
8	2	2	1	9

#### 3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

Yes, Not Applicable
---------------------

Thank you



### **Entry 12 Uncertified Teachers**

Created: 07/20/2018 • Last updated: 10/31/2018

FTE Count of <u>Al</u>l Teachers 33
(Certified and Uncertified) as of 6/30/18

FTE Count of All <u>Certified</u> 17

Teachers as of 6/30/18

#### **Instructions for Reporting Percent of Uncertified Teachers**

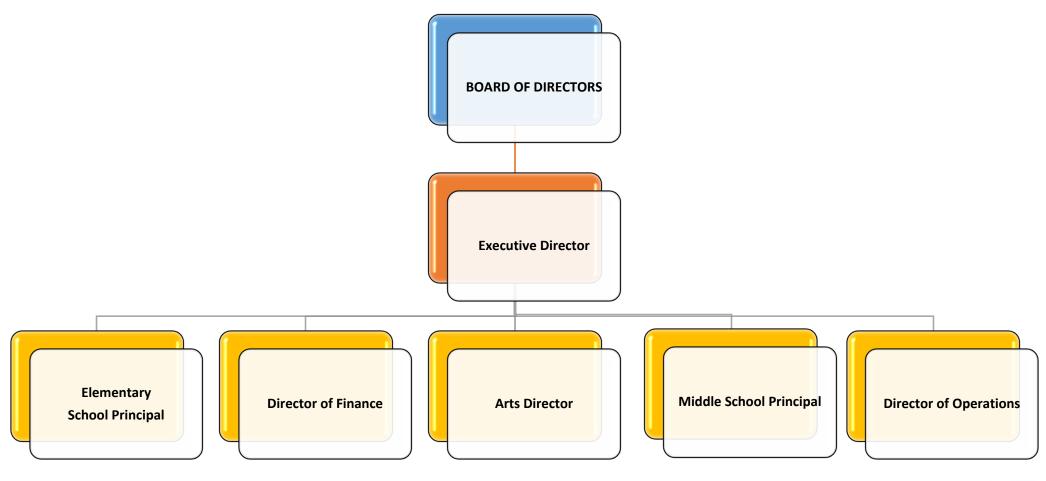
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of <u>uncertified</u> teachers on 6/30/18, and each <u>uncertified</u> teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	16
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	11
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	4
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	0

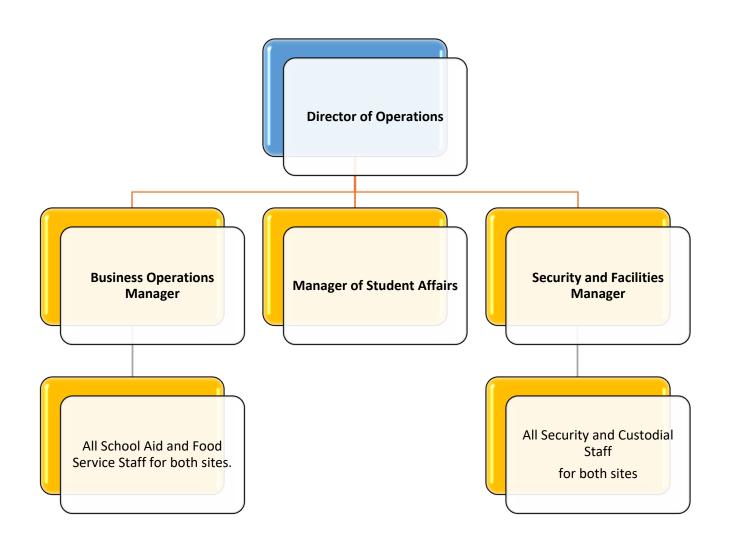
#### Thank you.

# Bronx Charter School for the Arts 2017-18 Organizational Chart



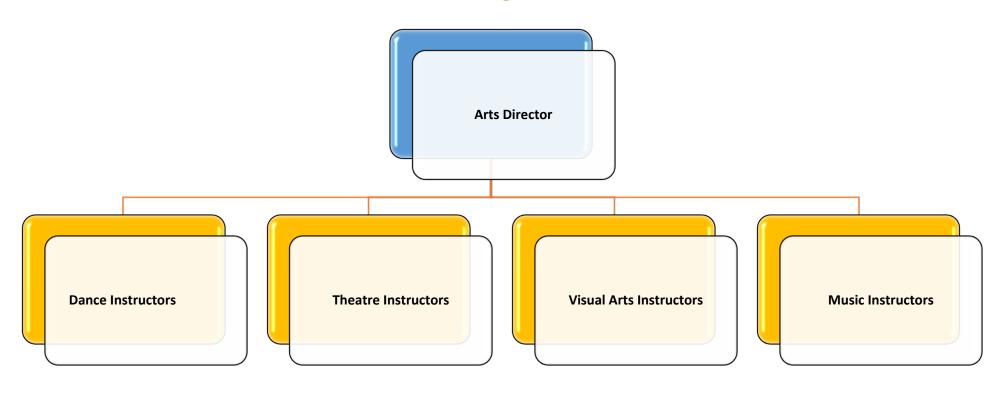


# Bronx Charter School for the Arts Operations





# Bronx Charter School for the Arts Arts\*





#### Bronx Charter School for the Arts (Option 9) | 2018-2019 CALENDAR

**PINK** - Vacation Days **BLUE** – Exam Days

**GREEN** - Suggested PTC Day Orange - Suggested Half Day

Summer PD 20-31

AUGUST '18								
S	S M T W Th F S							
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			

FEBRUARY '19 M T W Th F S S 12 | 13 26 27 

Parent Teacher Con.

½ Day

18-22 Mid-Winter Recess

Labor Day FIRST DAY OF SCHOOL

SEPTEMBER '18								
S M T W Th F								
						1		
2	3	4	5	6	7	8		
9	10	11	12	13	14	15		
16	17	18	19	20	21	22		
23	24	25	26	27	28	29		
30						19		

MARCH '19 S M T W Th F S 19 20 26 27 28 29 

15 Vacation Day 18 Vacation Day

Columbus Day Halloween

OCTOBER '18								
S	M T W Th F S							
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	31					
						22		

APRIL '19 T W Th F S S M 11 12 16 17 23 24 25 26 

NYS ELA 2-3 19-22 Mini Spring Break

**Veterans Day** 

½ Day

22-23 Thanksgiving Day

Parent Teacher Con.

NOVEMBER '18								
S	М	T	W	Th	F	S		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30			
						19		

**MAY '19** T W Th F S M S 9 10 16 17 30 31

1-2 NYS Math

23 ½ Day

21 Vacation Day

27 Memorial Day

21--31 Mid-Winter Break

DECEMBER '18									
S M T W Th F S									
						1			
2	3	4	5	6	7	8			
9	10	11	12	13	14	15			
16	17	18	19	20	21	22			
23	24	25	26	27	28	29			
30	31					14			

**JUNE '19** T W Th F M S S 11 12 18 19 27 28 

Eid al-Fitr (1/2 Day) LAST DAY OF SCHOOL 24-26 Vacation Days

New Year's Day **Vacation Day** 

1/2 Day - Data

M.L. King Day

JANUARY '19						
М	T	W	Th	F	S	
	1	2	3	4	5	
7	8	9	10	11	12	
14	15	16	17	18	19	
21	22	23	24	25	26	
28	29	30	31			
					20	
	7 14 21	M     T       1     1       7     8       14     15       21     22	M     T     W       1     2       7     8     9       14     15     16       21     22     23	M         T         W         Th           1         2         3           7         8         9         10           14         15         16         17           21         22         23         24	M         T         W         Th         F           1         2         3         4           7         8         9         10         11           14         15         16         17         18           21         22         23         24         25	

JULY '18						
S	М	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Independence Day

School Calendar Template © calendarlabs.com



## Certificate of Occupancy

**CO Number:** 

220118744F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. This document or a copy shall be available for inspection at the building at all reasonable times.

A.	Borough: Bronx  Address: 950 LONGFELLOW AVENUE  Building Identification Number (BIN): 200	Lot 1	ck Number: Number(s): ding Type:	02755 125 Altered	Certificate Type: Effective Date:	Final 06/29/2012
	This building is subject to this Bullding Co	ode: 1968 Code				
	For zoning lot metes & bounds, please see	BISWeb.				
В.	Construction classification:	1	(Pr	ior to 1968 C	ode designation)	
	Building Occupancy Group classification:	Ε		008 Code)	,	
	Multiple Dwelling Law Classification:	None		·		
	No. of stories: 1	Height in feet:	20		No. of dwelling units	s: 0
C.	Fire Protection Equipment: Fire alarm system, Sprinkler system				-	
D.	Type and number of open spaces:  None associated with this filing.					
E.	This Certificate is issued with the following None	g legal limitation	is:			
	Borough Comments: None					

Adyoe

and Illi

**Borough Commissioner** 

Commissioner



## Certificate of Occupancy

**CO Number:** 

220118744F

			Perm	issible Us	e and Oc	cupancy
	All B	uilding C	ode occupai	ncy group de	signations	s below are 2008 designations.
Floor From To	Maximum persons permitted		Building	Dwelling or Rooming Units		
CEL		OG	F-2		3	MECHANICAL ROOM
CEL	172		A-2		3	EATING AND DRINKING/MULTI-PURPOSE ROOM
CEL	22		В		3	ADMINSTRATIVE OFFICES
001	500	75	E		3	CLASSROOMS

**END OF SECTION** 

**Borough Commissioner** 

Commissioner



July 31, 2018

Bronx Charter School for the Arts does not have a certificate from its last fire inspection. However, out next inspection will occur on August 2, 2018. The certificate will be included in the Annual Report Update.

#### **Attachment E: Management Contracts**

- 1. Identify which services and costs are included in any management contract as well as services and costs billed in addition to the management contract fee. Bronx Arts is not a charter management organization, so there is no such contract or fee.
- 2. In the case of separately billed services/goods shared across schools, please explain how costs will be distributed among schools. If the organization does not partner with a Charter Management Organization (CMO), then describe which centralized services the organization would offer, how costs would be allocated to the various schools, and how the schools will pay for those services. As illustrated in Attachment C: Organizational Chart, some of the Bronx Arts network level roles will provide oversight and support to all schools and campuses. These centralized roles and services include, but are not limited to: Finance, Talent, Development, and Operations. Until Bronx Arts 2 reaches maturity at scale, it will only bear financial responsibility for a portion of the Executive Director's salary (25 percent) out of per pupil revenue. If this arrangement poses a financial burden to our flagship school, we will re-evaluate this funding structure, evaluate how time is being spent across campuses, and identify an alternate apportionment of these costs.
- 3. If there would be a contract or a shared services agreement, provide the most recent executed agreement as well as any new proposed agreement. If the parties are still negotiating some provisions, provide a draft agreement. At this time, there is no shared services agreement. Post-authorization, and as our replication school scales, the Board will revisit this.

### Bronx Charter School for the Arts: Donations

FY16, FY17, FY18, FY19 (as of 12/31/2018)

Donor	<b>Donation Amount</b>	Pledge Amount
Frances C. Engoron		\$15,000.00
Charles Mather	\$100.00	
Sarah Fitts	\$1,000.00	
Martha and David and David Zornow	\$500.00	
Ruth J. Zuckerman	\$100.00	
Shani Sandy	\$250.00	
Fidelity Charitable	\$150.00	
Fidelity Charitable	\$5,500.00	
Bank of America	\$8,000.00	
Canyon Sales, Co.	\$1,500.00	
Charles Whites	\$500.00	
Dan Vislocky	\$5,000.00	
Vanguard Charitable	\$500.00	
Laurie Heflin	\$1,000.00	
Graham Powis	\$15,000.00	
Charter School Growth Fund	\$6,000.00	
Jelissa Toro	\$210.40	
The New York Community Trust	\$25,000.00	
Little Bird	\$2,000.00	
Linda Schaler	\$50.00	
Nancy Long	\$2,500.00	
Kathryn Ann McDonald	\$2,500.00	
Maryann Arendt	\$100.00	
Monika McLennan	\$200.00	
Mary Ann Wall	\$75.00	
Joel Feinberg	\$150.00	
Miriam Raccah	\$105.20	
Jill Reinhardt	\$10.52	
R Trent Hickman	\$10,000.00	
Susan F. and Emile Geisenheimer	\$100.00	
Graham Powis	\$250.00	
Charles Whites	\$500.00	
R Trent Hickman	\$200.00	
United States Department of Education	\$1,000,000.00	
Max Moondoc	\$50.00	
Schwab Charitable	\$1,000.00	
Jeffrey A. Winner	\$315.00	
Charles Whites	\$500.00	

Ahmad Sheikh	\$5,000.00	
Charles Whites	\$500.00	
Bank of America Foundation	\$125.00	
AllianceBernstein	\$1,000.00	
Noni Thomas Lopez	\$2,000.00	
Office of Bronx Borough President	\$55,000.00	
Graham Powis	\$4,000.00	
Lois Severini and Enrique Foster-Gittes	\$50,000.00	
Matthew Arendt	\$125.00	
Sarah Fitts	\$250.00	
Adam Marlowe	\$50.00	
American Endowment Foundation	\$1,000.00	
Schwab Charitable	\$250.00	
Charles Whites	\$500.00	
Aaron Smyle	\$500.00	
Signature Bank	\$2,332.00	
The Walton Family Foundation	\$325,000.00	
Kathy Trager	\$100.00	
Charles Whites	\$750.00	
Barbara Scott	\$2,500.00	
Charles Whites	\$500.00	
Rita Warner	\$250.00	
Jacqueline Gathers	\$250.00	
Rossanna Valdez	\$1.00	
Jane B. Stewart	\$250.00	
Charles Whites	\$700.00	
Graham Guerra	\$250.00	
Dan Vislocky	\$500.00	
Emerson Moore	\$500.00	
Raymond Frias	\$250.00	
Richard Andrew Smith	\$250.00	
Alaina Simone Thomas	\$150.00	
Dale Hanley	\$250.00	
Christopher Dean	\$500.00	
Shawne Smith	\$250.00	
Charles Whites	\$500.00	
Ruth J. Zuckerman	\$300.00	
David Madee	\$250.00	
Christopher Dean	\$500.00	
Bentley Mattielli	\$150.00	
Kathy Trager	\$6,000.00	
Dean Woodley	\$50.00	
Gregory Torchiana	\$150.00	

Jefferson Boyce	\$500.00	
Charles Whites	\$500.00	
Kathryn Ann McDonald	\$500.00	
Susan F. and Emile Geisenheimer	\$5,000.00	
Charles Whites	\$500.00	
R Trent Hickman	\$5,000.00	
The New York Community Trust	\$25,000.00	
Julie Connelly	\$150.00	
Sara Davis and Sara Greenwood	\$200.00	
Charles Whites	\$500.00	
Herma Schmitz	\$100.00	
Andrew Lerner	\$5,000.00	
Lori Biancamano	\$4,000.00	
Kathryn Bordonaro	\$25.00	
Elisabeth Marlowe	\$40.00	
Arlene Bascom	\$250.00	
Sigi Katz	\$50.00	
Bruce E. Katz, MD	\$100.00	
Julie Connelly	\$150.00	
Martha and David and David Zornow	\$500.00	
Nancy Long	\$1,500.00	
Graham Guerra	\$250.00	
EMELIA LEWIS	\$250.00	
Eric Butcher	\$1,000.00	
Sarah Fitts	\$1,000.00	
Laurie Heflin	\$1,000.00	
Graham Powis	\$1,000.00	
Rossanna Valdez	\$1.00	
Kenneth Romley	\$1,000.00	
Andrew Stein	\$250.00	
Kenneth Yagoda	\$500.00	
Philip Gardiner	\$100.00	
John Biancamano	\$250.00	
Frances C. Engoron	\$5,000.00	
Aaron Smyle	\$500.00	
Aaron Smyle	\$500.00	
Lily Trager	\$50.00	
Charles Whites	\$500.00	
Joel Feinberg	\$100.00	
Rossanna Valdez	\$5.00	
Shani Sandy	\$250.00	
Shani Sandy	\$250.00	
Michael Ahmed	\$25.00	

Kenneth Yagoda	\$500.00	
Jelissa Toro	\$250.00	
Miriam Raccah	\$50.00	
Lori Davis West	\$50.00	
Little Bird	\$250.00	
Anne Lewis	\$50.00	
Linda Schaler	\$25.00	
Miriam Raccah	\$10.00	
Charter School Growth Fund	\$350,000.00	
Charles Whites	\$750.00	
Charles Whites	\$500.00	
Annie Tirschwell	\$500.00	
Charles Whites	\$500.00	
KPMG LLP	\$5,000.00	
Charles Whites	\$500.00	
The Kula Foundation	\$1.25	
The New York Community Trust	\$25,000.00	
Aisha Bell	\$40.00	
Virginia B. Toulmin Foundation	\$10,000.00	
Lois Severini and Enrique Foster-Gittes	\$50,000.00	
Noni Thomas Lopez	\$500.00	
Shani Sandy	\$200.00	
Scott Ulanoski	\$30.00	
Sara Davis and Sara Greenwood	\$158.49	
Paul Germain	\$250.00	
Canyon Sales, Co.	\$1,000.00	
Eva Andersson-Dubin	\$1,000.00	
Noni Thomas Lopez	\$500.00	
Sarah Fitts	\$2,500.00	
Frances C. Engoron	\$1,000.00	
Patrick and Yolanda Askew	\$200.00	
Lois Severini and Enrique Foster-Gittes	\$200.00	
Brenda LLaurador	\$3,000.00	
Rechelle Duncan	\$400.00	
Graham Powis	\$200.00	
Jana Reed	\$100.00	
Ruth Levine	\$200.00	
Michael Ahmed	\$200.00	
Suzette Dushi	\$3,000.00	
Denise Brecher and Andrew Lerner	\$250.00	
R Trent Hickman	\$1,000.00	
Charles Mather	\$200.00	
Julie Wong	\$1,000.00	

Sara Davis and Sara Greenwood	\$100.00	
Eric Osorio	\$1,000.00	
Suzanne Schwartz	\$100.00	
Jefferson Boyce	\$250.00	
Tiffany Liston	\$250.00	
Steven Marder	\$500.00	
Lisa Baker	\$1,000.00	
Shawan Edwards	\$200.00	
Anonymous	\$150.00	
Lois Severini and Enrique Foster-Gittes	\$100.00	
Lois Severini and Enrique Foster-Gittes	\$100.00	
Lois Severini and Enrique Foster-Gittes	\$100.00	
Lois Severini and Enrique Foster-Gittes	\$100.00	
Lawrence Budish	\$150.00	
Webster Bank	\$5,000.00	
Shawne Smith	\$220.00	
Penguin Random House	\$2,500.00	
Tom and Harriet Burnett Foundation	\$500.00	
Sigi Katz	\$210.00	
Susan F. and Emile Geisenheimer	\$60.00	
Graham Guerra	\$110.00	
Patrick and Yolanda Askew	\$100.00	
Lois Severini and Enrique Foster-Gittes	\$100.00	
Garry Grant	\$100.00	
Ruth J. Zuckerman	\$90.00	
Graham Powis	\$450.00	
Graham Powis	\$900.00	
Graham Powis	\$300.00	
Graham Powis	\$120.00	
Clinton Myke	\$275.00	
Michelle Najjar	\$1,500.00	
Christopher Smith	\$200.00	
Alewa Cooper	\$200.00	
David Gluckman	\$150.00	
Andrew Lerner	\$300.00	
Denise Brecher and Andrew Lerner	\$75.00	
Antoinette Dereska	\$420.00	
Antoinette Dereska	\$130.00	
Lois Severini and Enrique Foster-Gittes	\$100.00	
Stephanie H Golden	\$130.00	
Barney Baxter	\$75.00	
Alvina Chiu	\$330.00	
Patricia Stark	\$500.00	

Lois Severini and Enrique Foster-Gittes         \$125.00           Richard and Richard Gormley         \$500.00           Jane Wagman         \$1,000.00           Kathy Trager         \$300.00           Anonymous         \$5,000.00           Andrew Rechtshaffen         \$5,000.00           Monica Azare         \$200.00           Shawne Smith         \$300.00           Ruth Holzer         \$150.00           Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Volanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Gary Grant         \$150.00           Javaid Khan         \$150.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Muriam Boublik         \$150.00           Ruth Levine	Graham Guerra	\$100.00	
Richard and Richard Gormley		·	
Jane Wagman		·	
Kathy Trager         \$300.00           Anonymous         \$5,000.00           Andrew Rechtshaffen         \$5,000.00           Monica Azare         \$200.00           Shawne Smith         \$300.00           Ruth Holzer         \$150.00           Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Grary Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Miriam Boublik         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Suli Gulielik         \$150.00	·	·	
Anonymous \$5,000.00 Andrew Rechtshaffen \$5,000.00 Monica Azare \$200.00 Shawne Smith \$300.00 Ruth Holzer \$150.00 Monika McClennan \$150.00 Michael Ahmed \$150.00 Lori Biancamano \$900.00 Patrick and Yolanda Askew \$100.00 Susan S. Wallach \$500.00 Ruth J. Zuckerman \$150.00 Graham Guerra \$150.00 Javaid Khan \$100.00 Javaid Khan \$100.00 Alewa Cooper \$150.00 Eric Osorio \$150.00 Matthew Graziano \$450.00 Holly Seigel \$150.00 John DiCola \$250.00 Miriam Boublik \$150.00 Miriam Signam \$150.00 Miriam Sign	_		
Andrew Rechtshaffen         \$5,000.00           Monica Azare         \$200.00           Shawne Smith         \$300.00           Ruth Holzer         \$150.00           Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Grary Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Maryin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00		·	
Monica Azare         \$200.00           Shawne Smith         \$300.00           Ruth Holzer         \$150.00           Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Susan S. Wallach         \$500.00           Graham Guerra         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Marvin Church         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Williams         \$150.00           Alvina Chiu         \$150.00	-		
Shawne Smith         \$300.00           Ruth Holzer         \$150.00           Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Williams         \$150.00           Alvina Chiu         \$150.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00			
Ruth Holzer         \$150.00           Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$100.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Marvin Church         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Williams         \$150.00           Alvina Chiu         \$150.00           Shriley Masuyama         \$150.00           Sarah Fitts         \$2,500.00			
Monika McClennan         \$150.00           Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Sardar Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         <		·	
Michael Ahmed         \$150.00           Lori Biancamano         \$900.00           Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Sarah Fitts         \$2,50.00           Sarah Fitts         \$2,50.00           Sarah Sakomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00		·	
Lori Biancamano			
Patrick and Yolanda Askew         \$100.00           Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Sarah Fitts         \$2,500.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry		·	
Susan S. Wallach         \$500.00           Ruth J. Zuckerman         \$150.00           Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Chris and Lisa Skomorowski         \$250.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$		·	
Ruth J. Zuckerman       \$150.00         Graham Guerra       \$150.00         Garry Grant       \$150.00         Javaid Khan       \$100.00         Alewa Cooper       \$150.00         Eric Osorio       \$150.00         Luz Tavarez       \$150.00         Matthew Graziano       \$450.00         Holly Seigel       \$150.00         Jason Bernhard       \$150.00         John DiCola       \$250.00         Suzanna Jemsby       \$50.00         Miriam Boublik       \$150.00         Ruth Levine       \$150.00         Marvin Church       \$150.00         Suzette Dushi       \$300.00         Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sarda Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00		·	
Graham Guerra         \$150.00           Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Williams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Garry Grant         \$150.00           Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Williams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Javaid Khan         \$100.00           Alewa Cooper         \$150.00           Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Alewa Cooper       \$150.00         Eric Osorio       \$150.00         Luz Tavarez       \$150.00         Matthew Graziano       \$450.00         Holly Seigel       \$150.00         Jason Bernhard       \$150.00         John DiCola       \$250.00         Suzanna Jemsby       \$50.00         Miriam Boublik       \$150.00         Ruth Levine       \$150.00         Marvin Church       \$150.00         Suzette Dushi       \$300.00         Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00	-	·	
Eric Osorio         \$150.00           Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Luz Tavarez         \$150.00           Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00	·	·	
Matthew Graziano         \$450.00           Holly Seigel         \$150.00           Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Holly Seigel		·	
Jason Bernhard         \$150.00           John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
John DiCola         \$250.00           Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Suzanna Jemsby         \$50.00           Miriam Boublik         \$150.00           Ruth Levine         \$150.00           Marvin Church         \$150.00           Suzette Dushi         \$300.00           Selin Gulcelik         \$150.00           Gulum Wiliams         \$150.00           Alvina Chiu         \$150.00           Shirley Masuyama         \$150.00           Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00		·	
Miriam Boublik       \$150.00         Ruth Levine       \$150.00         Marvin Church       \$150.00         Suzette Dushi       \$300.00         Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00		·	
Ruth Levine       \$150.00         Marvin Church       \$150.00         Suzette Dushi       \$300.00         Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00		·	
Marvin Church       \$150.00         Suzette Dushi       \$300.00         Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00	Ruth Levine	·	
Suzette Dushi       \$300.00         Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00		·	
Selin Gulcelik       \$150.00         Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00		·	
Gulum Wiliams       \$150.00         Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00	Selin Gulcelik		
Alvina Chiu       \$150.00         Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00	Gulum Wiliams		
Shirley Masuyama       \$150.00         Sarah Fitts       \$2,500.00         Sandra Stratford       \$250.00         Chris and Lisa Skomorowski       \$200.00         Vicki and Andrew Wittenstein       \$250.00         Patrick and Yolanda Askew       \$150.00         Walter Cherry       \$150.00         Judith Levitan       \$150.00		·	
Sarah Fitts         \$2,500.00           Sandra Stratford         \$250.00           Chris and Lisa Skomorowski         \$200.00           Vicki and Andrew Wittenstein         \$250.00           Patrick and Yolanda Askew         \$150.00           Walter Cherry         \$150.00           Judith Levitan         \$150.00	Shirley Masuyama	·	
Sandra Stratford \$250.00 Chris and Lisa Skomorowski \$200.00 Vicki and Andrew Wittenstein \$250.00 Patrick and Yolanda Askew \$150.00 Walter Cherry \$150.00 Judith Levitan \$150.00		·	
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Walter Cherry \$150.00 Judith Levitan \$150.00		·	
Judith Levitan \$150.00			
	-		
	Bonnie Glasky	\$150.00	

Rita Warner	\$150.00	
Charles Mather	\$150.00	
Karen Jakes	\$250.00	
Fritzi Kallop	\$50.00	
Rande Greiner	\$300.00	
Judy Hopkins	\$150.00	
Richard Petrocelli	\$300.00	
Rechelle Duncan	\$150.00	
Tara N Gardner	\$150.00	
Anonymous	\$300.00	
R Trent Hickman	\$1,500.00	
Penny Tyler	\$300.00	
Paul Lipson	\$150.00	
George Nichols	\$450.00	
Alice Berry	\$25.00	
Kevin Hwang	\$150.00	
Erica Corbin	\$300.00	
Graham Powis	\$150.00	
Stephanie H Golden	\$300.00	
Sean Kirk	\$500.00	
Derrick Barnes	\$300.00	
Lois Severini and Enrique Foster-Gittes	\$450.00	
David Madee	\$150.00	
Charles Whites	\$600.00	
Linda Schaler	\$150.00	
Susan F. and Emile Geisenheimer	\$150.00	
Lori Davis West	\$150.00	
	\$150.00	
Noni Thomas Lopez Karen Daniels	\$300.00	
	\$150.00	
Sigi Katz Pam Edel		
	\$300.00	
Margaret Snow	\$100.00	
John Winthrop Jr.	\$1,000.00	
Monique Jefferson	\$150.00	
Deborah Forte	\$150.00	
Jane Wagman	\$450.00	
Jocelyn Cunningham	\$500.00	
Deirdre Stanley	\$150.00	
Victor Romley	\$200.00	
First Republic Bank	\$1,000.00	
Jonathan Hickman	\$250.00	
Christopher Smith	\$300.00	
Kathy Angele	\$150.00	

Daniel Bonoff	\$75.00	
Goldman, Sachs & Co.	\$5,000.00	
Capital One	\$5,000.00	
Michelle Abbey	\$1,000.00	
Bert and Gloria Abrams	\$150.00	
Ruth Levine	\$150.00	
Julie Wong	\$150.00	
Virginia B. Toulmin Foundation	\$57,500.00	
Virginia B. Toulmin Foundation	\$20,000.00	
Sara Davis and Sara Greenwood	\$200.00	
Julie Wong	\$2,500.00	
Nancy Long	\$1,800.00	
Kathy Trager	\$5,000.00	
Mariama Richards	\$100.00	
Graham Guerra	\$200.00	
Rina Pandalai	\$250.00	
Mary and Mary Scarborough	\$200.00	
DJ Fernandez	\$100.00	
Abigail Boucher	\$250.00	
Lori Davis West	\$100.00	
Leticia Peguero	\$500.00	
Kathryn Ann McDonald	\$1,000.00	
Marco Greenberg	\$180.00	
Derrick Gay	\$100.00	
Joan Walrond	\$100.00	
Noni Thomas Lopez	\$500.00	
Sarah Fitts	\$2,500.00	
Yvonne Lopez	\$100.00	
Mary Susan Hirt	\$100.00	
R Trent Hickman	\$10,000.00	
Andrew Lerner	\$5,000.00	
Sarah Geisenheimer	\$200.00	
Frances C. Engoron	\$2,000.00	
Christopher Dean	\$50.00	
Graham Powis	\$1,000.00	
Linda Schaler	\$50.00	
Annie Tirschwell	\$250.00	
Miriam Raccah	\$25.00	
Aaron Smyle	\$100.00	
Laurie Heflin	\$1,000.00	
Jelissa Toro	\$500.00	
Joseph Drown Foundation	\$5,000.00	
Bob Lamm	\$200.00	

Jocelyn Cunningham	\$400.00	
Rina Pandalai	\$350.00	
Laura Cohen	\$50.00	
Lori Biancamano	\$150.00	
Amy Muratore	\$50.00	
Kristin McDermott	\$250.00	
Eric Osorio	\$150.00	
Antoinette Dereska	\$175.00	
Christina Valauri	\$200.00	
Kevin Suszko	\$200.00	
Thomas Trimble	\$350.00	
Kevin Suszko	\$668.00	
Joan Budish	\$450.00	
Steven Butler	\$250.00	
Elizabeth Bracken	\$500.00	
Rory Murray	\$250.00	
Gregory Rom	\$250.00	
Julie Connelly	\$100.00	
David Gerstley	\$500.00	
Dorothy and Joseph Bondarenko	\$500.00	
Renee Sarria	\$50.00	
Karen Joyce	\$100.00	
Lori Biancamano	\$600.00	
Patrick and Yolanda Askew	\$100.00	
Frank Douglass	\$100.00	
Stephanie Pervez	\$400.00	
Richard and Richard Gormley	\$1,000.00	
Jean Gilbert	\$300.00	
Jefferson Boyce	\$200.00	
Quinten Stevens	\$100.00	
John DiCola	\$500.00	
Rae Allen	\$1,500.00	
John Dunphy	\$100.00	
John Barber	\$500.00	
Esther Wachtell	\$1,000.00	
Christopher Smith	\$250.00	
Zz Twainy	\$60.00	
Dike Blair	\$100.00	
Patrick and Yolanda Askew	\$150.00	
Wendy and Bob Wachtell/Graziano	\$1,000.00	
Douglas Lawing	\$250.00	
R Trent Hickman	\$1,500.00	
Elizabeth Wang	\$200.00	

Emerson Moore	\$200.00	
Steven Pearl	\$250.00	
Lisa Skomorowski	\$200.00	
Gopi Pandalai	\$500.00	
Marina Jacobson	\$250.00	
William and William Buchanan Jr	\$500.00	
Jason Bernhard	\$100.00	
Matthew Arendt	\$1,250.00	
Matthew Arendt	\$1,250.00	
Charles Mather	\$250.00	
Victor Romley	\$400.00	
Thomas Flynn	\$250.00	
Shelley and James Farmer	\$200.00	
Chris Perkins	\$50.00	
Marc Rosenthal	\$200.00	
Bhavesh Shah	\$25.00	
David Oddi	\$100.00	
Mark Dolins	\$250.00	
John Winthrop Jr.	\$1,000.00	
Samir Shah	\$25.00	
Raghu Gupta	\$25.00	
David Gluckman	\$200.00	
Lauren Aguiar	\$100.00	
Renee Tucei	\$100.00	
Jorge Rodriguez	\$25.00	
Mark Stephanz	\$500.00	
Quinn Fionda	\$500.00	
Michelle Abbey	\$500.00	
Jeffrey Stevenson	\$1,000.00	
Eva Andersson-Dubin	\$2,500.00	
Jenny Holzer	\$500.00	
Mary and Mary Scarborough	\$50.00	
Allicia Wertheim	\$100.00	
Gretchen Werwaiss	\$250.00	
Sabrina and Matthew LeBlanc	\$300.00	
Nelson Pachas	\$40.00	
Nicholas and Nicholas Brusco	\$100.00	
	\$100.00	
Kathryn Bordonaro  Joshua Block	\$100.00	
Melanie Mandel	\$100.00	
Margaret Dornbaum	\$100.00	
Mindy Fedida	\$30.00	
Jon and Maeda Bloomberg	\$100.00	

Ruth Levenson	\$75.00	
Philippa Mannino	\$150.00	
JE Scherl	\$50.00	
Gary Fraser	\$100.00	
Harold Porcher	\$30.00	
Carrie Worcester	\$25.00	
Erica Corbin	\$50.00	
Eric Osorio	\$200.00	
Julie Wong	\$2,888.00	
Ariel Gold	\$250.00	
Katharine Thayer	\$50.00	
Aaron Smyle	\$500.00	
Graham Geisenheimer	\$250.00	
Sterling Ivy	\$55.00	
EMELIA LEWIS	\$200.00	
Jefferson Boyce	\$500.00	
Wendy Kornreich	\$50.00	
Toni Griffin	\$100.00	
R Trent Hickman	\$10,000.00	
Laurie Heflin	\$600.00	
Tim Geisenheimer	\$500.00	
Linda Schaler	\$40.00	
Matthew Arendt	\$250.00	
Matthew Arendt	\$250.00	
Miriam Raccah	\$25.00	
Sarah Geisenheimer	\$325.00	
Christina Valauri	\$500.00	

Gift Date	Pledge Date	FY
	12/31/2018	FY19
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12/11/2018		FY19
12/10/2018		FY19
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11/21/2018		FY19
11/20/2018		FY19
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11/19/2018		FY19
11/19/2018		FY19
11/16/2018		FY19
11/13/2018		FY19
11/9/2018		FY19
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10/26/2018		FY19
10/3/2018		FY19
9/27/2018		FY19
9/27/2018		FY19
9/5/2018		FY19
8/31/2018		FY19
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5/3/2018       FY18         5/1/2018       FY18         4/27/2018       FY18         4/12/2018       FY18         3/12/2018       FY18         3/8/2018       FY18         3/8/2018       FY18         3/5/2018       FY18         3/1/2018       FY18         2/27/2018       FY18         2/26/2018       FY18         2/25/2018       FY18	5/10/2018	FY18
5/1/2018       FY18         4/27/2018       FY18         4/12/2018       FY18         3/12/2018       FY18         3/8/2018       FY18         3/8/2018       FY18         3/5/2018       FY18         3/2/2018       FY18         3/1/2018       FY18         2/27/2018       FY18         2/26/2018       FY18         2/25/2018       FY18	5/8/2018	FY18
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4/12/2018       FY18         3/12/2018       FY18         3/8/2018       FY18         3/8/2018       FY18         3/6/2018       FY18         3/5/2018       FY18         3/2/2018       FY18         3/1/2018       FY18         2/27/2018       FY18         2/26/2018       FY18         2/25/2018       FY18	5/1/2018	FY18
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2/21/2018       FY18         2/20/2018       FY18         2/19/2018       FY18         2/1/2018       FY18         1/29/2018       FY18         1/24/2018       FY18         1/12/2018       FY18         1/9/2018       FY18         1/9/2018       FY18         1/9/2018       FY18         1/8/2018       FY18         1/3/2018       FY18         1/3/2017       FY18         12/30/2017       FY18         12/30/2017       FY18         12/28/2017       FY18         12/28/2017       FY18         12/28/2017       FY18         12/26/2017       FY18         12/26/2017       FY18         12/26/2017       FY18         12/18/2017       FY18         12/19/2017       FY18         12/14/2017       FY18         12/14/2017       FY18         12/14/2017       FY18         12/13/2017       FY18         12/13/2017       FY18         12/10/2017       FY18         12/10/2017       FY18         12/10/2017       FY18         12/10/2017		
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1/9/2016	FY16
1/8/2016	FY16
1/1/2016	FY16
12/31/2015	FY16
12/31/2015	FY16
12/31/2015	FY16
12/30/2015	FY16
12/29/2015	FY16
12/29/2015	FY16
12/29/2015	FY16
12/28/2015	FY16
12/28/2015	FY16
12/27/2015	FY16
12/24/2015	FY16
12/24/2015	FY16
12/19/2015	FY16
12/18/2015	FY16
11/19/2015	FY16
11/19/2015	FY16
10/26/2015	FY16
9/7/2015	FY16
7/19/2015	FY16

# **Attachment G: Consolidated Financial Reports**

As an education corporation that currently operates only one charter in one state, Bronx Arts is a single entity and does not prepare consolidated financial reports.

FINANCIAL STATEMENTS
AND
SUPPLEMENTARY INFORMATION

JUNE 30, 2018 AND 2017

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#### INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the accompanying financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



#### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Charter School for the Arts as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2018, on our consideration of Bronx Charter School for the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Charter School for the Arts' internal control over financial reporting and compliance.

Luty + Can, LLP

New York, New York October 25, 2018

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# STATEMENTS OF FINANCIAL POSITION

# JUNE 30, 2018 AND 2017

	2018	2017
Assets		
Cash and cash equivalents (Notes 1b and 7)	\$1,567,291	\$1,264,038
Unconditional promises to give (Notes 1c and 3)		
Unrestricted	253,057	262,590
Accounts receivable	34,704	28,213
Prepaid expenses and other current assets	62,999	68,058
Property and equipment (Notes 1f and 4)	164,771	103,938
Security deposit (Note 5)	170,000	170,000
Security deposit - capital expense reserve account (Note 5)	52,278_	55,325
Total Assets	\$2,305,100	\$1,952,162
Liabilities and Net Assets		
Accounts payable and accrued expenses	\$ 159,197	\$ 77,131
Salaries, payroll taxes and benefits payable	340,378	314,227
Deferred resident student enrollment revenue (Note 6)	-	6,234
Deferred lease credit (Notes 1g and 5)	192,856	224,999
Deferred rent (Notes 1g and 5)	483,439	488,668
Total Liabilities	1,175,870	1,111,259
Commitment and Contingency (Note 5)		
Net Assets		
Unrestricted		
Board designated (Note 2a)	425,000	425,000
Other	379,230	383,403
Total Unrestricted	804,230	808,403
Temporarily restricted (Note 2b)	325,000	32,500
Total Net Assets	1,129,230	840,903
Total Liabilities and Net Assets	\$2,305,100	\$1,952,162
		7.,000,00

See notes to financial statements.



## STATEMENTS OF ACTIVITIES

# YEARS ENDED JUNE 30, 2018 AND 2017

		2018			2017	
		Temporarily		-	Temporarily	
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues, Gains and Other Support						
Public School District:						
Resident Student Enrollment (Note 6)	\$ 5,311,678	\$ -	\$5,311,678	\$ 4,967,013	\$ -	\$4,967,013
Federal Title and Stimulus income	382,274	-	382,274	331,743	-	331,743
State income	53,688	-	53,688	-	-	-
School Food Reimbursement	273,009	-	273,009	252,540	-	252,540
Contributions	363,328	325,000	688,328	270,341	32,500	302,841
Special events	<u>-</u>	-	-	73,154	-	73,154
Direct special events expense	_	-	-	(19,207)	-	(19,207)
Donated services	5,000	-	5,000	-	-	-
Interest income	2,409	-	2,409	2,182	-	2,182
Other income	8,918	-	8,918	4,406	-	4,406
Net assets released from restrictions	32,500	(32,500)		-	-	
Total Revenues, Gains and Other Support	6,432,804	292,500	6,725,304	5,882,172	32,500	5,914,672
Expenses						
Program Services						
Regular Education	3,730,282	-	3,730,282	3,537,143	-	3,537,143
Special Education	1,760,607	_	1,760,607	1,649,894	-	1,649,894
Total Program Services	5,490,889	_	5,490,889	5,187,037		5,187,037
Supporting Services					-	
Management and general	764,789	_	764,789	651,862	_	651,862
Fundraising and special events	181,299		181,299	105,872		105,872
Total Supporting Services	946,088	-	946,088	757,734	_	757,734
Total Expenses	6,436,977	c <del></del>	_6,436,977	5,944,771	<del>-</del>	5,944,771
Increase (decrease) in net assets	(4,173)	292,500	288,327	(62,599)	32,500	(30,099)
Net assets, beginning of year	808,403	32,500	840,903	871,002	-	871,002
Net Assets, End of Year	\$ 804,230	\$ 325,000	\$1,129,230	\$ 808,403	\$ 32,500	\$ 840,903

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# STATEMENTS OF CASH FLOWS

# YEARS ENDED JUNE 30, 2018 AND 2017

	2018	2017
Cash Flows From Operating Activities		
Increase (decrease) in net assets	\$ 288,327	\$ (30,099)
Adjustments to reconcile increase (decrease) in net assets	,,	+ (00,000)
to net cash provided (used) by operating activities:		
Depreciation	32,624	35,252
Deferred rent	(5,229)	14,648
Deferred lease credit	(32,143)	(32,143)
(Increase) decrease in:	(, )	(02,1.0)
Unconditional promise to give	9,533	(142,431)
Accounts receivable	(6,491)	4,368
Prepaid expenses and other current assets	5,059	(65,383)
Security deposit - capital expense reserve account	3,047	44,149
Increase (decrease) in:	,	,
Accounts payable and accrued expenses	82,066	(47,333)
Salaries, payroll taxes and benefits payable	26,151	(4,199)
Deferred resident student enrollment revenue	(6,234)	6,234
Net Cash Provided (Used) By Operating Activities	396,710	(216,937)
Cash Flows From Investing Activities		
Purchase of property and equipment	(93,457)	(13,690)
Net increase (decrease) in cash and cash equivalents	303,253	(230,627)
Cash and cash equivalents, beginning of year	1,264,038_	1,494,665
Cash and Cash Equivalents, End of Year	\$1,567,291	\$1,264,038
,	+ 1,121,1201	<del>+ 1,20 1,000</del>

See notes to financial statements.

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#### **NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2018 AND 2017** 

#### Note 1 - Organization and Summary of Significant Accounting Policies

#### a - Organization

Bronx Charter School for the Arts ("BCSA") is an education not-for-profit institution formed to operate a charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a provisional charter valid for a fourth term of five years commencing July 1, 2015.

BCSA is a public elementary school that opened in the South Bronx in September 2003. The school is founded on the principle that art education is a catalyst for the academic and social success of all students. BCSA began with 160 students in grades K-3 during the school year beginning September 2003, and has grown to serve approximately 300 students in grades K-5. The Bronx Arts Middle School opened in August 2018 with 118 6<sup>th</sup> grade students in the Soundview section of the Bronx, literally a ten minute walk from the BCSA elementary school.

#### b - Cash and Cash Equivalents

For purposes of the statement of cash flows, BCSA considers all highly liquid debt instruments, including money market accounts, to be cash equivalents.

#### c - Contributions and Unconditional Promises to Give

Contributions are recognized when the donor makes a promise to give to BCSA, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

#### d - Financial Statement Presentation

BCSA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

#### e - Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### f - Property and Equipment

Property and equipment are recorded at cost and are depreciated using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are depreciated over the term of the lease.

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#### NOTES TO FINANCIAL STATEMENTS

#### **JUNE 30, 2018 AND 2017**

#### Note 1 - Organization and Summary of Significant Accounting Policies (continued)

#### g - Rent Expense

BCSA records rent expense associated with its facility on a straight-line basis over the life of the lease (Note 5). The difference between the straight-line amount and the amount actually paid during the year is recorded as a liability and an expense in the accompanying financial statements. The deferred lease credit is credited towards rent expense over the life of the lease (Note 5).

#### h - Tax Status

Bronx Charter School for the Arts is a not-for-profit organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and has been designated as an organization which is not a private foundation.

#### i - Recent Accounting Pronouncements

In August 2016, the Financial Accounting Standards Board ("FASB") issued Accounting Standards Update ("ASU") 2016-14, "Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities". The ASU amends the current reporting model for nonprofit organizations and enhances their required disclosures. The major changes include: (a) requiring the presentation of only two net asset classes now entitled "net assets without donor restrictions" and "net assets with donor restrictions"; (b) requiring the disclosure of quantitative and qualitative information regarding liquidity and availability of resources; (c) requiring that all nonprofits present an analysis of expenses by function and nature and disclose the methods used to allocate costs; and (d) modifying other financial statement reporting requirements and disclosures intended to increase the usefulness of nonprofit financial statements. ASU 2016-14 is effective for fiscal years beginning after December 15, 2017, with early adoption permitted. The Organization is currently evaluating the impact of ASU 2016-14 on its 2019 financial statements.

In February 2016, the FASS issued ASU 2016-02, "Leases (Topic 842)". The core principles of ASU 2016-02 change the way organizations will account for their leases by recognizing lease assets and related liabilities on the statement of financial position for all leases with terms longer than twelve months and disclosing key information about leasing arrangements. ASU 2016-02 is effective for fiscal years beginning after December 15, 2019. The Organization is currently evaluating the impact of ASU 2016-02 on its financial statements.

#### i - Subsequent Events

BCSA has evaluated subsequent events through October 25, 2018, the date that the financial statements are considered available to be issued.



#### NOTES TO FINANCIAL STATEMENTS

# JUNE 30, 2018 AND 2017

#### Note 2 - Net Assets

#### a - Board Designated

BCSA established a board designated fund to promote its long-term financial stability.

# b - Temporarily Restricted Net Assets

Temporarily restricted net assets are restricted to future programs and periods and are related to the expansion of the Bronx Arts Middle School.

# Note 3 - Unconditional Promises to Give

Unconditional promises to give are due within one year. Uncollectible promises are expected to be insignificant.

# Note 4 - Property and Equipment

A summary of property and equipment at June 30 is as follows:

	Life	2018	2017
Computer equipment	5 years	\$189,932	\$179,253
Furniture and other office equipment	5-7 years	313,482	309,239
Leasehold improvements	Life of lease	196,431	119,605
Teaching materials	3 years	55,298	55,298
Visual arts equipment	5 years	2,561	2,561
Musical instruments	5 years	33,140	31,431
	-	790,844	697,387
Less: Accumulated depreciation		(626,073)	(593,449)
		\$164,771	\$103,938

Depreciation expense for the years ended June 30, 2018 and 2017 was \$32,624 and \$35,252, respectively.



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#### **NOTES TO FINANCIAL STATEMENTS**

#### **JUNE 30, 2018 AND 2017**

#### Note 5 - Net Lease

BCSA leases the building located at 950-954 Longfellow Avenue, Bronx, NY from Civic Builders (the "Owner") under the terms of a net lease amended in July of 2010. The lease expires June 30, 2024, with a ten-year renewal option. The annual fixed rent of \$540,012 increases by 3% cumulatively each year on August 1. In addition, the landlord paid BCSA \$450,000, which was recorded as a deferred lease credit and is credited towards rent expense, over the life of the lease.

As part of the amendment, BCSA is required to fund \$25,000 into a tenant capital expense reserve account, on July 1 of each year. BCSA is entitled to be reimbursed for repairs and replacements pursuant to its lease obligations up to the balance available in the Reserve. The Owner may use proceeds in the account to pay for any repairs and replacements required to be performed by BCSA if BCSA fails to do so. After expiration of the lease, remaining funds in the Reserve will be refunded to BCSA. In the event of default, landlord will keep the funds. During 2018, BCSA deposited an additional \$25,000 which relates to its reserved deposit for 2019.

#### Note 6 - Resident Student Enrollment

BCSA's per pupil allocation is determined by the New York State Department of Education using New York State's charter school funding formula.

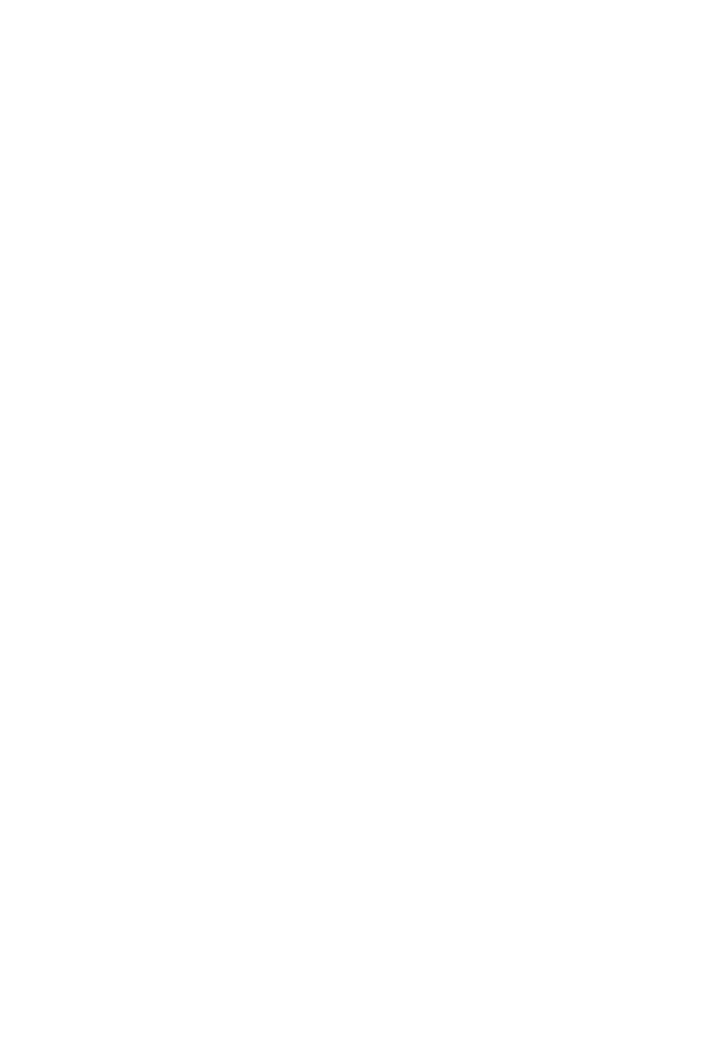
The deferred portion at June 30, 2017 represents per pupil revenue received in 2017 for the 2018 school year. There were no amounts received in 2018 for the 2019 school year.

#### Note 7 - Concentrations of Credit Risk

BCSA maintains cash balances at various institutions insured by the Federal Deposit Insurance Corporation.

#### Note 8 - Functional Allocation of Expenses

The cost of providing the various program and supporting services has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and the supporting services benefited.



SUPPLEMENTARY INFORMATION



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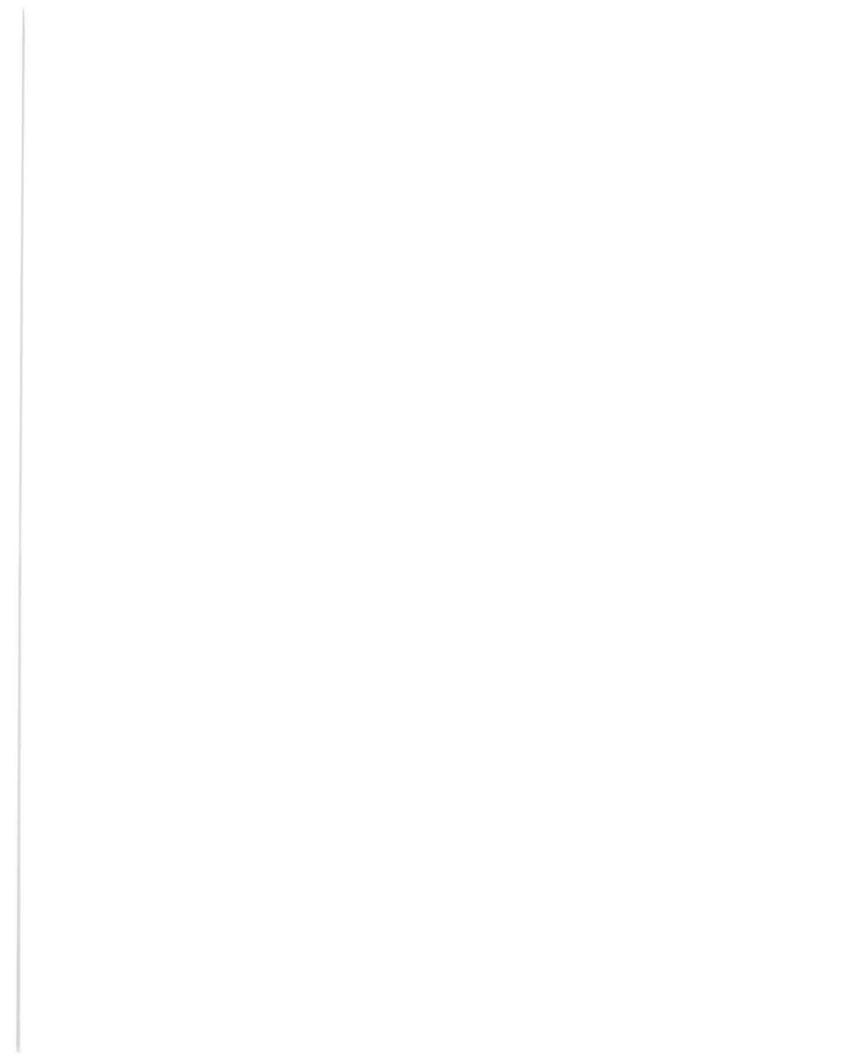
# INDEPENDENT AUDITORS' REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the financial statements of Bronx Charter School for the Arts as of and for the years ended June 30, 2018 and 2017, and our report thereon dated October 25, 2018, which expressed an unmodified opinion on those financial statements, appears on pages 1 and 2. Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses for the year ended June 30, 2018 with comparative totals for 2017 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Lutz + Can, LLP

New York, New York October 25, 2018



# **BRONX CHARTER SCH**

# SCHEDULE OF FUNC

# YEAR ENDED JUNE 30, 2018 WITH C

	2017
	Total Expenses
Personnel Services Costs Administrative staff personnel Instructional personnel Non-instructional personnel Total Personnel Services Costs	\$1,100,139 2,192,684 46,725 3,339,548
Fringe benefits and payroll taxes Legal service Accounting and audit services Other purchased, professional and consulting services	739,310 4,703 28,205 246,753
Building, land, rent and lease Repairs and maintenance Insurance Utilities Supplies and materials	649,109 186,834 47,109 65,932 49,138
Equipment and furnishings Staff development Marketing and recruitment Technology Food service	1,863 90,657 9,774 28,332 218,955
Student services Office expense Indirect benefit expenses Depreciation Other	45,289 96,144 31,305 35,252 30,559
Total Expenses, 2018	
Total Expenses, 2017	\$5,944,771

See independent auditors' report on supplementa



CERTIFIED PUBLIC ACCOUNTANTS, LLP 55 | FIFTH AVENUE - SUITE 400, NEW YORK, NEW YORK | 0 | 76 2 | 2-697-2299 | FAX: 2 | 2-949-1768

# INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

13

To the Board of Trustees of Bronx Charter School for the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2018.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for the Arts' internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Bronx Charter School for the Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Lutz + Can, LLP

New York, New York October 25, 2018

# FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

JUNE 30, 2017 AND 2016

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#### INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the accompanying financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statements of financial position as of June 30, 2017 and 2016, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



#### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Charter School for the Arts as of June 30, 2017 and 2016, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2017, on our consideration of Bronx Charter School for the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Charter School for the Arts' internal control over financial reporting and compliance.

Luty + Can, LLP

New York, New York September 30, 2017

#### STATEMENTS OF FINANCIAL POSITION

# **JUNE 30, 2017 AND 2016**

	2017	2016
Assets		
Cash and cash equivalents (Notes 1b and 8) Unconditional promises to give (Notes 1c and 3)	\$1,264,038	\$1,494,665
Unrestricted	262,590	120,159
Accounts receivable	28,213	32,581
Prepaid expenses and other current assets	68,058	2,675
Property and equipment (Notes 1f and 4)	103,938	125,500
Security deposit (Note 5)	170,000	170,000
Security deposit - capital expense reserve account (Note 5)	55,325_	99,474
Total Assets	\$1,952,162	\$2,045,054
Liabilities and Net Assets		
Accounts payable and accrued expenses	\$ 77,131	\$ 124,464
Salaries, payroll taxes and benefits payable	314,227	318,426
Deferred resident student enrollment revenue (Note 6)	6,234	-
Deferred lease credit (Notes 1g and 5)	224,999	257,142
Deferred rent (Notes 1g and 5)	488,668	474,020
Total Liabilities	1,111,259	1,174,052
Commitment and Contingency (Note 5)		
Net Assets		
Unrestricted		
Board designated (Note 2a)	425,000	425,000
Other	383,403	446,002
Total Unrestricted	808,403	871,002
Temporarily restricted (Note 2b)	32,500	-
Total Net Assets	840,903	871,002
Total Liabilities and Net Assets	\$1,952,162	\$2,045,054

#### **BRONX CHARTER SCHOOL FO**

#### STATEMENTS OF ACTIV

#### YEARS ENDED JUNE 30, 2017

#### Revenues, Gains and Other Support

Public School District:
Resident Student Enrollment (Note 6)
Federal Title and Stimulus income
School Food Reimbursement
Contributions
Special events
Direct special events expense
Donated materials (Note 7)
Interest income
Other income
Net assets released from restrictions

Total Revenues, Gains and Other Support

#### **Expenses**

Program Services
Regular Education
Special Education
Total Program Services
Supporting Services
Management and general
Fundraising and special events
Total Supporting Services

**Total Expenses** 

Increase (decrease) in net assets Net assets, beginning of year

Net Assets, End of Year

## STATEMENTS OF CASH FLOWS

# **YEARS ENDED JUNE 30, 2017 AND 2016**

	2017	2016
Cash Flows From Operating Activities		
Increase (decrease) in net assets	\$ (30,099)	\$ 243,786
Adjustments to reconcile increase (decrease) in net assets	•	
to net cash provided (used) by operating activities:		
Depreciation	35,252	37,777
Deferred rent	14,648	33,946
Credit towards rent	(32,143)	(32,143)
(Increase) decrease in:		
Unconditional promise to give	(142,431)	(12,322)
Accounts receivable	4,368	9,972
Prepaid expenses and other current assets	(65,383)	6,008
Security deposit - capital expense reserve account	44,149	(13,792)
Increase (decrease) in:		
Accounts payable and accrued expenses	(47,333)	39,239
Salaries, payroll taxes and benefits payable	(4,199)	29,517
Deferred resident student enrollment revenue	6,234_	(2,755)
Net Cash Provided (Used) By Operating Activities	(216,937)	339,233
Cash Flows From Investing Activities		
Purchase of property and equipment	(13,690)	(24,572)
Net increase (decrease) in cash and cash equivalents	(230,627)	314,661
Cash and cash equivalents, beginning of year	1,494,665_	1,180,004
Cash and Cash Equivalents, End of Year	\$1,264,038	\$1,494,665

#### NOTES TO FINANCIAL STATEMENTS

#### **JUNE 30, 2017 AND 2016**

#### Note 1 - Organization and Summary of Significant Accounting Policies

#### a - Organization

Bronx Charter School for the Arts ("BCSA") is an education not-for-profit institution formed to operate a charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a provisional charter valid for a fourth term of five years commencing July 1, 2015.

BCSA is a public elementary school that opened in the South Bronx in September 2003. The school is founded on the principle that art education is a catalyst for the academic and social success of all students. BCSA began with 160 students in grades K-3 during the school year beginning September 2003, and has grown to serve approximately 300 students in grades K-5.

#### b - Cash and Cash Equivalents

For purposes of the statement of cash flows, BCSA considers all highly liquid debt instruments, including money market accounts, to be cash equivalents.

#### c - Contributions and Unconditional Promises to Give

Contributions are recognized when the donor makes a promise to give to BCSA, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

#### d - Financial Statement Presentation

BCSA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

#### e - Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### f - Property and Equipment

Property and equipment are recorded at cost and are depreciated using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are depreciated over the term of the lease.

#### **NOTES TO FINANCIAL STATEMENTS**

#### **JUNE 30, 2017 AND 2016**

#### Note 1 - Organization and Summary of Significant Accounting Policies (continued)

#### g - Rent Expense

BCSA records rent expense associated with its facility on a straight-line basis over the life of the lease (Note 5). The difference between the straight-line amount and the amount actually paid during the year is recorded as a liability and an expense in the accompanying financial statements. The deferred lease credit is credited towards rent expense over the life of the lease (Note 5).

#### h - Tax Status

Bronx Charter School for the Arts is a not-for-profit organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and has been designated as an organization which is not a private foundation.

#### i - Subsequent Events

BCSA has evaluated subsequent events through September 30, 2017, the date that the financial statements are considered available to be issued.

#### Note 2 - Net Assets

#### a - Board Designated

BCSA established a board designated fund to promote its long-term financial stability.

#### b - Temporarily Restricted Net Assets

Temporarily restricted net assets are restricted to future programs and periods.

#### Note 3 - Unconditional Promises to Give

Unconditional promises to give are due within one year. Uncollectible promises are expected to be insignificant.

# BRONX CHARTER SCHOOL FOR THE ARTS NOTES TO FINANCIAL STATEMENTS JUNE 30, 2017 AND 2016

#### Note 4 - Property and Equipment

A summary of property and equipment at June 30 is as follows:

	Life	2017	2016
Computer equipment Furniture and other office equipment Leasehold improvements	5 years 5-7 years Life of lease	\$179,253 309,239 119,605	\$168,517 307,332 119,605
Teaching materials Visual arts equipment Musical instruments	3 years 5 years 5 years	55,298 2,561 31,431	55,298 2,561 30,384
Less: Accumulated depreciation	o youro	697,387 (593,449)	683,697 (558,197)
		\$103,938	\$125,500

Depreciation expense for the years ended June 30, 2017 and 2016 was \$35,252 and \$37,777, respectively.

#### Note 5 - Net Lease

BCSA leases the building located at 950-954 Longfellow Avenue, Bronx, NY from Civic Builders (the "Owner") under the terms of a net lease amended in July of 2010. The lease expires June 30, 2024, with a ten-year renewal option. The annual fixed rent of \$540,012 increases by 3% cumulatively each year on August 1. In addition, the landlord paid BCSA \$450,000, which was recorded as a deferred lease credit and is credited towards rent expense, over the life of the lease.

As part of the amendment, BCSA is required to fund \$25,000 into a tenant capital expense reserve account, on July 1 of each year. BCSA is entitled to be reimbursed for repairs and replacements pursuant to its lease obligations up to the balance available in the Reserve. The owner may use proceeds in the account to pay for any repairs and replacements required to be performed by BCSA if BCSA fails to do so. After expiration of the lease, remaining funds in the Reserve will be refunded to BCSA. In the event of default, landlord will keep the funds.

# BRONX CHARTER SCHOOL FOR THE ARTS NOTES TO FINANCIAL STATEMENTS

#### **JUNE 30, 2017 AND 2016**

#### Note 6 - Resident Student Enrollment

BCSA's per pupil allocation is determined by the New York State Department of Education using New York State's charter school funding formula.

The deferred portion represents per pupil revenue for the 2018 school year.

#### Note 7 - Donated Materials

Donated materials consisted of \$147 as of June 30, 2016.

#### Note 8 - Concentrations of Credit Risk

BCSA maintains cash balances at various institutions insured by the Federal Deposit Insurance Corporation.

#### Note 9 - Functional Allocation of Expenses

The cost of providing the various program and supporting services has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and the supporting services benefited.

SUPPLEMENTARY INFORMATION



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#### INDEPENDENT AUDITORS' REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the financial statements of Bronx Charter School for the Arts as of and for the years ended June 30, 2017 and 2016, and our report thereon dated September 30, 2017, which expressed an unmodified opinion on those financial statements, appears on pages 1 and 2. Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses for the year ended June 30, 2017 with comparative totals for 2016 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Lutz + Can, LLP

New York, New York September 30, 2017

#### **BRONX CHARTER SCH**

# SCHEDULE OF FUNCT

# YEAR ENDED JUNE 30, 2017 WITH C

	2016
	Total Expenses
Personnel Services Costs Administrative staff personnel Instructional personnel Non-instructional personnel Total Personnel Services Costs	\$ 918,334 2,164,977 45,855 3,129,166
Fringe benefits and payroll taxes Legal service Accounting and audit services Other purchased, professional and consulting services	767,225 16,848 24,823 143,807
Building, land, rent and lease Repairs and maintenance Insurance Utilities Supplies and materials	645,041 97,223 46,849 51,540 108,487
Equipment and furnishings Staff development Marketing and recruitment Technology Food service	9,579 75,895 11,472 27,519 165,415
Student services Office expense Indirect benefit expenses Depreciation Other	37,876 76,789 31,264 37,777 32,204
Total Expenses, 2017	
Total Expenses, 2016	\$5,536,799

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# INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of Bronx Charter School for the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 30, 2017.

#### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for the Arts' internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Bronx Charter School for the Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

New York, New York September 30, 2017 Luty + Can, LLP

## FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

JUNE 30, 2016 AND 2015

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#### INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the accompanying financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



#### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Charter School for the Arts as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 11, 2016, on our consideration of Bronx Charter School for the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bronx Charter School for the Arts' internal control over financial reporting and compliance.

Luty + Can, LLP

New York, New York October 11, 2016

#### STATEMENTS OF FINANCIAL POSITION

#### **JUNE 30, 2016 AND 2015**

	2016	2015
Assets		
Cash and cash equivalents (Notes 1b and 8)	\$1,494,665	\$1,180,004
Unconditional promises to give (Notes 1c and 3)		
Unrestricted	120,159	107,837
Accounts receivable	32,581	42,553
Prepaid expenses and other current assets	2,675	8,683
Property and equipment (Notes 1f and 4)	125,500	138,705
Security deposit (Note 5)	170,000	170,000
Security deposit - capital expense reserve account (Note 5)	99,474	85,682
Total Assets	\$2,045,054	\$1,733,464
Liabilities and Net Assets		
Accounts payable and accrued expenses	\$ 124,464	\$ 85,225
Salaries, payroll taxes and benefits payable	318,426	288,909
Deferred resident student enrollment revenue (Note 6)		2,755
Deferred lease credit (Notes 1g and 5)	257,142	289,285
Deferred rent (Notes 1g and 5)	474,020	440,074
Total Liabilities	1,174,052	1,106,248
Commitment and Contingency (Note 5)		
Net Assets		
Unrestricted		
Board designated (Note 2a)	425,000	425,000
Other	446,002	180,216
Total Unrestricted	871,002	605,216
Temporarily restricted (Note 2b)	074.000	22,000
Total Net Assets	871,002	627,216
Total Liabilities and Net Assets	\$2,045,054	\$1,733,464

#### **BRONX CHARTER SCHOOL FC**

#### STATEMENTS OF ACTIV

#### YEARS ENDED JUNE 30, 201

#### Revenues, Gains and Other Support

Public School District:
Resident Student Enrollment (Note 6)
Federal Title and Stimulus income
School Food Reimbursement
Contributions
Special events
Direct special events expense
Donated materials (Note 7)
Interest income
Other income
Net assets released from restrictions

Total Revenues, Gains and Other Support

#### **Expenses**

Program Services
Regular Education
Special Education
Total Program Services
Supporting Services
Management and general
Fundraising and special events
Total Supporting Services

Total Expenses

Increase (decrease) in net assets Net assets, beginning of year

Net Assets, End of Year

#### **STATEMENTS OF CASH FLOWS**

#### YEARS ENDED JUNE 30, 2016 AND 2015

	2016	2015
Cash Flows From Operating Activities		
Increase (decrease) in net assets	\$ 243,786	\$ (81,780)
Adjustments to reconcile increase (decrease) in net		
assets to net cash provided by operating activities:		
Depreciation	37,777	44,854
Deferred rent	33,946	52,680
Credit towards rent	(32,143)	(32,143)
(Increase) decrease in:		
Unconditional promise to give	(12,322)	70,842
Accounts receivable	9,972	3,509
Prepaid expenses and other current assets	6,008	(5,693)
Security deposit - capital expense reserve account	(13,792)	(17,025)
Increase (decrease) in:		
Accounts payable and accrued expenses	39,239	18,579
Salaries, payroll taxes and benefits payable	29,517	(24,090)
Deferred resident student enrollment revenue	(2,755)	2,755
Net Cash Provided By Operating Activities	339,233	32,488
Cash Flows From Investing Activities		
Purchase of property and equipment	(24,572)	(25,460)
10		
Net increase in cash and cash equivalents	314,661	7,028
Cash and cash equivalents, beginning of year	1,180,004	1,172,976_
Cash and Cash Equivalents, End of Year	\$1,494,665	\$1,180,004

**JUNE 30, 2016 AND 2015** 

#### Note 1 - Organization and Summary of Significant Accounting Policies

#### a - Organization

Bronx Charter School for the Arts ("BCSA") is an education not-for-profit institution formed to operate a charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a provisional charter valid for a fourth term of five years commencing July 1, 2015.

BCSA is a public elementary school that opened in the South Bronx in September 2003. The school is founded on the principle that art education is a catalyst for the academic and social success of all students. BCSA began with 160 students in grades K-3 during the school year beginning September 2003, and has grown to serve approximately 300 students in grades K-5.

#### b - Cash and Cash Equivalents

For purposes of the statement of cash flows, BCSA considers all highly liquid debt instruments, including money market accounts, to be cash equivalents.

#### c - Contributions and Unconditional Promises to Give

Contributions are recognized when the donor makes a promise to give to BCSA, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

#### d - Financial Statement Presentation

BCSA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

#### e - Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### f - Property and Equipment

Property and equipment are recorded at cost and are depreciated using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are depreciated over the term of the lease.

#### **NOTES TO FINANCIAL STATEMENTS**

#### JUNE 30, 2016 AND 2015

#### Note 1 - Organization and Summary of Significant Accounting Policies (continued)

#### g - Rent Expense

BCSA records rent expense associated with its facility on a straight-line basis over the life of the lease (Note 5). The difference between the straight-line amount and the amount actually paid during the year is recorded as a liability and an expense in the accompanying financial statements. The deferred lease credit is credited towards rent expense over the life of the lease (Note 5).

#### h - Tax Status

Bronx Charter School for the Arts is a not-for-profit organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and has been designated as an organization which is not a private foundation.

#### i - Subsequent Events

BCSA has evaluated subsequent events through October 11, 2016, the date that the financial statements are considered available to be issued.

#### Note 2 - Net Assets

#### a - Board Designated

BCSA established a board designated fund to promote its long-term financial stability.

#### b - Restriction on Net Assets

Temporarily restricted net assets are restricted to future programs and periods.

#### Note 3 - Unconditional Promises to Give

Unconditional promises to give are due within one year. Uncollectible promises are expected to be insignificant.

#### IHNE 20, 2046 AND 2046

#### **JUNE 30, 2016 AND 2015**

#### Note 4 - Property and Equipment

A summary of property and equipment at June 30 is as follows:

	Life	2016	2015
Computer equipment	5 years	\$168,517	\$150,622
Furniture and other office equipment	5-7 years	307,332	300,655
Leasehold improvements	Life of lease	119,605	119,605
Teaching materials	3 years	55,298 <sup>-</sup>	55,298
Visual arts equipment	5 years	2,561	2,561
Musical instruments	5 years	30,384	30,384
		683,697	659,125
Less: Accumulated depreciation		(558,197)	(520,420)
		<u>\$125,500</u>	<u>\$138,705</u>

Depreciation expense for the years ended June 30, 2016 and 2015 was \$37,777 and \$44,854, respectively.

#### Note 5 - Net Lease

BCSA leases the building located at 950-954 Longfellow Avenue, Bronx, NY from Civic Builders (the "Owner") under the terms of a net lease amended in July of 2010. The lease expires June 30, 2024, with a ten-year renewal option. The annual fixed rent of \$540,012 increases by 3% cumulatively each year on August 1. In addition, the landlord paid BCSA \$450,000, which was recorded as a deferred lease credit and is credited towards rent expense, over the life of the lease.

As part of the amendment, BCSA is required to fund \$25,000 into a tenant capital expense reserve account, on July 1 of each year. BCSA is entitled to be reimbursed for repairs and replacements pursuant to its lease obligations up to the balance available in the Reserve. The owner may use proceeds in the account to pay for any repairs and replacements required to be performed by BCSA if BCSA fails to do so. After expiration of the lease, remaining funds in the Reserve will be refunded to BCSA. In the event of default, landlord will keep the funds.

#### **NOTES TO FINANCIAL STATEMENTS**

#### JUNE 30, 2016 AND 2015

#### Note 6 - Resident Student Enrollment

BCSA's per pupil allocation is determined by the New York State Department of Education using New York State's charter school funding formula.

The deferred portion represents per pupil revenue for the 2016 school year.

#### Note 7 - Donated Materials

Donated materials consisted of \$147 as of June 30, 2016.

#### Note 8 - Concentrations of Credit Risk

BCSA maintains cash balances at various institutions insured by the Federal Deposit Insurance Corporation.

#### Note 9 - Functional Allocation of Expenses

The cost of providing the various program and supporting services has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and the supporting services benefited.

SUPPLEMENTARY INFORMATION



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### INDEPENDENT AUDITORS' REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the financial statements of Bronx Charter School for the Arts as of and for the years ended June 30, 2016 and 2015, and our report thereon dated October 11, 2016, which expressed an unmodified opinion on those financial statements, appears on pages 1 and 2. Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses for the year ended June 30, 2016 with comparative totals for 2015 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Luty + Can, XXP

New York, New York October 11, 2016

#### **BRONX CHARTER SCHO**

#### SCHEDULE OF FUNCTI

#### YEAR ENDED JUNE 30, 2016 WITH CC

	2015
	Total Expenses
Personnel Services Costs Administrative staff personnel Instructional personnel Non-instructional personnel Total Personnel Services Costs  Fringe benefits and payroll taxes Legal service Accounting and audit services Other purchased, professional and consulting services	\$ 944,643 2,340,184 82,680 3,367,507 825,797 13,750 24,000
Building, land, rent and lease Repairs and maintenance Insurance Utilities Supplies and materials	645,040 50,591 44,736 67,050 92,966
Equipment and furnishings Staff development  Marketing and recruitment Technology Food service	4,419 50,340 1,163 21,977 162,820
Student services Office expense Indirect benefit expenses Depreciation Other	35,981 72,637 4,041 44,854 
Total Expenses, 2016	
Total Expenses, 2015	\$5,667,246



CERTIFIED PUBLIC ACCOUNTANTS, LLP 300 EAST 42ND STREET NEW YORK, N.Y. 10017 212-697-2299 FAX: 212-949-1768

# INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of Bronx Charter School for the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 11, 2016.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for the Arts' internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Bronx Charter School for the Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Luts + Can, XXP

New York, New York October 11, 2016

## FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

JUNE 30, 2015 AND 2014

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#### INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the accompanying financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

#### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



#### Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bronx Charter School for the Arts as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2015, on our consideration of Bronx Charter School for the Arts' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Lutz + Can, XZP

New York, New York October 8, 2015

#### STATEMENTS OF FINANCIAL POSITION

#### JUNE 30, 2015 AND 2014

	2015	2014
Assets		
Cash and cash equivalents (Notes 1b and 8)	\$1,180,004	\$1,172,976
Unconditional promises to give (Notes 1c and 3)		
Unrestricted	107,837	163,679
Restricted to specific programs and periods	-	15,000
Accounts receivable	42,553	46,062
Prepaid expenses and other current assets	8,683	2,990
Property and equipment (Notes 1f and 4)	138,705	158,099
Security deposit (Note 5)	170,000	170,000
Security deposit - capital expense reserve account (Note 5)	85,682	68,657
Total Assets	\$1,733,464	\$1,797,463
Liabilities and Net Assets	Ф 9 <b>5</b> 225	¢ 66.646
Accounts payable and accrued expenses Salaries, payroll taxes and benefits payable	\$ 85,225 288,909	\$ 66,646 312,999
Deferred resident student enrollment revenue (Note 6)	2,755	312,999
Deferred lease credit (Notes 1g and 5)	289,285	- 321,428
Deferred rent (Notes 1g and 5)	440,074	387,394
Total Liabilities	1,106,248	1,088,467
Commitment and Contingency (Note 5)		
Net Assets		
Unrestricted		
Board designated (Note 2a)	425,000	425,000
Other	180,216_	253,996_
Total Unrestricted	605,216	678,996
Temporarily restricted (Note 2b)	22,000	30,000
Total Net Assets	627,216	708,996
Total Liabilities and Net Assets	\$1,733,464	\$1,797,463

BRONX CHARTER SCHOOL FOR THE ARTS

STATEMENTS OF ACTIVITIES

YEARS ENDED JUNE 30, 2015 AND 2014

		2015			2014		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total	
Revenues, Gains and Other Support Public School District:							
Resident Student Enrollment (Note 6)	\$ 4,718,909	•	\$4,718,909	\$ 4,593,703	, <del>6</del>	\$4,593,703	
Federal Title and Stimulus income	317,395		317,395	315,201	•	315,201	
School Food Reimbursement	143,202	,	143,202	168,225	,	168,225	
Contributions	313,168	22,000	335,168	351,862	30,000	381,862	
Special events	48,830	0	48,830	53,681	. 1	53,681	
Direct special events expense	(5,644)	((*))	(5,644)	(10,610)	H	(10,610)	
Donated services (Note /)	. 0		, ;	522	•	522	
Other income	9,344		9,344	4,614		4,614	
Net assets released from restrictions	30,000	(30,000)	202,01	81,000	(81,000)	3,207	
Total Revenues, Gains and Other Support	5,593,466	(8,000)	5,585,466	5,561,465	(51,000)	5,510,465	
Expenses							
Program Services Regular Education	3 123 065	1	3 123 065	2 4 40 0 5 5		0.00	
Special Education	1.919.503		1.919.503	1,149,030		3,149,055 1,833,232	
Total Program Services	5,043,468		5,043,468	4,982,289	].	4 982 289	
Supporting Services						002,200,1	
Management and general	495,328	•	495,328	446,548	,	446,548	
Fundraising and special events	128,450		128,450	123,166		123,166	
l otal Supporting Services	623,778		623,778	569,714		569,714	
Total Expenses	5,667,246		5,667,246	5,552,003		5,552,003	
Increase (decrease) in net assets Net assets, beginning of year	(73,780) 678,996	(8,000)	(81,780) 708,996	9,462 669,534	(51,000)	(41,538) 750,534	
Net Assets, End of Year	\$ 605,216	\$ 22,000	\$ 627,216	\$ 678,996	\$ 30,000	\$ 708,996	

See notes to financial statements.

#### **STATEMENTS OF CASH FLOWS**

#### **YEARS ENDED JUNE 30, 2015 AND 2014**

	2015	2014
Cash Flows From Operating Activities		
Decrease in net assets	\$ (81,780)	\$ (41,538)
Adjustments to reconcile decrease in net assets to net	,	, , ,
cash provided by operating activities:		
Depreciation	44,854	44,425
Deferred rent	52,680	70,870
Credit towards rent	(32,143)	(32,143)
(Increase) decrease in:		
Unconditional promise to give	70,842	12,433
Accounts receivable	3,509	(212)
Prepaid expenses and other current assets	(5,693)	1,998
Security deposit - capital expense reserve account	(17,025)	(17,443)
Increase (decrease) in:		
Accounts payable and accrued expenses	18,579	(13,120)
Salaries, payroll taxes and benefits payable	(24,090)	32,754
Deferred resident student enrollment revenue	2,755	(1,962)
Net Cash Provided By Operating Activities	32,488	56,062
Cash Flows From Investing Activities		
Purchase of property and equipment	(25,460)	(11,558)
Cash Flows From Financing Activities		
Deposits into reserve accounts	-	(19,989)
Release of restriction from reserve accounts	·	478,873
Net Cash Provided By Financing Activities		458,884
Net increase in cash and cash equivalents	7,028	503,388
Cash and cash equivalents, beginning of year	1,172,976	669,588
Cash and Cash Equivalents, End of Year	\$1,180,004	<u>\$1,172,976</u>

JUNE 30, 2015 AND 2014

#### Note 1 - Organization and Summary of Significant Accounting Policies

#### a - Organization

Bronx Charter School for the Arts ("BCSA") is an education not-for-profit institution formed to operate a charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a provisional charter valid for a fourth term of five years commencing July 1, 2015.

BCSA is a public elementary school that opened in the South Bronx in September 2003. The school is founded on the principle that art education is a catalyst for the academic and social success of all students. BCSA began with 160 students in grades K-3 during the school year beginning September 2003, and has grown to serve approximately 300 students in grades K-5.

#### b - Cash and Cash Equivalents

For purposes of the statement of cash flows, BCSA considers all highly liquid debt instruments, including money market accounts, to be cash equivalents.

#### c - Contributions and Unconditional Promises to Give

Contributions are recognized when the donor makes a promise to give to BCSA, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

#### d - Financial Statement Presentation

BCSA is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

#### e - Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### f - Property and Equipment

Property and equipment are recorded at cost and are depreciated using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are depreciated over the term of the lease.

#### **JUNE 30, 2015 AND 2014**

#### Note 1 - Organization and Summary of Significant Accounting Policies (continued)

#### g - Rent Expense

BCSA records rent expense associated with its facility on a straight-line basis over the life of the lease (Note 5). The difference between the straight-line amount and the amount actually paid during the year is recorded as a liability and an expense in the accompanying financial statements. The deferred lease credit is credited towards rent expense over the life of the lease (Note 5).

#### h - Tax Status

Bronx Charter School for the Arts is a not-for-profit organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and has been designated as an organization which is not a private foundation. Management has evaluated all income tax positions and concluded that no disclosures relating to uncertain positions are required in the financial statements. BCSA's tax returns are generally subject to examination by taxing authorities for a period of three years from the date of filing.

#### i - Subsequent Events

BCSA has evaluated subsequent events through October 8, 2015, the date that the financial statements are considered available to be issued.

#### Note 2 - Net Assets

#### a - Board Designated

BCSA established a board designated fund to promote its long-term financial stability.

#### b - Restriction on Net Assets

Temporarily restricted net assets are restricted to future programs and periods.

#### Note 3 - Unconditional Promises to Give

Unconditional promises to give are due within one year. Uncollectible promises are expected to be insignificant.

JUNE 30, 2015 AND 2014

#### Note 4 - Property and Equipment

A summary of property and equipment at June 30 is as follows:

	Life	_2015_	2014
Computer equipment	5 years	\$150,622	\$140,983
Furniture and other office equipment	5-7 years	300,655	293,145
Leasehold improvements	Life of lease	119,605	113,855
Teaching materials	3 years	55,298	55,298
Visual arts equipment	5 years	2,561	-
Musical instruments	5 years	30,384	30,384
		659,125	633,665
Less: Accumulated depreciation		(520,420)	(475,566)
		<u>\$138,705</u>	<u>\$158,099</u>

Depreciation expense for the years ended June 30, 2015 and 2014 was \$44,854 and \$44,425, respectively.

#### Note 5 - Net Lease

BCSA leases the building located at 950-954 Longfellow Avenue, Bronx, NY from Civic Builders (the "Owner") under the terms of a net lease amended in July of 2010. The lease expires June 30, 2024, with a ten-year renewal option. The annual fixed rent of \$540,012 increases by 3% cumulatively each year on August 1.

The lease required BCSA to maintain a "Lease Payment Reserve Account", which was originally funded by BCSA in the amount of \$80,000 at Self-Help Credit Union ("Self"). These funds can be released by Self and be applied to amounts owed under the lease. BCSA was obligated to repay any released amounts according to terms defined in the lease. BCSA was also required to deposit \$4,500 per month into an "Operating Reserve Account" at Self. The Owner's mortgage expired in October 2013, and as part of the lease amendment, funds in these two accounts were released to BCSA.

As part of the amendment, BCSA is required to fund \$25,000 into a tenant capital expense reserve account, on July 1 of each year. BCSA is entitled to be reimbursed for repairs and replacements pursuant to its lease obligations up to the balance available in the Reserve. The owner may use proceeds in the account to pay for any repairs and replacements required to be performed by BCSA and BCSA fails to do so. After expiration of the lease, remaining funds in the Reserve will be refunded to BCSA. In the event of default, landlord will keep the funds.

#### JUNE 30, 2015 AND 2014

#### Note 5 - Net Lease (continued)

As part of the amendment, the landlord paid BCSA \$450,000, which was recorded as a deferred lease credit and is credited towards rent expense, over the life of the lease.

#### Note 6 - Resident Student Enrollment

BCSA's per pupil allocation is determined by the New York State Department of Education using New York State's charter school funding formula.

The deferred portion represents per pupil revenue for the 2016 school year.

#### Note 7 - Donated Services

Donated services consisted of \$522 as of June 30, 2014.

#### Note 8 - Concentrations of Credit Risk

BCSA maintains cash balances at various institutions insured by the Federal Deposit Insurance Corporation.

#### Note 9 - Functional Allocation of Expenses

The cost of providing the various program and supporting services has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and the supporting services benefited.





### INDEPENDENT AUDITORS' REPORT ON SUPPLEMENTARY INFORMATION

To the Board of Trustees of Bronx Charter School for the Arts

We have audited the financial statements of Bronx Charter School for the Arts as of and for the years ended June 30, 2015 and 2014, and our report thereon dated October 8, 2015, which expressed an unmodified opinion on those financial statements, appears on pages 1 and 2. Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses for the year ended June 30, 2015 with comparative totals for 2014 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Luty + Can, XZP

New York, New York October 8, 2015

BRONX CHARTER SCHOOL FOR THE ARTS

SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015 WITH COMPARATIVE TOTALS FOR 2014

		6	Program Services	60	dnS	Supporting Services	ra la	2015	2014	
	Number of	Regular	Special		Management	Fundraising and Special		Total	Total	
	SIONISOL	Education	Education	lotal	and General	Events	Total	Expenses	Expenses	
Personnel Services Costs	;									
Administrative staff personnel	=	\$ 360,846	\$ 254,129	\$ 614,975	\$ 251,810	\$ 77,858	\$329,668	\$ 944,643	\$ 908,096	
Instructional personnel	4	1,459,048	881,136	2,340,184	1		,	2,340,184	2,309,617	
Non-instructional personnel	.5	46,000	11,500	57,500	25,180		25,180	82,680	82,244	
Total Personnel Services Costs		1,865,894	1,146,765	3,012,659	276,990	77,858	354,848	3,367,507	3,299,957	
Fringe benefits and payroll taxes		457,564	281,215	738,779	67,925	19,093	87,018	825,797	751,633	
Legal service				1	13,750		13,750	13,750	. 1	
Accounting and audit services Other purchased, professional and				ŭ.	24,000		24,000	24,000	23,681	
consulting services		62,624	38,442	101,066	7,392	5,526	12,918	113,984	115,641	
Building, land, rent and lease		357,409	219,661	577,070	53,057	14,913	67,970	645,040	645.040	
Repairs and maintenance		28,032	17,228	45,260	4,161	1,170	5,331	50,591	44,767	
Insurance		24,788	15,234	40,022	3,680	1,034	4,714	44,736	40,604	
Utilities		37,152	22,833	59,985	5,515	1,550	7,065	67,050	67,419	
Supplies and materials		57,037	34,967	92,004	751	211	962	92,966	106,901	
Equipment and furnishings		2,740	1,679	4,419	,			4.419	5 946	
Staff development		30,709	18,822	49,531	808	ı	808	50,340	79.973	
Marketing and recruitment		649	398	1,047	116		116	1,163	610	
Technology		12,469	7,658	20,127	1,444	406	1,850	21,977	19,454	
Food service		88,104	54,000	142,104	20,716		20,716	162,820	147,049	
Student services		22,308	13,673	35,981			ı	35,981	47,696	
Office expense		40,531	24,842	65,373	5,811	1,453	7,264	72,637	73,418	
Indirect benefit expenses				•	•	4,041	4,041	4,041	10,866	
Depreciation		24,853	15,275	40,128	3,689	1,037	4.726	44.854	44,425	
Other		11,102	6,811	17,913	5,522	158	5,680	23,593	26,923	
Total Expenses, 2015		\$3,123,965	\$1,919,503	\$5,043,468	\$ 495,328	\$ 128,450	\$623,778	\$5,667,246		
Total Expenses, 2014		\$3,149,056	\$1,833,233	\$4,982,289	\$ 446,548	\$ 123,166	\$569,714		\$5,552,003	

See independent auditors' report on supplementary information.



## INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of Bronx Charter School for the Arts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bronx Charter School for the Arts (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 8, 2015.

#### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bronx Charter School for the Arts' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bronx Charter School for the Arts' internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



#### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Bronx Charter School for the Arts' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Luty + Can, LZP

New York, New York October 8, 2015



June 29, 2016

Joanne Olivencia 741 St Anne's Avenue Pomona NY 10970

Dear Ms. Olivencia,

It is my pleasure to offer you employment as a Cafeteria Aide with Bronx Charter School for the Arts (Bronx Arts), beginning August 16, 2016.

You are scheduled to work 25 hours per week and will be paid at a rate of \$15.00 per hour. You will be paid semi-monthly beginning on August 30, 2016 and every 15<sup>th</sup> and 30<sup>th</sup> of each month between your date of hire August 16, 2016 and August 15, 2017. As a part time employee you are not eligible for Bronx Charter school for the Arts benefits.

By accepting this position, you agree to cooperate in promoting the best interests of Bronx Arts, as directed by the Executive Director and Principal to conduct yourself in accordance with the provisions of the Personnel Policies. This letter is not an employment contract because you are employed "at will," and you and/or Bronx Arts are free to terminate this working relationship with or without cause at any time.

The original of this letter should be signed, dated, and returned to the Director of Operations.

A copy of this letter should be retained for your files.

Miriam Raccah
Executive Director

Tyrell Roddey
Director of Operations

By signing below, I accept the above offer of "at will" employment. I also acknowledge that I have been notified of my wage rate, exemption from overtime, and designated payday on the date given above.

Name

Date

**Caution:** Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat 9.x products and later products, select "None"in the "Page Scaling" selection box in the Adobe "Print" dialog.

CLIENT'S COPY

APRIL 2, 2018

BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474

DEAR SIR OR MADAM,

ENCLOSED ARE THE ORIGINAL AND ONE COPY OF THE 2016 EXEMPT ORGANIZATION RETURNS, AS FOLLOWS...

2016 FORM 990

2016 NEW YORK FORM CHAR500

EACH ORIGINAL SHOULD BE DATED, SIGNED AND FILED IN ACCORDANCE WITH THE FILING INSTRUCTIONS. THE COPY SHOULD BE RETAINED FOR YOUR FILES.

VERY TRULY YOURS,

# TAX RETURN FILING INSTRUCTIONS

FORM 990

### FOR THE YEAR ENDING

JUNE 30, 2017

Prepared for	BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474
Prepared by	LUTZ AND CARR, CPAS LLP 551 FIFTH AVENUE, SUITE 400 NEW YORK, NY 10176
Amount due or refund	NOT APPLICABLE
Make check payable to	NOT APPLICABLE
Mail tax return and check (if applicable) to	NOT APPLICABLE
Return must be mailed on or before	NOT APPLICABLE
Special Instructions	THIS RETURN HAS BEEN PREPARED FOR ELECTRONIC FILING. IF YOU WISH TO HAVE IT TRANSMITTED ELECTRONICALLY TO THE IRS, PLEASE SIGN, DATE, AND RETURN FORM 8879-EO TO OUR OFFICE. WE WILL THEN SUBMIT THE ELECTRONIC RETURN TO THE IRS. DO NOT MAIL A PAPER COPY OF THE RETURN TO THE IRS. RETURN FORM 8879-EO TO US BY MAY 15, 2018.

# IRS e-file Signature Authorization for an Exempt Organization

			•			
or calendar year 2016, or fiscal year beginning	${ t JUL}$	1	, 2016, and ending	JUN	30	, 20 <b>1</b> '

▶ Do not send to the IRS. Keep for your records.

BRONX CHARTER						,	dentification number
	SCHOOT	FOR T	HE ARTS				
Name and title of officer							
CHARLES WHITE	S JR						
CHAIR							
	Return and	Return II	nformation (Wh	nole Dollars Only)			
Check the box for the retu on line <b>1a</b> , <b>2a</b> , <b>3a</b> , <b>4a</b> , or <b>5</b> whichever is applicable, bl than 1 line in Part I.	<b>a,</b> below, and	the amount	on that line for the r	eturn being filed with t	his form was blank,	then leave I	ine <b>1b, 2b, 3b, 4b,</b> or <b>5b,</b>
1a Form 990 check here	$\mathbf{X}$	b Total rev	enue, if any (Form 9	990, Part VIII, column (	A), line 12)	<b>1</b> b	5,914,672.
2a Form 990-EZ check he		b Total	revenue, if any (Fo	orm 990-EZ, line 9)	, ,,	2b	
3a Form 1120-POL check	here 🕨 [	ь т	otal tax (Form 1120	0-POL, line 22)		3b	
4a Form 990-PF check he	ere 🕨 🗌	b Tax b	pased on investme	nt income (Form 990-I	PF, Part VI, line 5)	4b	
5a Form 8868 check here	<b>, ▶</b> □						
Part II Declarat	ion and Si	gnature Δ	uthorization of	f Officer			
intermediate service provide						essing the re	
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Do Not Submit This Form To the IRS Unless Requested To Do So

LHA For Paperwork Reduction Act Notice, see instructions.

Form **8879-EO** (2016)

# ggn

### Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

Department of the Treasury Internal Revenue Service

Activities & Governance

Revenue

Expenses

▶ Do not enter social security numbers on this form as it may be made public. Open to Public ▶ Information about Form 990 and its instructions is at www.irs.gov/form990. Inspection JUL 1, 2016 and ending JUN 30, A For the 2016 calendar year, or tax year beginning Check if applicable: C Name of organization D Employer identification number Address change BRONX CHARTER SCHOOL FOR THE ARTS Name change Initial return Number and street (or P.O. box if mail is not delivered to street address) Room/suite E Telephone number Final return/ 950 LONGFELLOW AVENUE termin-ated 5,933,879. City or town, state or province, country, and ZIP or foreign postal code G Gross receipts \$ Amended return BRONX, NY 10474 H(a) Is this a group return Applica-F Name and address of principal officer: MIRIAM RACCAH Yes X No for subordinates? pending SAME AS C ABOVE H(b) Are all subordinates included? Yes No Tax-exempt status: X = 501(c)(3) 501(c) ( ) ◀ (insert no.) 4947(a)(1) or If "No," attach a list. (see instructions) J Website: ► WWW.BRONXARTS.NET **H(c)** Group exemption number ▶ L Year of formation: 2002 M State of legal domicile: NY **K** Form of organization: **X** Corporation Association Other > Part I Summary Briefly describe the organization's mission or most significant activities: SEE SCHEDULE O Check this box | if the organization discontinued its operations or disposed of more than 25% of its net assets. 12 Number of voting members of the governing body (Part VI, line 1a) <u>12</u> Number of independent voting members of the governing body (Part VI, line 1b) 87 Total number of individuals employed in calendar year 2016 (Part V, line 2a) 5 6 Total number of volunteers (estimate if necessary) 7 a Total unrelated business revenue from Part VIII, column (C), line 12 7a **b** Net unrelated business taxable income from Form 990-T, line 34 ..... 7b **Prior Year Current Year** 643,545. 688,531. Contributions and grants (Part VIII, line 1h) 5,219,553. 5,124,486 Program service revenue (Part VIII, line 2g) 7,123. 2,182. Investment income (Part VIII, column (A), lines 3, 4, and 7d) 10 5.431. 4,406. Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 5,780,585. 5,914,672. Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) ........ 0. Grants and similar amounts paid (Part IX, column (A), lines 1-3) 0. 0. Benefits paid to or for members (Part IX, column (A), line 4) 3,896,391. 4,078,858. Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 9,752. 17,925. 16a Professional fundraising fees (Part IX, column (A), line 11e) **b** Total fundraising expenses (Part IX, column (D), line 25) 1,630,656. 1,847,988. Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 5,536,799. 5,944,771. Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 243,786. -30,099. Revenue less expenses. Subtract line 18 from line 12 Beginning of Current Year **End of Year** 2,045,054. 1,952,162. 20 Total assets (Part X, line 16) 1,111,259. 1,174,052. 21 Total liabilities (Part X, line 26) 871,002. 840,903. Net assets or fund balances. Subtract line 21 from line 20 ... Part II | Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer  CHARLES WHITES JR., C: Type or print name and title	HAIR	Date		
Paid	Print/Type preparer's name CHRIS BELLANDO	Preparer's signature	Date	Check PTIN if self-employed	
Preparer	Firm's name LUTZ AND CARR, C	PAS LLP	Firm's	s EIN ▶	
Use Only	Firm's address NEW YORK, NY 101	76	Phone	e no.	
May the IF	RS discuss this return with the preparer shown abo	ove? (see instructions)		X Yes	No

Pai	Statement of Program Service Accomplishments	X
	Check if Schedule O contains a response or note to any line in this Part III	<u></u>
1	Briefly describe the organization's mission: SEE SCHEDULE O	
	SEE SCHEDOLE O	
2	Did the organization undertake any significant program services during the year which were not listed on the	
2		Yes X No
	prior Form 990 or 990-EZ?  If "Yes," describe these new services on Schedule O.	L les Lillo
3	Did the organization cease conducting, or make significant changes in how it conducts, any program services?	Yes X No
3	If "Yes," describe these changes on Schedule O.	163 22 140
4	Describe the organization's program service accomplishments for each of its three largest program services, as measured b	v evnenses
7	Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total	
	revenue, if any, for each program service reported.	saperises, and
4a		5,219,553.)
·u	BRONX CHARTER SCHOOL FOR THE ARTS IS FOUNDED ON THE PRINCIPLE	
	EDUCATION IS A CATALYST FOR THE ACADEMIC AND SOCIAL SUCCESS OF	
	STUDENTS. IN THIS CONTEXT, THE SCHOOL'S PRIMARY PURPOSE IS TO	
	ART EDUCATION AS PART OF AN OVERALL BALANCED CURRICULUM.	
4b	(Code:) (Expenses \$ including grants of \$) (Revenue \$)	
4c	(Code:) (Expenses \$ including grants of \$) (Revenue \$)	)
4d	Other program services (Describe in Schedule O.)	
	(Expenses \$ \text{including grants of \$} \text{) (Revenue \$}	)
4e	Total program service expenses ► 5,187,037.	
		Form <b>990</b> (2016)

## Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)?			
	If "Yes," complete Schedule A	1	Х	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	2	Х	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for			
	public office? If "Yes," complete Schedule C, Part I	3		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect			
	during the tax year? If "Yes," complete Schedule C, Part II	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or			
	similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to			
	provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space,			
	the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III	8		х
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for			
	amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services?			
	If "Yes," complete Schedule D, Part IV	9		Х
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If</i> "Yes," <i>complete Schedule D, Part V</i>	10		x
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X			
	as applicable.			
а	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D,			
	Part VI	11a	Х	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total			
	assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII	11b		Х
С	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total			
	assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII	11c		Х
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in			
	Part X, line 16? If "Yes," complete Schedule D, Part IX	11d	Х	
е	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses			
	the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X	11f		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete			
	Schedule D, Parts XI and XII	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year?			ا ۔۔
	If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional	12b	77	X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	13	Х	77
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b				
	investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000			v
	or more? If "Yes," complete Schedule F, Parts I and IV	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any			X
40	foreign organization? If "Yes," complete Schedule F, Parts II and IV	15		
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to	4.		X
4-	or for foreign individuals? If "Yes," complete Schedule F, Parts III and IV	16		
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX,		Х	
40	column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I	17	Λ	
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines	40	Х	
10	1c and 8a? If "Yes," complete Schedule G, Part II	18	Λ	
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes,"	40		Х
	complete Schedule G, Part III	19		27

### Part IV Checklist of Required Schedules (continued)

			Yes	No
<b>20</b> a	Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H	20a		Х
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or			
	domestic government on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II	21		X
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on			l
	Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current			
	and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete			
	Schedule J	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the			
	last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete			l
	Schedule K. If "No", go to line 25a	24a		X
	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
С	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease			
	any tax-exempt bonds?	24c		
	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit			
	transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and			
	that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete			
	Schedule L, Part I	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or			
	former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? If "Yes,"			7.7
	complete Schedule L, Part II	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial			
	contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member			v
	of any of these persons? If "Yes," complete Schedule L, Part III	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV			
	instructions for applicable filing thresholds, conditions, and exceptions):	00		Х
a	A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV	28b		
С	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer,	00-		x
00	director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV	28c 29	X	
29	Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M	29		
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation	200		x
24	contributions? If "Yes," complete Schedule M	30		
31	Did the organization liquidate, terminate, or dissolve and cease operations?	0.4		x
20	If "Yes," complete Schedule N, Part I  Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete	31		- 25
32		32		X
33	Schedule N, Part II  Did the organization own 100% of an entity disregarded as separate from the organization under Regulations	32		<del></del>
33	sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I	33		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and	00		
0.7	Part V, line 1	34		Х
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity	000		
	within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2	35b		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization?			
55	If "Yes," complete Schedule R, Part V, line 2	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization			<u> </u>
٠.	and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI	37		х
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	<u> </u>		
	Note. All Form 990 filers are required to complete Schedule O	38	Х	
				(2016)

## Part V Statements Regarding Other IRS Filings and Tax Compliance

	Check if Schedule O contains a response of note to any line in this part v					Ш					
			1 24		Yes	No					
	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	31								
	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b									
С	Did the organization comply with backup withholding rules for reportable payments to vendors and r			4.							
0-	(gambling) winnings to prize winners?	 I	I	1c							
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements,		87								
<b>L</b>	filed for the calendar year ending with or within the year covered by this return	2a		2b	Х						
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returned. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			20	21						
32	<b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to <i>e-file</i> (see instructions Did the organization have unrelated business gross income of \$1,000 or more during the year?			3a		Х					
	<ul> <li>Did the organization have unrelated business gross income of \$1,000 or more during the year?</li> <li>b If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O</li> </ul>										
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a											
financial account in a foreign country (such as a bank account, securities account, or other financial account)?											
b If "Yes," enter the name of the foreign country: ▶											
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial A	ccou	nts (FBAR).								
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5a		Х					
	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transa			5b		Х					
	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?			5с							
	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the										
	any contributions that were not tax deductible as charitable contributions?			6a		Х					
b	If "Yes," did the organization include with every solicitation an express statement that such contribute	tions o	or gifts								
	were not tax deductible?			6b							
7	Organizations that may receive deductible contributions under section 170(c).										
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?											
<b>b</b> If "Yes," did the organization notify the donor of the value of the goods or services provided?											
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required											
	to file Form 8282?	ı	 I	7c		X					
	If "Yes," indicate the number of Forms 8282 filed during the year	7d				37					
е	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit of			7e		X					
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit cont			7f							
g	If the organization received a contribution of qualified intellectual property, did the organization file F			7g							
	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organizations received a contribution of cars, boats, airplanes, or other vehicles, did the organizations received funds of the contributions of the contribution of cars, boats, airplanes, or other vehicles, did the organizations of the contribution of cars, boats, airplanes, or other vehicles, did the organizations of the contribution of cars, boats, airplanes, or other vehicles, did the organizations of the contribution of cars, boats, airplanes, or other vehicles, did the organizations of the contribution of cars, boats, airplanes, or other vehicles, did the organizations of the contribution of cars, boats, airplanes, or other vehicles, did the organizations of the contribution of cars, boats, airplanes, airpl			7h							
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained			8							
9	sponsoring organization have excess business holdings at any time during the year?  Sponsoring organizations maintaining donor advised funds.			0							
	Did the sponsoring organization make any taxable distributions under section 4966?			9a							
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?			9b							
10	Section 501(c)(7) organizations. Enter:			UD							
	Initiation fees and capital contributions included on Part VIII, line 12	10a									
	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b									
11	Section 501(c)(12) organizations. Enter:										
а	Gross income from members or shareholders	11a									
b	Gross income from other sources (Do not net amounts due or paid to other sources against										
	amounts due or received from them.)	11b									
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form	1041	?	12a							
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b									
13	Section 501(c)(29) qualified nonprofit health insurance issuers.										
а	Is the organization licensed to issue qualified health plans in more than one state?			13a							
_	<b>Note.</b> See the instructions for additional information the organization must report on Schedule O.										
b	Enter the amount of reserves the organization is required to maintain by the states in which the	۱	1								
	organization is licensed to issue qualified health plans	13b									
	Enter the amount of reserves on hand	13c	l	1/1-		X					
	Did the organization receive any payments for indoor tanning services during the tax year?  If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedul			14a 14b		<u> </u>					
U	in res, rias it liled a Form 720 to report these payments? If two, provide an explanation in Schedul	<del>.</del>			990	(2016)					
				1 0111	. 555	(2010)					

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

_	Check if Schedule O contains a response or note to any line in this Part VI					X					
Sec	tion A. Governing Body and Management										
		1 1	4.0		Yes	No					
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	12								
	If there are material differences in voting rights among members of the governing body, or if the governing										
	body delegated broad authority to an executive committee or similar committee, explain in Schedule O.										
b	Enter the number of voting members included in line 1a, above, who are independent	1b	12								
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationsh	nip with any othe	er								
	officer, director, trustee, or key employee?			2		X					
3	Did the organization delegate control over management duties customarily performed by or under the	he direct superv	rision								
	of officers, directors, or trustees, or key employees to a management company or other person? $\dots$			3		X					
4											
5											
6	Did the organization have members or stockholders?			6		X					
7a	Did the organization have members, stockholders, or other persons who had the power to elect or a	appoint one or									
	more members of the governing body?			7a		Х					
b	Are any governance decisions of the organization reserved to (or subject to approval by) members,	stockholders, o	r								
	persons other than the governing body?			7b		X					
8	$ \   Did the organization contemporaneously document the meetings held or written actions undertaken during the years of the organization of the property of the property$	ear by the following	g:								
а	The governing body?			8a	X						
b	Each committee with authority to act on behalf of the governing body?			8b	X						
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be re	ached at the									
	organization's mailing address? If "Yes," provide the names and addresses in Schedule O			9		X					
Sec	tion B. Policies (This Section B requests information about policies not required by the Internal F	Revenue Code.)									
			_		Yes	No					
10a	Did the organization have local chapters, branches, or affiliates?			10a		Х					
b	If "Yes," did the organization have written policies and procedures governing the activities of such of	chapters, affiliate	es,								
	and branches to ensure their operations are consistent with the organization's exempt purposes?			10b							
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing bo	dy before filing t	he form?	11a	Х						
b											
12a	and a second control of the control										
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give ris	e to conflicts?		12b	X						
С	Did the organization regularly and consistently monitor and enforce compliance with the policy? If $^{"}$	Yes," describe									
	in Schedule O how this was done			12c	Х						
13	Did the organization have a written whistleblower policy?			13	X						
14	Did the organization have a written document retention and destruction policy?			14	X						
15	Did the process for determining compensation of the following persons include a review and approve	al by independe	ent								
	persons, comparability data, and contemporaneous substantiation of the deliberation and decision	?									
а	The organization's CEO, Executive Director, or top management official			15a	Х						
b	Other officers or key employees of the organization			15b	X						
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).										
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrange	ement with a									
	taxable entity during the year?			16a		X					
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate	ate its participat	ion								
	in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organic	anization's									
	exempt status with respect to such arrangements?			16b							
Sec	tion C. Disclosure										
17	List the states with which a copy of this Form 990 is required to be filed ► NY										
18	Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-	T (Section 501(d	c)(3)s only) a	vailab	le						
	for public inspection. Indicate how you made these available. Check all that apply.										
	, ,	n in Schedule O,									
19	Describe in Schedule O whether (and if so, how) the organization made its governing documents, co	onflict of interes	t policy, and	finan	cial						
	statements available to the public during the tax year.										
20	State the name, address, and telephone number of the person who possesses the organization's b	ooks and record	ls:▶								
	TIFFNEY JONES - 718-893-1042										
	950 LONGFELLOW AVENUE. BRONX. NY 10474										

# Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

#### Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

- 1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.
- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
  - List all of the organization's current key employees, if any. See instructions for definition of "key employee."
- List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

oxdot Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

(A)	(B)	(C)			про	nou	(D)	(E)	(F)	
Name and Title	Average	(do	Position (do not check more than one				one	Reportable	Reportable	Estimated
	hours per	box	, unle	ss pe	rson i	is bot or/trus	h an	compensation	compensation	amount of
	week	$\vdash$	Jei aii	lu a u	II ecto	1 1		from	from related	other
	(list any hours for	Individual trustee or director				_		the organization	organizations (W-2/1099-MISC)	compensation from the
	related	ee or	stee			Highest compensated employee		(W-2/1099-MISC)	(** 27 1000 141100)	organization
	organizations	trust	nal tru		oyee	ompe				and related
	below	vidua	Institutional trustee	cer	Key employee	hest c oloyee	Former			organizations
	line)	Indi	Inst	Officer	Key	Hig	- E			
(1) CHARLES WHITES, JR.	5.00	,,		,,				0	0	0
CHAIR	F 00	Х		Х				0.	0.	0.
(2) GRAHAM POWIS	5.00	٠,,		,,				0	0	0
VICE CHAIR	F 00	Х		Х				0.	0.	0.
(3) NONI THOMAS LOPEZ	5.00	٠,,		,,				0	0	0
VICE CHAIR	F 00	Х		Х				0.	0.	0.
(4) ARLENE BASCOM	5.00	X		٠,				0.	0	0
CO-TREASURER	5.00	^		Х				0.	0.	0.
(5) LORI BIANCAMANO	3.00	X		x				0.	0.	0.
CO-TREASURER	5.00	Δ		Δ				0.	0.	<u> </u>
(6) SUSAN GEISENHEIMER	3.00	X		x				0.	0.	0.
(7) AISHA BELL	5.00	^		^				0.	0.	<u> </u>
PARENT REP	3.00	X						0.	0.	0.
(8) DENISE BRECHER	5.00	^						0.	0.	<u></u>
MEMBER	J.00	X						0.	0.	0.
(9) ARIEL GOLD	5.00							0.	0.	<u></u>
MEMBER	3.00	x						0.	0.	0.
(10) TRENT HICKMAN	5.00							•	•	
MEMBER	3,00	x						0.	0.	0.
(11) ERIC OSORIO	5.00	<del></del>								
MEMBER		x						0.	0.	0.
(12) BARBARA SCOTT	5.00									
MEMBER		Х						0.	0.	0.
(13) KATHERINE TRAGER	5.00							-	-	
MEMBER		х						0.	0.	0.
(14) MIRIAM RACCAH	40.00									
EXECUTIVE DIRECTOR				Х				186,406.	0.	13,215.
(15) BRENDA DANIELS	40.00									
PRINCIPAL				Х				124,357.	0.	12,869.
(16) COURTNEY VILLAFRANCO	40.00									_
DIRECTOR OF CURRICULUM						Х		105,325.	0.	1,520.
										- 000

Pa	rt VII Section A. Officers, Directors, Trus	tees, Key Em	ploy	ees	, an	d Hi	ighe	st C	Compensated Employe	es (continued)				
	(A) Name and title	(B) Average hours per week (list any	box offi	not c	Pos heck ss pe	more rson	than is bot or/trus	h an	( <b>D)</b> Reportable compensation from the	(E) Reportable compensatio from related organization	on d	an	(F) stimate nount of other	of
		hours for related organizations below line)	Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	organization (W-2/1099-MISC)	(W-2/1099-MI		fr org and	pensa om the anizati d relate anizatio	e ion ed
			_											
1b	Sub-total		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	416,088.		0.	2	7,6	04.
	Total from continuation sheets to Part VI Total (add lines 1b and 1c)							<b>▶</b>	416,088.		0.	2	7,6	0. 04.
2	Total number of individuals (including but n compensation from the organization	ot limited to th	ose	liste	ed al	bove	e) wł	no re	eceived more than \$100	0,000 of reportab	ole			3
3	Did the organization list any <b>former</b> officer,												Yes	No X
4	line 1a? If "Yes," complete Schedule J for s For any individual listed on line 1a, is the su and related organizations greater than \$150	ım of reportab	le co	omp	ensa	atior	n and	d otl		the organization		3	Х	Λ
5	Did any person listed on line 1a receive or a rendered to the organization? <i>If</i> "Yes," <i>com</i>	accrue compe	nsat	ion 1	from	any	/ unr					5	Λ	Х
Sec	ction B. Independent Contractors	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							•	
1	Complete this table for your five highest co the organization. Report compensation for	=	-								mpens	sation 1	from	
	(A) Name and business	address	N	INC	Ξ				(B) Description of s	ervices	C	Ompe	<b>)</b> nsatior	n
								_						
								$\dashv$						
	Total number of independent contractors (i	ncludina but n	ot li	mite	d to	tho	se li	stec	d above) who received m	nore than				
_	\$100,000 of compensation from the organic						0						000 //	

Part VIII Statement of Revenue

		Check if Schedule O conta	ains a response	or note to any li	ne in this Part VIII			
			·	j	(A)	(B)	(C)	(D) Revenue excluded
					Total revenue	Related or exempt function	Unrelated business	from tax under
						revenue	revenue	sections 512 - 514
ıts Its	1 a	Federated campaigns	1a					
irar oun		Membership dues						
Ę,		Fundraising events		53,947.				
ar i		Related organizations						
s, C		Government grants (contributi		392,918.				
ö		All other contributions, gifts, grant	· —	· · · · · · · · · · · · · · · · · · ·	-			
but	_	similar amounts not included abov		241,666.				
اقظ	а	Noncash contributions included in lines	<del></del>	30,137.				
Contributions, Gifts, Grants and Other Similar Amounts	_	Total. Add lines 1a-1f			688,531.			
				Business Code				
o l	2 a	RESIDENT STUDEN	T ENROL		4,967,013.	4,967,013.		
Program Service Revenue	b	COLLOCK BOOD DET		611710	252,540.			
Ser	c							
E S	d							
Pega	u 0							
P.	f	All other program service reve	nue					
		Total. Add lines 2a-2f			5,219,553.			
$\neg$	3	Investment income (including			, , , , , , , , , , , , , , , , , , , ,			
	Ü	other similar amounts)			2,182.			2,182.
	4	Income from investment of tax						
	5	Royalties						
	3	noyaliles	(i) Real	(ii) Personal				
	6.0	Gross rents	(i) Neai	(II) Fersorial				
					-			
		Less: rental expenses			-			
		Rental income or (loss)  Net rental income or (loss)						
		Gross amount from sales of	(i) Securities					
	/ a		(i) Securities	(ii) Other	-			
	h	assets other than inventory  Less: cost or other basis			-			
	b							
	_	and sales expenses			-			
		Gain or (loss)						
		Net gain or (loss)						
ne	0 a	including \$ 53,9	47 . of					
Ve		contributions reported on line						
Re		•	•	19,207.				
Other Reven	h	Part IV, line 18		19,207.	-			
δ		Net income or (loss) from fund			0.			
		Gross income from gaming ac						
	эа	Part IV, line 19						
	h	Less: direct expenses						
		Net income or (loss) from gam						
		Gross sales of inventory, less						
	10 a	and allowances						
	h	Less: cost of goods sold						
		Net income or (loss) from sale						
ŀ								
ł	11 ^	Miscellaneous Revenu	<u> </u>	Business Code 90009	4,406.			4,406.
	ii a b				1,100			1,400
	q	All other revenue						<del>                                     </del>
		Total. Add lines 11a-11d			4,406.			
	12	Total revenue. See instructions.			5,914,672.		0.	6,588.
	14	i otal lovolido. Occ ilibil dellello.			- , , 0 , 4 •	-,,555.		<u> </u>

Page 9

# Form 990 (2016) BRONX CHARTER Part IX | Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Do.	Check if Schedule O contains a responsion include amounts reported on lines 6b,	(A)	(B)	(C)	(D)
	8b, 9b, and 10b of Part VIII.	Total expenses	Program service expenses	Management and general expenses	Fundraising expenses
1	Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2	Grants and other assistance to domestic				
_	individuals. See Part IV, line 22				
3	Grants and other assistance to foreign				
•	organizations, foreign governments, and foreign				
	individuals. See Part IV, lines 15 and 16				
4	Benefits paid to or for members				
<del>-</del> 5	Compensation of current officers, directors,				
J	trustees, and key employees	371,118.	64,974.	270,526.	35,618
6	Compensation not included above, to disqualified	37171101	01/3/10	27073201	33,010
O	persons (as defined under section 4958(f)(1)) and				
_	persons described in section 4958(c)(3)(B)	3,002,113.	2,998,053.		4,060
7	Other salaries and wages	3,002,113.	2,990,033.		4,000
8	Pension plan accruals and contributions (include				
_	section 401(k) and 403(b) employer contributions)	428,199.	200 225	34,262.	4 601
9	Other employee benefits	277,428.	389,335.		4,602
0	Payroll taxes	411,440.	251,953.	22,243.	3,434
1	Fees for services (non-employees):				
	Management	4 700		4 702	
b	Legal	4,703.		4,703.	
	Accounting	28,205.		28,205.	
d	Lobbying	45.005			45.005
е	Professional fundraising services. See Part IV, line 17	17,925.			17,925
f	Investment management fees				
g	Other. (If line 11g amount exceeds 10% of line 25,		4.5	100 100	
	column (A) amount, list line 11g expenses on Sch 0.)	246,753.	105,309.	128,130.	13,314
12	Advertising and promotion	9,774.	8,797.	977.	
13	Office expenses	126,339.	114,690.	9,468.	2,181
14	Information technology				
15	Royalties				
16	Occupancy	901,875.	819,061.	72,309.	10,505
7	Travel				
18	Payments of travel or entertainment expenses				
	for any federal, state, or local public officials				
9	Conferences, conventions, and meetings				
20	Interest				
21	Payments to affiliates				
22	Depreciation, depletion, and amortization	35,252.	32,015.	2,826.	411
23	Insurance	47,109.	42,784.	3,776.	549
24	Other expenses. Itemize expenses not covered				
	above. (List miscellaneous expenses in line 24e. If line				
	24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule 0.)				
а	FOOD SERVICE	218,955.	180,832.	38,123.	
b	STUDENT SUPPLIES & SERV	94,427.	94,355.	63.	9
c	STAFF DEVELOPMENT	90,657.	60,062.	30,595.	
d	OTHER	30,559.	24,817.	5,656.	86
	All other expenses	13,380.	,	-,	13,380
5	Total functional expenses. Add lines 1 through 24e	5,944,771.	5,187,037.	651,862.	105,872
<u>.5</u> 26	Joint costs. Complete this line only if the organization	3,222,	2,22,,00,0		
	reported in column (B) joint costs from a combined				
	educational campaign and fundraising solicitation.				

Form 990 (2016)

Part X | Balance Sheet

Pai	rt X	Balance Sheet					
		Check if Schedule O contains a response or not	te to any l	ine in this Part X			
					<b>(A)</b> Beginning of year		<b>(B)</b> End of year
	1	Cash - non-interest-bearing	1,959.	1	585,770.		
	2	Savings and temporary cash investments	1,492,706.	2	678,268.		
	3	Pledges and grants receivable, net	120,159.	3	262,590		
	4	Accounts receivable, net	32,581.	4	28,213		
	5	Loans and other receivables from current and for					
		trustees, key employees, and highest compens	ated emp	oyees. Complete			
		Part II of Schedule L		5			
	6	Loans and other receivables from other disquali					
		section 4958(f)(1)), persons described in section	•	,			
s		employers and sponsoring organizations of sec		-			
		employees' beneficiary organizations (see instr).				6	
Assets	7	Notes and loans receivable, net		7			
As	8	Inventories for sale or use				8	
	9	Prepaid expenses and deferred charges			2,675.	9	68,058
	_	Land, buildings, and equipment: cost or other	I I		,		, , , , , , , , , , , , , , , , , , , ,
		basis. Complete Part VI of Schedule D	10a	697,387.			
	b	Less: accumulated depreciation	-	593,449.	125,500.	10c	103,938
	11	Investments - publicly traded securities			. ,	11	, , , , , , , ,
	12	Investments - other securities. See Part IV, line				12	
	13	Investments - program-related. See Part IV, line				13	
	14	Intangible assets				14	
	15	Other assets. See Part IV, line 11			269,474.	15	225,325
	16	Total assets. Add lines 1 through 15 (must equ			2,045,054.	16	1,952,162
	17	Accounts payable and accrued expenses	442,890.	17	391,358		
	18	Grants payable		,	18	,	
	19	Deferred revenue		19	6,234		
	20	Tax-exempt bond liabilities				20	,
	21	Escrow or custodial account liability. Complete				21	
s	22	Loans and other payables to current and former					
Liabilities		key employees, highest compensated employee	,	, ,			
ig		Complete Part II of Schedule L			22		
Ë	23	Secured mortgages and notes payable to unrela				23	
	24	Unsecured notes and loans payable to unrelate		_		24	
	25	Other liabilities (including federal income tax, pa					
		parties, and other liabilities not included on lines					
		Schedule D	-	· .	731,162.	25	713,667
	26	Total liabilities. Add lines 17 through 25			1,174,052.	26	1,111,259.
		Organizations that follow SFAS 117 (ASC 958					
Ş		complete lines 27 through 29, and lines 33 ar		,			
ဋ	27	Unrestricted net assets			871,002.	27	808,403.
ala	28	Temporarily restricted net assets			-	28	32,500.
d B	29	Permanently restricted net assets		29	-		
Ë		Organizations that do not follow SFAS 117 (A					
è		and complete lines 30 through 34.	,,				
ts	30	Capital stock or trust principal, or current funds				30	
SSE	31	Paid-in or capital surplus, or land, building, or ed				31	
Net Assets or Fund Balances	32	Retained earnings, endowment, accumulated in				32	
ž	33	Total net assets or fund balances			871,002.	33	840,903.
	I -	Total liabilities and net assets/fund balances			2,045,054.	34	1,952,162.

Pa	rt XI Reconciliation of Net Assets				
	Check if Schedule O contains a response or note to any line in this Part XI				
1 2 3 4 5 6	Total revenue (must equal Part VIII, column (A), line 12)  Total expenses (must equal Part IX, column (A), line 25)  Revenue less expenses. Subtract line 2 from line 1  Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))  Net unrealized gains (losses) on investments  Donated services and use of facilities	1 !	5,91 5,94 -3	4,6 4,7 0,0	
8	Investment expenses Prior period adjustments	8			
9	Other changes in net assets or fund balances (explain in Schedule O)	9			0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	84	0,9	03.
Pa	rt XII Financial Statements and Reporting				
	Check if Schedule O contains a response or note to any line in this Part XII				<u> </u>
1	Accounting method used to prepare the Form 990: Cash X Accrual Other  If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule	O.		Yes	No
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed separate basis, consolidated basis, or both:  Separate basis  Consolidated basis  Both consolidated and separate basis	d on a			
b	Were the organization's financial statements audited by an independent accountant?		2b	Х	
c	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separat consolidated basis, or both:  X Separate basis Consolidated basis Both consolidated and separate basis  If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the				
J	review, or compilation of its financial statements and selection of an independent accountant?		2c	Х	
За	If the organization changed either its oversight process or selection process during the tax year, explain in Sch As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Si Act and OMB Circular A-133?	edule O. ngle Audit	3a		Х
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required				
	or audits, explain why in Schedule O and describe any steps taken to undergo such audits		3b		
			Form	990	(2016)

#### **SCHEDULE A**

Department of the Treasury

Internal Revenue Service

(Form 990 or 990-EZ)

Public Charity Status and Public Support Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► Attach to Form 990 or Form 990-EZ.

► Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization

BRONX CHARTER SCHOOL FOR THE ARTS

**Employer identification number** 

Pa	rt I	Reason for Public (	Charity Status (	All organizations must co	omplete th	is part.) Se	ee instructions.		
he (	organ	ization is not a private found	ation because it is: (	For lines 1 through 12, o	heck only	one box.)			
1		A church, convention of ch	urches, or associatio	on of churches described	d in <b>sectio</b>	n 170(b)(	1)(A)(i).		
2	X	A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ).)							
3		A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).							
4		A medical research organiz					-	the hospital's name.	
		city, and state:		. ,				,	
5		An organization operated for	or the benefit of a co	llege or university owner	d or opera	ted by a d	overnmental unit describ	ned in	
3		section 170(b)(1)(A)(iv). (C		inege of drillversity owner	а ог орста	ica by a g	overnmental and accord	JCG    1	
6				aantal unit daaarihad in .	aaatian d	70/6\/4\/ 4\	()		
6	H	A federal, state, or local gov	-					and the standard of the	
7	ш	An organization that norma		ntial part of its support i	rom a gov	ernmentai	unit or from the general	public described in	
_		section 170(b)(1)(A)(vi). (Co		(4VAV 1) (0					
8	H	A community trust describe							
9		An agricultural research org				-	-	-	
		or university or a non-land-g	grant college of agric	ulture (see instructions).	Enter the	name, city	y, and state of the colleg	je or	
		university:							
10		An organization that norma							
		activities related to its exem	npt functions - subjec	ct to certain exceptions,	and (2) no	more tha	n 33 1/3% of its suppor	t from gross investment	
		income and unrelated busing	ness taxable income	(less section 511 tax) from	om busine	sses acqu	ired by the organization	after June 30, 1975.	
		See section 509(a)(2). (Cor	mplete Part III.)						
11	Щ	An organization organized a	and operated exclusi	ively to test for public sa	fety. See	section 50	)9(a)(4).		
12		An organization organized a	and operated exclusi	ively for the benefit of, to	perform	the functio	ons of, or to carry out the	e purposes of one or	
		more publicly supported or	ganizations describe	ed in <b>section 509(a)(1)</b> o	r section	509(a)(2).	See <b>section 509(a)(3).</b> (	Check the box in	
		lines 12a through 12d that	describes the type o	f supporting organizatio	n and con	nplete lines	s 12e, 12f, and 12g.		
а		Type I. A supporting orga	anization operated, s	upervised, or controlled	by its sup	ported org	ganization(s), typically by	giving giving	
		the supported organization	on(s) the power to re	gularly appoint or elect a	a majority	of the dire	ctors or trustees of the s	supporting	
		organization. You must c	omplete Part IV, Se	ections A and B.					
b		Type II. A supporting orga	anization supervised	or controlled in connec	tion with it	s support	ed organization(s), by ha	aving	
		control or management o	f the supporting orga	anization vested in the s	ame perso	ons that co	ontrol or manage the sup	ported	
		organization(s). You mus			·			•	
С		Type III functionally inte			in connec	tion with.	and functionally integrate	ed with.	
		its supported organization					• •	,	
d		Type III non-functionally		•				ization(s)	
_		that is not functionally int					• • • • •	• •	
		requirement (see instructi	-		-		·		
е		Check this box if the orga	•	•					
Ū		functionally integrated, or					. 1, po 1, 1, po 11, 1, po 111		
f	Ente	er the number of supported of		,	ing organi	Lation.			
		vide the following information		ed organization(s)					
9		i) Name of supported	(ii) EIN	(iii) Type of organization	(iv) Is the orga	nization listed ng document?	(v) Amount of monetary	(vi) Amount of other	
		organization		(described on lines 1-10 above (see instructions))	Yes	No	support (see instructions)	support (see instructions)	
				above (see instructions))					
ota	ıl								

# Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Sec	tion A. Public Support						
Cale	ndar year (or fiscal year beginning in)	(a) 2012	<b>(b)</b> 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
1	Gifts, grants, contributions, and						
	membership fees received. (Do not						
	include any "unusual grants.")						
2	Tax revenues levied for the organ-						
	ization's benefit and either paid to						
	or expended on its behalf						
3	The value of services or facilities						
	furnished by a governmental unit to						
	the organization without charge						
4	Total. Add lines 1 through 3						
	The portion of total contributions						_
_	by each person (other than a						
	governmental unit or publicly						
	supported organization) included						
	on line 1 that exceeds 2% of the						
	amount shown on line 11,						
	column (f)						
6	Public support. Subtract line 5 from line 4.						
	ction B. Total Support						
	ndar year (or fiscal year beginning in)	(a) 2012	<b>(b)</b> 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
	Amounts from line 4	(-,,	(-)	(5)=511	(4) = 2 · 2	(-,	(-)
	Gross income from interest,						_
_	dividends, payments received on						
	securities loans, rents, royalties						
	and income from similar sources						
9	Net income from unrelated business						
Ū	activities, whether or not the						
	business is regularly carried on						
10	Other income. Do not include gain						
	or loss from the sale of capital						
	assets (Explain in Part VI.)						
11	<b>Total support.</b> Add lines 7 through 10						
	Gross receipts from related activities,	etc. (see instruction	ns)			12	
	First five years. If the Form 990 is for	•	,				
	organization, check this box and <b>stop</b>						
Sec	ction C. Computation of Publ	ic Support Pe	centage				
14	Public support percentage for 2016 (I	line 6, column (f) di	vided by line 11,	column (f))		14	%
	Public support percentage from 2015					15	%
	33 1/3% support test - 2016. If the c					nore, check this bo	ox and
	stop here. The organization qualifies						
b	33 1/3% support test - 2015. If the o						
	and stop here. The organization qual						▶□
17a	10% -facts-and-circumstances tes						or more,
	and if the organization meets the "fac						
	meets the "facts-and-circumstances"			-	=	-	
b	10% -facts-and-circumstances tes						
_	more, and if the organization meets the	ū				·	
	organization meets the "facts-and-circ				-		
18	Private foundation. If the organization						s
_			,	, , ,,		dula A (Form 000	

## Part III | Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support	pelow, please com	plete Part II.)				
Calendar year (or fiscal year beginning in)	(a) 2012	<b>(b)</b> 2013	(6) 2014	(4) 2015	(e) 2016	(f) Total
1 Gifts, grants, contributions, and	(a) 2012	(0) 2013	(c) 2014	(d) 2015	(e) 2016	(f) Total
membership fees received. (Do not						
include any "unusual grants.")						
						_
<b>2</b> Gross receipts from admissions, merchandise sold or services per-						
formed, or facilities furnished in						
any activity that is related to the						
organization's tax-exempt purpose						
3 Gross receipts from activities that						
are not an unrelated trade or bus-						
iness under section 513						
4 Tax revenues levied for the organ-						
ization's benefit and either paid to						
or expended on its behalf						
5 The value of services or facilities						
furnished by a governmental unit to						
the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and						
3 received from disqualified persons						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that						
exceed the greater of \$5,000 or 1% of the						
amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						
Section B. Total Support						
Calendar year (or fiscal year beginning in) ▶	(a) 2012	<b>(b)</b> 2013	(c) 2014	(d) 2015	<b>(e)</b> 2016	(f) Total
9 Amounts from line 6						_
<b>10a</b> Gross income from interest,						
dividends, payments received on securities loans, rents, royalties						
and income from similar sources						
<b>b</b> Unrelated business taxable income						
(less section 511 taxes) from businesses						
acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business						
activities not included in line 10b,						
whether or not the business is regularly carried on						
12 Other income. Do not include gain						
or loss from the sale of capital						
assets (Explain in Part VI.)						
14 First five years. If the Form 990 is for	<u> </u>	's first second thi	rd fourth or fifth t	ax vear as a sectio	n 501(c)(3) organiz	ration
check this box and <b>stop here</b>	•			-	. , . ,	<b>▶</b>
Section C. Computation of Pub						
15 Public support percentage for 2016			column (f))		15	%
16 Public support percentage from 201:					16	<del>/</del> 6
Section D. Computation of Inve					1.51	70
17 Investment income percentage for 2					17	%
18 Investment income percentage from					18	
19a 33 1/3% support tests - 2016. If the						
more than 33 1/3%, check this box a						
b 33 1/3% support tests - 2015. If the						
line 18 is not more than 33 1/3%, ch						
20 Private foundation. If the organization						
Lo 1 11 vato rodinacioni il tile organizatio	on and not offect a	. 20/ 011 11116 14, 18	a, or rob, oriect t	THE DOT ALL SEE III	on aonono	<u> </u>

### Part IV | Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

#### Section A. All Supporting Organizations

- 1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No," describe in **Part VI** how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.
- 2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in **Part VI** how the organization determined that the supported organization was described in section 509(a)(1) or (2).
- 3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.
- **b** Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in **Part VI** when and how the organization made the determination.
- c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in **Part VI** what controls the organization put in place to ensure such use.
- **4a** Was any supported organization not organized in the United States ("foreign supported organization")? *If* "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.
- **b** Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in **Part VI** how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.
- c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.
- 5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in **Part VI**, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).
- **b** Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?
- c Substitutions only. Was the substitution the result of an event beyond the organization's control?
- 6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI.
- 7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).
- 8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).
- **9a** Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in **Part VI**.
- **b** Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in **Part VI.**
- c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI.
- **10a** Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If* "Yes," *answer 10b below.* 
  - **b** Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)

	Yes	No
1		
'		
2		
3a		
3b		
3с		
4a		
4b		
4c		
5a		
5b		
5c		
6		
7		
8		
9a		
Ju		
9b		
9с		
10a		
134		
10b		

	edule A (Form 990 or 990-EZ) 2016 BRONX CHARLER SCHOOL FOR THE ARTS		Pa	age <b>5</b>
Pa	rt IV   Supporting Organizations <sub>(continued)</sub>		V-	<b>N</b> 1.
			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?  A person who directly or indirectly controls, either alone or together with persons described in (b) and (c)			
а		11a		
h	below, the governing body of a supported organization?  A family member of a person described in (a) above?	11b	$\vdash$	
	A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in <b>Part VI</b> .	11c	$\vdash$	
	etion B. Type I Supporting Organizations	110		<u> </u>
			Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to			
	regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the			
	tax year? If "No," describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or			
	controlled the organization's activities. If the organization had more than one supported organization,			
	describe how the powers to appoint and/or remove directors or trustees were allocated among the supported			
	organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1		
2	Did the organization operate for the benefit of any supported organization other than the supported			
	organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in			
	Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated,			
	supervised, or controlled the supporting organization.	2		
Sec	tion C. Type II Supporting Organizations			
			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors			
	or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control			
	or management of the supporting organization was vested in the same persons that controlled or managed			
800	the supported organization(s). etion D. All Type III Supporting Organizations	1		
Sec	Stion D. All Type III Supporting Organizations		Vac	Na
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the		Yes	No
•	organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax			
	year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the			
	organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported	-		
	organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how			
	the organization maintained a close and continuous working relationship with the supported organization(s).	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a			
	significant voice in the organization's investment policies and in directing the use of the organization's			
	income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's			
	supported organizations played in this regard.	3		
Sec	tion E. Type III Functionally Integrated Supporting Organizations			
1	Check the box next to the method that the organization used to satisfy the Integral Part Test during the yea(see instructions).			
а	The organization satisfied the Activities Test. Complete line 2 below.			
b	The organization is the parent of each of its supported organizations. Complete line 3 below.			
С	The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see inst	ructions		- <del></del>
2	Activities Test. Answer (a) and (b) below.		Yes	No
а	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of			
	the supported organization(s) to which the organization was responsive? If "Yes," then in <b>Part VI identify</b>			
	those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined			
	that these activities constituted substantially all of its activities.	2a		
b		Zu		
	of the organization's supported organization(s) would have been engaged in? If "Yes," explain in <b>Part VI</b> the			
	reasons for the organization's position that its supported organization(s) would have engaged in these			
	activities but for the organization's involvement.	2b		
3	Parent of Supported Organizations. <i>Answer (a) and (b) below.</i>			
а				
	trustees of each of the supported organizations? Provide details in Part VI.	3a		
b				
	of its supported organizations? If "Yes," describe in <b>Part VI</b> the role played by the organization in this regard.	3b		

Pa	rt V Type III Non-Functionally Integrated 509(a)(3) Supportin	ng Orga	anizations	r age <b>c</b>
1	Check here if the organization satisfied the Integral Part Test as a qualifying			Part VI.) See instructions. A
	other Type III non-functionally integrated supporting organizations must co	omplete :	Sections A through E.	
Sect	ion A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or			
	collection of gross income or for management, conservation, or			
	maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		
Sect	ion B - Minimum Asset Amount	•	(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see			
	instructions for short tax year or assets held for part of year):			
а	Average monthly value of securities	1a		
	Average monthly cash balances	1b		
С	Fair market value of other non-exempt-use assets	1c		
d	Total (add lines 1a, 1b, and 1c)	1d		
е	Discount claimed for blockage or other			
	factors (explain in detail in Part VI):			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d	3		
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount,			
	see instructions)	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by .035	6		
7	Recoveries of prior-year distributions	7		
8	Minimum Asset Amount (add line 7 to line 6)	8		
Sect	ion C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2	Enter 85% of line 1	2		
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4	Enter greater of line 2 or line 3	4		
5	Income tax imposed in prior year	5		
6	Distributable Amount. Subtract line 5 from line 4, unless subject to			
	emergency temporary reduction (see instructions)	6		
7	Check here if the current year is the organization's first as a non-functiona		ated Type III supporting ord	ganization (see
	instructions).			<del>.</del> ,

Schedule A (Form 990 or 990-EZ) 2016

Schedule A (Form 990 or 990-EZ) 2016

8 Breakdown of line 7:

b Excess from 2013c Excess from 2014d Excess from 2015e Excess from 2016

Schedule A	(Form 990 or 990-l	EZ) 2016	BRONX	CHARTER	SCHOOL	FOR	THE	ARTS			Page 8
Part VI	Supplementa Part IV, Section A	I Inform	<b>nation.</b> Pr 2, 3b, 3c, 4l	rovide the expla	nations requir 9b, 9c, 11a, 1	ed by Pai	rt II, line I1c; Par	10; Part II, lin	3, lines 1 a	17b; Part III, line 12; and 2; Part IV, Secti Section B, line 1e; F	on C,
	Section D, lines 5 (See instructions.	, 6, and 8;	; and Part \	/, Section E, line	es 2, 5, and 6.	Also com	plete th	is part for any	addition	al information.	

#### Schedule B (Form 990, 990-EZ, or 990-PF)

Department of the Treasury Internal Revenue Service

#### **Schedule of Contributors**

Attach to Form 990, Form 990-EZ, or Form 990-PF.
 Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

BRONX CHARTER SCHOOL FOR THE ARTS

OMB No. 1545-0047

Name of the organization

Employer identification number

Organization type (check one): Filers of: Section: X = 501(c)(3) (enter number) organization Form 990 or 990-EZ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation 527 political organization 501(c)(3) exempt private foundation Form 990-PF 4947(a)(1) nonexempt charitable trust treated as a private foundation 501(c)(3) taxable private foundation Check if your organization is covered by the General Rule or a Special Rule. Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions. General Rule For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions. Special Rules For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II. For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III. ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions exclusively for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an exclusively religious, charitable, etc.,

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it must answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

religious, charitable, etc., contributions totaling \$5,000 or more during the year \_\_\_\_\_\_ 🕨 \$ \_

purpose. Don't complete any of the parts unless the General Rule applies to this organization because it received nonexclusively

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2016)

Name of organization Employer identification number

### BRONX CHARTER SCHOOL FOR THE ARTS

Part I	Contributors (See instructions). Use duplicate copies of Part I if additional	I space is needed.	
(a)	(b)	(c)	(d)
No.	Name, address, and ZIP + 4	Total contributions	Type of contribution
1	RK STATE DEPARTMENT OF EDUCATION	\$351,790.	Person X Payroll X Noncash X  (Complete Part II for noncash contributions.)
(a)	(b)	(c)	(d)
No.	Name, address, and ZIP + 4	Total contributions	Type of contribution
2	VIRGINIA TOULMIN FOUNDATION	\$87,500.	Person X Payroll  Noncash  (Complete Part II for noncash contributions.)
(a)	(b)	(c)	(d)
No.	Name, address, and ZIP + 4 LOIS SEVERINI AND ENRIQUE FOSTER	Total contributions	Type of contribution
3	GITTES	\$	Person X Payroll Noncash  (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
4	NEW YORK CITY DEPARTMENT OF FINANCE	\$ 36,796.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
5	JOAN GANZ COONEY	\$ 25,000.	Person X Payroll
(a)	(b)	(c)	(d)
No. 6	Name, address, and ZIP + 4  TRENT HICKMAN	\$ 12,500.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
323452 1 <del>0-1</del>	5- 10	ociieuule d (FOIII) t	フラ∪, オラ∪ー⊑᠘, UI ᲧᲧUーア゙ア)(2010)

623452 10-18-16

Name of organization Employer identification number

### BRONX CHARTER SCHOOL FOR THE ARTS

Part I	Contributors (See instructions). Use duplicate copies of Part I if additional	ıl space is needed.	
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	CHARLES WHITES JR.	\$8,317.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
8	SARAH W. FITTS	\$ 7,500.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
9	GRAHAM POWIS	\$\$	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
10	KATHERINE TRAGER	\$5,662.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
11	SUSAN F. GEISENHEIMER	\$5,428.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
12	DENISE BRECHER	\$ 5,325.	Person X Payroll

Name of organization Employer identification number BRONX CHARTER SCHOOL FOR THE ARTS Part I Contributors (See instructions). Use duplicate copies of Part I if additional space is needed. (a) (d) No. Name, address, and ZIP + 4 **Total contributions** Type of contribution 13 BRADLEY AND BERYL GROSS X Person Payroll 5,000. Noncash (Complete Part II for noncash contributions.) (a) (b) (c) (d) **Total contributions** No. Name, address, and ZIP + 4 Type of contribution 14 CAPITAL ONE Person **Payroll** 5,000. Noncash (Complete Part II for noncash contributions.) (a) (b) (c) (d) No. Name, address, and ZIP + 4 **Total contributions** Type of contribution 15 **KPMG** X Person Payroll 5,000. Noncash (Complete Part II for noncash contributions.) (c) (d) (a) (b) **Total contributions** No. Name, address, and ZIP + 4 Type of contribution 16 WEBSTER BANK Person ACCOUNTS PAYABLE DEPARTMENT, WEBSTER **Payroll** PLAZA 5,000. Noncash (Complete Part II for noncash contributions.) (a) (b) (c) (d) Name, address, and ZIP + 4 No. **Total contributions** Type of contribution Person **Payroll** Noncash (Complete Part II for noncash contributions.) (b) (c) (d) (a) Name, address, and ZIP + 4 **Total contributions** Type of contribution No. Person Pavroll Noncash (Complete Part II for

623452 10-18-16

noncash contributions.)

### BRONX CHARTER SCHOOL FOR THE ARTS

Part II	Noncash Property (See instructions). Use duplicate copies of Part II	if additional space is needed.	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
	TEXTBOOKS AND LIBRARY BOOKS	_	
		-	
		\$\$	05/01/17
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
11	DONATED SECURITIES	_	
11		_	
		\$\$	12/22/16
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
		_	
		_	
		_	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
		_	
		_	
		_	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
		_	
		_	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (See instructions)	(d) Date received
		_	
		-	
		_	

Name of orga			Employer Identification number
Part III	the year from any one contributor. Complete	tributions to organizations described in sec columns (a) through (e) and the following li	stion 501(c)(7), (8), or (10) that total more than \$1,000 for ne entry. For organizations
	completing Part III, enter the total of exclusively religion.  Use duplicate copies of Part III if addition	us, charitable, etc., contributions of \$1,000 or less to nal space is needed.	r the year. (Enter this info. once.)
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	Transferee's name, address, a	(e) Transfer of gift	Relationship of transferor to transferee
-			
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-		(e) Transfer of gift	
	Transferee's name, address, a		Relationship of transferor to transferee
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
		(e) Transfer of gift	
	Transferee's name, address, a	nd ZIP + 4	Relationship of transferor to transferee
(a) No.			
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
—   ·	_		
	Transferee's name, address, a	(e) Transfer of gift	Relationship of transferor to transferee

#### **SCHEDULE D** (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

► Attach to Form 990.

► Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047 Open to Public Inspection

Name of the organization

Employer identification number

Part I Organization s Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.    Total number at end of year
(a) Donor advised funds (b) Funds and other accounts  1 Total number at end of year 2 Aggregate value of contributions to (during year) 3 Aggregate value of grants from (during year) 4 Aggregate value at end of year 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization inform all donors and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?  Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  1 Purpose(s) of conservation easements held by the organization (check all that apply).  □ Preservation of land for public use (e.g., recreation or education) □ Preservation of a historically important land area □ Protection of natural habitat □ Preservation of open space  2 Complete lines 2 at through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  a Total number of conservation easements  b Total acreage restricted by conservation easements  c Number of conservation easements on a certified historic structure included in (a)  d Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year  No tate in the National Register  No Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  No Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  No Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  No In Part XIII (Particular)  1 Preservation easements and balance sheet, and include, if applicable, the text of the footnote to the o
1 Total number at end of year 2 Aggregate value of contributions to (during year) 3 Aggregate value of grants from (during year) 4 Aggregate value of grants from (during year) 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization inform all donors and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?  Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  1 Purpose(s) of conservation easements held by the organization (check all that apply).  Preservation of and for public use (e.g., recreation or education) Preservation of a historically important land area Protection of natural habitat Preservation of open space 2 Complete lines 2 at through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  2 Total number of conservation easements  3 Total number of conservation easements  4 Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year  4 Number of states where property subject to conservation easement is located P  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcing conservation easements during the year P  5 Does can organize in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year P  5 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year P  5 Soes each conservation easement reported on line 2(d) above satisfy the requir
2 Aggregate value of grants from (during year)
A Aggregate value of grants from (during year)  4 Aggregate value at end of year  5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?  Part III   Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  1 Purpose(s) of conservation easements held by the organization (check all that apply).  □ Preservation of land for public use (e.g., recreation or education) □ Preservation of a historically important land area □ Protection of natural habitat □ Preservation of a certified historic structure □ Preservation of open space  2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  3 Total number of conservation easements . 2a □ Held at the End of the Tax Year 2b □ Conservation easements on a certified historic structure included in (a) □ 2c □ Conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register □ 2d □ Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ □ Conservation easements modified, transferred, released, extinguished, or terminated by the organization during the year ▶ 1 Number of states where property subject to conservation easement is located ▶ □ 1 Part XIII, describe hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ 3 □ 1 Part XIII, describe how the organization reports conservation easements in
Aggregate value at end of year  Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization in property, subject to the organization's exclusive legal control?  Obid the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?  Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  Purpose(s) of conservation easements held by the organization (check all that apply).  Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area Protection of natural habitat  Preservation of open space  Complete lines 2t ahrough 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  a Total number of conservation easements  b Total acreage restricted by conservation easements  c Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year  Number of states where property subject to conservation easement is located boose the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year should be conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(ii)  and section 170(h)(4)(B)(iii)?  Yes No  In Part XIII, describe how the organization reports conservation easements in its revenue and expense stat
Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?
are the organization's property, subject to the organization's exclusive legal control?
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?  Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  1 Purpose(s) of conservation easements held by the organization (check all that apply).  Preservation of land for public use (e.g., recreation or education) Preservation of a historically important land area Protection of natural habitat  Protection of natural habitat  Preservation of open space  2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  3 Total number of conservation easements  4 Let a target or conservation easements on a certified historic structure included in (a)  5 Number of conservation easements on a certified historic structure included in (a)  6 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year P  7 Number of states where property subject to conservation easement is located P  8 No  8 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcement of the conservation easements it holds?  9 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement during the year P  8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(ii)  9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.
for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?
Part II   Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  1  Purpose(s) of conservation easements held by the organization (check all that apply).    Preservation of land for public use (e.g., recreation or education)
Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.  1 Purpose(s) of conservation easements held by the organization (check all that apply).  □ Preservation of land for public use (e.g., recreation or education) □ Preservation of a historically important land area □ Protection of natural habitat □ Preservation of a certified historic structure □ Preservation of open space  2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  3 Total number of conservation easements  4 b Total acreage restricted by conservation easements  5 c Number of conservation easements on a certified historic structure included in (a)  6 Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register 2d  3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ 2d  4 Number of states where property subject to conservation easement is located ▶ 2d  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$  Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i)  and section 170(h)(4)(B)(ii)?  9 In Part XIII, describe how the organization reports conservation easements that describes the organization's accounting for conservation easements.
1 Purpose(s) of conservation easements held by the organization (check all that apply).  □ Preservation of land for public use (e.g., recreation or education) □ Preservation of a historically important land area □ Protection of natural habitat □ Preservation of a certified historic structure □ Preservation of open space 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year. a Total number of conservation easements b Total acreage restricted by conservation easements c Number of conservation easements on a certified historic structure included in (a) 2 c d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶
Preservation of land for public use (e.g., recreation or education)  Preservation of a historically important land area  Protection of natural habitat  Preservation of open space  Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  Total number of conservation easements  Number of conservation easements on a certified historic structure included in (a)  Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶  Number of states where property subject to conservation easement is located ▶  Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  ▶ \$  Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(ii) and section 170(h)(4)(B)(iii)?  In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part IIII Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Protection of natural habitat
Preservation of open space  Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  Total number of conservation easements
2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.  a Total number of conservation easements  b Total acreage restricted by conservation easements  c Number of conservation easements on a certified historic structure included in (a)  d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶  4 Number of states where property subject to conservation easement is located ▶  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  \$ Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?  9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
a Total number of conservation easements  b Total acreage restricted by conservation easements  c Number of conservation easements on a certified historic structure included in (a)  d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶  Number of states where property subject to conservation easement is located ▶  Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i)  and section 170(h)(4)(B)(ii)?   Yes   No  10 In Part XIII, describe how the organization reports conservation easements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
a Total number of conservation easements  b Total acreage restricted by conservation easements  c Number of conservation easements on a certified historic structure included in (a)  d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶  4 Number of states where property subject to conservation easement is located ▶  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?  9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
b Total acreage restricted by conservation easements  c Number of conservation easements on a certified historic structure included in (a)  d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register  3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶  4 Number of states where property subject to conservation easement is located ▶  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶  8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?  Yes No  9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
c Number of conservation easements on a certified historic structure included in (a)
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register
Issted in the National Register
Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶
<ul> <li>Number of states where property subject to conservation easement is located ▶</li> <li>Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?</li> <li>Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶</li> <li>Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶\$</li> <li>Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?</li> <li>In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.</li> <li>Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.</li> </ul>
Number of states where property subject to conservation easement is located ▶  5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  ▶  7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  ▶ \$  8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(ii)  and section 170(h)(4)(B)(iii)?  9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?  6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  ▶  7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  ▶ \$  8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?  9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
violations, and enforcement of the conservation easements it holds?  Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year  \$\begin{align*} \$ Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?  In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year
<ul> <li>Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year</li></ul>
<ul> <li>Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?</li> <li>In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.</li> <li>Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.</li> </ul>
<ul> <li>Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?</li> <li>In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.</li> <li>Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.</li> </ul>
<ul> <li>8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?</li> <li>9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.</li> <li>Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.</li> </ul>
and section 170(h)(4)(B)(ii)?
<ul> <li>In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.</li> <li>Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.</li> </ul>
include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Conservation easements.  Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art,
historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII,
the text of the footnote to its financial statements that describes these items.
b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical
treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts
relating to these items:
(i) Revenue included on Form 990, Part VIII, line 1
(ii) Assets included in Form 990, Part X
2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide
the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:
a Revenue included on Form 990, Part VIII, line 1  b Assets included in Form 990, Part X  • \$
b Assets included in Form 990, Part X  LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.  \$\int \text{Schedule D (Form 990) 2016}\$

632051 08-29-16

	t III   Organizations Maintaining O	collections of A				or Other	Similar	Asset	<b>S</b> (continue	rage <b>z</b> ed)
3	Using the organization's acquisition, accessi								•	
_	(check all that apply):	,	,	<b>,</b>		9				
а	Public exhibition	d		oan or exc	hange progra	ams				
b	Scholarly research	е		Other	5 1 5					
C	Preservation for future generations									
4	Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.									
5	During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets									
	to be sold to raise funds rather than to be ma								Yes [	No
Par	t IV Escrow and Custodial Arran								ine 9, or	
	reported an amount on Form 990, Pa			Ū						
1a	Is the organization an agent, trustee, custod	ian or other intermed	diary for o	contribution	ns or other as	sets not in	cluded			
	on Form 990, Part X?								Yes [	No
b	If "Yes," explain the arrangement in Part XIII									
									Amount	
С	Beginning balance						1c			
	Additions during the year						1d			
	Distributions during the year									
	Ending balance									
	Did the organization include an amount on F							🗀	Yes	No
b	If "Yes," explain the arrangement in Part XIII.	Check here if the ex	xplanatio	n has been	provided on	Part XIII .			<u></u>	
Par	t V Endowment Funds. Complete i	f the organization ar	swered '	'Yes" on Fo	orm 990, Parl	t IV, line 10				
		(a) Current year	<b>(b)</b> Pr	ior year	(c) Two year	rs back (d	<b>)</b> Three years	s back	(e) Four year	ars back
1a	Beginning of year balance									
	Contributions									
	Net investment earnings, gains, and losses									
d	Grants or scholarships									
	Other expenditures for facilities									
	and programs									
f	Administrative expenses									
	End of year balance									
	Provide the estimated percentage of the cur	rent year end baland	ce (line 1g	g, column (a	a)) held as:	•				
а	Board designated or quasi-endowment	•	%							
b	Permanent endowment	%								
С	Temporarily restricted endowment ▶	<del></del> %								
	The percentages on lines 2a, 2b, and 2c sho	uld equal 100%.								
За	Are there endowment funds not in the posse	ession of the organiz	ation that	t are held a	ınd administe	ered for the	organizatio	on		
	by:								Ye	s No
	(i) unrelated organizations								3a(i)	
	(ii) related organizations								3a(ii)	
b	If "Yes" on line 3a(ii), are the related organiza								3b	
4	Describe in Part XIII the intended uses of the	organization's endo	owment f	unds.						
Par	t VI Land, Buildings, and Equipm	nent.								
	Complete if the organization answere	d "Yes" on Form 990	0, Part IV	, line 11a. S	See Form 990	), Part X, lii	ne 10.			
	Description of property	(a) Cost or o	ther	(b) Cost	or other	(c) Acc	umulated		(d) Book va	alue
		basis (investr	ment)	basis	(other)	depr	eciation			
1a	Land									
	Buildings									
	Leasehold improvements				9,605.		56,477			128.
d	Equipment				2,484.		71,674		50,	810.
	Other			5	5,298.	Į.	55,298	•		0.
Total	. Add lines 1a through 1e. (Column (d) must e	qual Form 990, Part	X, colum	n (B), line 1	10c.)		<b>&gt;</b>		103,	938.

Schedule D (Form 990) 2016

Complete if the organization answered "Yes" o  (a) Description of security or category (including name of security)	(b) Book value	(c) Method of valua		of-vear market value
1) Financial derivatives	(-,	(-,		··· <b>,</b>
2) Closely-held equity interests				
3) Other				
(A)				
(B)				
(C)				
(D)				
(E)				
(F)				
(G)				
(H)				
otal. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)				
Part VIII Investments - Program Related.				
Complete if the organization answered "Yes" o	on Form 000 Part IV lin	o 11 c. Soo Form 000. Par	t V lino 13	
(a) Description of investment	(b) Book value	(c) Method of valua		of-vear market value
	(a) I som raine	(6)		yearamer raide
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ► Part IX Other Assets.				
	n Form 000 Dort IV lin	a 11d Can Farm 000 Day	t V line 1E	
Complete if the organization answered "Yes" o	escription	e 11d. See Form 990, Par	t X, line 15.	(b) Book value
CHCUDIEU DEDOCIE	escription			170,000
CHOIR THU DEPOSE CARTES	EVDENCE DE	SERVE ACCOUNT		55,325
ι/	I EVLENSE KE	SERVE ACCOUNT		33,343
(3)				
(4)				
(5)				
(6)			<b>I</b>	
(7)				
(7) (8)				
(7) (8) (9)				225 225
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line	15.)		<b>&gt;</b>	225,325
(7) (8) (9) Fotal. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities.	,		<b>&gt;</b>	225,325
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities.  Complete if the organization answered "Yes" of	,	e 11e or 11f. See Form 99	10, Part X, line 25.	225,325
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line  Part X Other Liabilities.  Complete if the organization answered "Yes" of liability.	,		0, Part X, line 25.	225,325
(7) (8) (9) Total. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities.  Complete if the organization answered "Yes" of the image of	,	e 11e or 11f. See Form 99 (b) Book value	0, Part X, line 25.	225,325
(7) (8) (9) Total. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities.  Complete if the organization answered "Yes" of the image of	,	e 11e or 11f. See Form 99 (b) Book value		225,325
(7) (8) (9) Fotal. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities.  Complete if the organization answered "Yes" of the organization of liability  (1) Federal income taxes	,	e 11e or 11f. See Form 99 (b) Book value		225,325
(7) (8) (9) Fotal. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities. Complete if the organization answered "Yes" of the income taxes (1) Federal income taxes (2) DEFERRED LEASE CREDIT	,	e 11e or 11f. See Form 99 (b) Book value	10, Part X, line 25.	225,325
(7) (8) (9) Fotal. (Column (b) must equal Form 990, Part X, col. (B) line Part X Other Liabilities.  Complete if the organization answered "Yes" of the complete if the organization of liability  (1) Federal income taxes (2) DEFERRED LEASE CREDIT (3) DEFERRED RENT	,	e 11e or 11f. See Form 99 (b) Book value	10, Part X, line 25.	225,325
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line  Part X Other Liabilities.  Complete if the organization answered "Yes" of the image o	,	e 11e or 11f. See Form 99 (b) Book value	0, Part X, line 25.	225,325
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line  Part X Other Liabilities.  Complete if the organization answered "Yes" of the income taxes (2) DEFERRED LEASE CREDIT (3) DEFERRED RENT (4) (5)	,	e 11e or 11f. See Form 99 (b) Book value		225,325
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line  Part X Other Liabilities.  Complete if the organization answered "Yes" of the income taxes (1) Federal income taxes (2) DEFERRED LEASE CREDIT (3) DEFERRED RENT (4) (5) (6)	,	e 11e or 11f. See Form 99 (b) Book value	0, Part X, line 25.	225,325
(7) (8) (9)  Total. (Column (b) must equal Form 990, Part X, col. (B) line  Part X Other Liabilities.  Complete if the organization answered "Yes" of the complete if the organization of liability  (1) Federal income taxes (2) DEFERRED LEASE CREDIT (3) DEFERRED RENT (4) (5) (6) (7)	,	e 11e or 11f. See Form 99 (b) Book value	0, Part X, line 25.	225,325

Schedule D (Form 990) 2016

Pa	rt XI Reconciliation of Revenue per Audited Financial Stat	ements With Rever	nue per Return	, ugo i
	Complete if the organization answered "Yes" on Form 990, Part IV, line	12a.	•	
1	Total revenue, gains, and other support per audited financial statements		1	5,914,672.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
а	Net unrealized gains (losses) on investments	2a		
b				
С	Recoveries of prior year grants			
d	7	2d		0
е	J			0.
3	Subtract line 2e from line 1		3	5,914,672.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:	1.1		
a	, , , ,			
b	,	·	10	0.
с 5	Add lines <b>4a</b> and <b>4b</b> Total revenue. Add lines <b>3</b> and <b>4c.</b> ( <i>This must equal Form 990, Part I, line 12.</i> )			5,914,672.
	rt XII Reconciliation of Expenses per Audited Financial Sta			
	Complete if the organization answered "Yes" on Form 990, Part IV, line		•	
1	Total expenses and losses per audited financial statements		1	5,944,771.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
а	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
С	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		•
е	J			U.
3	Subtract line 2e from line 1		3	5,944,771.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:	1.1		
a	, , , ,			
b	,	·	4c	0.
5	Add lines <b>4a</b> and <b>4b</b> Total expenses. Add lines <b>3</b> and <b>4c.</b> ( <i>This must equal Form 990, Part I, line 18.</i>			5,944,771.
_	rt XIII Supplemental Information.		, - ,	
Prov	ride the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4;	Part IV, lines 1b and 2b;	Part V, line 4; Part 2	K, line 2; Part XI,
lines	2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any	additional information.		

#### **SCHEDULE E**

Department of the Treasury Internal Revenue Service

(Form 990 or 990-EZ)

Schools

Manual of the organization answer

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

► Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

BRONX CHARTER SCHOOL FOR THE ARTS

Employer identification number

aı	<del>4</del> I			
			·	
			YES	ľ
	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws,		l	
	other governing instrument, or in a resolution of its governing body?	1	X	
	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures,			
	catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	L
	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the			
	period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes			
	the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain.			
	If you need more space, use Part II THE ORGANIZATION'S RACIALLY NONDISCRIMINATORY POLICY IS	3	X	
	ILLUSTRATED TO THE PUBLIC THROUGH ITS WEBSITE ON THE 'STUDENT			
	ENROLLMENT GUIDE' LINK: WWW.BRONXARTS.NET			
	Does the organization maintain the following?			
	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	L.
	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		Ŀ
)	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student		l	
	admissions, programs, and scholarships?	4c	X	
1	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	Х	
-				
-	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
_	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL			
_				
-	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL			
	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE BECAUSE THERE IS NO TUITION.			
	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to:	<b>5</b> a		
a	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges?	5a 5b		
a O	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies?			
a 0	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff?	5b		-
a o c	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance?	5b 5c		
a o d	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies?	5b 5c 5d		-
a o c d	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities?	5b 5c 5d 5e		-
	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs?	5b 5c 5d 5e 5f		
	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities?	5b 5c 5d 5e 5f 5g		
	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs? Other extracurricular activities?	5b 5c 5d 5e 5f 5g		
	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs? Other extracurricular activities?	5b 5c 5d 5e 5f 5g		
a c d f f	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs? Other extracurricular activities?	5b 5c 5d 5e 5f 5g	X	
a c d f f	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs? Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.	5b 5c 5d 5e 5f 5g 5h	X	
a c d f f	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs? Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.	5b 5c 5d 5e 5f 5g 5h	X	
a b c d e f g h	THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL  ASSISTANCE BECAUSE THERE IS NO TUITION.  Does the organization discriminate by race in any way with respect to: Students' rights or privileges? Admissions policies? Employment of faculty or administrative staff? Scholarships or other financial assistance? Educational policies? Use of facilities? Athletic programs? Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.  Does the organization receive any financial aid or assistance from a governmental agency? Has the organization's right to such aid ever been revoked or suspended?	5b 5c 5d 5e 5f 5g 5h	X	2

#### **SCHEDULE G**

(Form 990 or 990-EZ)

(1 01111 990 01 990-LZ)

Department of the Treasury Internal Revenue Service

Name of the organization

#### **Supplemental Information Regarding Fundraising or Gaming Activities**

Complete if the organization answered "Yes" on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

► Attach to Form 990 or Form 990-EZ.

► Information about Schedule G (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Open to Public Inspection

Employer identification number

BRONX C	CHARTER SCHOOL FOR	THE	AR	TS		
Part I Fundraising Activities required to complete this par	• Complete if the organization answ t.	ered "Y	es" oı	n Form 990, Part IV,	line 17. Form 990-EZ	I filers are not
<ul> <li>1 Indicate whether the organization rais a Mail solicitations</li> <li>b Internet and email solicitations</li> <li>c Phone solicitations</li> <li>d In-person solicitations</li> <li>2 a Did the organization have a written of key employees listed in Form 990, F</li> <li>b If "Yes," list the 10 highest paid indicompensated at least \$5,000 by the</li> </ul>	e Soliciting Solicitin	ation of ation of al fundra al (includ profess	non-g gover lising ding o ional f	overnment grants nment grants events fficers, directors, true fundraising services?	stees, or X Yes	
(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) fundr have con or con contribu	Did aiser ustody trol of utions?	(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
VIRGINIA ALMENDAREZ - 1555		Yes	No			
UNIONPORT RD, APT 6G, BRONX,	STRATEGIC DEVELOPMENT		Х	0.	10,500.	0.
AUSTRIA RODRIGUEZ - 62 WEST 82ND ST, APT #2, NEW YORK, NY	FUNDRAISING EVENT		х	0.	7,425.	0.
Total					17,925.	
List all states in which the organization or licensing.  NY	on is registered or licensed to solicit			s or has been notified		egistration

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. SEE PART IV FOR CONTINUATIONS

Schedule G (Form 990 or 990-EZ) 2016

	edu <b>irt</b> l	le G (Form 990 or 990-EZ) 2016 BRONX ( II Fundraising Events. Complete if the	CHARTER SCHOO  ne organization answered	L FOR THE AF I "Yes" on Form 990, Pa	RTS art IV, line 18, or reported	Page <b>2</b> d more than \$15,000
		of fundraising event contributions and g	ross income on Form 990		events with gross recei	pts greater than \$5,000.
			(a) Event #1 BENEFIT	<b>(b)</b> Event #2	(c) Other events NONE	(d) Total events (add col. (a) through
			AUCTION			col. <b>(c)</b> )
ē			(event type)	(event type)	(total number)	
Revenue	1	Gross receipts	73,154.			73,154.
	2	Less: Contributions	53,947.			53,947.
	3	Gross income (line 1 minus line 2)	19,207.			19,207.
	4	Cash prizes				
S	5	Noncash prizes				
pense	6	Rent/facility costs	8,450.			8,450.
<b>Direct Expenses</b>	7	Food and beverages	10,130.			10,130.
亩	8	Entertainment	450.			450.
	9	Other direct expenses	177.			177.
	10	Direct expense summary. Add lines 4 throug				19,207.
П		Net income summary. Subtract line 10 from	line 3, column (d)		<b>&gt;</b>	0.
Pa	ırt I		answered "Yes" on Form	1 990, Part IV, line 19, oi	reported more than	
		\$15,000 on Form 990-EZ, line 6a.		(b) Pull tabs/instant		(d) Total gaming (add
Revenue			(a) Bingo	bingo/progressive bingo	(c) Other gaming	col. (a) through col. (c))
eve						
<u>~</u>	1	Gross revenue				
ses	2	Cash prizes				
Expenses	3	Noncash prizes				
Direct F	4	Rent/facility costs				
	5	Other direct expenses				
	6	Volunteer labor	Yes % No	Yes % No	Yes % No	
	7	Direct expense summary. Add lines 2 throug	h 5 in column (d)		•	
	8	Net gaming income summary. Subtract line			<b>&gt;</b>	
		Net garning moone sammary. Subtrast line	r non inc 1, column (a)			<u> </u>
9	En	ter the state(s) in which the organization cond	ucts gaming activities:			
а	ls t	the organization licensed to conduct gaming a	ctivities in each of these	states?		Yes No
b	lf "	No," explain:				
10-	10/-	are any of the organization's gaming licenses	avokod augrandad ==+	arminated during the ter	( ) (OOr?)	Voc. No.
		ere any of the organization's gaming licenses r Yes," explain:	evoked, suspended, or to	erminated during the tax	( year?	Yes No

Schedule G (Form 990 or 990-EZ) 2016

Schedule G (Form 990 or 990-EZ) 2016 BRONX CHARTER SCHOOL FOR THE ARTS	Page 3
11 Does the organization conduct gaming activities with nonmembers?	Yes No
12 Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity form	ned
to administer charitable gaming?	Yes
13 Indicate the percentage of gaming activity conducted in:	
a The organization's facility	
<b>b</b> An outside facility	13b
14 Enter the name and address of the person who prepares the organization's gaming/special events books and	records:
Name ▶	
Address	
15a Does the organization have a contract with a third party from whom the organization receives gaming revenue	? Yes No
<b>b</b> If "Yes," enter the amount of gaming revenue received by the organization ▶\$ and the	e amount
of gaming revenue retained by the third party > \$	
c If "Yes," enter name and address of the third party:	
Name ▶	
Address ▶	
16 Gaming manager information:	
Name ▶	
Gaming manager compensation > \$	
Description of services provided	
Director/officer Employee Independent contractor	
17 Mandatory distributions:	
<b>a</b> Is the organization required under state law to make charitable distributions from the gaming proceeds to	
retain the state gaming license?	Yes No
<b>b</b> Enter the amount of distributions required under state law to be distributed to other exempt organizations or s	
organization's own exempt activities during the tax year 🕨 \$	
Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v);	and Part III, lines 9, 9b, 10b, 15b,
15c, 16, and 17b, as applicable. Also provide any additional information. See instructions	
SCHEDULE G, PART I, LINE 2B, LIST OF TEN HIGHEST PAID FUN	DRATSERS:
BONDOUL C, IIMI I, EIME 2D, EIST OF TEM HIGHEST THIS TON	DIGITOLICS:
(I) NAME OF FUNDRAISER: VIRGINIA ALMENDAREZ	
(1) HIML OF FORDINISHIN. VINCINIII HIMLIDING	
(I) ADDRESS OF FUNDRAISER: 1555 UNIONPORT RD, APT 6G, BRO	NX, NY 10462
/T) NAME OF FUNDDATCED. AUCUDTA DODDICUEZ	
(I) NAME OF FUNDRAISER: AUSTRIA RODRIGUEZ	
(I) ADDRESS OF FUNDRAISER: 62 WEST 82ND ST, APT #2, NEW Y	ORK, NY 10024
<u> </u>	

Schedule G	G (Form 990 or 990-EZ)	BRONX	CHARTER	SCHOOL	FOR	THE	ARTS	Page 4
Part IV	G (Form 990 or 990-EZ)  Supplemental Infor	rmation (co	ntinued)					
	• • • • • • • • • • • • • • • • • • • •	(	,					

#### **SCHEDULE J** (Form 990)

**Compensation Information** 

For certain Officers, Directors, Trustees, Key Employees, and Highest

Compensated Employees

Complete if the organization answered "Yes" on Form 990, Part IV, line 23. ► Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Open to Public Inspection

**Employer identification number** 

Name of the organization

Department of the Treasury

Internal Revenue Service

BRONX CHARTER SCHOOL FOR THE ARTS

Pa	art I Questions Regarding Compensation			
	•		Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990,			
	Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	First-class or charter travel Housing allowance or residence for personal use			
	Travel for companions Payments for business use of personal residence			
	Tax indemnification and gross-up payments  Health or social club dues or initiation fees			
	Discretionary spending account Personal services (such as, maid, chauffeur, chef)			
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or			
	reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors,			
	trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's			
	CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to			
	establish compensation of the CEO/Executive Director, but explain in Part III.			
	Compensation committee   X Written employment contract			
	Independent compensation consultant Compensation survey or study			
	Form 990 of other organizations  X Approval by the board or compensation committee			
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing			
	organization or a related organization:			
а	Receive a severance payment or change-of-control payment?	4a		Х
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4b		Х
С	Participate in, or receive payment from, an equity-based compensation arrangement?	4c		Х
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation			
	contingent on the revenues of:			
а	The organization?	5a		X
b	Any related organization?	5b		Х
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation			
	contingent on the net earnings of:			
а	The organization?	6a		X
b	Any related organization?	6b		Х
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments			
	not described on lines 5 and 6? If "Yes," describe in Part III	7		Х
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the			
	initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		Х
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in			
	Pagulations section 52 4059 6(a)2		l	1

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2016

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

		(B) Breakdown of	W-2 and/or 1099-MI	SC compensation	(C) Retirement and other deferred	(D) Nontaxable benefits	(E) Total of columns	(F) Compensation in column (B)
(A) Name and Title		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation	compensation	Denents	(B)(i)-(D)	reported as deferred on prior Form 990
(1) MIRIAM RACCAH	(i)	186,406.	0.	0.	0.	13,215.	199,621.	0.
EXECUTIVE DIRECTOR	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

#### **SCHEDULE M** (Form 990)

**Noncash Contributions** 

OMB No. 1545-0047

Open To Public

Department of the Treasury Internal Revenue Service

Name of the organization

► Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.

Attach to Form 990.

► Information about Schedule M (Form 990) and its instructions is at www.irs.gov/form990.

Inspection **Employer identification number** 

	BRONX CHARTE	ER SCHO	OL FOR TH	E ARTS					
Pai	t I Types of Property								
		(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1	Method of donorcash contrib	etermin	•	:s	
1	Art - Works of art								
2	Art - Historical treasures								
3	Art - Fractional interests			0.4.000					
4	Books and publications	X		24,380	.FAIR MARKET	' VA	LUE		
5	Clothing and household goods								
6	Cars and other vehicles								
7	Boats and planes								
8	Intellectual property								
9	Securities - Publicly traded	X	2	5,757	.FAIR MARKET	' VA	LUE		
10	Securities - Closely held stock								
11	Securities - Partnership, LLC, or								
	trust interests								
12	Securities - Miscellaneous								
13	Qualified conservation contribution -								
	Historic structures								
14	Qualified conservation contribution - Other $_{\dots}$								
15	Real estate - Residential								
16	Real estate - Commercial								
17	Real estate - Other								
18	Collectibles								
19	Food inventory								
20	Drugs and medical supplies								
21	Taxidermy								
22	Historical artifacts								
23	Scientific specimens								
24	Archeological artifacts								
25	Other • ()								
26	Other • ()								
27	Other • ()								
28	Other (								
29	Number of Forms 8283 received by the organ		-						
	for which the organization completed Form 82	283, Part IV,	Donee Acknowled	gement <b>29</b>					
							Yes	No	
30a	During the year, did the organization receive b	y contribution	on any property rep	ported in Part I, lines 1 thro	ough 28, that it				
	must hold for at least three years from the dat								
	exempt purposes for the entire holding period	l?				30a		X	
b	If "Yes," describe the arrangement in Part II.								
31	Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?								
32a	Does the organization hire or use third parties	or related o	rganizations to soli	cit, process, or sell noncas	sh			_	
	contributions? 32a X								
b	<b>b</b> If "Yes," describe in Part II.								
33	If the organization didn't report an amount in	column (c) fo	or a type of propert	y for which column (a) is cl	necked,				
	describe in Part II.								

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule M (Form 990) (2016)

Part II	Supplemental Information. Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.
632142 08-23	16 Schedule M (Form 990) (2016)

#### SCHEDULE O (Form 990 or 990-EZ)

Department of the Treasury

Internal Revenue Service

#### Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

► Attach to Form 990 or 990-EZ.

16 Open to Public

OMB No. 1545-0047

Inspection

Name of the organization

► Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

BRONX CHARTER SCHOOL FOR THE ARTS

**Employer identification number** 

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION: BRONX CHARTER SCHOOL FOR THE ARTS IS A PUBLIC ELEMENTARY SCHOOL FOUNDED ON THE PRINCIPLE THAT A RICH AND VIBRANT BACKGROUND IN THE ARTS IS A KEY CATALYST FOR THE ACADEMIC AND SOCIAL SUCCESS OF ALL STUDENTS.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION: BRONX CHARTER SCHOOL FOR THE ARTS IS A PUBLIC ELEMENTARY SCHOOL FOUNDED ON THE PRINCIPLE THAT A RICH AND VIBRANT BACKGROUND IN THE ARTS IS A KEY COMPONENT OF ACHIEVING ACADEMIC EXCELLENCE. WE STRIVE TO SERVE AS A MODEL THAT ENCOURAGES CREATIVITY AND INNOVATION IN THE CLASSROOM AND INSPIRES STUDENTS TO DEVELOP THE INTELLECTUAL AND PERSONAL FORTITUDE TO REALIZE THEIR DREAMS.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 WILL BE REVIEWED BY THE DIRECTOR OF FINANCE AND THE EXECUTIVE DIRECTOR. THEN REVIEWED AND APPROVED BY THE FINANCE COMMITTEE AT THE NEXT FINANCE COMMITTEE MEETING. TAX SCHEDULES AND OTHER DOCUMENTS ARE SUBMITTED TO THE TAX PREPARERS. MANAGEMENT THEN REVIEWS A DRAFT OF THE TAX RETURN AND FORWARDS IT TO THE CHAIR PERSON AND THE FINANCE COMMITTEEE FOR FINAL APPROVAL.

FORM 990, PART VI, SECTION B, LINE 12C:

THE BOARD IS REQUIRED TO ANNUALLY FILL OUT A QUESTIONNAIRE THAT PROBES FOR ANY POSSIBLE CONFLICTS OF INTERESTS TO THE SCHOOL.

FORM 990, PART VI, SECTION B, LINE 15:

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2016)

Name	of the or	ganization	BRON	х сн	ARTEI	R SCHO	OL I	FOR '	THE AR	rs			Em	ployer identificatio	n number
THE	EXEC	UTIVE	DIRE	CTOR	WAS	HIRED	ву	THE	BOARD	AND	OTHER	KE	EY	EMPLOYEES	WERE
HIR	ED BY	THE	EXECU	TIVE	DIR	ECTOR.									
FOR	м 990	), PAR	T VI,	SEC'	TION	C, LI	NE :	19:							
UPO	N REÇ	UEST.													

#### 2016 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	C o n v	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
	MACHINERY & EQUIPMENT														
1	COMPUTER EQUIPMENT	VARIOUS	SL	5.00	1	L6	156,690.				156,690.	133,042.		9,069.	142,111.
2	FURNITURE AND FIXTURES	VARIOUS	SL	5.00	1	L 6	269,289.				269,289.	234,043.		10,039.	244,082.
4	MUSICAL INSTRUMENTS	VARIOUS	SL	5.00	1	L6	31,431.				31,431.	30,067.		357.	30,424.
6	VISUAL ARTS EQUIPMENT	VARIOUS	SL	5.00	1	L 6	2,561.				2,561.	768.		512.	1,280.
	* 990 PAGE 10 TOTAL MACHINERY & EQUIPMENT						459,971.				459,971.	397,920.		19,977.	417,897.
	OTHER														
3	LEASEHOLD IMPROVEMENTS	VARIOUS	SL	20.00	1	L6	119,605.				119,605.	58,758.		7,719.	66,477.
5	TEACHING MATERIALS	VARIOUS	SL	3.00	1	L 6	55,298.				55,298.	55,298.		0.	55,298.
7	OFFICE EQUIPMENT	VARIOUS	SL	5.00	1	L6	39,950.				39,950.	35,237.		3,993.	39,230.
8	TECHNOLOGY INFRASTRUCTURE	VARIOUS	SL	5.00	1	L6	22,563.				22,563.	10,984.		3,563.	14,547.
	* 990 PAGE 10 TOTAL OTHER						237,416.				237,416.	160,277.		15,275.	175,552.
	* GRAND TOTAL 990 PAGE 10 DEPR						697,387.				697,387.	558,197.		35,252.	593,449.

#### Form **8868**

(Rev. January 2017)

Department of the Treasury Internal Revenue Service

#### Application for Automatic Extension of Time To File an **Exempt Organization Return**

File a separate application for each return.

▶ Information about Form 8868 and its instructions is at www.irs.gov/form8868.

OMB No. 1545-1709

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit filing of this form, visit www.irs.gov/efile, click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

#### Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic Automatic 6-Month Extension of Time. Only submit original (no copies needed). All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns. Enter filer's identifying number Type or Name of exempt organization or other filer, see instructions. Employer identification number (EIN) or print BRONX CHARTER SCHOOL FOR THE ARTS File by the Number, street, and room or suite no. If a P.O. box, see instructions. Social security number (SSN) due date for filing your 950 LONGFELLOW AVENUE City, town or post office, state, and ZIP code. For a foreign address, see instructions. instructions BRONX, NY 10474 Enter the Return Code for the return that this application is for (file a separate application for each return) Application Return Application Return Is For Code Is For Code Form 990 or Form 990-EZ Form 990-T (corporation) 01 07 Form 990-BL 02 Form 1041-A 80 Form 4720 (individual) 03 Form 4720 (other than individual) 09 Form 990-PF Form 5227 10 04 Form 990-T (sec. 401(a) or 408(a) trust) 05 Form 6069 11 Form 990-T (trust other than above) Form 8870 12 TIFFNEY JONES The books are in the care of Telephone No. Fax No. ▶ If the organization does not have an office or place of business in the United States, check this box If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) . If this is for the whole group, check this $oxedsymbol{oxtlesh}$ . If it is for part of the group, check this box lacksquare $oxedsymbol{igstar}$ and attach a list with the names and EINs of all members the extension is for. MAY 15, 2018 I request an automatic 6-month extension of time until , to file the exempt organization return for the organization named above. The extension is for the organization's return for: \_\_\_ calendar year ▶ X tax year beginning JUL 1, 2016 , and ending JUN 30, 2017 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Change in accounting period If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any 0. nonrefundable credits. See instructions. За \$ If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and 0. estimated tax payments made. Include any prior year overpayment allowed as a credit. 3b Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required,

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

I HA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

by using EFTPS (Electronic Federal Tax Payment System). See instructions.

Form 8868 (Rev. 1-2017)

3c

### TAX RETURN FILING INSTRUCTIONS

NEW YORK FORM CHAR500

#### FOR THE YEAR ENDING

JUNE 30, 2017

Prepared for	BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474
Prepared by	LUTZ AND CARR, CPAS LLP 551 FIFTH AVENUE, SUITE 400 NEW YORK, NY 10176
Amount due or refund	BALANCE DUE OF \$25.00
Make check payable to	DEPARTMENT OF LAW
Mail tax return and check (if applicable) to	NYS OFFICE OF ATTORNEY GENERAL CHARITIES BUREAU REGISTRATION SECTION 120 BROADWAY NEW YORK, NY 10271
Return must be mailed on or before	MAY 15, 2018
Special Instructions	THE REPORT SHOULD BE SIGNED AND DATED BY THE AUTHORIZED INDIVIDUAL(S).
	THE ATTACHED COPY OF FEDERAL FORM 990 MUST BE PROPERLY SIGNED AND DATED.

NYS Annual Filing for Charitable Organizations www.CharitiesNYS.com

Send with fee and attachments to:

NYS Office of the Attorney General
Charities Bureau Registration Section
120 Broadway
New York, NY 10271

2016

Open to Public Inspection

#### 1.General Information

Check if Applicable:   Name of Organization:   Office:   Signature   Print Name and Title   Date   On Organization:   On Orga									
Address Change   Name Change   Initial Filing   Initial Filing   State / ZIP:   State / ZIP:   BRONX , NY 10474   State / ZIP:   State / ZIP:   BRONX , NY 10474   State / ZIP:   State / ZIP:   State / ZIP:   BRONX , NY 10474   State / ZIP:   State / ZI									
Name Change   Initial Filing   Final Filing   Amended Filing   Reg ID Pending   Reg ID Pe									
Initial Filing									
Final Filing Amended Filing Amended Filing BRONX, NY 10474  Website: WWW.BRONXARTS.NET  Check your organization's registration category:  Z 7A only FPTL only DUAL (7A & EPTL) EXEMPT Confirm your Registration Category in the Charities Registry at www.CharitiesNYS.com  Z Certification  See instructions for certification requirements. Improper certification is a violation of law that may be subject to penalties.  We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.  President or Authorized Officer:  Signature Print Name and Title Date  Chief Financial Officer or Treasurer:  Signature Print Name and Title Date  3. Annual Reporting Exemption  Check the exemption(s) that apply to your registration, complete only parts 1, 2, and 3, and submit the certified Char500. No fee, schedules, or additional attachments are required. If you cannot claim an exemption or are a DUAL filer that claims only one exemption, you must file applicable schedules and attachments and pay applicable fees.  3a. 7A filing exemption: Total contributions from NY State including residents, foundations, government agencies, etc, did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during the fiscal year. Or the organization qualifies for another 7A exemption (see instructions).									
Reg ID Pending Reg ID									
Check your organization's registration category:    Segistration category:   To any   EPTL only   DUAL (7A & EPTL)   EXEMPT   EXEMPT   Confirm your Registration Category in the Charities Registry at www.CharitiesNYS.com   See instructions for certification requirements. Improper certification is a violation of law that may be subject to penalties.    We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.   President or Authorized Officer:									
Check your organization's registration category:    Standard   Sta									
Check your organization's registration category: X 7A only PTL only DUAL (7A & EPTL) EXEMPT Confirm your Registration Category in the Charities Registry at www.CharitiesNYS.com  2. Certification  See instructions for certification requirements. Improper certification is a violation of law that may be subject to penalties.  We certify under penalties of perjury that we reviewed this report, including all attachments, and to the best of our knowledge and belief, they are true, correct and complete in accordance with the laws of the State of New York applicable to this report.  President or Authorized Officer:  Signature Print Name and Title Date  3. Annual Reporting Exemption  Check the exemption(s) that apply to your filing. If your organization is claiming an exemption under one category (7A or EPTL only filers) or both categories (DUAL filers) that apply to your registration, complete only parts 1, 2, and 3, and submit the certified Char500. No fee, schedules, or additional attachments are required. If you cannot claim an exemption or are a DUAL filer that claims only one exemption, you must file applicable schedules and attachments and pay applicable fees.  3a. 7A filing exemption: Total contributions from NY State including residents, foundations, government agencies, etc, did not exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during the fiscal year. Or the organization qualifies for another 7A exemption (see instructions).									
President or Authorized Officer:  Signature  Signature  Signature  Signature  Signature  Print Name and Title  Date  3. Annual Reporting Exemption  Chairliers Registry at www.ChairliesNYS.com  Print Name and Title  Date  3. Annual Reporting Exemption  Chief the exemption(s) that apply to your registration, complete only parts 1, 2, and 3, and submit the certified Char500. No fee, schedules, or additional attachments are required. If you cannot claim an exemption or are a DUAL filer that claims only one exemption, you must file applicable schedules and attachments and pay applicable fees.  3. An filing exemption: Total contributions from NY State including residents, foundations, government agencies, etc, did not exceed \$25,000 and the organization did not engage a professional qualifies for another 7A exemption (see instructions).									
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exceed \$25,000 and the organization did not engage a professional fund raiser (PFR) or fund raising counsel (FRC) to solicit contributions during the fiscal year. Or the organization qualifies for another 7A exemption (see instructions).									
3b. EPTL filing exemption: Gross receipts did not exceed \$25,000 and the market value of assets did not exceed \$25,000 at any time									
during the fiscal year.									
4. Schedules and Attachments									
See the following page									
for a checklist of X Yes No 4a. Did your organization use a professional fund raiser, fund raising counsel or commercial co-venturer									
schedules and for fund raising activity in NY State? If yes, complete Schedule 4a.									
attachments to									
complete your filing. X Yes No 4b. Did the organization receive government grants? If yes, complete Schedule 4b.									
5. Fee									
See the checklist on the									
I Make a single check or money ord									
next page to calculate your I									
next page to calculate your fee(s). Indicate fee(s) you are submitting here:  \$ 25. \$ \$ 25.									

Annual Filing Checklist

Simply submit the certified CHAR500 with no fee, schedule, or additional attachments IF:

- Your organization is registered as 7A only and you marked the 7A filing exemption in Part 3.
- Your organization is registered as EPTL only and you marked the EPTL filing exemption in Part 3.
- Your organization is registered as DUAL and you marked both the 7A and EPTL filing exemption in Part 3.

#### **Checklist of Schedules and Attachments**

Check the schedules you must submit with your CHAR500 as described in Part 4:  X If you answered "yes" in Part 4a, submit Schedule 4a: Professional Fund Raiser  If you answered "yes" in Part 4b, submit Schedule 4b: Government Grants	s (PFR), Fund Raising Counsel (FRC), Commercial Co-Venturers (CCV)				
Check the financial attachments you must submit with your CHAR500:  X IRS Form 990, 990-EZ, or 990-PF, and 990-T if applicable  X All additional IRS Form 990 Schedules, including Schedule B (Schedule of C Our organization was eligible for and filed an IRS 990-N e-postcard. We have					
If you are a 7A only or DUAL filer, submit the applicable independent Certified Publicable Review Report if you received total revenue and support greater than \$250,000 X Audit Report if you received total revenue and support greater than \$750,000 No Review Report or Audit Report is required because total revenue and support We are a DUAL filer and checked box 3a, no Review Report or Audit Report is	000 and up to \$750,000. Deport is less than \$250,000				
Calculate Your Fee	Is my Registration Category 7A, EPTL, DUAL or EXEMPT?				
For 7A and DUAL filers, calculate the 7A fee:	Organizations are assigned a Registration Category upon registration with the NY Charities Bureau:				
\$0, if you checked the 7A exemption in Part 3a  X \$25, if you did not check the 7A exemption in Part 3a	<b>7A</b> filers are registered to solicit contributions in New York under Article 7-A of the Executive Law ("7A")				
For EPTL and DUAL filers, calculate the EPTL fee:  \$0, if you checked the EPTL exemption in Part 3b	<b>EPTL</b> filers are registered under the Estates, Powers & To Law ("EPTL") because they hold assets and/or conduct activities for charitable purposes in NY.				
\$25, if the NET WORTH is less than \$50,000	<b>DUAL</b> filers are registered under both 7A and EPTL.				
\$50, if the NET WORTH is \$50,000 or more but less than \$250,000 \$100, if the NET WORTH is \$250,000 or more but less than \$1,000,000 \$250, if the NET WORTH is \$1,000,000 or more but less than \$10,000,000 \$750, if the NET WORTH is \$10,000,000 or more but less than \$50,000,000 \$1500, if the NET WORTH is \$50,000,000 or more	<b>EXEMPT</b> filers have registered with the NY Charities Bureau and meet conditions in <b>Schedule E - Registration Exemption for Charitable Organizations</b> . These organizations are not required to file annual financial reports but may do so voluntarily.				
	Confirm your Registration Category and learn more about NY law at www.CharitiesNYS.com				
Send Your Filing Send your CHAR500, all schedules and attachments, and total fee to:	Where do I find my organization's NET WORTH?  NET WORTH for fee purposes is calculated on:				
NYS Office of the Attorney General Charities Bureau Registration Section 120 Broadway	<ul> <li>IRS Form 990 Part I, line 22</li> <li>IRS Form 990 EZ Part I, line 21</li> <li>IRS Form 990 PF, calculate the difference between Total Assets at Fair Market Value (Part II, line 16(c)) and</li> </ul>				
New York, NY 10271	Total Liabilities (Part II, line 23(b)).				

Schedule 4a: Professional Fund Raisers, Fund Raising Counsels, Commercial Co-Venturers www.CharitiesNYS.com

2016

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If you checked the box in question 4a in Part 4 on the CHAR500 Annual Filing for Charitable Organizations, complete this schedule for EACH Professional Fund Raiser (PFR), Fund Raising Counsel (FRC) or Commercial Co-Venturer (CCV) that the organization engaged for fund raising activity in NY State. The PFR or FRC should provide its NY Registration Number to you. Include this schedule with your certified CHAR500 NYS Annual Filing for Charitable Organizations and use additional pages if necessary.

1. Organization Informati	on	
Name of Organization:		NY Registration Number:
BRONX CHARTER SC	HOOL FOR THE ARTS	
2. Professional Fund Rais	ser, Fund Raising Counsel, Commercial Co-Ventu	rer Information
Fund Raising Professional type:	Name of FRP:	NY Registration Number:
Professional Fund Raiser	VIRGINIA ALMENDAREZ	
	Mailing Address:	Telephone:
X Fund Raising Counsel		
	1555 UNIONPORT RD., APT 6G	
Commercial Co-Venturer	City / State / ZIP:	
	BRONX, NY 10462	
3. Contract Information		
Contract Start Date:	Contract End Date:	
09/15/2016	06/30/2017	
4. Description of Services	S	
Services provided by FRP: SEE STATEMENT 1		
5. Description of Comper	nsation	
Compensation arrangement with		Amount Paid to FRP:
\$1,500 PER MONTH		10,500.
6. Commercial Co-Ventu	rer (CCV) Report	
	were provided by a CCV, did the CCV provide the charitable orga by Section 173(a) part 3 of the Executive Law Article 7A?	anization with the interim or closing report(s)

#### Definitions

A **Professional Fund Raiser** (PFR), in addition to other activities, conducts solicitation of contributions and/or handles the donations (Article 7A, 171-a.4). A **Fund Raising Counsel** (FRC) does not solicit or handle contributions but limits activities to advising or assisting a charitable organization to perform such functions for itself (Article 7A, 171-a.9).

A **Commercial Co-Venturer (CCV)** is an individual or for-profit company that is regularly and primarily engaged in trade or commerce other than raising funds for a charitable organization and who advertises that the purchase or use of goods, services, entertainment or any other thing of value will benefit a charitable organization (Article 7A, 171-a.6).

668471 12-29-16

Schedule 4b: Government Grants www.CharitiesNYS.com

2016

Open to Public Inspection

If you checked the box in question 4b in Part 4 on the CHAR500 Annual Filing for Charitable Organizations, complete this schedule and list EACH government grant. Use additional pages if necessary. Include this schedule with your certified CHAR500 NYS Annual Filing for Charitable Organizations.

1. Organization I	Information
-------------------	-------------

Name of Organization:	NY Registration Number:		
BRONX CHARTER SCHOOL FOR THE ARTS			

#### 2. Government Grants

Name of Government Agency	An	nount of Grant
1.NEW YORK STATE DEPARTMENT OF EDUCATION	1.	351,790.
2.NEW YORK CITY DEPARTMENT OF EDUCATION	2.	36,796.
3.FEDERAL COMMUNICATIONS COMMISSION	3.	4,332.
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	
11.	11.	
12.	12.	
13.	13.	
14.	14.	
15.	15.	
Total Government Grants:	Total:	392,918.

1 SCH 4A (PFR) STATEMENT

VIRGINIA ALMENDAREZ SUPPORTED BRONX CHARTER SCHOOL FOR THE ARTS AS A DEVELOPMENT CONSULTANT. SHE OFTEN SOUGHT OUT GRANT AND FOUNDATION PROGRAMS THAT MIGHT FUND THE SCHOOL AND HELPED WITH THE APPLICATION PROCESS AS WELL. VIRGINIA DEVELOPED COMMUNICATION STRATEGIES FOR EXTERNAL PARTIES SUCH AS, DONORS, FUNDERS, THE SCHOOL'S BOARD OF TRUSTEES, ETC. INTERNALLY, SHE RESEARCHED AND MAINTAINED RECORDS OF THE SCHOOL'S APPLICATIONS TO DIFFERENT GRANTS AND FOUNDATION PROGRAMS. VIRGINIA CREATED VARIOUS FUNDRAISING STRATEGIES TO SUPPORT THE SCHOOL, I.E. THE ART AUCTION, GIVING TUESDAY AND THE SCHOOL'S YEAR END APPEAL.

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**Caution:** Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat 9.x products and later products, select "None"in the "Page Scaling" selection box in the Adobe "Print" dialog.

CLIENT'S COPY



CERTIFIED PUBLIC ACCOUNTANTS, LLP 300 EAST 42ND STREET NEW YORK, N.Y. 10017 212-697-2299 FAX: 212-949-1768

MAY 5, 2017

BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474

DEAR SIR OR MADAM,

ENCLOSED ARE THE 2015 EXEMPT ORGANIZATION RETURNS, AS FOLLOWS...

2015 FORM 990

2015 NEW YORK FORM CHAR500

INSTRUCTIONS FOR FILING THE ABOVE FORMS ARE FURNISHED FOR EASY REFERENCE. YOUR COPIES SHOULD BE RETAINED FOR YOUR FILES.

VERY TRULY YOURS,

### **TAX RETURN FILING INSTRUCTIONS**

FORM 990

#### FOR THE YEAR ENDING

JUNE 30, 2016

Prepared for	BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474
Prepared by	LUTZ AND CARR, CPAS LLP 300 EAST 42ND STREET NEW YORK, NY 10017
Amount due or refund	NOT APPLICABLE
Make check payable to	NOT APPLICABLE
Mail tax return and check (if applicable) to	NOT APPLICABLE
Return must be mailed on or before	NOT APPLICABLE
Special Instructions	THIS RETURN HAS BEEN PREPARED FOR ELECTRONIC FILING. IF YOU WISH TO HAVE IT TRANSMITTED ELECTRONICALLY TO THE IRS, PLEASE SIGN, DATE, AND RETURN FORM 8879-EO TO OUR OFFICE. WE WILL THEN SUBMIT THE ELECTRONIC RETURN TO THE IRS. DO NOT MAIL A PAPER COPY OF THE RETURN TO THE IRS. RETURN FORM 8879-EO TO US BY MAY 15, 2017.

# IRS e-file Signature Authorization for an Exempt Organization

			•			
or calendar year 2015, or fiscal year beginning	${\tt JUL}$	1	, 2015, and ending	JUN	30	,20 1

OMB No. 1545-1878

partment of the Treasury	Do not send to the IRS. Keep for your records.		
ernal Revenue Service	▶ Information about Form 8879-EO and its instructions is at www.irs.gov/form8		
ame of exempt organization		Employer	identification number
RONX CHARTER	SCHOOL FOR THE ARTS		
me and title of officer			
RENT HICKMAN HAIR	I		
	Return and Return Information (Whole Dollars Only)		
line <b>1a, 2a, 3a, 4a,</b> or 5	urn for which you are using this Form 8879-EO and enter the applicable amount, if any, f <b>5a,</b> below, and the amount on that line for the return being filed with this form was blank, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable.	, then leave	line 1b, 2b, 3b, 4b, or 5k
Form 990 check here	▶ X b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b	5,780,585
Form 990-EZ check he		2b	
Form 1120-POL check		3b	
Form 990-PF check he		4b	
Form 8868 check here		5b	
art II Declara	tion and Signature Authorization of Officer		
an acknowledgement of any refund. If a	ider, transmitter, or electronic return originator (ERO) to send the organization's return to of receipt or reason for rejection of the transmission, (b) the reason for any delay in procapplicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an originate the company of the properties and the properties as the properties	essing the r electronic f	funds withdrawal (direct
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LHA For Paperwork Reduction Act Notice, see instructions. 523051 10-19-15

Form **8879-EO** (2015)

Department of the Treasury Internal Revenue Service

## Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

▶ Do not enter social security numbers on this form as it may be made public.

▶ Information about Form 990 and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Α	For the	e 2015 calendar year, or tax year beginning JUL I	, <b>∠</b> 015 and	ending J	UN 30, 2016	
В	Check if applicabl	C Name of organization			D Employer identifi	cation number
	Addre		HE ARTS			
	Name chang	e Doing business as				
	Initial return Final return		street address)	Room/suite	E Telephone numbe (718	
	termin ated	City or town, state or province, country, and ZIP or fo	roign postal codo		G Gross receipts \$	5,802,218.
	Amen		reign postal code		_	
F	return □Applic	•	DACCAU		H(a) Is this a group re	
	⊥ltiön pendir	SAME AS C ABOVE	RACCAII		for subordinates	
_					H(b) Are all subordinates in	
		empt status: X 501(c)(3) 501(c) ( ) ◀ (inse	rt no.) 4947(a)(1) o	or 527	1	list. (see instructions)
		te: WWW.BRONXARTS.NET	l lou b		H(c) Group exemption	
		organization: X Corporation Trust Association	Other	<b>L</b> Year	of formation: 2002 N	State of legal domicile: NY
P	art I	Summary				
ø	1	Briefly describe the organization's mission or most significa	ant activities: SEE	SCHEDU	LE O	
Governance						
Ĩ	2	Check this box  if the organization discontinued i	ts operations or dispos	sed of more	than 25% of its net as	
ŏ	3	Number of voting members of the governing body (Part VI,	line 1a)		3	12
<u>م</u>	4	Number of independent voting members of the governing by				12
Se Se		Total number of individuals employed in calendar year 201				83
įį		Total number of volunteers (estimate if necessary)				12
Activities		Total unrelated business revenue from Part VIII, column (C)				0.
⋖		Net unrelated business taxable income from Form 990-T, li			·····	0.
		,			Prior Year	Current Year
•	8	Contributions and grants (Part VIII, line 1h)			695,749.	643,545.
ď					4,862,111.	
Revenue		Investment income (Part VIII, column (A), lines 3, 4, and 7d			9,344.	
æ		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c			18,262.	
	1	Total revenue - add lines 8 through 11 (must equal Part VIII)			5,585,466.	5,780,585.
		Grants and similar amounts paid (Part IX, column (A), lines			0.	0.
		Benefits paid to or for members (Part IX, column (A), line 4)			0.	0.
		Salaries, other compensation, employee benefits (Part IX, column (A), line 4)			4,193,304.	_
Expenses	15				0.	9,752.
)en	104	Professional fundraising fees (Part IX, column (A), line 11e)	► 210 5°	3/1	•	5,152.
Ä	1,0	Total fundraising expenses (Part IX, column (D), line 25)		<del></del>	1,473,942.	1,630,656.
		Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e			5,667,246.	
	1	Total expenses. Add lines 13-17 (must equal Part IX, colum	ın (A), iine 25)		-81,780.	
_ 0	19	Revenue less expenses. Subtract line 18 from line 12			ginning of Current Year	-
Net Assets or Fund Balances		T (D		Ве		End of Year
SSe	20	Total assets (Part X, line 16)			1,733,464.	2,045,054.
et A	21	Total liabilities (Part X, line 26)			1,106,248.	1,174,052.
		Net assets or fund balances. Subtract line 21 from line 20			627,216.	871,002.
	art II	Signature Block				
	-	Ilties of perjury, I declare that I have examined this return, including				y knowledge and belief, it is
true	e, correc	ct, and complete. Declaration of preparer (other than officer) is base	ed on all information of wr	nich preparer	nas any knowledge.	
		Signature of officer			Doto	
Sig	ın	, -			Date	
He	re	TRENT HICKMAN, CHAIR				
		Type or print name and title		1 -	loto I -	II DTIN
_	_		r's signature		Date Check Check	PTIN
Pai		CHRIS BELLANDO			self-employ	ed
	parer	Firm's name LUTZ AND CARR, CPAS	LLP		Firm's EIN	
Use	Only	Firm's address 300 EAST 42ND STREET			<u></u>	
		NEW YORK, NY 10017			Phone no.	
1/10	v tha II	RS discuss this return with the preparer shown above? (see	instructions)		· · · · · · · · · · · · · · · · · · ·	X Ves No

Pa	t III Statement of Program Service Accomplishments
	Check if Schedule O contains a response or note to any line in this Part III
1	Briefly describe the organization's mission:
	SEE SCHEDULE O
2	Did the organization undertake any significant program services during the year which were not listed on
	the prior Form 990 or 990-EZ?
	If "Yes," describe these new services on Schedule O.
3	Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes X No
_	If "Yes," describe these changes on Schedule O.
4	Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.
7	Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and
4-	revenue, if any, for each program service reported.  (Code: ) (Expenses \$ 4,782,219 • including grants of \$ ) (Revenue \$ 5,124,486 • )
4a	(Code: ) (Expenses \$ 4,782,219 · including grants of \$ ) (Revenue \$ 5,124,486 · )  BRONX CHARTER SCHOOL FOR THE ARTS IS FOUNDED ON THE PRINCIPLE THAT ARTS
	EDUCATION IS A CATALYST FOR THE ACADEMIC AND SOCIAL SUCCESS OF ALL
	STUDENTS. IN THIS CONTEXT, THE SCHOOL'S PRIMARY PURPOSE IS TO PROMOTE
	ART EDUCATION AS PART OF AN OVERALL BALANCED CURRICULUM.
4b	(Code:) (Expenses \$
4c	(Code:) (Expenses \$ including grants of \$) (Revenue \$)
4d	Other program services (Describe in Schedule O.)
	(Expenses \$ including grants of \$ ) (Revenue \$ )
4e	Total program service expenses ▶ 4,782,219.

532002 12-16-15

#### Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)?		х	
_	If "Yes," complete Schedule A	1	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	2		
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for	2		x
4	public office? If "Yes," complete Schedule C, Part I  Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect	3		
4		4		x
_	during the tax year? If "Yes," complete Schedule C, Part II  Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or	4		22
5	similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III	5		x
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to	3		<del>                                     </del>
0	provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I	6		x
7	Did the organization receive or hold a conservation easement, including easements to preserve open space,	-		
'	the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II	7		x
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete	<u>'</u>		
Ū	Schedule D, Part III	8		x
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for	_		
•	amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services?			
	If "Yes," complete Schedule D, Part IV	9		х
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent			
-	endowments, or quasi-endowments? If "Yes," complete Schedule D, Part V	10		Х
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X			
	as applicable.			
а	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D,			
	Part VI	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total			
	assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII	11b		X
С	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total			
	assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII	11c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in			
	Part X, line 16? If "Yes," complete Schedule D, Part IX	11d	X	
е	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses			٦,
	the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X	11f		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete		v	
	Schedule D, Parts XI and XII	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year?	40.		x
40	If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional	12b	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	13	Λ	Х
	Did the organization maintain an office, employees, or agents outside of the United States?	14a		
D	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business,			
	investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? If "Yes," complete Schedule F, Parts I and IV	14b		x
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any	140		
13	foreign organization? If "Yes," complete Schedule F, Parts II and IV	15		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to	13		<del></del> -
.5	or for foreign individuals? If "Yes," complete Schedule F, Parts III and IV	16		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX,			<del></del>
••	column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I	17		х
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines			
	1c and 8a? If "Yes," complete Schedule G, Part II	18	Х	
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes,"	_		
-	complete Schedule G, Part III	19		х
			000	•

#### Part IV Checklist of Required Schedules (continued)

			Yes	No
20a	Did the organization operate one or more hospital facilities? If "Yes," complete Schedule H	20a		Х
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or			
	domestic government on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II	21		Х
22	Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on			
	Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III	22		Х
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current			
	and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete			
	Schedule J	23	Х	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the			
	last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete			l
	Schedule K. If "No", go to line 25a	24a		Х
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
С	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease			
	any tax-exempt bonds?	24c		
	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit			l
	transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and			
	that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete			
	Schedule L, Part I	25b		Х
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or			
	former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? If "Yes,"			
	complete Schedule L, Part II	26		Х
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial			
	contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member			٠,,
	of any of these persons? If "Yes," complete Schedule L, Part III	27		Х
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV			
	instructions for applicable filing thresholds, conditions, and exceptions):			37
	A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV	28a		X
	A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV	28b		X
С	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer,			\ <sub>32</sub>
	director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV	28c	37	Х
29	Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M	29	Х	
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation			
	contributions? If "Yes," complete Schedule M	30		Х
31	Did the organization liquidate, terminate, or dissolve and cease operations?	<b> </b>		, v
00	If "Yes," complete Schedule N, Part I	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete			x
00	Schedule N, Part II	32		Α.
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations	20		х
24	sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I  Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and	33		1
34		24		x
250	Part V, line 1  Did the organization have a controlled entity within the meaning of section 512(b)(13)?	34 35a		X
35a		35a		1 22
D	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the magning of section 513/b)(13)? If "Yes " complete Schedule R. Part V. line 2	25h		
26	within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2	35b		
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization?	26		х
27	If "Yes," complete Schedule R, Part V, line 2  Did the organization conduct more than 5% of its activities through an entity that is not a related organization	36		
37	and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI	37		x
20	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	31		<del>                                     </del>
38		38	Х	
	Note. All Form 990 filers are required to complete Schedule O	30		

# Form 990 (2015) BRONX CHARTER SCHOOL FOR THE ART Part V Statements Regarding Other IRS Filings and Tax Compliance

	Check if Schedule O contains a response of note to any line in this part v				Щ
				Yes	No
	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a 20	_		
	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	10			
С	Did the organization comply with backup withholding rules for reportable payments to vendors and r		_		
0-	(gambling) winnings to prize winners?		1c		
Za	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements,	<sub>2a</sub>			
<b>L</b>	filed for the calendar year ending with or within the year covered by this return		2b	Х	
D	If at least one is reported on line 2a, did the organization file all required federal employment tax retu <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to <i>e-file</i> (see instructions		20	22	
22			За		Х
	If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule	O	3b		
	At any time during the calendar year, did the organization have an interest in, or a signature or other		30		
<del>-</del> a	financial account in a foreign country (such as a bank account, securities account, or other financial	•	4a		х
h	If "Yes," enter the name of the foreign country:	accounty:	Tu		
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial A	ccounts (FRAR)			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		х
	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction.		5b		X
	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		5c		
	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the				
		· · g-···	6a		Х
b	If "Yes," did the organization include with every solicitation an express statement that such contribute				
	were not tax deductible?	•	6b		
7	Organizations that may receive deductible contributions under section 170(c).				
а	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and se	vices provided to the payor?	7a	X	
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b	X	
С	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it w	as required			
	to file Form 8282?	·······	7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
е	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit of	contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit control	act?	7f		Х
g	If the organization received a contribution of qualified intellectual property, did the organization file February	orm 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization		7h		
8	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained	l by the			
			8		
9	Sponsoring organizations maintaining donor advised funds.				
а	Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10	Section 501(c)(7) organizations. Enter:	ا موا			
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	-		
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	-		
11	Section 501(c)(12) organizations. Enter:  Gross income from members or shareholders	1112			
a	Gross income from members or shareholders  Gross income from other sources (Do not net amounts due or paid to other sources against	11a			
b		116			
122	amounts due or received from them.)  Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form	11b   10/12	12a		
		1041 ?   12b	120		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.	·v			
	Is the organization licensed to issue qualified health plans in more than one state?		13a		
u	Note. See the instructions for additional information the organization must report on Schedule O.		154		
h	Enter the amount of reserves the organization is required to maintain by the states in which the				
	organization is licensed to issue qualified health plans	13b			
С	Enter the amount of reserves on hand	13c			
	Did the organization receive any payments for indoor tanning services during the tax year?	l	14a		Х
	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedul		14b		
~	payments in the second of the			000	/004E

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Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

_	Check if Schedule O contains a response or note to any line in this Part VI					X				
Sec	tion A. Governing Body and Management									
			4.0		Yes	No				
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	12							
	If there are material differences in voting rights among members of the governing body, or if the governing									
	body delegated broad authority to an executive committee or similar committee, explain in Schedule O.									
b	Enter the number of voting members included in line 1a, above, who are independent	1b	12							
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationsh	nip with any othe	r							
	officer, director, trustee, or key employee?			2		X				
3	Did the organization delegate control over management duties customarily performed by or under the	he direct superv	ision							
	of officers, directors, or trustees, or key employees to a management company or other person? $\dots$			3		X				
4	Did the organization make any significant changes to its governing documents since the prior Form	990 was filed?		4		Х				
5	Did the organization become aware during the year of a significant diversion of the organization's as	ssets?		5		Х				
6	Did the organization have members or stockholders?			6		Х				
7a	Did the organization have members, stockholders, or other persons who had the power to elect or a	appoint one or								
	more members of the governing body?			7a		X				
b	Are any governance decisions of the organization reserved to (or subject to approval by) members,	stockholders, or								
	persons other than the governing body?			7b		Х				
8	$ \   Did the organization contemporaneously document the meetings held or written actions undertaken during the years of the organization of the property of the property$	ear by the following	g:							
а	The governing body?			8a	Х					
b	Each committee with authority to act on behalf of the governing body?			8b	X					
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be re	ached at the								
	organization's mailing address? If "Yes," provide the names and addresses in Schedule O			9		Х				
Sec	tion B. Policies (This Section B requests information about policies not required by the Internal F	Revenue Code.)								
			_		Yes	No				
10a	Did the organization have local chapters, branches, or affiliates?			10a		Х				
b	If "Yes," did the organization have written policies and procedures governing the activities of such of	chapters, affiliate	es,							
	and branches to ensure their operations are consistent with the organization's exempt purposes?			10b						
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing bo	dy before filing tl	he form?	11a		X				
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.				х					
12a	and the second s									
b										
С	Did the organization regularly and consistently monitor and enforce compliance with the policy? If $^{"}$	Yes," describe								
	in Schedule O how this was done			12c	Х					
13	Did the organization have a written whistleblower policy?			13	X					
14	Did the organization have a written document retention and destruction policy?			14	X					
15	Did the process for determining compensation of the following persons include a review and approve	al by independe	ent							
	persons, comparability data, and contemporaneous substantiation of the deliberation and decision	?								
а	The organization's CEO, Executive Director, or top management official			15a	X					
b	Other officers or key employees of the organization			15b	X					
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).									
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrange	ement with a								
	taxable entity during the year?			16a		X				
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate	ate its participati	ion							
	in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organic	anization's								
	exempt status with respect to such arrangements?			16b						
Sec	tion C. Disclosure									
17	List the states with which a copy of this Form 990 is required to be filed ► NY									
18	Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-	T (Section 501(c	c)(3)s only) a	vailab	le					
	for public inspection. Indicate how you made these available. Check all that apply									
	, ,	n in Schedule O)								
19	Describe in Schedule O whether (and if so, how) the organization made its governing documents, co	onflict of interest	policy, and	finan	cial					
	statements available to the public during the tax year.									
20	State the name, address, and telephone number of the person who possesses the organization's b		s: ►							
	CHARTER SCHOOL BUSINESS MANAGEMENT, INC 888-710									
	237 WEST 35TH STREET. SUITE 301. NEW YORK. NY 100	001								

## Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

#### Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

- 1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.
- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
  - List all of the organization's current key employees, if any. See instructions for definition of "key employee."
- List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

oxdot Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

(A)	(B)	(C)		(D)	(E)	(F)				
Name and Title	Average	(do		Pos	ition		one	Reportable	Reportable	Estimated
	hours per	(do not check more than one box, unless person is both an officer and a director/trustee)			is bot	h an	compensation	compensation	amount of	
	week	-	CCI ai	lu a u	II ecto	rector/trustee)		from	from related	other
	(list any hours for	Individual trustee or director				-		the organization	organizations (W-2/1099-MISC)	compensation from the
	related	ee or	stee			Highest compensated employee		(W-2/1099-MISC)	(** ±* 1000 111100)	organization
	organizations	trust	nal tru		oyee	ompe				and related
	below	vidua	Institutional trustee	Ser	Key employee	hest c oloyee	Former			organizations
	line)	Indi	Inst	Officer	Ke	Hig	- E			
(1) TRENT HICKMAN	5.00	١						•		0
CHAIR		Х		Х				0.	0.	0.
(2) CHARLES WHITES, JR.	5.00	۱		l						
VICE CHAIR	<u> </u>	Х		Х				0.	0.	0.
(3) SUSAN GEISENHEIMER	5.00	١						_		•
SECRETARY	<u> </u>	Х		Х				0.	0.	0.
(4) LORI BIANCAMANO	5.00	۱.,		,,				0	0	0
TREASURER	<u> </u>	Х		Х				0.	0.	0.
(5) ARLENE BASCOM	5.00	ļ ,,						0	0	0
MEMBER	F 00	Х						0.	0.	0.
(6) AISHA BELL	5.00	ļ ,,						0	0	0
MEMBER	5.00	Х						0.	0.	0.
(7) DENISE BRECHER	3.00	X						0.	0	0
MEMBER	5.00	Α.						0.	0.	0.
(8) ARIEL GOLD	3.00	X						0.	0.	0.
MEMBER (9) NONI LOPEZ	5.00	^						0.	0.	0.
MEMBER	3.00	X						0.	0.	0.
(10) ERIC OSORIO	5.00	^						0.	0.	0.
MEMBER	3.00	X						0.	0.	0.
(11) RINA PANDALAI	5.00	122						0.	0.	
MEMBER	3.00	X						0.	0.	0.
(12) GRAHAM POWIS	5.00							-		
MEMBER		X						0.	0.	0.
(13) MIRIAM RACCAH	40.00	<del> </del>							•	
EXECUTIVE DIRECTOR		1		х				61,106.	0.	4,318.
(14) NICHOLAS STAPLETON	40.00							, ,	-	, -
EXECUTIVE DIRECTOR (FORMER)		1		х				142,438.	0.	18,454.
(15) STEPHEN RAVOSA	40.00							, ,		,
CHIEF FINANCIAL OFFICER (FORMER)		1		х				147,291.	0.	6,859.
		1								
										- 000

Par	t VII Section A. Officers, Directors, Trus	tees, Key Em	ploy	/ees	, an	d H	ighe	st C	Compensated Employe	es (continued)				
	(A) Name and title	(B) Average hours per week	Position (do not check more than box, unless person is bo officer and a director/tru			<b>1</b> e than is bot	one h an	( <b>D)</b> Reportable compensation from	(E) Reportable compensatio from related	n	am	(F) timate nount o other		
		(list any hours for related organizations below line)	Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	the organization (W-2/1099-MISC)	organization (W-2/1099-MIS	s	comp fro orga and	oensatom the anizati d relate nizatio	e on ed
С	Sub-total  Total from continuation sheets to Part VI	II, Section A							350,835. 0. 350,835.		0. 0.		9,63 9,63	0.
2	Total (add lines 1b and 1c)  Total number of individuals (including but no compensation from the organization								· · · · · · · · · · · · · · · · · · ·	0,000 of reportab			, 0.	2
3	Did the organization list any <b>former</b> officer, line 1a? If "Yes," complete Schedule J for s				-	-	-					3	Yes	No X
4	For any individual listed on line 1a, is the su and related organizations greater than \$150	ım of reportab	le c	omp	ensa	atior	n an	d ot	•	the organization		4	х	
5	Did any person listed on line 1a receive or a rendered to the organization? If "Yes," comtion B. Independent Contractors	•				•	•	elat	ted organization or indiv	dual for services		5		X
1	Complete this table for your five highest co the organization. Report compensation for	-	-								npens	ation f	rom	
	(A) Name and business address NONE  Description of services							С	<b>(C)</b> Compensation					
_														
	Total number of independent contractors (i \$100,000 of compensation from the organi	-	ot li	mite	d to		se li 0	stec	d above) who received m	nore than		Form (	200 (6	2045

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BRONX CHARTER SCHOOL FOR THE ARTS Page 9 Form 990 (2015) Part VIII Statement of Revenue Check if Schedule O contains a response or note to any line in this Part VIII Revenue excluded from tax under (B) (C) Total revenue Related or Unrelated exempt function business sections 512 - 514 revenue revenue Contributions, Gifts, Grants and Other Similar Amounts 1 a Federated campaigns **b** Membership dues ..... 1b 103,094. c Fundraising events d Related organizations 1d 339,177. e Government grants (contributions) f All other contributions, gifts, grants, and 201,274 similar amounts not included above ..... 30,584 g Noncash contributions included in lines 1a-1f: \$ 643,545. h Total. Add lines 1a-1f Business Code 611710 4,981,560.4,981,560. 2 a RESIDENT STUDENT ENROL Program Service Revenue SCHOOL FOOD REIMBURS. 611710 142,926. 142,926. С d All other program service revenue 5,124,486. g Total. Add lines 2a-2f Investment income (including dividends, interest, and 7,123. 7,123. other similar amounts) 4 Income from investment of tax-exempt bond proceeds 5 Royalties ..... (i) Real (ii) Personal 6 a Gross rents **b** Less: rental expenses ...... c Rental income or (loss)  $\triangleright$ d Net rental income or (loss) . 7 a Gross amount from sales of (i) Securities (ii) Other assets other than inventory b Less: cost or other basis and sales expenses c Gain or (loss) d Net gain or (loss) 8 a Gross income from fundraising events (not Revenue including \$103,094.ofcontributions reported on line 1c). See 21,633 Part IV, line 18 a Other 21,633. **b** Less: direct expenses ..... 0. c Net income or (loss) from fundraising events 9 a Gross income from gaming activities. See Part IV, line 19 a **b** Less: direct expenses c Net income or (loss) from gaming activities 10 a Gross sales of inventory, less returns and allowances **b** Less: cost of goods sold ..... c Net income or (loss) from sales of inventory Miscellaneous Revenue **Business Code** 11 a OTHER INCOME 900099 5,431. 5,431 b d All other revenue

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5,431.

Total revenue. See instructions.

e Total. Add lines 11a-11d

780,585.5,124,486.

#### Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4)	organizations must complete all co	olumns. All other organizations mu	st complete column (A).

	Check if Schedule O contains a respon-				/5)
	not include amounts reported on lines 6b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	<b>(B)</b> Program service expenses	(C) Management and general expenses	<b>(D)</b> Fundraising expenses
1	Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21		·		
2	Grants and other assistance to domestic				
_	individuals. See Part IV, line 22				
3	Grants and other assistance to foreign				
3	organizations, foreign governments, and foreign				
	individuals. See Part IV, lines 15 and 16				
4	Benefits paid to or for members				
5	Compensation of current officers, directors,				
3	trustees, and key employees	321,509.	64,879.	226,477.	30,153
6	Compensation not included above, to disqualified	321/3031	01/0/50	220/17/4	30,130
0	persons (as defined under section 4958(f)(1)) and				
	naveana described in costion 4000(a)(D)				
7	` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` `	2,833,648.	2,697,665.	61,922.	74,061
7	Other salaries and wagesPension plan accruals and contributions (include	2,033,040.	2,051,005.	01,522.	74,001
8					
^	section 401(k) and 403(b) employer contributions)	474,206.	414,623.	43,621.	15,962
9	Other employee benefits	267,028.	233,758.	24,428.	8,842
10	Payroll taxes	201,020.	233,730.	24,4201	0,042
11	Fees for services (non-employees):				
a	Management	16,848.		16,848.	
b	Legal	24,823.		24,823.	
	Accounting	24,023.		24,023.	
d	, , , , , , , , , , , , , , , , , , ,	9,752.			9,752
e	Professional fundraising services. See Part IV, line 17	9,134.			3,132
f	Investment management fees				
g	Other. (If line 11g amount exceeds 10% of line 25,	1/12 007	114,890.	10 426	10 /01
	column (A) amount, list line 11g expenses on Sch O.)	143,807. 11,472.	10,324.	10,426.	18,491
12	Advertising and promotion	113,887.	10,324.	7,665.	2,088
13	Office expenses	113,007.	104,134.	7,005.	4,000
14	Information technology				
15	Royalties	793,804.	694,901.	72,618.	26,285
16	Occupancy	793,004.	094,901.	/2,010.	40,405
17	Travel				
18	Payments of travel or entertainment expenses				
	for any federal, state, or local public officials				
19	Conferences, conventions, and meetings				
20	Interest				
21	Payments to affiliates	27 777	33,070.	2 156	1 751
22	Depreciation, depletion, and amortization	37,777.		3,456.	1,251 1,551
23	Insurance	46,849.	41,012.	4,286.	1,551
24	Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule 0.)				
а	FOOD SERVICE	165,415.	143,415.	22,000.	
b	STUDENT SUPPLIES & SERV	146,363.	144,889.	1,082.	392
c	STAFF DEVELOPMENT	75,895.	66,592.	9,303.	
d	OTHER	32,204.	18,067.	13,943.	194
	All other expenses	21,512.	•	,	21,512
25	Total functional expenses. Add lines 1 through 24e	5,536,799.	4,782,219.	544,046.	210,534
26	Joint costs. Complete this line only if the organization			,	,
_	reported in column (B) joint costs from a combined				
	educational campaign and fundraising solicitation.				
	EUUCAUUIIAI CAIIIDAIUII AIIU IUIIUI AISIIIU SUIICIIAIIUII				

Form 990 (2015)
Part X Balance Sheet

Par	πX	Balance Sheet					
		Check if Schedule O contains a response or not	e to any	/ line in this Part X			
					<b>(A)</b> Beginning of year		<b>(B)</b> End of year
	1	Cash - non-interest-bearing			2,637.	1	1,959.
	2	Savings and temporary cash investments		1,177,367.	2	1,492,706.	
	3	Pledges and grants receivable, net			107,837.	3	120,159.
	4	Accounts receivable, net			42,553.	4	32,581.
	5	Loans and other receivables from current and fo					
		trustees, key employees, and highest compensa	ated em	ployees. Complete			
		Part II of Schedule L				5	
	6	Loans and other receivables from other disquali					
		section 4958(f)(1)), persons described in section	4958(c	e)(3)(B), and contributing			
		employers and sponsoring organizations of sect	ion 501	(c)(9) voluntary			
ts		employees' beneficiary organizations (see instr).				6	
Assets	7	Notes and loans receivable, net				7	
As	8	Inventories for sale or use				8	
	9	Prepaid expenses and deferred charges			8,683.	9	2,675.
	10a	Land, buildings, and equipment: cost or other					
		basis. Complete Part VI of Schedule D	10a	683,697.			
	b	Less: accumulated depreciation		558,197.	138,705.	10c	125,500.
	11	Investments - publicly traded securities				11	
	12	Investments - other securities. See Part IV, line 1				12	
	13	Investments - program-related. See Part IV, line				13	
	14	Intangible assets		Г		14	
	15	Other assets. See Part IV, line 11		255,682.	15	269,474.	
	16	Total assets. Add lines 1 through 15 (must equa	1,733,464.	16	2,045,054.		
	17	Accounts payable and accrued expenses	374,134.	17	442,890.		
	18	Grants payable			2,755.	18	
	19	Deferred revenue				19	
	20	Tax-exempt bond liabilities				20	
	21	Escrow or custodial account liability. Complete I	Part IV o	of Schedule D		21	
es	22	Loans and other payables to current and former	officers	s, directors, trustees,			
Liabilities		key employees, highest compensated employee	s, and	disqualified persons.			
iab		Complete Part II of Schedule L				22	
_	23	Secured mortgages and notes payable to unrela	ted thir	d parties		23	
	24	Unsecured notes and loans payable to unrelated	d third p	parties		24	
	25	Other liabilities (including federal income tax, page	yables t	o related third			
		parties, and other liabilities not included on lines	17-24).	Complete Part X of	500 050		504 460
		Schedule D		_	729,359.	25	731,162.
	26	Total liabilities. Add lines 17 through 25			1,106,248.	26	1,174,052.
		Organizations that follow SFAS 117 (ASC 958		k here ▶ <u>X</u> and			
ses		complete lines 27 through 29, and lines 33 an			605 016		0.00
Fund Balances	27	Unrestricted net assets			605,216.	27	871,002.
Bal	28	Temporarily restricted net assets			22,000.	28	0.
nd	29					29	
		Organizations that do not follow SFAS 117 (A	SC 958	), check here ▶∟ _			
S Of		and complete lines 30 through 34.					
set	30	Capital stock or trust principal, or current funds				30	
As	31	Paid-in or capital surplus, or land, building, or eq				31	
Net Assets or	32	Retained earnings, endowment, accumulated in			627 216	32	071 000
_	33	Total net assets or fund balances			627,216. 1,733,464.	33	871,002.
	34	Total liabilities and net assets/fund balances			1,/33,404.	34	2,045,054.

Form **990** (2015)

Pa	rt XI Reconciliation of Net Assets						
	Check if Schedule O contains a response or note to any line in this Part XI						
1	Total revenue (must equal Part VIII, column (A), line 12)		5,78				
2	Total expenses (must equal Part IX, column (A), line 25)	2 !	5,53				
3	Revenue less expenses. Subtract line 2 from line 1	3			86. 16.		
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))  4						
5	Net unrealized gains (losses) on investments	5					
6	Donated services and use of facilities	6					
7	Investment expenses	7					
8	Prior period adjustments	8					
9	Other changes in net assets or fund balances (explain in Schedule O)	9			0.		
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33,						
	column (B))						
Pa	rt XII Financial Statements and Reporting						
	Check if Schedule O contains a response or note to any line in this Part XII						
				Yes	No		
1	Accounting method used to prepare the Form 990: Cash X Accrual Other						
	If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule	O.					
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?						
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a						
	separate basis, consolidated basis, or both:						
	Separate basis Consolidated basis Both consolidated and separate basis						
b	Were the organization's financial statements audited by an independent accountant?		2b	Х			
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separat	e basis,					
	consolidated basis, or both:						
	X Separate basis Consolidated basis Both consolidated and separate basis						
С	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the	e audit,					
	review, or compilation of its financial statements and selection of an independent accountant?						
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.						
За	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Si						
	Act and OMB Circular A-133?	-	За		Х		
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the requ						
	or audits, explain why in Schedule O and describe any steps taken to undergo such audits		3b				

532012 12-16-15

#### **SCHEDULE A**

Department of the Treasury

Internal Revenue Service

(Form 990 or 990-EZ)

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Attach to Form 990 or Form 990-EZ.

► Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Open to Public Inspection

**Employer identification number** Name of the organization BRONX CHARTER SCHOOL FOR THE ARTS Reason for Public Charity Status (All organizations must complete this part.) See instructions. Part I The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.) 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i). 2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E (Form 990 or 990-EZ).) 3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii). A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state: An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.) 6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v). An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.) 8 A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.) An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.) 10 An organization organized and operated exclusively to test for public safety. See section 509(a)(4). An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g. the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. You must complete Part IV, Sections A and B. ☐ Type II. A supporting organization supervised or controlled in connection with its supported organization(s), by having
 control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). You must complete Part IV, Sections A and C. Type III functionally integrated. A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). You must complete Part IV, Sections A, D, and E. Type III non-functionally integrated. A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). You must complete Part IV, Sections A and D, and Part V. Check this box if the organization received a written determination from the IRS that it is a Type I, Type III, Type III functionally integrated, or Type III non-functionally integrated supporting organization. f Enter the number of supported organizations Provide the following information about the supported organization(s) (iv) Is the organization (i) Name of supported (ii) EIN (iii) Type of organization (v) Amount of monetary (vi) Amount of listed in your (described on lines 1-9 organization support (see other support (see governing document? above (see instructions)) instructions) instructions) Yes No

LHA For Paperwork Reduction Act Notice, see the Instructions for

Form 990 or 990-EZ. 532021 09-23-15

#### Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

000	Section A. Public Support											
Cale	ndar year (or fiscal year beginning in) 🖊	(a) 2011	<b>(b)</b> 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total					
1	Gifts, grants, contributions, and						_					
	membership fees received. (Do not											
	include any "unusual grants.")											
2	Tax revenues levied for the organ-											
	ization's benefit and either paid to											
	or expended on its behalf											
3	The value of services or facilities											
	furnished by a governmental unit to											
	the organization without charge											
4	Total. Add lines 1 through 3											
	The portion of total contributions											
_	by each person (other than a											
	governmental unit or publicly											
	supported organization) included											
	on line 1 that exceeds 2% of the											
	amount shown on line 11,											
	column (f)											
6	Public support. Subtract line 5 from line 4.											
	etion B. Total Support											
	ndar year (or fiscal year beginning in)	(a) 2011	<b>(b)</b> 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total					
	Amounts from line 4	(u) 2011	(6) 2012	(6) 2010	(4) 2014	(6) 2010	(i) rotal					
	Gross income from interest.											
Ü	dividends, payments received on											
	securities loans, rents, royalties											
	and income from similar sources											
9	Net income from unrelated business											
9												
	activities, whether or not the											
40	business is regularly carried on											
IU	Other income. Do not include gain											
	or loss from the sale of capital											
	assets (Explain in Part VI.)											
	<b>Total support.</b> Add lines 7 through 10	-1- (	\			40						
	Gross receipts from related activities,	•	,			7 501(5)(0)						
13	First five years. If the Form 990 is for	J		, ,	•	( / ( /	▶□					
Sec	organization, check this box and stop	c Support Per	centage									
	Public support percentage for 2015 (I			acluma (fl)		14	%					
						15	<del></del>					
	Public support percentage from 2014 33 1/3% support test - 2015. If the co											
IUa												
<b>h</b>	stop here. The organization qualifies											
D	33 1/3% support test - 2014. If the constant have The averagination should						IS DOX					
47-	and <b>stop here.</b> The organization quali											
ı/a	10% -facts-and-circumstances test											
	and if the organization meets the "fac		•	-	•	•						
	meets the "facts-and-circumstances"											
b	10% -facts-and-circumstances test	•				•						
	more, and if the organization meets the						<b>.</b> —					
46	organization meets the "facts-and-circ		-	•								
18	Private foundation. If the organization	n aid not check a b	oox on line 13, 16	a, 16b, 17a, or 17		and see instructions						

### Part III | Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Sec	ction A. Public Support	now, please com	ipiete Fart II.)				
	ndar year (or fiscal year beginning in)	(a) 2011	<b>(b)</b> 2012	(c) 2013	(d) 2014	(e) 2015	(f) Total
	Gifts, grants, contributions, and	(4) 20 1 1	(3) = 3 : =	(0,20.0	(4, 20 ) )	(0, 20.0	(1) 1010.
	membership fees received. (Do not						
	include any "unusual grants.")						
2	Gross receipts from admissions,						
_	merchandise sold or services per-						
	formed, or facilities furnished in						
	any activity that is related to the organization's tax-exempt purpose						
3	Gross receipts from activities that						
3	are not an unrelated trade or bus-						
	in and a second						
1	Tax revenues levied for the organ-						
7	ization's benefit and either paid to						
	or expended on its behalf						
5	The value of services or facilities						
3	furnished by a governmental unit to						
	the organization without charge						
6							
	Total. Add lines 1 through 5						<del>                                     </del>
7 8	Amounts included on lines 1, 2, and						
,	3 received from disqualified persons Amounts included on lines 2 and 3 received						<del>                                     </del>
	from other than disqualified persons that						
	exceed the greater of \$5,000 or 1% of the						
	amount on line 13 for the year						
	Add lines 7a and 7b						
8	Public support. (Subtract line 7c from line 6.)						
	ction B. Total Support		1		1	1	T
	ndar year (or fiscal year beginning in)	<b>(a)</b> 2011	<b>(b)</b> 2012	(c) 2013	(d) 2014	<b>(e)</b> 2015	(f) Total
	Amounts from line 6						
10a	Gross income from interest, dividends, payments received on						
	securities loans, rents, royalties						
	and income from similar sources						
k	Unrelated business taxable income						
	(less section 511 taxes) from businesses						
	acquired after June 30, 1975						
	Add lines 10a and 10b						
11	Net income from unrelated business						
	activities not included in line 10b, whether or not the business is						
	regularly carried on	_					
12	Other income. Do not include gain or loss from the sale of capital						
	assets (Explain in Part VI.)						
13	Total support. (Add lines 9, 10c, 11, and 12.)						
14	First five years. If the Form 990 is for	the organization	's first, second, thi	rd, fourth, or fifth t	ax year as a secti	on 501(c)(3) organiz	zation,
							<b>&gt;</b>
Se	ction C. Computation of Publi	c Support Pe	ercentage				
15	Public support percentage for 2015 (lin	ne 8, column (f) o	divided by line 13,	column (f))		15	%
16	Public support percentage from 2014	Schedule A, Par	t III, line 15			16	%
Se	ction D. Computation of Inves	tment Incom	ne Percentage	!			
17	Investment income percentage for 20	15 (line 10c, colu	mn (f) divided by li	ne 13, column (f))		17	%
18	Investment income percentage from 2	:014 Schedule A,	Part III, line 17			18	%
	33 1/3% support tests - 2015. If the					33 1/3%, and line	17 is not
	more than 33 1/3%, check this box an	-					
k	33 1/3% support tests - 2014. If the						
	line 18 is not more than 33 1/3%, chec	ck this box and s	stop here. The org	anization qualifies	as a publicly sup	ported organization	<b></b>
20	Private foundation. If the organization						

## Part IV | Supporting Organizations

(Complete only if you checked a box in line 11 on Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

#### Section A. All Supporting Organizations

- 1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If "No" describe in **Part VI** how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.
- 2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If "Yes," explain in **Part VI** how the organization determined that the supported organization was described in section 509(a)(1) or (2).
- **3a** Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If "Yes," answer (b) and (c) below.
- **b** Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If "Yes," describe in **Part VI** when and how the organization made the determination.
- c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If "Yes," explain in **Part VI** what controls the organization put in place to ensure such use.
- **4a** Was any supported organization not organized in the United States ("foreign supported organization")? *If* "Yes," and if you checked 11a or 11b in Part I, answer (b) and (c) below.
- **b** Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If "Yes," describe in **Part VI** how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.
- c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.
- 5a Did the organization add, substitute, or remove any supported organizations during the tax year? If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in **Part VI**, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).
- **b** Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?
- c Substitutions only. Was the substitution the result of an event beyond the organization's control?
- 6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If "Yes," provide detail in Part VI.
- 7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).
- 8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).
- **9a** Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If "Yes," provide detail in **Part VI.**
- **b** Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If "Yes," provide detail in **Part VI.**
- c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If "Yes," provide detail in Part VI.
- 10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If "Yes," answer 10b below.
  - **b** Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)

	Yes	No
1		
•		
_		
2		
3a		
3b		
G.E		
3с		
4a		
4b		
4D		
4c		
70		
5a		
5b 5c		
6		
7		
8		
9a		
9b		
9с		
10a		
10b		
	==	

	edule A (Form 990 or 990-EZ) 2015 BRONX CHARLER SCHOOL FOR THE ARTS		Pa	age <b>5</b>
Pa	rt IV   Supporting Organizations <sub>(continued)</sub>		V-	<b>N</b> 1.
	Lieu the expeniention economical a gift or contribution from any of the fall and a reserver		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?  A person who directly or indirectly controls, either alone or together with persons described in (b) and (c)			
а		110		
h	below, the governing body of a supported organization?  A family member of a person described in (a) above?	11a 11b		
		11c		
	A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI.	110		
	Alem 2. Type i eapperaing enganizations		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to			110
-	regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the			
	tax year? If "No," describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or			
	controlled the organization's activities. If the organization had more than one supported organization,			
	describe how the powers to appoint and/or remove directors or trustees were allocated among the supported			
	organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1		
2	Did the organization operate for the benefit of any supported organization other than the supported			
	organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in			
	Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated,			
	supervised, or controlled the supporting organization.	2		
Sec	tion C. Type II Supporting Organizations			
			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors			
	or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control			
	or management of the supporting organization was vested in the same persons that controlled or managed			
	the supported organization(s).	1		
Sec	tion D. All Type III Supporting Organizations		1	
			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the			
	organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax			
	year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the	4		
2	organization's governing documents in effect on the date of notification, to the extent not previously provided?  Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported	1		
2	organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in <b>Part VI</b> how			
	the organization maintained a close and continuous working relationship with the supported organization(s).	2		
3	By reason of the relationship described in (2), did the organization's supported organizations have a	_		
	significant voice in the organization's investment policies and in directing the use of the organization's			
	income or assets at all times during the tax year? If "Yes," describe in <b>Part VI</b> the role the organization's			
	supported organizations played in this regard.	3		
Sec	tion E. Type III Functionally-Integrated Supporting Organizations			
1	Check the box next to the method that the organization used to satisfy the Integral Part Test during the yea(see instructions):			
а	The organization satisfied the Activities Test. Complete line 2 below.			
b	The organization is the parent of each of its supported organizations. Complete line 3 below.			
С	The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see inst	ructions	).	
2	Activities Test. Answer (a) and (b) below.		Yes	No
а	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of			
	the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify			
	those supported organizations and explain how these activities directly furthered their exempt purposes,			
	how the organization was responsive to those supported organizations, and how the organization determined			
	that these activities constituted substantially all of its activities.	2a		
b	,			
	of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the			
	reasons for the organization's position that its supported organization(s) would have engaged in these			
_	activities but for the organization's involvement.	2b		
3	Parent of Supported Organizations. <i>Answer (a) and (b) below.</i>			
а				
	trustees of each of the supported organizations? Provide details in <i>Part VI</i> .	3a		
b		3b		
	of its supported organizations? If "Yes," describe in <i>Part VI</i> the role played by the organization in this regard.	่งม		ı

	rt V   Type III Non-Functionally Integrated 509(a)(3) Supporting			Fage <b>o</b>
1	Check here if the organization satisfied the Integral Part Test as a qualifying			uctions. All
	other Type III non-functionally integrated supporting organizations must co	-		
Sect	ion A - Adjusted Net Income	·	(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or			
	collection of gross income or for management, conservation, or			
	maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8		
Sect	ion B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see			
	instructions for short tax year or assets held for part of year):			
а	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
С	Fair market value of other non-exempt-use assets	1c		
d	Total (add lines 1a, 1b, and 1c)	1d		
е	Discount claimed for blockage or other			
	factors (explain in detail in <b>Part VI</b> ):			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d	3		
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount,			
	see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by .035	6		
7	Recoveries of prior-year distributions	7		
8	Minimum Asset Amount (add line 7 to line 6)	8		
Sect	ion C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2	Enter 85% of line 1	2		
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4	Enter greater of line 2 or line 3	4		
5	Income tax imposed in prior year	5		
6	Distributable Amount. Subtract line 5 from line 4, unless subject to			
	emergency temporary reduction (see instructions)	6		
7	Check here if the current year is the organization's first as a non-functionall	y-integra	ated Type III supporting org	anization (see
	instructions).			

Schedule A (Form 990 or 990-EZ) 2015

Schedule A (Form 990 or 990-EZ) 2015

a b

8 Breakdown of line 7:

c Excess from 2013d Excess from 2014e Excess from 2015

Schedule A	(Form 990 or 990	)-EZ) 2015	BRONX	CHARTE	R SCHOOL	J FOR	THE	ARTS		Page 8
Part VI									17a or 17b; Part III, line 12	
	Part IV Section	A lines 1	2 3b 3c 4	h 4c 5a 6 9a	a 9b 9c 11a	11b and	11c: Par	t IV Section B I	lines 1 and 2; Part IV, Sec	tion C
	line 1: Part IV. S	ection D. I	ines 2 and 3	3: Part IV. Sect	ion E. lines 1c.	2a. 2b. 3a	a and 3b	: Part V. line 1: F	Part V, Section B, line 1e;	Part V.
	Section D. lines	5. 6. and 8	B: and Part	V. Section F. li	nes 2, 5, and 6	Also con	nolete th	nis part for any a	dditional information.	,
	(See instruction	s.)	,	.,		.,	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
-	(======================================	/								
-										
<u></u>										

#### Schedule B (Form 990, 990-EZ, or 990-PF)

Department of the Treasury Internal Revenue Service

# **Schedule of Contributors**

➤ Attach to Form 990, Form 990-EZ, or Form 990-PF.

Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Name of the organization

Employer identification number

BRONX	CHARTER	SCHOOL	FOR	THE	ARTS
Organization type (check one):					

Filers of:		Section:				
Form 990	or 990-EZ	$\boxed{X}$ 501(c)( $^3$ ) (enter number) organization				
		4947(a)(1) nonexempt charitable trust <b>not</b> treated as a private foundation				
		527 political organization				
Form 990	)-PF	501(c)(3) exempt private foundation				
		4947(a)(1) nonexempt charitable trust treated as a private foundation				
		501(c)(3) taxable private foundation				
		covered by the <b>General Rule</b> or a <b>Special Rule.</b> 7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.				
General Rule						
For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.						
Special I	Rules					
	For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.					
	For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.					
	year, contributions is checked, enter he purpose. Do not co	described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the exclusively for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box ere the total contributions that were received during the year for an exclusively religious, charitable, etc., mplete any of the parts unless the <b>General Rule</b> applies to this organization because it received nonexclusively etc., contributions totaling \$5,000 or more during the year				
Onuth		et is not accounted by the Consul Dule and for the Consul Dule and				

**Caution.** An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2015)

## BRONX CHARTER SCHOOL FOR THE ARTS

Part I	Contributors (see instructions). Use duplicate copies of Part I if additiona	I space is needed.	
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NEW YORK STATE DEPARTMENT OF EDUCATION 89 WASHINGTON AVENUE ALBANY, NY 12234	\$ 294,953.	Person X Payroll Noncash X  (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
2	VIRGINIA TOULMIN FOUNDATION C/O KEY PRIVATE BANK. 10 WEST SECOND STREET, 27TH FLOOR.  DAYTON, OH 45402	\$ 145,000.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
3	SUSAN F. GEISENHEIMER  1330 WEST AVENUE, APT 2902  MIAMI BEACH, FL 33139	\$5,441.	Person Payroll Noncash  (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
4	DENISE BRECHER  515 EAST 85TH STREET, APT 1E  NEW YORK, NY 10028	\$5,000.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
5	TRENT HICKMAN  C/O BCSA 950 LONGFELLOW AVENUE  BRONX, NY 10474	\$10,000.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
6	CAPITAL ONE  3159 BAINBRIDGE AVENUE  BRONX, NY 10467	\$ 5,000.	Person X Payroll Noncash (Complete Part II for noncash contributions.)

Name of organization Employer identification number

## BRONX CHARTER SCHOOL FOR THE ARTS

Part I	Contributors (see instructions). Use duplicate copies of Part I if additional	al space is needed.	
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	GRAHAM POWIS  10 FRANCINE DRIVE  GREENWICH, CT 06830	\$ 7,000.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
8	BROADVIEW NETWORKS  500 SEVENTH AVE, 2ND FLOOR  NEW YORK, NY 10018	\$ 5,229.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
9	ANDREW RECHTSCHAFFEN  151 EAST 85TH STREET  NEW YORK, NY 10028	\$5,000.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
10	BRADLEY AND BERYL GROSS  303 WEST 87TH STREET  NEW YORK, NY 10024	\$5,000.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
	WEBSTER BANK ACCOUNTS PAYABLE DEPARTMENT, WEBSTER PLAZA WATERBURY, CT 06702	\$ 5,000.	Person X Payroll Noncash  (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
12	NEW YORK CITY DEPARTMENT OF FINANCE  1 CENTRE STREET  NEW YORK, NY 10007	\$ 28,839.	Person X Payroll Noncash (Complete Part II for noncash contributions.)

523452 10-26-15

Name of organization Employer identification number

## BRONX CHARTER SCHOOL FOR THE ARTS

Part I	Contributors (see instructions). Use duplicate copies of Part I if additional	al space is needed.	
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13	LORD AND TAYLOR  15 WEST 38TH STREET  NEW YORK, NY 10018	\$5,000.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
14	GEORGE AYLWARD  C/O BCSA 950 LONGFELLOW AVENUE  BRONX, NY 10474	\$7,500.	Person X Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
<u>15</u>	NETWORK OUTSOURCE  135 DENTON AVE, NORTH  NEW HYDE PARK, NY 11040	\$5,929.	Person X Payroll
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
		\$	Person Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
		\$	Person Payroll Noncash (Complete Part II for noncash contributions.)
(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
		\$	Person Payroll Noncash (Complete Part II for

## BRONX CHARTER SCHOOL FOR THE ARTS

Part II	Noncash Property (see instructions). Use duplicate copies of Part II i	f additional space is needed.	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
1	TEXTBOOKS AND LIBRARY BOOKS	-	
1		\$\$\$24,996.	06/30/16
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
3	50 SHARES OF APPLE STOCK	-	
		5,441.	12/24/15
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		-	
		- - - - \$	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
	-	-	
		- -	
		_   \$	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		-	
		- - - - \$	
(a) No. from Part I	(b)  Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		-	
		- -   \$	

RONX (	CHARTER SCHOOL FOR THE	ΔRTS	Employer Identification number
Part III	Exclusively religious, charitable, etc., cont	ributions to organizations described in columns (a) through (e) and the following (b) and the following (b) and the following (b) and the following (c) and the following (c) are the following (c) and the following (c) are the following (c) ar	n section 501(c)(7), (8), or (10) that total more than \$1,000 foing line entry. For organizations
	completing Part III, enter the total of exclusively religiou Use duplicate copies of Part III if addition	s, charitable, etc., contributions of \$1,000 or le al space is needed.	ess for the year. (Enter this info. once.)
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
_	Transferee's name, address, a	(e) Transfer of gift	Relationship of transferor to transferee
- - -			Tioladonomp of diamotor to diamotor to
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-		(e) Transfer of gift	
-	Transferee's name, address, a	nd ZIP + 4	Relationship of transferor to transferee
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-			<del> </del>
	Transferee's name, address, al	(e) Transfer of gift	Relationship of transferor to transferee
(a) No			
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-			
	Transferee's name, address, a	nd ZIP + 4	Relationship of transferor to transferee
-			

#### **SCHEDULE D** (Form 990)

Supplemental Financial Statements

► Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

► Attach to Form 990.

Open to Public

Inspection

OMB No. 1545-0047

Department of the Treasury Internal Revenue Service Name of the organization

▶ Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.

Employer identification number

	BRONX CHARTER SCHOOL FOR THE ARTS	
Pai	t I Organizations Maintaining Donor Advised Funds or Other Similar Funds or A	Accounts. Complete if the
	organization answered "Yes" on Form 990, Part IV, line 6.	
	(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year	
2	Aggregate value of contributions to (during year)	
3	Aggregate value of grants from (during year)	
4	Aggregate value at end of year	
5	Did the organization inform all donors and donor advisors in writing that the assets held in donor advised fur	nds
	are the organization's property, subject to the organization's exclusive legal control?	Yes No
6	Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used	only
	for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose confe	rring
_	impermissible private benefit?	Yes No
Pai	TII Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV	/, line 7.
1	Purpose(s) of conservation easements held by the organization (check all that apply).	
	Preservation of land for public use (e.g., recreation or education)  Preservation of a historically	· · · · · ·
	Protection of natural habitat  Preservation of a certified h	istoric structure
	Preservation of open space	
2	Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a co	
	day of the tax year.	Held at the End of the Tax Year
a	Total number of conservation easements	2a
b	Total acreage restricted by conservation easements	2b
С.	Number of conservation easements on a certified historic structure included in (a)	2c
d	Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure	
•	listed in the National Register	2d
3	Number of conservation easements modified, transferred, released, extinguished, or terminated by the organ	nization during the tax
4	Number of states where preparty subject to consequation accompanies located	
5	Number of states where property subject to conservation easement is located   Does the organization have a written policy regarding the periodic monitoring, inspection, handling of	
3	violations, and enforcement of the conservation easements it holds?	Yes No
6	Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservations.	
Ū	Total and volunteer reads develor to memoring, inspecting, narrating or volunterio, and emoleting conservation.	ion casemonis daming the year
7	Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation ea	asements during the year
-	<b>▶</b> \$	
8	Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(l	B)(i)
	and section 170(h)(4)(B)(ii)?	
9	In Part XIII, describe how the organization reports conservation easements in its revenue and expense state	
	include, if applicable, the text of the footnote to the organization's financial statements that describes the or	ganization's accounting for
	conservation easements.	
Pai	t III Organizations Maintaining Collections of Art, Historical Treasures, or Other	Similar Assets.
	Complete if the organization answered "Yes" on Form 990, Part IV, line 8.	
1a	If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement a	nd balance sheet works of art,
	historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of	f public service, provide, in Part XIII,
	the text of the footnote to its financial statements that describes these items.	
b	If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and be	palance sheet works of art, historical
	treasures, or other similar assets held for public exhibition, education, or research in furtherance of public se	ervice, provide the following amounts
	relating to these items:	
	(i) Revenue included on Form 990, Part VIII, line 1	
	(ii) Assets included in Form 990, Part X	
2	If the organization received or held works of art, historical treasures, or other similar assets for financial gain,	provide
	the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:	•
a	Revenue included on Form 990, Part VIII, line 1	
b	Assets included in Form 990, Part X	▶ \$

	t III Organizations Maintaining C	collections of A				or Other	Similar A	ssets	continue	ed)
3	Using the organization's acquisition, accessi								•	
_	(check all that apply):	,	,	· <b>,</b>						
а	Public exhibition	d		l oan or exc	hange progra	ams				
b	Scholarly research	e		Other	ago p.og					
c	Preservation for future generations	J								
4	Provide a description of the organization's co	ollections and explai	n how th	nev further t	he organizati	on's exem	int nurnose i	n Part X	(III	
5	During the year, did the organization solicit of									
•	to be sold to raise funds rather than to be ma								Yes	☐ No
Par	t IV   Escrow and Custodial Arran									
	reported an amount on Form 990, Pai			5. ga <u>_</u> a				,	,	
	Is the organization an agent, trustee, custod		diary for	contribution	ns or other as	sets not ir	ncluded			
	on Form 990, Part X?								Yes	☐ No
b	If "Yes," explain the arrangement in Part XIII									
	, ,	·	Ü					A	Amount	
С	Beginning balance						1c			
	Additions during the year									
	Distributions during the year									
	Ending balance									
	Did the organization include an amount on F								Yes	No
	If "Yes," explain the arrangement in Part XIII.									
_	t V Endowment Funds. Complete i									
	·	(a) Current year		rior year	(c) Two yea		1) Three years	back (	(e) Four ye	ears back
1a	Beginning of year balance	,		<u> </u>	, ,		, ,			
	Contributions									
	Net investment earnings, gains, and losses									
	Grants or scholarships									
	Other expenditures for facilities									
_	and programs									
f	Administrative expenses									
g	End of year balance									
2	Provide the estimated percentage of the curr	rent vear end balanc	ce (line 1	a. column (a	a)) held as:					
	Board designated or quasi-endowment		%	9,	a))					
	Permanent endowment	%	_^~							
	Temporarily restricted endowment									
_	The percentages on lines 2a, 2b, and 2c sho									
За	Are there endowment funds not in the posse	· ·	ation tha	at are held a	ind administe	ered for the	e organizatio	n		
-	by:						ga <b>_</b>		Y	es No
	(i) unrelated organizations								3a(i)	113
	(ii) related organizations								3a(ii)	
b	If "Yes" on line 3a(ii), are the related organiza	ations listed as requi	red on S	chedule R?					3b	
4	Describe in Part XIII the intended uses of the									
Par	t VI Land, Buildings, and Equipm									
	Complete if the organization answere		0, Part I\	/, line 11a. S	See Form 990	), Part X, li	ne 10.			
	Description of property	(a) Cost or o			or other		cumulated	(6	<b>d)</b> Book v	/alue
	, , ,	basis (investr			(other)		eciation	`	•	
	Land	<u> </u>	· ·		•					
	Buildings									
	Leasehold improvements			11	9,605.		58,759		60	,846.
	Equipment				8,794.		44,140			<del>,654.</del>
	Other				5,298.		55,298			0.
	. Add lines 1a through 1e. (Column (d) must e		X, colun	nn (B), line 1	10c.)		<b>&gt;</b>		125	<u>,500.</u>

Schedule D (Form 990) 2015

	EK SCHOOL	FUR IRE ARIS		Page 3
Part VII Investments - Other Securities.				
Complete if the organization answered "Yes"				
(a) Description of security or category (including name of security)	(b) Book value	(c) Method of va	aluation: Cost or	end-of-year market value
(1) Financial derivatives				
(2) Closely-held equity interests				
(3) Other				
(A)				
(B) (C)				
(D)				
(E)				
(F)				
(G)				
(H)				
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)				
Part VIII Investments - Program Related.				
Complete if the organization answered "Yes"	on Form 990, Part I\	/, line 11c. See Form 990,	Part X, line 13.	
(a) Description of investment	(b) Book value			end-of-year market value
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶ Part IX Other Assets.				
Complete if the organization answered "Yes"	on Form 000 Port IV	/ line 11d See Form 000	Dort V line 15	
	Description	, lille 11d. See Form 990,	rant A, line 15.	(b) Book value
(1) SECURITY DEPOSIT	Весеприон			170,000.
(2) SECURITY DEPOSIT - CAPITA	L EXPENSE	RESERVE ACCOU	NT	99,474.
(3)		11221112 110000.		33,12720
(4)				
(5)				
(6)				
(7)				
(8)				
(9)				
Total. (Column (b) must equal Form 990, Part X, col. (B) lin	e 15.)			<b>269,474.</b>
Part X Other Liabilities.				
Complete if the organization answered "Yes"	on Form 990, Part I\		n 990, Part X, line	25.
1. (a) Description of liability		(b) Book value		
(1) Federal income taxes		055 440		
(2) DEFERRED LEASE CREDIT		257,142.		
(3) DEFERRED RENT		474,020.		
(4)				
(5)				
(6)				
(7)				
(8)				
(9)	- 05 \	731,162.		
Total. (Column (b) must equal Form 990, Part X, col. (B) lin				de dest use side de s
<ol><li>Liability for uncertain tax positions. In Part XIII, provide organization's liability for uncertain tax positions under</li></ol>				

Schedule D (Form 990) 2015

. u	rt XI Reconciliation of Revenue per Audited Financial State	ements With Reve	nue per Return	
•	Complete if the organization answered "Yes" on Form 990, Part IV, line	12a.		
1	Total revenue, gains, and other support per audited financial statements		1	5,780,585.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
а	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
С				
d	Other (Describe in Part XIII.)	2d		
е			2e	0.
3	Subtract line 2e from line 1		3	5,780,585.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
а	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
С	Add lines <b>4a</b> and <b>4b</b>		4c	0.
_5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)			5,780,585.
Pa	rt XII Reconciliation of Expenses per Audited Financial Stat	ements With Expe	enses per Retu	rn.
	Complete if the organization answered "Yes" on Form 990, Part IV, line	12a.		
1	Total expenses and losses per audited financial statements		1	5,536,799.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
а	Donated services and use of facilities			
b	Prior year adjustments	2b		
С	Other losses	2c		
	Other (Describe in Part XIII.)	•		•
е	Add lines 2a through 2d			<u> </u>
3	Subtract line 2e from line 1		3	5,536,799.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:	1 1		
а	, , , , , , , , , , , , , , , , , , , ,			
	Other (Describe in Part XIII.)	4b		0
_	Add lines 4a and 4b			5,536,799.
5 Da	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.) rt XIII Supplemental Information.		5	3,330,133.
	ide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; l	Part IV lines 1h and 2h:	Port V. line 4: Port	V line 2: Dort VI
	2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any		Fait V, IIIIe 4, Fait	A, III le 2, Part AI,
111103	2d and 4b, and 1 art An, into 2d and 4b. Also complete this part to provide any	additional information.		

#### **SCHEDULE E**

Department of the Treasury Internal Revenue Service

(Form 990 or 990-EZ)

**Schools** 

► Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization

▶ Information about Schedule E (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Employer identification number

#### BRONX CHARTER SCHOOL FOR THE ARTS

Dort I			
Part I		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws,			<u> </u>
other governing instrument, or in a resolution of its governing body?	1	х	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures,			
catalogues, and other written communications with the public dealing with student admissions, programs, and scholarsl	nips? 2	Х	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the	.,		
period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes			
the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain.			
	3	Х	
If you need more space, use Part II THE ORGANIZATION'S RACIALLY NONDISCRIMINATORY POLICY IS			
ILLUSTRATED TO THE PUBLIC THROUGH ITS WEBSITE ON THE 'STUDEN			
ENROLLMENT GUIDE' LINK: WWW.BRONXARTS.NET			
Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	Х	
<b>b</b> Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis			2
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with stude	ent		
admissions, programs, and scholarships?	4c	Х	
d Copies of all material used by the organization or on its behalf to solicit contributions?		Х	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
THE SCHOOL DOES NOT AWARD ANY SCHOLARSHIPS OR FINANCIAL			
ASSISTANCE BECAUSE THERE IS NO TUITION.			
Does the organization discriminate by race in any way with respect to:	—		
a Students' rights or privileges?	5a		Σ
b Admissions policies?			2
c Employment of faculty or administrative staff?			2
d Scholarships or other financial assistance?			2
e Educational policies?			2
f Use of facilities?			2
g Athletic programs?			Σ
h Other extracurricular activities?			2
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
Poss the examination receive any financial aid or equiptons from a management of account.		Х	
a Does the organization receive any financial aid or assistance from a governmental agency?			1
b Has the organization's right to such aid ever been revoked or suspended?	6b		H
If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II	7	Х	

#### **SCHEDULE G**

(Form 990 or 990-EZ)

Department of the Treasury Internal Revenue Service

Name of the organization

### **Supplemental Information Regarding Fundraising or Gaming Activities**

Complete if the organization answered "Yes" on Form 990, Part IV, lines 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

► Attach to Form 990 or Form 990-EZ.

► Information about Schedule G (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Open to Public Inspection

**Employer identification number** 

BRONY CHARTER SCHOOL FOR THE ARTS

	HARTER SCHOOL FOR					
Part I Fundraising Activities required to complete this par	<ul> <li>Complete if the organization answer</li> <li>t.</li> </ul>	red "Y	'es" oı	n Form 990, Part IV,	line 17. Form 990-EZ	Z filers are not
1 Indicate whether the organization rais	sed funds through any of the followir	ng acti	vities.	Check all that apply		
a Mail solicitations				overnment grants		
<b>b</b> Internet and email solicitations				nment grants		
c Phone solicitations	g L Special	tunara	lising	events		
d In-person solicitations						
2 a Did the organization have a written of						
key employees listed in Form 990, P	Part VII) or entity in connection with p	rofess	ional f	fundraising services?	Yes Yes	L No
<b>b</b> If "Yes," list the ten highest paid ind	ividuals or entities (fundraisers) purs	uant to	agre	ements under which	the fundraiser is to	be
compensated at least \$5,000 by the	e organization.					
(i) Name and address of individual or entity (fundraiser)	(ii) Activity	fundr have c or cor contrib	Did aiser ustody trol of utions?	(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
Total						
3 List all states in which the organization	on is registered or licensed to solicit	contrib	utions	s or has been notified	d it is exempt from re	egistration
or licensing.						
				<u> </u>	· · · · · · · · · · · · · · · · · · ·	<u> </u>

532081 09-14-15

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule G (Form 990 or 990-EZ) 2015

Pa		le G (Form 990 or 990-EZ) 2015 BRONX (  Fundraising Events. Complete if t				Page <b>2</b>
		of fundraising event contributions and g				
		-	(a) Event #1 BENEFIT AUCTION	<b>(b)</b> Event #2	(c) Other events NONE	(d) Total events (add col. (a) through col. (c))
e			(event type)	(event type)	(total number)	COI. (C))
Revenue	1	Gross receipts	124,727.			124,727.
	2	Less: Contributions	103,094.			103,094.
	3	Gross income (line 1 minus line 2)	21,633.			21,633.
	4	Cash prizes				
'n	5	Noncash prizes				
Direct Expenses	6	Rent/facility costs	8,450.			8,450.
	7	Food and beverages	12,264.			12,264.
	8	Entertainment	1.0			450.
	9	Other direct expenses				469. 21,633.
	10	Direct expense summary. Add lines 4 through Net income summary. Subtract line 10 from				21,033.
Pa						
		\$15,000 on Form 990-EZ, line 6a.				
Revenue			(a) Bingo	<b>(b)</b> Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
é						
Œ	4	Gross revenue				
	1	Gross revenue				
_		Gross revenue				
_						
Direct Expenses   R	2	Cash prizes				
ect Expenses	2 3 4	Cash prizes  Noncash prizes  Rent/facility costs				
ect Expenses	2 3 4	Cash prizes  Noncash prizes		Yes %	Yes%	
ect Expenses	2 3 4 5	Cash prizes  Noncash prizes  Rent/facility costs		Yes% No	Yes%No	
ect Expenses	2 3 4 5	Cash prizes  Noncash prizes  Rent/facility costs  Other direct expenses	Yes%		□ No □	
ect Expenses	2 3 4 5	Cash prizes  Noncash prizes  Rent/facility costs  Other direct expenses  Volunteer labor	Yes% No gh 5 in column (d)	No No	No P	
Direct Expenses	2 3 4 5 6 7 8 Entist	Cash prizes  Noncash prizes  Rent/facility costs  Other direct expenses  Volunteer labor  Direct expense summary. Add lines 2 through	Yes%  No  9h 5 in column (d)  7 from line 1, column (d) ducts gaming activities:	No No	No	
Direct Expenses	2 3 4 5 6 7 8 Entist	Cash prizes  Noncash prizes  Rent/facility costs  Other direct expenses  Volunteer labor  Direct expense summary. Add lines 2 through the gaming income summary. Subtract line ter the state(s) in which the organization conche organization licensed to conduct gaming a	Yes%  No  9h 5 in column (d)  7 from line 1, column (d) ducts gaming activities:	No No	No	
Direct Expenses	2 3 4 5 6 7 8 Ent   Is t   If "   We	Cash prizes  Noncash prizes  Rent/facility costs  Other direct expenses  Volunteer labor  Direct expense summary. Add lines 2 through the gaming income summary. Subtract line ter the state(s) in which the organization conche organization licensed to conduct gaming a	Yes %  No  The from line 1, column (d)  Sucts gaming activities: activities in each of these	states?	No	Yes No

Schedule G (Form 990 or 990-EZ) 2015

Sch	edule G (Form 990 or 990-EZ) 2015 BRONX CHARTER SCHOOL FOR THE ARTS		Page 3
11	Does the organization conduct gaming activities with nonmembers?	Yes	☐ No
	Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed		
	to administer charitable gaming?	Yes	☐ No
13	Indicate the percentage of gaming activity conducted in:		
á	The organization's facility	13a	%
	An outside facility	13b	%
	Enter the name and address of the person who prepares the organization's gaming/special events books and records:		
	Name		
	Address >		
15a	Does the organization have a contract with a third party from whom the organization receives gaming revenue?	Yes	☐ No
k	o If "Yes," enter the amount of gaming revenue received by the organization > \$ and the amount		
	of gaming revenue retained by the third party  \$\sum_{\text{s}}		
(	Fig. If "Yes," enter name and address of the third party:		
	Name		
	Address >		
16	Gaming manager information:		
	Summing manager information.		
	Name		
	Gaming manager compensation ▶ \$		
	Description of services provided		
	Description of services provided P		
	☐ Director/officer ☐ Employee ☐ Independent contractor		
	Enployee Entrependent contractor		
17	Mandatory distributions:		
	•		
ć	solution is the organization required under state law to make charitable distributions from the gaming proceeds to	Yes	□ No
	retain the state gaming license?	165	□ NO
K	Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the		
Da	organization's own exempt activities during the tax year > \$		01 451
Pa	Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, I	ines 9, 9b, 1	UD, 15D,
	15c, 16, and 17b, as applicable. Also provide any additional information (see instructions).		

35

Schedule G	(Form 990 or 990-EZ)	BRONX	CHARTER	SCHOOL	FOR	THE	ARTS	Page 4
Part IV	(Form 990 or 990-EZ)  Supplemental Information	mation (co	ontinued)					
	· · ·	(						
-								
-								 

#### **SCHEDULE J** (Form 990)

**Compensation Information** 

For certain Officers, Directors, Trustees, Key Employees, and Highest

Compensated Employees

Complete if the organization answered "Yes" on Form 990, Part IV, line 23. Attach to Form 990.

▶ Information about Schedule J (Form 990) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

Open to Public Inspection

**Employer identification number** 

Name of the organization

Department of the Treasury

Internal Revenue Service

BRONX CHARTER SCHOOL FOR THE ARTS

Pa	art I Questions Regarding Compensation			
	<u> </u>		Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990,			
	Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	First-class or charter travel Housing allowance or residence for personal use			
	Travel for companions Payments for business use of personal residence			
	Tax indemnification and gross-up payments Health or social club dues or initiation fees			
	Discretionary spending account Personal services (e.g., maid, chauffeur, chef)			
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or			
	reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		<u> </u>
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors,			
	trustees, and officers, including the CEO/Executive Director, regarding the items checked in line 1a?	2		
3	Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's			
	CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to			
	establish compensation of the CEO/Executive Director, but explain in Part III.			
	Compensation committee			
	Independent compensation consultant Compensation survey or study			
	Form 990 of other organizations  X Approval by the board or compensation committee			
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing			
	organization or a related organization:			l
а	Receive a severance payment or change-of-control payment?	4a		X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan?	4b		Х
С	Participate in, or receive payment from, an equity-based compensation arrangement?	4c		Х
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
_	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation			
	contingent on the revenues of:	_		Х
a	The organization?	5a		X
D	Any related organization?	5b		
6	If "Yes" to line 5a or 5b, describe in Part III.  For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation			
6	contingent on the net earnings of:			
_		62		Х
a h	The organization?	6a		X
b	Any related organization?  If "Yes" on line 6a or 6b, describe in Part III.	6b		<u> </u>
7				
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments	7		Х
0	not described on lines 5 and 6? If "Yes," describe in Part III			
8		8		х
0	initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		
9	If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		
	neulations section 33.4330-0(C)?	1 9		1

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2015

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title (I) Base compensation com			(B) Breakdown of W-2 and/or 1099-MISC compensation (C) Retirement and other deferred benefits (E) Total of college (PV(i) (D)										
EXECUTIVE DIRECTOR (FORMER)  (i) 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0.	(A) Name and Title			incentive	reportable	other deferred benefits compensation		(B)(i)-(D)					
EXECUTIVE DIRECTOR (FORMER)  (i) 147,291. 0. 0. 0. 0. 6,859. 154,150. 0. CHIEF FINANCIAL OFFICER (FORMER)  (ii) 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0. 0.	(1) NICHOLAS STAPLETON	(i)	142,438.	0.	0.	0.	18,454.	160,892.	0.				
(2) STEPHER RAYOSA (B) 0. 0. 0. 0. 6,859. 154,150. 0. (CHIEF FINANCIAL OFFICER (FORMER) (B) 0. 0. 0. 0. 0. 0. 0. 0. 0. (B)	EXECUTIVE DIRECTOR (FORMER)			0.	0.	0.							
CRIEF FINANCIAL OFFICER (FORMER)	(2) STEPHEN RAVOSA	(i)		0.	0.	0.	6,859.						
	CHIEF FINANCIAL OFFICER (FORMER)		0.	0.	0.	0.	0.	0.	0.				
		(i)											
(i) (i) (ii) (ii) (ii) (iii) (		(ii)											
		(i)											
(i) (i) (ii) (ii) (iii)		(ii)											
		(i)											
(i) (i) (ii) (ii) (ii) (iii) (													
(i) (ii) (ii) (iii) (iii													
(i) (i) (ii) (ii) (iii)													
(ii) (ii) (iii) (i													
(i) (ii) (ii) (iii) (iii													
(i)       (i)       (ii)       (iii)       (iiii)       (iii)       (iii)       (iii)       (ii													
(i) (ii) (ii) (iii) (iiii) (iiii) (iiii) (iiii) (iiiii) (iiiii) (iiiiii) (iiiiiii) (iiiiiiii													
(i) (i) (ii) (ii) (iii) (iiii) (iiii) (iiii) (iiii) (iiiii) (iiiiii) (iiiiiiii													
(i) (ii) (ii) (iii) (iiii) (iiii) (iiii) (iiiii) (iiiiiii) (iiiiiiii													
(i) (i) (ii) (ii) (iii) (iiii) (iiii) (iiii) (iiiii) (iiiiiii) (iiiiiiii													
(i) (ii) (ii) (iii) (iii) (iii) (iii) (iii) (iii) (iii) (iiii) (iiii) (iiii) (iiii) (iiiii) (iiiii) (iiiiii) (iiiiiii) (iiiiiiii													
(i) (i) (ii) (ii) (ii) (iii) (iii) (iii) (iii) (iii) (iii) (iiii) (iiii) (iiii) (iiii) (iiii) (iiiii) (iiiii) (iiiiii) (iiiiiiii													
(i) (ii) (ii) (iii) (iii) (iiii) (iiiiiiii													
(ii) (i) (ii)													
(i)													
		(ii)											

Part III   Supplemental Information
Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

#### **SCHEDULE M** (Form 990)

OMB No. 1545-0047

Open To Public Inspection

Department of the Treasury Internal Revenue Service

Name of the organization

► Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.

Attach to Form 990.

Information about Schedule M (Form 990) and its instructions is at www.irs.gov/form990.

**Noncash Contributions** 

BRONX CHARTER SCHOOL FOR THE ARTS

Employer identification number

Pai	rt I Types of Property		-	<del></del>		<u> </u>				
	'	(a) Check if	<b>(b)</b> Number of	(c) Noncash contri	ibution		(d) Method of de	tormir	nina	
		applicable	contributions or	amounts repor			cash contribu		-	s
			items contributed	Form 990, Part VI	II, line 1g					
1	Art - Works of art									
2	Art - Historical treasures									
3	Art - Fractional interests				4.4.0					
4	Books and publications	X		25	<u>,143.</u>	FAIR	MARKET	VA	LUE	
5	Clothing and household goods									
6	Cars and other vehicles									
7	Boats and planes									
8	Intellectual property									
9	Securities - Publicly traded	X		5	<u>,441.</u>	FAIR	MARKET	VA	LUE	
10	Securities - Closely held stock									
11	Securities - Partnership, LLC, or									
	trust interests									
12	Securities - Miscellaneous									
13	Qualified conservation contribution -									
	Historic structures									
14	Qualified conservation contribution - Other									
15	Real estate - Residential									
16	Real estate - Commercial									
17	Real estate - Other									
18	Collectibles									
19	Food inventory									
20	Drugs and medical supplies									
21	Taxidermy									
22	Historical artifacts									
23	Scientific specimens									
24	Archeological artifacts									
25	Other ()									
26	Other ( )									
27	Other (									
28	Other (									
29	Number of Forms 8283 received by the organi	zation durin	g the tax vear for c	ontributions						
	for which the organization completed Form 82		-		29					
	3	, ,	`						Yes	No
30a	During the year, did the organization receive b	v contributio	on anv property rep	oorted in Part I. line	es 1 throu	ah 28. th	at it			
	must hold for at least three years from the date									
	exempt purposes for the entire holding period		•					30a		Х
b	If "Yes," describe the arrangement in Part II.	•								
31	Does the organization have a gift acceptance	policy that re	equires the review	of any non-standa	rd contrib	utions?		31		Х
	Does the organization hire or use third parties							<del></del>		
J_U	contributions?		-	· •				32a		Х
h	If "Yes," describe in Part II.		• • • • • • • • • • • • • • • • • • • •					<u> </u>		_
33	If the organization did not report an amount in	column (c) f	or a type of prope	rty for which colum	nn (a) is ch	ecked				
	describe in Part II.	23.01.111 (0) 1	2. 4.7P3 01 P10P0	,	(4) 10 01	,				
ΙНΔ	For Paperwork Reduction Act Notice, see	the Instruc	tions for Form 99	0			Schedule M	(Form	990) (	2015

Schedule M	(Form 990) (2015)	BRONX	CHARTER	SCHOOL	FOR TH	E ARTS			Page 2
Part II	Supplementa	Information	n Provide th	e information	required by D	art I lings 30h	32b, and 33, a ed, or a combir	nd whether the org	anization complete
532142 08-21-	15			<u></u>	<del></del>	<u></u>		Schedule M (Fo	rm 990) (2015

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#### SCHEDULE O (Form 990 or 990-EZ)

Department of the Treasury

Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.

► Attach to Form 990 or 990-EZ.

OMB No. 1545-0047 Open to Public Inspection

Name of the organization

BRONX CHARTER SCHOOL FOR THE ARTS

► Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990. **Employer identification number** 

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION: BRONX CHARTER SCHOOL FOR THE ARTS IS A PUBLIC ELEMENTARY SCHOOL FOUNDED ON THE PRINCIPLE THAT A RICH AND VIBRANT BACKGROUND IN THE ARTS IS A KEY CATALYST FOR THE ACADEMIC AND SOCIAL SUCCESS OF ALL STUDENTS.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION: BRONX CHARTER SCHOOL FOR THE ARTS IS A PUBLIC ELEMENTARY SCHOOL FOUNDED ON THE PRINCIPLE THAT A RICH AND VIBRANT BACKGROUND IN THE ARTS IS A KEY COMPONENT OF ACHIEVING ACADEMIC EXCELLENCE. WE STRIVE TO SERVE AS A MODEL THAT ENCOURAGES CREATIVITY AND INNOVATION IN THE CLASSROOM AND INSPIRES STUDENTS TO DEVELOP THE INTELLECTUAL AND PERSONAL FORTITUDE TO REALIZE THEIR DREAMS.

FORM 990, PART VI, SECTION B, LINE 11:

TAX SCHEDULES AND OTHER DOCUMENTS ARE SUBMITTED TO THE TAX PREPARERS. MANAGEMENT THEN REVIEWS A DRAFT OF THE TAX RETURN AND FORWARDS IT TO THE CHAIR PERSON OF THE FINANCE COMMITTEEE FOR FINAL APPROVAL.

FORM 990, PART VI, SECTION B, LINE 12C:

THE BOARD IS REQUIRED TO ANNUALLY FILL OUT A QUESTIONNAIRE THAT PROBES FOR ANY POSSIBLE CONFLICTS OF INTERESTS TO THE SCHOOL.

FORM 990, PART VI, SECTION B, LINE 15:

THE EXECUTIVE DIRECTOR AND OTHER KEY EMPLOYEE IS INTERVIEWED BY THE

LEADERSHIP TEAM AND THE BOARD OF DIRECTORS. COMPENSATION FOR THE EXECUTIVE

DIRECTOR AS WELL AS OTHER KEY EMPLOYEES IS DETERMINED BY EDUCATIONAL

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990 or 990-EZ) (2015)

BRONX CHARTER SCHOOL FOR THE ARTS	Employer identification number
BACKGROUND AND YEARS OF EXPERIENCE. A SERIES OF INTERVIEW	S ARE CONDUCTED AS
WELL AS A THOROUGH BACKGROUND CHECK. THE EXECUTIVE DIRECT	OR REVIEW INCLUDES
A MIDYEAR REVIEW, A SERIES OF MEETINGS WITH THE LEADERSHI	P TEAM MEMBERS AND
THE BOARD AND IS ALSO PERFORMANCE BASED.	
FORM 990, PART VI, SECTION C, LINE 19:	
UPON REQUEST.	

Asset No.	Description	Dat Acqu		Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
	MACHINERY & EQUIPMENT												
	COMPUTER EQUIPMENT	VAR:	IES	SL	5.00	16	145,954.			145,954.	120,292.		12,750.
	FURNITURE AND FIXTURES	VAR:	IES	SL	5.00	16	267,381.			267,381.	224,164.		9,879.
	MUSICAL INSTRUMENTS VISUAL ARTS	VAR:	IES	SL	5.00	16	30,385.			30,385.	29,867.		200.
6		VAR:	IES	SL	5.00	16	2,561.			2,561.	256.		512.
	MACHINERY & EQUIPM						446,281.		0.	446,281.	374,579.	0.	23,341.
	OTHER LEASEHOLD												
3	IMPROVEMENTS	VAR:	IES	SL	20.00	16	119,605.			119,605.	51,040.		7,718.
5	TEACHING MATERIALS	VAR:	IES	SL	3.00	16	55,298.			55,298.	55,298.		0.
		VAR:	IES	SL	5.00	16	39,950.			39,950.	30,937.		4,300.
8		VAR:	IES	SL	5.00	16	22,563.			22,563.	8,566.		2,418.
	* 990 PAGE 10 TOTAL OTHER						237,416.		0.	237,416.	145,841.	0.	14,436.
	* GRAND TOTAL 990 PAGE 10 DEPR						683,697.		0.	683,697.	520,420.	0.	37,777.

Form 886	88 (Rev. 1-2014)					Page 2
	are filing for an Additional (Not Automatic) 3-Month E	xtension,	complete only Part II and check thi	s box		► X
	ly complete Part II if you have already been granted an					
• If you	are filing for an Automatic 3-Month Extension, comple	ete only Pa	art I (on page 1).			
Part II	Additional (Not Automatic) 3-Month I	Extensio	<b>n of Time.</b> Only file the origin	al (no co	opies needed	).
			Enter filer's	identifyir	ng number, see	instructions
Type or	Name of exempt organization or other filer, see instru	Employer	r identification nu	ımber (EIN) or		
print						
File by the	BRONX CHARTER SCHOOL FOR TH	E ART	S			
due date for filing your return. See	Number, street, and room or suite no. If a P.O. box, 950 LONGFELLOW AVENUE	Social se	curity number (S	SN)		
instructions.	City, town or post office, state, and ZIP code. For a BRONX, NY 10474	foreign add	dress, see instructions.			_
	phoni, ni 101,1					
Enter the	Return code for the return that this application is for (fi	le a separa	te application for each return)			0 1
Applicat	ion	Return	Application			Return
ls For		Code	Is For			Code
Form 990	or Form 990-EZ	01				
Form 990	)-BL	02	Form 1041-A			08
Form 4720 (individual) 03 Form 4720 (other than ind		Form 4720 (other than individual)			09	
Form 990-PF 04 Form 5227				10		
	0-T (sec. 401(a) or 408(a) trust)	05	Form 6069			11
	O-T (trust other than above)	06	Form 8870			12
STOP! D	o not complete Part II if you were not already grante				ed Form 8868.	
			NESS MANAGEMENT, I		NTSZ 100	0.1
	poks are in the care of ▶ 237 WEST 35TH	STREE		IORK	, NY 100	01
	none No.		Fax No.			. $\Box$
	organization does not have an office or place of busines					<b>▶</b>
	is for a Group Return, enter the organization's four digit	_				
box 🕨	. If it is for part of the group, check this box		ach a list with the names and EINs o	r all memb	ers the extension	n is for.
	quest an additional 3-month extension of time until			TITN	30, 201	6
	calendar year, or other tax year beginning					<u> </u>
6 If the	ne tax year entered in line 5 is for less than 12 months,	cneck reas	on: Initial return	Final r	eturn	
7 Cta	☐ Change in accounting period					
7 Sta	te in detail why you need the extension DDITIONAL TIME IS NEEDED TO	COMPT	LE THE INFORMATION	NECE	SSARY TO	
	MPLETE THE RETURN.	COM		11000	DDIII(I IO	
	MILLIE IIII KETOKK.					
8a If ti	nis application is for Forms 990-BL, 990-PF, 990-T, 4720	or 6069	enter the tentative tax less any			
	nrefundable credits. See instructions.	o, o. oooo,	onto the tentative tax, less any	8a	\$	0.
	nis application is for Forms 990-PF, 990-T, 4720, or 606	9. enter an	v refundable credits and estimated		<u> </u>	
	payments made. Include any prior year overpayment a		•			
	eviously with Form 8868.		a crossivalita arry arrivosirit para	8b	\$	0.
	lance due. Subtract line 8b from line 8a. Include your p	avment wit	th this form, if required, by using		· ·	_
	FPS (Electronic Federal Tax Payment System). See inst		. , ,	8c	\$	0.
			st be completed for Part II			
Under pen it is true, c	alties of perjury, I declare that I have examined this form, incluorrect, and complete, and that I am authorized to prepare this t	ding accomp		-	f my knowledge an	d belief,
Signature	► Title ►	CHAIR		Date	•	
g a. a. 0	Titlo P			Duto	-	(Rev. 1-2014)

# TAX RETURN FILING INSTRUCTIONS

NEW YORK FORM CHAR500

#### FOR THE YEAR ENDING

JUNE 30, 2016

Prepared for	BRONX CHARTER SCHOOL FOR THE ARTS 950 LONGFELLOW AVENUE BRONX, NY 10474
Prepared by	LUTZ AND CARR, CPAS LLP 300 EAST 42ND STREET NEW YORK, NY 10017
Amount due or refund	BALANCE DUE OF \$25.00
Make check payable to	DEPARTMENT OF LAW
Mail tax return and check (if applicable) to	NYS OFFICE OF ATTORNEY GENERAL CHARITIES BUREAU REGISTRATION SECTION 120 BROADWAY NEW YORK, NY 10271
Return must be mailed on or before	MAY 15, 2017
Special Instructions	THE REPORT SHOULD BE SIGNED AND DATED BY THE AUTHORIZED INDIVIDUAL(S).
	THE ATTACHED COPY OF FEDERAL FORM 990 MUST BE PROPERLY SIGNED AND DATED.

# **CHAR500**

NYS Annual Filing for Charitable Organizations www.CharitiesNYS.com

Send with fee and attachments to:

NYS Office of the Attorney General
Charities Bureau Registration Section
120 Broadway
New York, NY 10271

2015

Open to Public Inspection

# 1.General Information

	g (mm/dd/yyyy) 07/01/	2015 and Ending (	mm/dd/yyyy) 06/30/	2016					
Check if Applicable:	Name of Organization:			Employer Identification Number (EIN):					
Address Change	BRONX CHARTER	SCHOOL FOR TH	E ARTS	2					
Name Change	Mailing Address:			NY Registration Number:					
Initial Filing	950 LONGFELLOW	AVENUE							
Final Filing	Final Filing City / State / ZIP: Telephone:								
Amended Filing	Amended Filing BRONX, NY 10474								
Reg ID Pending	Reg ID Pending Website: Email:								
	WWW.BRONXARTS.	NET							
Check your organization's				Confirm your Registration Category in the					
registration category:	X 7A only EPTL	only DUAL (7A &		Charities Registry at <a href="https://www.CharitiesNYS.com">www.CharitiesNYS.com</a>					
2. Certification									
See instructions for certifi	cation requirements. Imprope	er certification is a violation	of law that may be subject	t to penalties.					
			•						
,		, ,		e best of our knowledge and belief,					
they are	e true, correct and complete in	n accordance with the laws	of the State of New York	applicable to this report.					
President or Authorized	Officer:		_						
	Signature		Print Nam	e and Title Date					
	o.ga.a. o			24.6					
Chief Financial Officer or	Treasurer:								
	Signature		Print Nam	e and Title Date					
	<b>g</b>								
3. Annual Reporting	Exemption								
Check the exemption(s) the	nat apply to your filing. If your	organization is claiming an	exemption under one cat	egory (7A or EPTL only filers) or both					
categories (DUAL filers) th	at apply to your registration,	complete only parts 1, 2, a	nd 3, and submit the certi	fied Char500. No fee, schedules, or					
additional attachments ar	e required. If you cannot clain	n an exemption or are a DU	JAL filer that claims only or	ne exemption, you must file applicable					
schedules and attachmer	nts and pay applicable fees.								
3a. 7A filing exemption: Total contributions from NY State including residents, foundations, government agencies, etc, did not									
exceed \$2	5,000 <u>and</u> the organization di	d not engage a professiona	al fund raiser (PFR) or fund	I raising counsel (FRC) to solicit					
exceed \$2		d not engage a professiona	al fund raiser (PFR) or fund	I raising counsel (FRC) to solicit					
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# **CHAR500**

Annual Filing Checklist

Simply submit the certified CHAR500 with no fee, schedule, or additional attachments IF:

- Your organization is registered as 7A only and you marked the 7A filing exemption in Part 3.
- Your organization is registered as EPTL only and marked the EPTL filing exemption in Part 3.
- Your organization is registered as DUAL and you marked both the 7A and EPTL filing exemption in Part 3.

#### **Checklist of Schedules and Attachments**

Check the schedules you must submit with your CHAR500 as described in Part 4:  If you answered "yes" in Part 4a, submit Schedule 4a: Professional Fund Raiser  If you answered "yes" in Part 4b, submit Schedule 4b: Government Grants	
Check the financial attachments you must submit with your CHAR500:  X IRS Form 990, 990-EZ, or 990-PF, and 990-T if applicable  X All additional IRS Form 990 Schedules, including Schedule B (Schedule of C Our organization was eligible for and filed an IRS 990-N e-postcard. We have	
If you are a 7A only or DUAL filer, submit the applicable independent Certified Pub Review Report if you received total revenue and support greater than \$250,0 X Audit Report if you received total revenue and support greater than \$500,00 No Review Report or Audit Report is required because total revenue and sup We are a DUAL filer and checked box 3a, no Review Report or Audit Report	000 and up to \$500,000. 0 0 0port is less than \$250,000
Calculate Your Fee	Is my Registration Category 7A, EPTL, DUAL or EXEMPT?
For 7A and DUAL filers, calculate the 7A fee:  \$0, if you checked the 7A exemption in Part 3a	Organizations are assigned a Registration Category upon registration with the NY Charities Bureau:
X \$25, if you did not check the 7A exemption in Part 3a	<b>7A</b> filers are registered to solicit contributions in New York under Article 7-A of the Executive Law ("7A")
For EPTL and DUAL filers, calculate the EPTL fee:  \$0, if you checked the EPTL exemption in Part 3b	<b>EPTL</b> filers are registered under the Estates, Powers & Trusts Law ("EPTL") because they hold assets and/or conduct activities for charitable purposes in NY.
\$25, if the NET WORTH is less than \$50,000	<b>DUAL</b> filers are registered under both 7A and EPTL.
\$50, if the NET WORTH is \$50,000 or more but less than \$250,000 \$100, if the NET WORTH is \$250,000 or more but less than \$1,000,000 \$250, if the NET WORTH is \$1,000,000 or more but less than \$10,000,000 \$750, if the NET WORTH is \$10,000,000 or more but less than \$50,000,000 \$1500, if the NET WORTH is \$50,000,000 or more	<b>EXEMPT</b> filers have registered with the NY Charities Bureau and meet conditions in <u>Schedule E - Registration</u> <u>Exemption for Charitable Organizations</u> . These organizations are not required to file annual financial reports but may do so voluntarily.
	Confirm your Registration Category and learn more about NY law at <a href="https://www.CharitiesNYS.com">www.CharitiesNYS.com</a>
Send Your Filing Send your CHAR500, all schedules and attachments, and total fee to:	Where do I find my organization's NET WORTH?  NET WORTH for fee purposes is calculated on:
NYS Office of the Attorney General	- IRS From 990 Part I, line 22
Charities Bureau Registration Section	- IRS Form 990 EZ Part I, line 21 - IRS Form 990 PF, calculate the difference between
120 Broadway New York, NY 10271	Total Assets at Fair Market Value (Part II, line 16(c)) and Total Liabilities (Part II, line 23(b)).

568461 12-22-15 1019 CHAR500 Annual Filing for Charitable Organizations (Updated December 2015)

# **CHAR500**

Schedule 4b: Government Grants www.CharitiesNYS.com

2015

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If you checked the box in question 4b in Part 4 on the CHAR500 Annual Filing for Charitable Organizations, complete this schedule and list EACH government grant. Use additional pages if necessary. Include this schedule with your certified CHAR500 NYS Annual Filing for Charitable Organizations.

1.0	rgan	ization	Inform	nation
-----	------	---------	--------	--------

Name of Organization:		NY Registration Number:
BRONX CHARTER SCHOOL FO	OR THE ARTS	

#### 2. Government Grants

Name of Government Agency	An	nount of Grant
1.NEW YORK STATE DEPARTMENT OF EDUCATION	1.	294,953.
2.NEW YORK CITY DEPARTMENT OF EDUCATION	2.	28,839.
3.FEDERAL COMMUNICATIONS COMMISSION	3.	15,385.
4.	4.	
5.	5.	
6.	6.	
7.	7.	
8.	8.	
9.	9.	
10.	10.	
11.	11.	
12.	12.	
13.	13.	
14.	14.	
15.	15.	
Total Government Grants:	Total:	339,177.



STATE OF NEW YORK )

COUNTY OF ALBANY )

I, Alison B. Bianchi, Counsel and Deputy Commissioner for Legal Affairs for the New York State Education Department, hereby certify that the Bronx Charter School for the Arts, located in the city of New York, county of Bronx, state of New York, was incorporated by the issuance of a provisional charter on April 23, 2002: that such provisional charter was last extended on February 10, 2015; that no certificate or order of dissolution of such corporation has been filed or issued; and that such corporation is currently authorized to do business in the State of New York.



IN WITNESS WHEREOF, I hereunto set my hand and affix the seal of the University of the State of New York and of the State Education Department at the City of Albany, New York on this 1st day of February, 2017.



Alison B. Bianchi Counsel and Deputy Commissioner For Legal Affairs



# THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office of Counsel – Room 148, Education Building Tel. (518) 474-6400 Fax (518) 474-4188

February 1, 2017

Bronx Charter School for the Arts 950 Longfellow Ave. New York, NY 10474 Attn: Miriam Raccah

Re: Bronx Charter School for the Arts

Dear Miriam Raccah:

Pursuant to your recent request, enclosed is the certificate of existence for the above-referenced corporation.

Feel free to call me at

f I can be of further assistance to you.

K Goswanie

Sincerely,

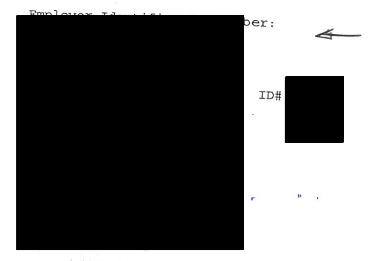
Kirti Goswami Legal Assistant

Enclosure

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date: JUL 0 1 2003

BRONX CHARTER SCHOOL FOR THE ARTS 890 GARRISON AVE BRONX, NY 10474



Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

# BRONX CHARTER SCHOOL FOR THE ARTS

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free

# BRONX CHARTER SCHOOL FOR THE ARTS

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Lois G. Lerner

Director, Exempt Organizations

# BRONX CHARTER SCHOOL FOR THE ARTS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

# **Attachment L: Client List**

As an education corporation that currently operates only one charter in one state, Bronx Arts does not (and has not) contracted with nor provided services to clients.

# **Attachment M: Litigation**

Bronx Arts has not been involved in any litigation or arbitration.

# **Attachment 7: Partnership Information**

Not applicable.

#### **Attachment 8a: Hiring and Personnel Policies and Procedures**

Hiring processes for administrators, teachers and other staff members. Bronx Charter School for the Arts 2 (Bronx Arts 2) is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key catalyst for the academic and social success of all students. Students receive daily instruction in theater, dance, music, and visual arts, and lessons in these subjects are integrated into the academic curriculum. We provide programming that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams. We hope to serve the children of our community and to create a role model for charter school design that can be replicated everywhere that new educational alternatives are needed. This is not easy work. Therefore, we always strive to employ the individual best qualified to fill a given position, and then provide ongoing professional development to maximize their potential and contributions to our schools. We also encourage recruitment of a diverse pool of qualified candidates with a wide variety of training and education who meet and exceed the qualifications of the position.

Equal Opportunity Employment. Bronx Arts 2 is an equal employment opportunity employer. Employment decisions are based on merit and school needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, weight, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other personal characteristic protected by law. The policy applies to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation, benefits, social and recreational programs and all other conditions and privileges of employment in accordance with applicable federal, state and local laws. Equal employment opportunity notices will be posted on appropriate employee bulletin boards as required by law. The notice summarizes the rights of faculty and staff members to equal opportunity in employment and lists the names and addresses of the various government agencies that may be contacted in the event that any person believes he has been discriminated against.

Americans with Disabilities Act (ADA). It is the policy of Bronx Arts 2 to comply with all the relevant and applicable provisions of the ADA. Bronx Arts 2 will not discriminate against any qualified employee or job applicant with respect to any terms, privileges or conditions of employment because of a person's physical or mental disability. Bronx Arts 2 also will make reasonable accommodation wherever necessary for all faculty and staff members or applicants with disabilities provided that the individual is otherwise qualified to safely perform the duties and assignments connected with the job and provided that any accommodations made do not require significant difficulty or expense.

ADA Amendments Act (ADAAA). ADAAA broadened the interpretations and added to the ADA examples of "major life activities" including, but not limited to, "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working" as well as the operation of several specified "major bodily functions." School leaders are primarily responsible for seeing that Bronx Arts 2's equal employment opportunity policies are implemented, but all faculty and staff members share in the responsibility for assuring that, by their personal actions, the policies are effective and apply uniformly to everyone.

New York State Division of Human Rights (NYSDOHR). Bronx Arts 2 adheres to all guidelines regarding discrimination by the NYSDOHR. Discrimination under the NYSDOHR is

based on age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, domestic violence victim status or marital status. Any faculty or staff members, including managers, involved in discriminatory practices will be subject to disciplinary action up to and including termination of employment.

#### Related Laws, Regulations & Acts:

- Age Discrimination in Employment Act, 29 United States Code (USC) Section 621 Americans With Disabilities Act, 42 United States Code (USC) Section 12101 et seq.
- Prohibits discrimination on the basis of disability
- Genetic Information Nondiscrimination Act of 2008 (GINA) Public Law 110-233 Prohibits discrimination in the workplace based upon genetic information.
- Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq. Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.
- Prohibits discrimination on the basis of race, color or national origin
- Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000eet seq.
- Prohibits discrimination on the basis of race, color, religion, sex or national origin
- Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
- Prohibits discrimination on the basis of sex Civil Rights Law Section 40-c
- Prohibits discrimination on the basis of race, creed, color, national origin, sex, sexual orientation, marital status or disability
- Labor Law Section 201-f
- Military Law Sections 242 and 243

Wherever possible, the interview and selection process will involve a panel to include the Principal and at least two members of the staff. It shall be the duty of the Principal to see that persons hired meet all qualifications of the position. Assignments of personnel shall be at the direction of the Principal or his/her designee. The employees shall be responsible for familiarizing themselves and adhering to the policies and administrative plans of Bronx Arts 2. Suggestions for improvement to policies and procedures shall be considered part of the responsibility of each employee within the scope of the employee's employment.

Employees of Bronx Arts 2 may not be directly supervised by another Bronx Arts 2 employee who is related by blood or marriage. All assignments and transfers shall be made in accordance with the provisions of law, Board policies, and the employee handbook.

#### **Certified Personnel**

In the event that a position requires a license or specific certification, the employee must possess the required license or certification prior to the assumption of duties. It is the responsibility of the individual to provide proof of certification and to keep all certification information updated in conformance with all rules and regulations.

All employment offers are issued in a letter outlining the terms for the stated position. Offers are contingent upon Board of Trustees approval and the satisfactory completion of a pre-

employment drug test, background check, license and certification verification, fingerprinting and State Education Department check and final reference checking.

#### **Background Checks**

It is the policy of Bronx Arts 2 that prior to making an offer of employment, Bronx Arts 2 may conduct a job-related background check consisting of: 1) prior employment verification; 2) professional reference checks; 3) educational confirmation; and/or license verification. Furthermore, to ensure the safety and welfare of Bronx Arts 2 students, visitors, and other staff, an offer of employment may be made contingent upon the successful completion of a criminal history check. Background checks serve as an important part of the selection process at Bronx Arts 2. This type of information is collected as a means of promoting a safe work environment for current and future Bronx Arts 2 employees. Background checks also help Bronx Arts 2 obtain additional applicant related information that helps determine the applicant's overall employability, ensuring the protection of the current people, property, and information of the organization. Only information that can be collected is that pertaining to the quality and quantity of work performed by the applicant, the applicant's attendance record, education, and other issues that can impact the workplace.

#### **Definitions**

- (1) "Criminal history check" means verifying that the selected applicant or employee does not have any undisclosed criminal history in every jurisdiction where the applicant or employee currently resides or has resided.
- (2) "Educational confirmation" means ensuring that the selected applicant or employee possesses all educational credentials beyond high school listed on the application, resume or cover letter or otherwise cited by the candidate that qualify the individual for the position sought.
- (3) "Employee" is defined as any person employed by Bronx Arts 2, whether full- or part-time in a Staff or Temporary position.
- (4) "Employment verification" means ensuring that the selected applicant or employee actually worked in the positions listed on the application, resume, or cover letter or otherwise cited by the candidate that qualify the individual for the position sought verification should include dates of employment and reasons for leaving each position.
- (5) "License or Certification verification" means ensuring that the selected applicant or employee possesses all the licenses or certifications listed on the application, resume or cover letter or otherwise cited by the candidate that qualify the individual for the position sought and verification of any license or certification required for the position, including verification of the disposition of such licenses or certifications. This includes any motor vehicle driver licenses required for the associated position.

Providing false or misleading information used for any of the above background checks, will be handled in accordance with applicable Bronx Arts 2 policies and procedures, which may include corrective actions including rescission of an employment offer or termination from an existing position. Bronx Arts 2 guarantees that all information attained from the reference and background check process will only be used as part of the employment process and kept strictly confidential

Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.

Qualifications applicable for all Bronx Arts 2 staff include:

- (1) Strong academic preparation;
- (2) High degree of competence;
- (3) Intellectual rigor;
- (4) Emotional maturity;
- (5) Enthusiastic and professional attitude:
- (6) Knowledge of job-related practices; and
- (7) Ability to further the goals of Bronx Arts 2.

Successful candidates will understand and be committed to the mission, goals, philosophy and activities of Bronx Arts 2, as described in the school's charter. Special attention will be given to the candidate's academic records, previous relevant experiences, and understanding of the needs of urban youth. Successful candidates will also demonstrate a commitment to continuous improvement through professional development, as each staff member is expected to perform every task to the very best of their ability.

Bronx Arts believes in creating a professional working relationship between all employees. In pursuit of this goal, we are working towards meeting the following employee relations objectives:

- 1. Provide an exciting, challenging, and rewarding workplace experience.
- 2. Provide employment opportunities on the basis of skill, training, ability, attitude, character, and business need, without discrimination with regard to race, color, religion, creed, ancestry, sex (including pregnancy), gender (including gender nonconformity and status as a transgender or transsexual individual), familial status, sexual orientation, national origin, age, marital status, domestic partnership or civil union status, military status, alienage or citizenship, disability that can be reasonably accommodated without undue hardship, veteran status, genetic predisposition, atypical hereditary cellular or blood trait, status as a victim of domestic violence, or any other characteristic or status protected by federal, state, or local law.
- 3. Compensate all employees according to their effort and contribution to the success of the School.
- 4. Review wages, employee benefits and working conditions regularly with the objective of being as competitive in these areas as possible, consistent with the various demands on the School's limited resources.
- 5. Assure employees an opportunity to discuss any issue or problem with the Principal, School Operations Leader, Director of Operations, Executive Director,

- representative from Human Resources, or any other manager with whom employees feel comfortable speaking.
- 6. Take prompt and fair action to investigate and resolve any complaint that may arise in the everyday conduct of the School's business, including complaints of discrimination based on a protected trait or retaliation.
- 7. Respect individual rights, and treat all employees with courtesy and consideration.
- 8. Maintain mutual respect in our working relationships.
- 9. Promote employees on the basis of their ability and merit.
- 10. Keep all employees informed of the progress of the School, as well as its overall goals and objectives.
- 11. Promote an atmosphere in keeping with the School's vision, mission, and goals.
- 12. Maintain an atmosphere that is free from harassment or discrimination on the basis of any protected classification or characteristic and free from retaliation for engaging in any activity protected by law.

#### Job Descriptions

#### **ELEMENTARY SCHOOL PRINCIPAL**

Responsibilities: The Elementary School Principal is responsible for ensuring that all students achieve both academically and socially at high levels and that the school's instructional team has the skills and knowledge necessary to deliver consistently excellent instruction. Specifically, he or she:

#### Student Achievement

- Leads the design and on-going development and evaluation of the school's curriculum, instructional program, and assessments to ensure that they result in exceptional student achievement.
- Leads the professional development program of the instructional team to ensure that instructional staff acquire the skills and knowledge necessary for excellent instruction, and that all members of the Bronx Arts community have rich experiences in the arts.
- Directs the administration, collection, and analysis of both qualitative and quantitative data gathered from assessments on each student to inform the instructional program and increase student achievement.
- Ensures that students with special needs achieve at high levels both academically and socially and are fully included in the Bronx Arts community, and that all members of the Bronx Arts community have a rich experience in an inclusive environment.
- Supervises each classroom teacher in his/her efforts to ensure that all students in his/her class are achieving at high levels both academically and socially.
- Works collaboratively with the Director of the Arts in his/her efforts to ensure that all members of the Bronx Arts community have a rigorous and integrated experience in the arts.

#### School Culture

• Leads, in collaboration with the school's leadership team, the on-going effort to establish a school culture that reinforces the school's mission, goals, and operating principles within all aspects of the Bronx Arts community including, but not limited to, the school's high social expectations for students, its rituals, policies, and routines.

#### Human Resources and On-going Development

- Leads the effort to recruit, select, orient, and retain a talented school faculty that is committed to excellent instruction, and the attainment of the mission of Bronx Arts together with the Director of Operations.
- Actively seeks out ways to continually improve his/her own practice to increase his/her effectiveness.
- Actively strives to embody Bronx Arts' operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by engaging in opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.

#### CANDIDATE REQUIREMENTS

- Commitment to and alignment with the Bronx Arts mission and vision
- Demonstrable experience raising the achievement of students in an urban setting
- Demonstrable success designing and implementing a full instructional plan including curriculum, content development and teacher professional development
- Extraordinary leadership skills that inspire teamwork and dedication
- Exceptional management and organizational skills
- Strong communication skills with students, families, staff and community members
- Experience being accountable for measurable goals and mission attainment
- Ability to plan strategically and effectively adapt to unforeseen situations
- Ability to set high expectations for student and staff behavior and create a positive school culture that is welcoming, inspirational and conducive to learning
- At least 7 years of teaching experience in education and at least 3 years of school administration
- The desire to work collaboratively, share best practices and learn from others
- Fluency in Spanish preferred

#### PREFERRED QUALIFICATIONS INCLUDE

- Prior instruction and/or school leadership experience at the elementary school level
- Personal passion for the arts

#### THE DIRECTOR OF CURRICULUM AND INSTRUCTION

Responsibilities: The Director of Curriculum and Instruction is responsible for ensuring that all students achieve both academically and socially at high levels and that the school's instructional team has the skills and knowledge necessary for excellent instruction. Specifically, he or she:

#### Student Achievement

- Provides leadership, direction, and supervision for the elementary core curriculum and development
- Leads all efforts to map curriculum using NY State Standards and Performance Indicators

- Trains teachers to use student performance data to create and implement skill calendars
- Assists in the coordination of the school's response to intervention programming
- Plans, writes, and implements student and teacher assessment processes.
- Close monitoring of School budget.
- Plans, promotes, and facilitates weekly faculty meetings.
- Documents and communicates student performance, including successes and areas of improvement, quarterly.
- Provides the vision, sets the academic goals, and works closely with teachers to bring both to fruition.
- Works with support personnel to ensure that the school is compliant with NYS and federal law as it relates to student record keeping policies and practices and the confidentiality of student information.
- Researches and evaluates personal and professional development opportunities for teachers and staff through collaboration with colleagues, educational organizations, and personal development venues.
- Promotes high standards and expectations for academic performance to faculty and staff.
- Plans, prepares, and implements procedures for measuring instructive methods through student performance that is consistent with Bronx Arts Operating Principles and the strategic goals of the school.
- Reviews and implements procedures for evaluating and selecting instructional materials.
- Provides instructional support in the classroom as needed.
- Supervises each classroom teacher in his or her efforts to ensure that all students in his or her class are achieving at high levels both academically and socially.
- Assists School administrative and support staff in addressing special needs of students, including health related, physical, emotional, and learning disability concerns, ensuring coordination of the appropriate resources.
- Reviews all teacher planning tools, before implementation, and monitors delivery of instruction
- Uses assessment data to make informed instructional decisions
- Encourages communication among faculty, parents, and students.
- Maintains on-campus visibility with students, staff, and parents.
- Attends school and community functions consistently, demonstrating genuine interest.
- Works to cultivate positive, cooperative, and supportive relationships with faculty, parents/students/families, and resource agencies.
- Ensures all teachers participate in Arts Infusion Collaborative Meetings
- Ensures school environment is focused on academic rigor and arts integration.

#### Human Resources and On-going Development

- Leads the effort to recruit, select, orient, and retain a talented school faculty that is committed to excellent instruction, and the attainment of the mission of Bronx Arts.
- Actively seeks out ways to continually improve his or her own practice in order to increase his or her effectiveness in her role.
- Actively strives to embody the operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by maximizing all opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.
- Interviews and makes final recommendation for hiring instructional staff.

- Lead all efforts to develop an effective learning community.
- Establishes professional development goals and develops professional development calendar with instructional coach.
- Monitors instructional coach in their delivery of PD workshops and selection of PD opportunities for staff.
- Leads and monitors inquiry group activities.
- Works closely with Instructional Coach to oversee implementation days.

#### CANDIDATE REQUIREMENTS

- Master's Degree in Educational Administration or related field
- Administrative Certification or ability to obtain
- Minimum three years' experience as a teacher
- Experience in an urban school setting preferred.

#### **DEAN OF STUDENTS**

Responsibilities: The Dean of Students will work with the Leadership Team, teachers, parents, students, and outside instructional consultants to ensure that the high expectations we have for our scholars are maintained in each classroom and by all teachers at Bronx Arts 2. The Dean of Students will report directly to the Principal and together they will work towards establishing a Responsive Classroom culture. The Dean of Students will also ensure the functionality of school-wide systems that support student achievement, safety, and efficiency, as well as our five community expectations. S/he will foster expectations around what is possible for children growing up in the Hunts Point community. S/he will:

- Work closely with Principal to establish a positive and achievement-oriented culture which reflects Bronx Arts 2's core values
- Oversee the school's Character Education Program to ensure that it builds and reinforces the Bronx Arts 2 values
- Observe classrooms to assist staff in maintaining our high level of expectations, consistent culture and addressing behavior concerns with the Responsive Classroom approach
- Coach teachers as needed to establish a strong classroom community that has clear expectations and routines
- Lead professional development sessions with teachers focusing on classroom management, school culture, parent involvement, discipline, and vibrance
- Lead, coordinate and participate in Home Visits together with the school counselor for all incoming Bronx Arts 2 families and returning families as necessary
- Ensure the consistency and quality of the use of the behavior referral system and logical consequences attached to the system
- Serves as the point-person for dealing with behavior crisis-intervention, acute behavior issues, and attendance/arrival
- Leads weekly Community Meeting, and other school-wide culture building activities, together with the Arts Director
- Works with all teachers to ensure that they are in constant communication with parents
- Monitors behavioral pull-out and in-school suspensions as well as after-school detention
- Coordinate and manage after-school programming and other enrichment activities as needed
- Supervises breakfast, recess, lunch, transitions, and dismissal
- Maintains accurate student discipline records, documenting all conferences, suspensions, discipline referrals, and phone calls in Bronx Arts 2's student information system

- Monitors behavior on the school bus and during meal times, ensuring that students meet the behavior expectations and school culture standards both inside and outside the classroom
- Serve as an active member of the Leadership Team to support school-wide success
- Serve as a mentor to the Parent Advisory Board
- Teach Bronx Arts core value and character education classes on an as needed basis
- Perform other duties as outlined by the Principal
- Ensure students are in full uniform daily
- Monitor school wide homework policy

#### CANDIDATE REQUIREMENTS

- A strong commitment to Bronx Arts 2's mission and vision
- 3-5 years teaching experience in a high-performing public charter school
- Excellent classroom management skills
- Excellent communication and relationship-building skills

#### INSTRUCTIONAL SPECIALIST

#### **Essential Responsibilities**:

- Set student goals and instructional outcomes aligned with Bronx Arts benchmarks and based on specific student assessment in reading for students in grades 1-5
- Evaluate academic problems of students who are significantly below grade level in core subjects and interpret assessment information
- Design coherent instruction that demonstrates knowledge of content, pedagogy, students, and resources
- Design and use student assessments that are congruent with instructional outcomes and inform future planning
- Deliver quality, targeted instruction that engages and challenges students
- Establish an effective classroom culture for learning within an orderly environment of warmth, respect, and rapport
- Manage student behavior through setting expectations, managing classroom procedures, and monitoring/responding to students
- Maintain accurate records and relevant data
- Work closely with classroom teachers and learning specialists to plan instruction, analyze student work, and ensure continuity between classroom and intervention work
- Model effective strategies for teaching struggling readers
- Develop and maintain positive and productive relationships with students families
- Seek out and participate in appropriate professional development opportunities
- Contribute to the school community through participation, professionalism, collegiality, and passion.

#### REOUIREMENTS:

- At least two years of relevant, full-time teaching experience
- Appropriate NYS certification

#### **ENL TEACHER**

Responsibilities: The ENL Teacher provides specialized instruction for the purposes of developing the student's ability to effectively perform courses of study in English and acquire the English language. The teacher will uphold the mission and values established by the school. S/he will:

- Develop and deliver lesson plans utilizing a broad range of appropriate differentiated techniques and strategies addressing all aspects of communication that develop each student's ability to read, write, speak, and listen in content areas at levels that ensure learners meet or exceed learning targets, and allow English learners to meaningfully access the school's instructional program.
- Administer academic and language assessments for the purpose of evaluating student's progress in meeting academic learning targets and progress in language acquisition.
- Maintain complete and accurate records of student's progress and evidence of growth and progress
- Provide a nurturing, supportive, and positive learning environment with high expectations that encourage student responsibility, enhance motivation, clearly communicate classroom routines, and incorporate challenging instructional strategies
- Facilitate frequent and effective home-school communication by coordinating: conferences; written communication; parent trainings and other meetings/events; and administrative support for childcare, interpreting, translations, etc.
- Understands and complies with the policies, rules, and regulations regarding the English learners. Advocates for the program needs that are required to meet the learning needs of English learner
- Perform such other and not specifically enumerated duties as may be requested by the Principal, Assistant Principal(s) or School Directors.

#### Instructional Delivery -

- Document all lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom
- Use technology tools for instruction, planning, and communication and ensure student engagement
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- All duties encompassed under classroom teacher

#### Student Assessment –

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Develop and use a variety of assessment data to refine curricula and instructional practice
- Completes all reports in a timely manner

#### Extracurricular Activities -

Organize and supervise approved field trips to enhance classroom learning.

 Provide opportunities and supervise activities in order for students to demonstrate individually and in ensembles or large groups the skills and talents developed in the music program

#### Student Support & School Culture –

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal
- Work closely with all members of school community, model citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration

#### REQUIREMENTS:

- Master's Degree is highly preferred
- NYS Certification English to Speakers of other Languages or pending
- Two years of experience teaching in underserved communities preferred

#### Other Requirements:

- Relentless drive to set and achieve ambitious goals
- Strong instructional and classroom management skills
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice

#### SPECIAL EDUCATION TEACHER

Responsibilities: The Elementary School Learning Specialist (SpEd) is responsible for promoting a positive inclusion culture. The learning specialist is responsible for ensuring that all of his/her students achieve at high levels, and are fully included in the Bronx Arts community. The Learning Specialist (SpEd) will work with the parents, students, and outside instructional consultants to maintain the high expectations we have for our scholars while supporting the social, emotional and cognitive development of each child. S/he will:

#### Instructional Planning

- Provide direct special education services to students to meet the requirements of their Individualized Education Plan, and to address other educational needs
- Work with teachers, Principal, specialists, parents and CSEs to develop, implement, and monitor Individualized Education Plans (IEPs)
- Assume personal responsibility for the academic progress of all students
- Utilize developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to the Bronx Arts benchmarks and New York State standards.
- Differentiate lesson plans for students with Individual Education Plans (IEPs) in an inclusion setting and implement IEPs as necessary

- Teach socially acceptable behavior, employing techniques such as behavior modification and positive reinforcement
- Document all lesson plans, assignments, rubrics, and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom
- Complete all annual reviews and behavior intervention plans required by Federal and State mandates
- Implement all State and Federal mandates for students with IEP's
- Use the state standards and curriculum to create a rigorous and objective-driven arts program
- Eagerly learn new uses and applications of technology tools

#### Instructional Delivery

- Document all lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom
- Use technology tools for instruction, planning, and communication and ensure student engagement
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- All duties encompassed under classroom teacher

#### Student Assessment

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Develop and use a variety of assessment data to refine curricula and instructional practice
- Ensure that grade teachers submit all test data to the Principal in a timely manner
- Completes all reports in a timely manner

#### Learning Environment

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed

- Implement classroom procedures, systems and routines that provide structure for students
- Ensure smooth operation of all classroom instructional functions without exceptions

#### Extracurricular Activities

- Organize and supervise approved field trips to enhance classroom learning.
- Provide opportunities and supervise activities in order for students to demonstrate individually and in ensembles or large groups the skills and talents developed in the music program

#### Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal
- Work closely with all members of school community, model citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration

#### POSITION REQUIREMENTS:

- Master's Degree is highly preferred
- NYS Certification in Special Education or pending
- Familiarity with IEP processes
- Two years of experience teaching in underserved communities preferred

#### OTHER REQUIREMENTS:

- Relentless drive to set and achieve ambitious goals
- Strong instructional and classroom management skills
- The ability to create a classroom environment where students feel safe, supported, and challenged
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice

#### **ARTS TEACHERS**

Responsibilities: Arts teachers are responsible for ensuring that all students achieve both academically and socially at high levels in his or her arts discipline. To that end, he or she:

#### Student Achievement

- Plans purposefully in order to provide individual students with opportunities for constructing meaning and developing understandings of arts concepts.
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to Bronx Arts' benchmarks and New York State standards.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.

- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflects regularly on data from student assessments alone and with colleagues, administration, or students' families in order to in order to inform his or her work, modify practices, and increase student achievement.
- Collaborates with inclusion and classroom teachers to design and execute individualized
  instructional plans for students with special needs in order to ensure they achieve
  academically at high levels, and are fully included in the Bronx Arts community; and, to
  foster a rich experience for all students in inclusion.
- Collaborates with the inclusion and classroom teachers in designing and co-teaching lessons that integrate the arts into other content areas and classroom routines when appropriate in order to promote the arts and improve student achievement.
- Builds relationships with his or her students' families through regular communication about students' progress and ways in which families can support their children's learning.
- Researches, develops, and shares resources and materials in the arts with other staff members.
- Collaborate with other arts specialists and the Director of Arts to develop and present professional development in arts-based topics for the staff.

#### School Culture

- Creates a classroom community that maintains the school's high social expectations for students as defined by the Bronx Arts operating principles.
- Participates in the on-going effort to establish a school culture that reinforces the school's mission, goals, and operating principles within all aspects of the Bronx Arts community.
- Collaborates with the other arts specialists, the Director of Arts, and staff members on the design and execution of school-wide performances, exhibitions, and family events that promote the arts

#### Human Resources and On-going Development

- Actively works to improve his or her own practice in order to acquire the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the organization.
- Actively strives to embody the operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by maximizing all opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.

#### REQUIREMENTS:

- Bachelor's degree in their discipline or related field. Master's Degree preferred.
- Minimum three years teaching experience in their discipline.
- NYS certification or pending in their discipline.

#### **MUSIC TEACHER**

Responsibilities: The Music Teacher is responsible for promoting a positive school culture. The Music Teacher will work with the parents, students, and school leadership to ensure that the high expectations we have for our students are maintained in the music classroom. They will use their

knowledge of the development of adolescents, and the ways in which they learn to achieve this goal. Teachers are expected to support the social, emotional and cognitive development of students. The Music teacher reports to the Arts Director and works closely with the members of the arts team. She will:

- Design and execute an age appropriate, sequentially developed, standards based, culturally responsive music curriculum for grades six-eight.
- Develops students' music knowledge and skills utilizing instrumental (band), choral and/or general music as a vehicle to learning.
- Develop and/or utilize rubrics to assess and record students' learning and growth.
- Collaboratively plan and rehearse students for at least two annual performances.
- Partner with community and cultural organizations in order to help students interact with professionals in the field, make real world connections and increase awareness of careers in music.
- Maintain school structures by enforcing school and class rules.
- Make meaningful connections through dance to academic content when content naturally aligns.
- Differentiate instruction for students with special needs
- Build a warm and inclusive classroom environment, implementing the practices of Responsive Classroom.
- Create and maintain strong relationships with students and families
- Actively participate in team meetings, collaborative planning, and professional development, including an annual summer institute.
- Accept ultimate responsibility for the progress of his or her students, and work to actively overcome setback.
- Presents as a consummate professional in regards to punctuality, attendance, and integrity.
- Actively seeks out feedback from leadership and colleagues and uses it to improve performance.
- Perform any other duties as may be required by administration.

#### Human Resources and On-going Development

- Actively works to improve his or her own practice in order to acquire the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the organization.
- Actively strives to embody the operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by maximizing all opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.

#### REQUIREMENTS:

- Bachelor's degree in Music or Music Education (Band or general music emphasis preferred. Vocal background is a plus. Master's degree in related field and NYS Teaching certification preferred.
- The ability to create a classroom environment where students feel safe, supported, and challenged.

- Passion and commitment to teaching students in underserved areas and to closing the achievement gap.
- Relentless drive to set and achieve ambitious goals.
- Strong collaboration and teamwork skills.
- Growth mindset and ability to use feedback to improve practice.
- Experience teaching in underserved areas a plus.
- At least two years of teaching experience. Full time teaching preferred.

#### **LEARNING SPECIALIST (Response to Intervention)**

Responsibilities: The learning specialist is responsible for ensuring that all his or her students achieve at high levels, and are fully included in the Bronx Arts community. To that end, he or she:

#### Student Achievement

Collaborates with classroom teachers to design and execute individualized instructional
plans for students with special needs in order to ensure they achieve academically at high
levels, and are fully included in the classroom.

#### To this end, the inclusion teacher:

- Plans purposefully in order to provide individual students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilizes developmentally appropriate and rigorous curricula and instructional materials that are tightly aligned to Bronx Arts' benchmarks and New York State standards.
- Presents students with new ideas and concepts through a variety of strategies, and inspires and guides them to explore, express and uncover new ideas of their own.
- Modifies existing instructional plans as necessary to accommodate individual student's special need.
- Administers, collects, and analyzes both qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflects regularly on data from student assessments alone and with colleagues, inclusion team, administration, or students' families in order to in order to inform his or her work, modify practices, and increase student achievement.
- Collaborates with arts specialists and other colleagues in designing and co-teaching lessons that integrate the arts into other content areas and classroom routines when appropriate in order to promote the arts and improve student achievement.
- Builds relationships with his or her students' families through regular communication about students' progress and ways in which families can support their children's learning.
- Regularly participates in school-wide student assessments in order to diagnose students' needs. These include Tier 1 assessments administered to all students to screen for special needs, and Tier 2 assessments administered to targeted students to monitor progress.
- Refers students when necessary for special services through either the existing school resources, or the more formal Committee on Special Education.

#### School Culture

- Assist Special Education Coordinator, School Social Worker and Teachers in developing plans/system to help IEP students struggling to achieve mastery.
- Creates a classroom community that maintains the school's high social expectations for students as defined by the Bronx Arts operating principles.

• Participates in the on-going effort to establish a school culture that reinforces the school's mission, goals, and operating principles within all aspects of the Bronx Arts community.

#### Human Resources and On-going Development

- Actively works to improve his or her own practice in order to acquire the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the organization.
- Actively strives to embody the operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by maximizing all opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.

#### REQUIREMENTS:

- Bachelor's Degree in Early Childhood Education. Master's Degree preferred.
- NYS Teacher Certification in Special Education or pending

#### VISUAL ARTS TEACHER

Responsibilities: The Visual Arts Teacher is responsible for promoting a positive school culture. The Visual Arts Teacher will work with the parents, students, and school leadership to ensure that the high expectations we have for our students are maintained in the visual arts classroom. They will use their knowledge of the development of adolescents, and the ways in which they learn to achieve this goal. Teachers are expected to support the social, emotional and cognitive development of students. The Visual Arts teacher reports to the Arts Director and works closely with the members of the arts team. S/he will:

- Design and execute an age appropriate, sequentially developed, standards based, culturally responsive visual arts curriculum for K-5.
- Introduce and expand student knowledge of elements of design and principles of art.
- Develop and/or utilize rubrics to assess and record students' learning and growth.
- Demonstrate and instruct students in different approaches to drawing, painting, sculpting as well as other forms of modern, digital or mixed media.
- Organize arts materials and create systems to ensure proper use and care of arts materials by students.
- Prepare students to present and display completed works at least twice per year.
- Partner with community and cultural organizations in order to help students interact with professionals in the field, make real world connections and increase awareness of careers in visual arts.
- Maintain school structures by enforcing school and class rules.
- Make meaningful connections through dance to academic content when content naturally aligns.
- Differentiate instruction for students with special needs
- Build a warm and inclusive classroom environment, implementing the practices of Responsive Classroom.
- Create and maintain strong relationships with students and families
- Actively participate in team meetings, collaborative planning, and professional development, including an annual summer institute.

- Accept ultimate responsibility for the progress of his or her students, and work to actively
  overcome setback.
- Presents as a consummate professional in regards to punctuality, attendance, and integrity.
- Actively seeks out feedback from leadership and colleagues and uses it to improve performance.
- Perform any other duties as may be required by administration.

#### Human Resources and On-going Development

- Actively works to improve his or her own practice in order to acquire the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the organization.
- Actively strives to embody the operating principles in his or her work.
- Operates according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Takes responsibility for the success of the organization by maximizing all opportunities to further the mission of the organization within the school, broader Hunts Point, and New York City communities.

#### REQUIREMENTS:

- Bachelor's degree in Fine Arts, Media Arts, Art Education or related degree. Master's degree in related field and NYS Teaching certification preferred.
- The ability to create a classroom environment where students feel safe, supported, and challenged.
- Passion and commitment to teaching students in underserved areas and to closing the achievement gap.
- Relentless drive to set and achieve ambitious goals.
- Strong collaboration and teamwork skills.
- Growth mindset and ability to use feedback to improve practice.
- Experience teaching in underserved areas a plus.
- At least two years of teaching experience. Full time teaching preferred.

#### THEATER ARTS TEACHER

Responsibilities: The Elementary Theater Arts Teacher is responsible for promoting a positive school culture. The Elementary Theater Arts Teacher will work with the students, parents, and school leadership to ensure that the high expectations we have for our students are maintained in their classroom and to use their knowledge of the development of young children, and the ways in which young children learn. Teachers are expected to support the social, emotional and cognitive development of young children. The Theater Arts teacher reports to the Arts director and works closely with the member of the arts team. S/he will:

- Design and execute an age appropriate, sequentially developed, standards based, culturally responsive theater arts curriculum for kindergarten through fifth grade students.
- Introduce students to a combination of age appropriate elements of acting, playwriting/playmaking, technical theater and design, directing, and theater literacy.
- Partner with community and cultural organizations in order to help students interact with professionals in the field, make real world connections and increase awareness of careers in theater arts.
- Prepare students for at least two annual performances.

- Make meaningful connections through theater to academic content when content naturally aligns.
- Maintain school structures by enforcing school and class rules.
- Differentiate instruction for students with special needs.
- Build a warm and inclusive classroom environment, implementing the practices of Responsive Classroom.
- Create and maintain strong relationships with students and families.
- Actively participate in team meetings, collaborative planning, and professional development, including an annual summer institute.
- Accept ultimate responsibility for the progress of his or her students, and work to actively overcome setback.
- Presents as a consummate professional in regards to punctuality, attendance, and integrity.
- Actively seeks out feedback from leadership and colleagues and uses it to improve performance.

#### REQUIREMENTS:

- Bachelor's degree in Theater Arts Education, Musical Theater or Theater. Master's degree and NYS Teaching certification in a related field, preferred.
- The ability to create a classroom environment where students feel safe, supported, and challenged.
- Passion and commitment to teaching students in underserved areas and to closing the achievement gap.
- Relentless drive to set and achieve ambitious goals.
- Strong collaboration and teamwork skills.
- Growth mindset and ability to use feedback to improve practice.
- Experience teaching in underserved areas a plus.
- At least two years of teaching experience. Full time teaching preferred.

#### Professional Development for Teachers and Staff

As resources permit, School will provide its employees with opportunities for professional development.

**Pre- service**. Pre-service is the education, training and preparation provided to instructional staff before they have undertaken any teaching for a new school year. All instructional staff is required to report to work for the annual pre-service meeting typically held several days prior to the start of the first day of school for students. These days are included in the School academic calendar. Employees will receive the same compensation for participation in Pre-Service as they will receive during the upcoming year.

**In-service.** In-service training will provide staff with the skills, training and experience necessary to enable job performance. Attendance at approved training is recognized as an important means for staff development. In-service may be mandatory at the Principal's/Operations Leader's discretion based upon workloads, time schedule and need for such training.

**Conferences.** In order to encourage professional development, staff shall be eligible for attendance at professional conferences as approved by the Principal/Operations Leader within the limitation of funds availability. Staff members may, with approval from the

Principal/Operations Leader, attend professional conferences or conventions on the School's time at their own expense. School leadership or any member of the Board of Trustees may also be eligible to attend conference and to be reimbursed for expenses upon approval by the Board of Trustees.

**Performance Review & Evaluation.** Bronx Arts leadership utilizes an evaluation system so that teachers can grow and succeed in their roles. The school will conduct at least one formal review for each employee per year. New employees may also be reviewed near the end of their first 90 days of employment, and a review may be conducted in the event of a promotion or change in duties and responsibilities. During a formal performance review your supervisor may cover the following areas:

- The quality and quantity of your work
- Strengths and areas for improvement
- Attitude and willingness to work
- Initiative and teamwork
- Attendance and punctuality
- Problem solving skills
- Ongoing professional growth and development

Additional areas may also be reviewed as they relate to a specific role.

Each evaluation provides an opportunity for collaborative, two-way communication between the staff member and his/her and supervisor, and considers staff interests and future goals. Bronx Arts supervisors and coaches are interested in helping each staff member progress and grow in order to achieve personal as well as work-related goals. He/she may recommend further training or additional opportunities to make the staff member's job at the School more fulfilling, and to address difficulties you might be having.

Compensation Reviews. The School compensation reviews are usually given with performance reviews. Notification of annual salary increases and/or bonuses are usually made at the end of the school year and are applicable in the following school year. Compensation increases may be retroactive in the case of late reviews. Having your performance review does not necessarily mean that you will be given an increase; a compensation increase will depend upon, among other things, your individual performance and the economics of the School at the time.

**Intent to Return Process.** It is important for the school to gather an employee's intent to return to the School for the following year. The school encourages all staff members to participate in this annual intent to return process to begin the staff planning for the following school year. The process will be communicated in the Spring of every school year. Please note that communicating your desire to return is not a guarantee of future employment.

**WORKPLACE CONDUCT & ENVIRONMENT.** Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the School, so employees are encouraged to observe the highest standards of professionalism and integrity. The School expects all its employees to conduct themselves ethically and appropriately.

Note that the following list of Unacceptable Activities is by no means an exhaustive list of all types of conduct that can result in disciplinary action, up to and including suspension without pay and/or termination, and that nothing in this section of the Manual or on this list alters the at-will nature of your employment.

- 1. Violation of any School rule or policy.
- 2. Violation of security or safety rules or failure to observe safety rules or the School safety practices; failure to wear required safety equipment; tampering with the School's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.
- 3. Negligence or any careless action which endangers the life or safety of another person, including careless or negligent operation of a School vehicle.
- 4. Possession, use or sale of alcohol or controlled substances (except medications prescribed by a physician that do not impair work performance) during working time or while on School property; being intoxicated or under the influence of alcohol or a controlled substance in any quantity while on School premises.
- 5. Engaging in acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property, or negligent damage of property.
- 6. Insubordination or refusing to obey instructions properly issued by your supervisor or the Principal/Director of Operations/ Executive Director pertaining to your work; refusal to help out on a special assignment.
- 7. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
- 8. Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, suppliers, or visitors in any manner.
- 9. Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from School's management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.
- 10. Dishonesty; falsification or misrepresentation on your application for employment, other work records, or status of teacher certification; lying about the need for sick or personal leave; falsifying the reason for a leave of absence or other data requested by the School; alteration of School records or other School documents.
- 11. Violating the equal employment opportunity, anti-discrimination or unlawful harassment policies.
- 12. Violating the confidentiality policy or agreement; giving confidential or proprietary School information to other organizations or to unauthorized School employees; working for an entity that creates a conflict of interest.
- 13. Immoral conduct or indecency on School property.

- 14. Unsatisfactory or careless work; failure to meet performance standards as explained to you by the Principal/Director of Operations/ Executive Director.
- 15. Unexcused excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the Principal/Director of Operations/ Executive Director; stopping work before time specified for such purposes.
- 16. Sleeping or loitering during working hours or excessive use of School telephone for personal calls.
- 17. Creating or contributing to unsanitary conditions.
- 18. Obscene or abusive language toward any affiliate of the School; indifference or rudeness towards parents, students or fellow employees; any disorderly/antagonistic conduct on the School premises.
- 19. Failure to report immediately injury or harm to a student, or damage to or an accident involving School equipment.
- 20. Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.
- 21. Violation of the Dignity Act.
- 22. Having inappropriate contact with students.

Complaints Under Section 2855 of the Charter Schools Act. Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) states that any individual or group may bring a complaint directly to the Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such complaints should be in writing and include the following:

- 1. Name, address, and phone number of the complainant;
- 2. Detailed statement by the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
- 3. The relief sought by the complainant; and
- 4. The response, if any, received from the School thus far.

The Board of Trustees will respond to the complaint in a reasonable amount of time. Where possible, determinations will be made in 30 days or by the next regularly-scheduled Board meeting unless extenuating circumstances in the complaint require an expedited review.

If the complainant believes that the Board of Trustees hasn't resolved the complaint, they may present the complaint to the School's authorizer, the Board of Regents of the State University of New York ("Board of Regents"). The process for bringing a complaint to the Board of Regents can be found here: <a href="http://www.p12.nysed.gov/psc/complaint.html">http://www.p12.nysed.gov/psc/complaint.html</a>.

The Board of Regents has delegated authority to handle charter school-related complaints to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints that are appropriately filed, and has the power and duty to issue appropriate remedial orders.

Nothing in this policy is designed to, nor should be construed to, alter your status as an at-will employee. You or the School may, at any time, with or without notice, for any reason not expressly prohibited by law, terminate the employment relationship.

Whistleblower Policy. The School requires its directors, officers and employees to observe high standards of business and personal ethics while performing their job duties and responsibilities. Everyone must practice honesty and integrity in fulfilling their job responsibilities and comply with all applicable laws and regulations. This policy is not a vehicle to report violations of the School's human resources policies, problems with co-workers or managers, or issues related to alleged employment, sexual, or other discrimination or harassment. These complaints should be reported following the procedure set forth in the policy corresponding to the type of complaint.

Issues that should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations.

**Reporting Responsibility:** All directors, officers and employees must report in good faith violations or suspected violations of the School's ethical standards, or any regulatory or compliance standards, in accordance with this Whistleblower Policy.

**Reporting Violations:** Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to the School Human Resources Department, Executive Director or any other manager with whom the employee feels comfortable.

**Non-Retaliation:** If any employee reports a violation in good faith, they shall not suffer harassment, retaliation or adverse employment consequences because of their report. If another employee retaliates against someone who has reported a violation in good faith, they may be subject to discipline, up to and including termination of employment.

Reporting and Investigations of Allegations: Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the School shall disclose such information to your supervisor. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct ("improprieties") concern your supervisor, you shall report to the next highest level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, or if the reporter is uncomfortable reporting in this fashion, s/he shall report allegations of improprieties to the Bronx Arts 2 Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or to the Board of Trustees.

Upon receipt of an allegation of improprieties, the Board of Trustees or designated employee(s) shall conduct a thorough investigation of the claim. Based upon the results of this investigation, if Bronx Arts 2 determines that a school employee has engaged in improprieties, appropriate disciplinary measures will be undertaken, up to and including termination of employment, in accordance with legal guidelines and/or Bronx Arts 2 policy. The imposition of such disciplinary

measures by Bronx Arts 2 does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged improprieties that may be criminal in nature, law authorities shall be immediately notified.

**Prohibition of Retaliation:** The Board of Trustees prohibits any retaliatory behavior directed against those individuals who, in good faith, report allegations of suspected improprieties as well as witnesses and/or any other individuals who participate in the investigation of an allegation of improprieties. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and a perpetrator of such conduct is subject to appropriate disciplinary action by Bronx Arts 2.

**Knowingly Making False Accusations:** Any individual who knowingly makes false accusations against another individual as to allegations of improprieties may also face appropriate disciplinary action.

#### **Related Laws, Regulations & Acts:**

New York Nonprofit Revitalization Act of 2013

# Attachment 8b: Resume for Proposed School Leader, if identified.

While the Bronx Arts team has several internal candidates to consider for the Principal position, no formal decision has yet been made.

# New York State Education Department Request for Proposals to Establish Charter S Authorized by the Board of Regents

### **Budget and Cash Flow Templates for the 2018 New Charter Applications**

#### General Instructions and Notes for New Application Budgets and Cash Flows Templates

- 1. Complete ALL SIX tabs in BLUE
- 2. Enter information into the GRAY cells
- 3. Cells labeled in ORANGE contained guidance pertaining to that tab
- 4. Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- 5. Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.gov/cha Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
- Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

# New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents New Application Budget(s) & Cash Flow(s) Templates Please enter school name Contact Name: Contact Name: Contact Email: Contact Phone: District of Location 12 Examples

Pre-Opening Period July 1,2019
Operational Year ONE July 1,2020

PROJECTED BO		LAN FUK PRE-UPENING PERIUD
	July 1,2	
		Assumptions
Please Note: The student enrollment data is entered below		DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if
in the Enrollment Section beginning in row 148. This will		applicable. For example, student enrollment would reference the page in the application that
populate the data in row 10.		states enrollment targets.
otal Revenue	330,000	
otal Expenses	319,045	;
let Income	10,955	i
Actual Student Enrollment		
otal Paid Student Enrollment		
	START-UP	
	PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
	Pupil Rate	
District of Location	-	
School District 2 (New York City)	15,307	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)		
School District 5 (Enter Name)		
School district 5 (Effet Name)	-	
Chariel Education Devenue		
Special Education Revenue		
Grants		
Stimulus		
Other		
Other		<u>:</u>
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		
School Food Service (Free Lunch)		
Grants		
	300,000	Diaming year neumant of CCD grant. Total allocation 550V
Charter School Program (CSP) Planning & Implementation	300,000	Planning year payment of CSP grant - Total allocation 550K
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES	300,000	
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising	30,000	Board fundraising responsibility (minimum based on historical precedent)
Erate Reimbursement		3 ,
Interest Income, Earnings on Investments,		
NYC-DYCD (Department of Youth and Community Developmt.)		
Food Service (Income from meals)		
Text Book		
OTHER		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	
OTAL REVENUE	330,000	1

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	ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		List exact titles included in the position category, if different from description, and staff FTE"s (Full time equilivalent)
ı	Executive Management			l I
I	Principal	1.00	150,000	Full time starting July 1, 2019 at an annual salary of \$150k
I	Deans, Directors & Coordinators	-	-	I
I	CFO / Director of Finance	-	-	I
I	Operation / Business Manager	0.50	30,000	Operations Manger full time starting January 1, 2020 at a salary of \$60K
				-

Administrative Staff	0.33	16,500	
TOTAL ADMINISTRATIVE STAFF	1.83	196,500	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular Teachers - SPED	-	-	
Substitute Teachers	-		
Assistant Teachers	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors Other	<u>-</u>		
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	196,500	
PAYROLL TAXES AND BENEFITS			'
Payroll Taxes	10%	19,650	SSI and Medicare
Fringe / Employee Benefits	23%	45,195	School covers employee and employee plus chid(ren)
Retirement / Pension	0%	5	Match not made until 1yr of employment
TOTAL PAYROLL TAXES AND BENEFITS		64,845	
TOTAL PERSONNEL SERVICE COSTS	1.83	261,345	
CONTRACTED SERVICES			
Accounting / Audit		3,000	To update financial policies and procedures
Legal Management Company Fee		3,000	Replication legal guidance
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services Titlement Services (i.e. Title I)		-	
Themen derived (i.e. The I)		45.000	15K-curriculum consulting/training, 5K-school culture consulting/training Initial, 5K- teacher stipends for curriculm
Other Purchased / Professional / Consulting		15,000	planning
TOTAL CONTRACTED SERVICES		21,000	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other			
Equipment / Furniture			Office furniture
Telephone Technology			Cell phone for Principal for the start-up year at \$100 a month Laptop for Principal and desktop for administrative staff plus software
Student Testing & Assessment		- 3,500	Laptop for Principal and desktop for administrative start plus software
Field Trips		-	
Transportation (student)		-	
Student Services - other Office Expense		2,000	Office supplies at \$167 per month
Staff Development		2,000	οπιος συρφιίος αι φτον μοι πιοπίπ
Staff Recruitment		10,000	
Student Recruitment / Marketing		12,000	School marketing including ads, Vanguard mailing, website updates, common application fee, translations, printing and other recruitment merchadise
School Meals / Lunch		-	Printing and onto redulithent merchanise
Travel (Staff)		2,000	Cost associated with travel to different staff and student recruitmnt events

ı	
Fundraising	
Other TOTAL COLLOCAL ORFERATIONS	00.370
TOTAL SCHOOL OPERATIONS	33,700
FACILITY OPERATION & MAINTENANCE	
Insurance	3,000 Directors and Officers coverage minimun for non operational school plus workers compensation
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	<u>=</u>
TOTAL FACILITY OPERATION & MAINTENANCE	3,000
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	<u>319,045</u>
NET INCOME	10,955
ENDOLLMENT 10-b - I Bistoiste Ave Liebed To Abour Fotoiset	
ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (New York City) School District 3 (Enter Name)	-
SCHOOL DISTRICT 3 (EITHER INAMILE)	•
School District 4 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	- -
	-
School District 5 (Enter Name)	

Γ		1			PKUJEC	IED CASH	I FLOW FO	K DISCRE	HUNAKY H	<b>LANNING</b>
			* Th:					July 1.2019		
Total Revenue Total Expenses	330,000 319,045	65,000 25,308	19,308	50,000 19,308	24,808	50,000 19,808	21,308	65,000 29,458	greement is	50,000 33,945
Net Income Cash Flow Adjustments	10,955	39,692	(19,308)		(24,808)	30,192	(21,308)	35,542	(29,958)	16,055
Beginning Cash Balance Net Income		39,692	39,692 20,383	20,383 51,075	51,075 26,267	26,267 56,458	56,458 35,150	35,150 70,692	70,692 40,733	40,733 56,789
		July	August	September	October	November	December	January	February	March
REVENUE REVENUES FROM STATE SOURCES Per Pupil Revenue										
District of Location School District 2 (New York City)		-	-	-	-	-	-	-	-	-
School District 2 (New York City)		-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-
	ı	-	-	-	-	-	-	-	-	-
Grants	-						_		-	
Stimulus	-	-	-	-	-	-	-	-	-	-
Other Other	-	-	-	-	-	-	-	<u> </u>	-	
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING IDEA Special Needs	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-
Title Funding - Other School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	<u>-</u>	<u> </u>	-	-	-	-	
Charter School Program (CSP) Planning & Implementation Other	300,000	50,000	-	50,000	-	50,000	-	50,000	-	50,000
Other TOTAL REVENUE FROM FEDERAL SOURCES	300,000	50,000		50,000	-	50,000	-	50,000	-	50,000
LOCAL and OTHER REVENUE										
Contributions and Donations	-		-	-	-	-	-	-	-	-
Fundraising Erate Reimbursement	30,000	15,000	-	-	-	-	-	15,000	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals) Text Book	-	-	-	-	-	-	-	-	-	-
OTHER	-	-		-		-	=	-	=	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	15,000	-	-	-	-	-	15,000	-	
TOTAL REVENUE	330,000	65,000	<u> </u>	50,000	<u> </u>	50,000	<u>-</u>	65,000	<u>-</u>	50,000
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of									
Executive Management	Positions	-	-	-	-	-	- 1	-	-	
Instructional Management	1.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	0.50	-	-	-	-	-	-	5,000	5,000	5,000
Operation / Business Manager Administrative Staff	0.33	=			=			5,000	5,000	4,125
TOTAL ADMINISTRATIVE STAFF	1.83	12,500	12,500	12,500	12,500	12,500	12,500	17,500	17,500	21,625
INSTRUCTIONAL PERSONNEL COSTS Teachers - Regular	-	-	-	-		-	-		-	
reachers - Negular										

Teachers - SPED	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Specialty Teachers Aides		-	-	-			-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-
Other	=		=	=	=	=	Ξ.	=		Ξ.
TOTAL INSTRUCTIONAL		-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	<u> </u>	-	-	-	-	-	-	-	-	-
Other TOTAL NON-INSTRUCTIONAL	<u> </u>		= = =	-	-	= =		-	<u> </u>	= =
SUBTOTAL PERSONNEL SERVICE COSTS	1.83	12,500	12,500	12,500	12,500	12,500	12,500	17,500	17,500	21,625
PAYROLL TAXES AND BENEFITS	Į.									
Payroll Taxes		1,250	1,250	1,250	1,250	1,250	1,250	1,750	1,750	2,163
Fringe / Employee Benefits		2,875	2,875	2,875	2,875	2,875	2,875	4,025	4,025	4,974
Retirement / Pension TOTAL PAYROLL TAXES AND BENEFITS		4,125	4,125	4,125	4,125	4,125	4,125	5,775	5,775	7,136
TOTAL PERSONNEL SERVICE COSTS	1.83	16,625	16,625	16,625	16,625	16,625	16,625	23,275	23,275	28,761
CONTRACTED SERVICES								·		
Accounting / Audit		3,000	-	-	-	- [	-	-	-	-
Legal	i	250	250	250	250	250	250	250	250	250
Management Company Fee		-	-	-	- [	-	-	- [	-	-
Nurse Services		-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-
Payroll Services Special Ed Services		-	-	-	-		-		-	-
Titlement Services (i.e. Title I)		-	-	-			-			
Other Purchased / Professional / Consulting		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
TOTAL CONTRACTED SERVICES		4,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
SCHOOL OPERATIONS										
Board Expenses		-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-		-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-
Supplies & Materials other Equipment / Furniture		1,500	-	-	-	-	1,000	-	500	-
Telephone		100	100	100	100	100	100	100	100	100
Technology		1,500	-	-	-	-	1,000	-	1,000	-
Student Testing & Assessment	i		-	-	-	-	-	-	-	-
Field Trips										
Transportation (student)		-	-	-	-	-	-	-	-	-
Student Services - other Office Expense		167	167	167	167	167	167	167	167	167
Staff Development		107	- 167	- 167	- 167	- 167	107	-	107	107
Staff Recruitment	i	500	500	500	1,000	1,000	500	1,000	1,000	1,000
Student Recruitment / Marketing	i	-	-	-	5,000	-	-	3,000	2,000	2,000
School Meals / Lunch		-	-	-	-	-	-	-	-	-
Travel (Staff)		167	167	167	167	167	167	167	167	167
Fundraising Other		-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		3,933	933	933	6,433	1,433	2,933	4,433	4,933	3,433
FACILITY OPERATION & MAINTENANCE								· .		
Insurance		250	250	250	250	250	250	250	250	250
Janitorial		-	-	-	-	-	-	-	-	-

Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-
Utilities							= =		
TOTAL FACILITY OPERATION & MAINTENANCE	250	250	250	250	250	250	250	250	250
DEPRECIATION & AMORTIZATION	-	-	-	-	-	- [	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	25,308	19,308	19,308	24,808	19,808	21,308	29,458	29,958	33,945
NET INCOME	39,692	(19,308)	30,692	(24,808)	30,192	(21,308)	35,542	(29,958)	16,055
	ı								
CASH FLOW ADJUSTMENTS									
OPERATING ACTIVITIES									
Example - Add Back Depreciation Other	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-		-	-	-		-	-
INVESTMENT ACTIVITIES	-	-	-	-	- ]	- 1	-	-	
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES		·					·		
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-
NET INCOME	39,692	(19,308)	30,692	(24,808)	30,192	(21,308)	35,542	(29,958)	16,055
Beginning Cash Balance	-	39,692	20,383	51,075	26,267	56,458	35,150	70,692	40,733
ENDING CASH BALANCE	39,692	20,383	51,075	26,267	56,458	35,150	70,692	40,733	56,789

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ed to include		year	222.222
24 045	50,000	24 045	330,000
31,945	31,945	31,945	319,045 10,955
(31,945)	18,055	(31,945)	10,955
56,789	24,844	42,900	_
24,844	42,900	10,955	10,955
April	May	June	TOTAL
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5,000	5,000	5,000	30,000
4,125	<u>4,125</u>	4,125	<u>16,500</u>
21,625	21,625	21,625	196,500
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04.005	04.005	04.005	100 500
21,625	21,625	21,625	196,500
2,163	2,163	2,163	19,650
4,974	4,974	4,974	45,195
	<u> </u>	=	-
7,136	7,136	7,136	64,845
28,761	28,761	28,761	261,345
-	_	-	3,000
250	250	250	3,000
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1,250	1,250	<u>1,250</u>	15,000
1,500	1,500	1,500	21,000
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<u>31,945</u>	<u>31,945</u>	<u>31,945</u>	<u>319,045</u>
(31,945)	18,055	(31,945)	10,955
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(31,945)	18,055	(31,945)	10,955
(31,345)	10,055	(31,345)	10,355
56,789	24,844	42,900	-
24 944	42.000	10.055	10.055
24,844	42,900	10,955	10,955

PROJECTE	Piease ente BUDGET / OPE July			AK UNI	<u>=</u>		
Please Note: The student enrollment data is entered below	· · · · · ·	, -,					
otal Revenue otal Expenses Net Income Actual Student Enrollment Total Paid Student Enrollment		2,652,152 1,535,244 1,116,907 149	376,136 314,940 61,196 30	4,000 (4,000)	20,000 (20,000)	375,400 (375,400)	3,028,287 2,918,584 109,703 149
		PRO	GRAM SERVICES	S	SUPPORT	SERVICES	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location		-		-	-	-	
School District 12 (NYC)	15,307	2,280,743		-	-	-	2,280,743
		2,280,743		-	-	-	2,280,743
Special Education Revenue				-	-	-	
SPED <20	-	-		-	-	-	
SPED 20-60	10,390	-	77,406	-	-	-	77,406
SPED >60	19,049	-	283,830	-	-	-	283,830
Grants							
Stimulus		-	-	-	_	-	
Other		-	-			-	
Other							
TOTAL REVENUE FROM STATE SOURCES		2,280,743	361,236	-	-	-	2,641,979
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	14,900	-	-	-	14,900
Title I		74,500		-	-	-	74,500
Title Funding - Other		5,066	-	-	-	-	5,066
School Food Service (Free Lunch)			-	-	-	-	
Grants (COR) Plant in Advantage		252 222					252.000
Charter School Program (CSP) Planning & Implementation		250,000	-	-	-	-	250,000
NYSTLE NYSSL		8,679 2,232	-	-	-	-	8,679 2,232
NYSLIB		931					931
Other		-	-	=		Ξ.	
TOTAL REVENUE FROM FEDERAL SOURCES		341,409	14,900	-	-	-	356,309
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	
Fundraising		30,000					30,000
Erate Reimbursement			-	-	-	-	
Interest Income, Earnings on Investments,		-	-	-	-	-	•
NYC-DYCD (Department of Youth and Community Developmt.) Food Service (Income from meals)		-	-	-	-	-	
Text Book			-			-	
OTHER			<u> </u>	=	<u> </u>	=	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		30,000	-	-	-	-	30,000
OTAL REVENUE		2,652,152	376,136	=	<u>-</u>	<u>-</u>	3,028,287
XPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management			-	-	-	-	
Instructional Management	1.00		-	-	-	150,000	150,000

Deans, Directors & Coordinators	1.00	165,000	90,000	-	-	-	255,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation Manager	1.00		-	-	-	65,000	65,000
Operations Assoicate							,
Business Associate							
Administrative Staff	1.00		_	=	=	50,000	50,000
TOTAL ADMINISTRATIVE STAFF	4.00	165,000	90,000			265,000	520,000
TOTAL ADMINISTRATIVE STAFF	4.00	105,000	90,000			203,000	320,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	65,000	-	-	-	-	390,000
Teachers - SPED	2.00	-	65,000	-	-	-	130,000
RTI Teachers	2.00		65,000				130,000
SETTS Teachers	1.00	-	65,000	-	-	-	65,000
Assistant Teacher	4.00	40,000	-	-	-	-	160,000
Ars Teachers	2.00	60,000	-	-	-	-	120,000
Aides	2.00	34,000	-	-	-	-	68,000
Therapists & Counselors	1.00	65,000	-	-			65,000
ELL Teacher	1.00	65,000	-		-	-	65,000
	6.00			=			
Summer Staff - Teachers K-1 (4hrs @ 55/hr)		19,800					19,800
Summer Staff - Ops Assocaite	1.00	2,093					2,093
Summer Staff - Staff Aides	<u>2.00</u>	<u>2,295</u>					2,295
TOTAL INSTRUCTIONAL	21.00	353,188	195,000	-	-	-	1,217,188
	200	555,155	100,000				1,211,100
NON-INSTRUCTIONAL PERSONNEL COSTS  Nurse	_	-	-	-	-	-	
Librarian		-	-	-	-	-	
	-	-	-	-	-	-	-
Custodian							-
Security	-	-	-	-	-	-	-
Other	=	=	=	Ξ.	<u> </u>	1	
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	518,188	285,000	-	-	265,000	1,737,188
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	10%	173,719		-	-	-	173,719
Fringe / Employee Benefits	23%	399,553		-	-	-	399,553
Retirement / Pension	3.00%	5,975		=	=	=	5,975
TOTAL PAYROLL TAXES AND BENEFITS		579,247	-	-	-	-	579,247
TOTAL PERSONNEL SERVICE COSTS	25.00	1,097,434	285,000	-	-	265,000	2,316,434
CONTRACTED SERVICES							
Accounting / Audit		_	- 1	-	-	24,000	24,000
Legal		-	-	-		11,000	11,000
Management Company Fee	10%		-	-		11,000	11,000
Nurse Services	10 /0	-	-	-			
		-	-	-		-	-
Food Service / School Lunch		-	-		-	-	-
Payroll Services		-	- 11 000	-	-	-	- 44 000
Special Ed Services		-	11,000	-	-	-	11,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		75,000	=	=	Ξ.	Ξ.	<u>75,000</u>
TOTAL CONTRACTED SERVICES		75,000	11,000	-	-	35,000	121,000
SCHOOL OPERATIONS							
Board Expenses			-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials		59,600	-	-	-	-	59,600
Special Ed Supplies & Materials		-	8,940	-	-	-	8,940
Textbooks / Workbooks		-	-	-	-	-	
Supplies & Materials other		5,000	-	-	-	-	5,000
		30,000	10,000	4,000	20,000	10,000	74,000
Equipment / Furniture		30,000	10,000	7,000	20,000		
Telephone		-			-	2,400	2,400

I							
Technology		73,150	-	-	-	11,000	84,150
Student Testing & Assessment		13,410	-	-	-	-	13,410
Field Trips		3,600	-	-	-	-	3,600
Transportation (student)		360	-	-	-	-	360
Student Services - other		1,490	-	-	-	-	1,490
Office Expense		-	-	-	-	30,000	30,000
Staff Development		30,000	-	-	-	-	30,000
Staff Recruitment		12,000	-	-	-	-	12,000
Student Recruitment / Marketing		10,000	-	-	-	-	10,000
School Meals / Lunch		2,000	-	-	-	-	2,000
Travel & Hospitality (Staff)		10,000	-	-	-	-	10,000
Fundraising		5,000	-	-	-	-	5,000
Other		9,850	_	=	Ξ.	Ξ.	9,850
TOTAL SCHOOL OPERATIONS		265,460	18,940	4,000	20,000	55,400	363,800
FACILITY OPERATION & MAINTENANCE				•			
Insurance	150	22.350	-	-	-	-	22,350
Janitorial		,	-	-	-	-	,_,
Building and Land Rent / Lease		_	-	-	-	-	
Repairs & Maintenance		70,000	-	-	-	-	70,000
Equipment / Furniture		5,000	-	-	-	-	5,000
Security			-	_	-	-	0,000
Utilities		-	=	:	=	Ξ.	
TOTAL FACILITY OPERATION & MAINTENANCE		97,350	-	-	-	-	97,350
DEPRECIATION & AMORTIZATION		-	-	-	-	-	
DISSOLUTION & AMORTIZATION DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	20,000	20,000
TOTAL EXPENSES		1,535,244	314,940	4,000	20,000	375,400	2,918,584
NET INCOME		1,116,907	61,196	(4,000)	(20,000)	(375,400)	109,703
		DECL!! AD	ODEOLAL				
ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION				
District of Location		LDOCATION	EDUCATION				
School District 12 (NYC)	15,007	149					149
SPED <20	. 5,000	140	7				7
SPED 20-60			7				7
SPED >60			15				15
TOTAL ENROLLMENT		149	<u>30</u>	=	=	=	149
		1					
REVENUE PER PUPIL		<u>17,800</u>	12,622	<u> </u>		=	20,324
EXPENSES PER PUPIL		10,304	10.568		-		19,588

# Assumptions DESCRIPTION OF ASSUMPTIONS - Please reference section/page Per pupil payment for 149 students at \$15, 307/pupil Per pupil payment for students in 20-60% SPED category - assume 5% of total enrolled (7 students) Per pupil payment for students in >60% SPED category - assume 10% of total enrolled (15 students) \$1000 per student receiving SPED>60 services (assume 15) Assuming \$500 per pupil in Title funding \$40 per FRPL pupil at 85% of total population (127 students) Year 1 payment of CSP grant - Total allocation 550K NYSTLE \$58.25 per student NYSSL \$14.98 per student NYSLIB \$6.25 per student Board fundraising responsibility List exact titles included in the position category, if different

List exact titles included in the position category, if different from description, and staff FTE"s (Full time equilivalent)

Executive Director .25 FTE Principal

Populations (90	is (75K), Director of Curriculm (90K), Director of Curriculm Special K)
Operations Man	ager (65K)
Administrative A	ssistant (55K)
1 ELA and 1 Ma 1 SETTS teache 4 Assistant Teache Dance, Theatre, 2 staff aides 1 Social Worker 1 ELL Teacher Summer session Summer session	s for ICT class at 1 ICT class per grade th RTI Interventionist er chers for each K and 1 non-ICT class Visual Arts and Music teachers
Assumption for	SSI and Medicare  benefit coverage 100% of Medical, 90% of Dental and 90% of Vision
Fee for annual a	staff meeting 1yr employment (Executive Director and Principal)  sudit based on cost of previous Bronx Arts audits and support year 1
	ive Fee and Other Sped Consultants
Annual Board R \$400 per studer \$300 above gen	
Arts room	or admin staff with phones

\$350 per student chromebooks, \$1000 per new employee laptop, \$1000 per month phones and internet \$30 per student \$300 per class Tolls for field trips at \$30 per trip times 2 trips per class (12 trips) \$10/student for starting uniform shirt Copier monthly lease payment at \$1000 per month (2) and 500 per month for office supplies Responsive Classroom and other academic trainings \$1000 per needed year 2 employee School marketing including ads, Vanguard mailing, website updates, common application fee, translations, printing and other recruitment merchadise \$200 per month for meeting meals/3 confernces/ monthly evening events Includes travel and hospitality Materials to promote fundraising \$100 per staff for lingerprinting/\$150 per staff for staff appreciation/\$200 per month for
student incentives & awards.
D&O insurance at 150 per student
Dance floor, sound proofing, painting, branding - interior signage Outdoor signage
required \$100,000 spread out over 5 years of operation

#### Please enter school name PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS

								0XX to June	30, 20XX		
Total Revenue Total Expenses Net Income		720,330 419,342 300,988	296,283 (296,283)	440,330 226,146 214,184	23,574 217,076 (193,502)	444,277 215,571 228,706	23,927 215,571 (191,644)	440,330 223,954 216,376	19,980 215,734 (195,754)	455,230 215,859 239,371	19,986 238,859 (218,879
Cash Flow Adjustments Beginning Cash Balance		10,955	311,943	15,661	229,844	36,342	265,047	73,403	289,779	94,025	333,396
Net Income		311,943	15,661	229,844	36,342	265,047	73,403	289,779	94,025	333,396	114,517
		July	August	September	October	November	December	January	February	March	April
REVENUE REVENUES FROM STATE SOURCES			tal Column	(Column U) f	or all lines o	other than Ca		ustments sh ssumptions'	ould equal th	ne Total Colu	mn (Colur
Per Pupil Revenue	CY Per Pupil Rate										
District of Location	15,307	380,124	-	380,124	-	380,124	-	380,124	-	380,124	-
School District 1 (CSD 12 NYC)		-	-	-	-	-	-	-	-	-	
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	-	-		
0 1151 11 15		380,124	-	380,124	-	380,124	-	380,124	-	380,124	
Special Education Revenue Grants		60,206	-	60,206	-	60,206	-	60,206	-	60,206	-
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	_
Other		-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		440,330	-	440,330	-	440,330	-	440,330	-	440,330	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	14,900	-
Title I		-	-	-	18,625	-	18,625	-	18,625	-	18,625
Title Funding - Other		-	-	-	1,001	-	1,355	-	1,355	-	1,355
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	
Grants											
Charter School Program (CSP) Planning & Implementation		250,000	-		-		-		-		-
NYSTLE					2,893	2,893	2,893				
NYSSL					744	744	744				
NYSLIB		-	-	-	311	310	310	-	-	-	-
Other TOTAL REVENUE FROM FEDERAL SOURCES		250,000		-	23,574	3,947	23,927		19,980	14,900	19,980
	'	200,000			20,014	0,047	20,027		10,000	14,000	10,000
LOCAL and OTHER REVENUE  Contributions and Donations			-		-	-	-	-		-	
Fundraising		30,000	-	-		-	-	-	-		
Erate Reimbursement		30,000	_	_		_	-	_		-	
Interest Income, Earnings on Investments,		-	-	-		-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		-		-		_	-	-	-	-	
Food Service (Income from meals)		-	-	-		-	-	-	-	-	
Text Book		-	-	-	_	-	-	-	-	-	
OTHER		-	-	-	-	-	-	_	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		30,000	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	i	720,330	-	440,330	23,574	444,277	23,927	440,330	19,980	455,230	19,980
EXPENSES ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
		10 -00									

Instructional Management Deans, Directors & Coordinators CFO / Director of Finance Operation Manager Operations Assoicate Business Associate

No. of	
-	
1.00	
3.00	
-	
1.00	

-	-	-	-	-	-	-	-	-	-
12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250
-	-	-	-	-	-	-	-	-	-
5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417

Administration Series   100   4,007   4,107	· ·											
NOTICITIONAL PERSONNEL COSTS   1.00   2.00	Administrative Staff	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167
Teachers - Regular	TOTAL ADMINISTRATIVE STAFF	6.00	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333
Teachers - Regular	INSTRUCTIONAL PERSONNEL COSTS											
Technon-SPEID 2,00  10,083 10,	1	6.00	32 500	32 500	32 500	32 500	32 500	32 500	32 500	32 500	32 500	32 500
ERT   Teachers   100   10,833	*											· ·
SETTS Teachers	I .											
Assistant Teachers	-		-									
Secretary Teachers   2,00   10,000								-	-			
Self Aloes											-	
Columbian Columbia Columbia Columbia Columbian Columbia Columbia Columbia Columbia Columbia Columbia Columbian Columbia Co												
ELI Feacher Summer Staff - Cips Associate (-full-ing 5/64h) Summer Staff - Cip			-									
Summer Staff - Teachers kc, (John @ 506h)   50.00   2.009   2.000   2.009   2.009   2.009   2.009   2.000   2.009												
Summer Setf - Ope Associate (Arring 2Ahr)   2.00   2.286	i e			5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417
Summer Self - Self Added (shr-get/hrp)												
TOTAL INSTRUCTIONAL  200 123.804 99.417 99.4												
Non-Instructional personnel costs  Nurse	Summer Staff - Staff Aldes (4nrs@17/nr)	2.00	2,295									
Non-Instructional personnel costs  Nurse	TOTAL INCTRICTIONAL	20.00	100.604	00.417	00.417	00.447	00.447	00.417	00.417	00.447	00.417	00.417
Number	TOTAL INSTRUCTIONAL	20.00	123,604	99,417	99,417	99,417	99,417	99,417	99,417	99,417	99,417	99,417
Liberation	NON-INSTRUCTIONAL PERSONNEL COSTS											
Librarian	Nurse	-	-	-	-	-	-	-	-	-	-	-
Calordoffen		-	-	-	-	-	-	-	-	-	-	-
Diter	Custodian	-	-	-	-	-	-	-	-	-	-	-
Diter	1	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS   26.00   166.038   142.750   1		-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS   26.00   166.938   142.750   1		-					-			-		-
PAYROLL TAXES AND BENEFITS Payrol Taxes Phyol Ph												
Payroll Taxes	SUBTOTAL PERSONNEL SERVICE COSTS	26.00	166,938	142,750	142,750	142,750	142,750	142,750	142,750	142,750	142,750	142,750
Payroll Taxes	DAVBOLL TAVES AND DENESTS											
Pringe / Employee Benefits   23%   38,386   32,833   32		400/	16 604	14 275	14 275	14 275	14 275	14 275	14 275	14 275	14 275	14 275
Reliement / Pension TOTAL PAYROLL TAXES AND BENEFITS  26 00 22,402 190,233 190,233 190,233 190,233 190,335 190,395 190,520 190,520  CONTRACTED SERVICES  Accounting / Audit Legal Management Company Fee Nurse Services Food Services Special Ed Services Special Ed Services Tittement Services (e. Title I) Other Purchased / Professional / Consulting TOTAL CONTRACTED SERVICES  Special Ed Services Special Ed Services Tittement Services (e. Title I) Other Purchased / Professional / Consulting TOTAL CONTRACTED SERVICES  Special Ed Services Special Ed	· ·											
TOTAL PAYROLL TAXES AND BENEFITS  55,464 47,483 47,483 47,483 47,483 47,483 47,645 47,645 47,645 47,770 47,770  TOTAL PERSONNEL SERVICE COSTS  26.00 222,402 190,233 190,233 190,233 190,233 190,335 190,395 190,395 190,520 190,520 190,520   CONTRACTED SERVICES  **COUNTING / Audit**												
TOTAL PERSONNEL SERVICE COSTS  26.00  22.402  190.233  190.233  190.233  190.233  190.233  190.233  190.233  190.395  190.395  190.395  190.395  190.395  190.520  190.520  20.000  190.520  20.000  190.520  20.000  190.520  20.000  20.00  20		3%										
CONTRACTED SERVICES	TOTAL PAYROLL TAXES AND BENEFITS		55,464	47,483	47,483	47,483	47,483	47,483	47,645	47,645	47,770	47,770
CONTRACTED SERVICES  Accounting / Audit Legal 991 917 917 917 917 917 917 917 917 917	TOTAL PERSONNEL SERVICE COSTS	26.00	222,402	190,233	190,233	190,233	190,233	190,233	190,395	190,395	190,520	190,520
Accounting / Audit Legal 917 917 917 917 917 917 917 917 917 917												
Legal   917   91												
Management Company Fee         -	Accounting / Audit			-	-	-	-	-	-	-	-	
Nurse Services Food Service / School Lunch Food Service / School Lunch Payroll Services Special Ed Services Titlement Services (i.e. Title I) Other Purchased / Professional / Consulting SCHOOL OPERATIONS  SCHOOL OPERATIONS  Board Expenses Classroom / Teaching Supplies & Materials Classroom / Teaching Supplies & Materials Social Ed Supplies & Materials Supplies & Materials Supplies & Materials other			917	917	917	917	917	917	917	917	917	917
Food Service / School Lunch Payroll Services Special Ed Services Special Ed Services 1,750 7,500 1,750				-	-	-	-	-	-	-	-	-
Payroll Services   Company   Compa			-	-	-	-	-	-	-	-	-	-
Special Ed Services (i.e. Title I)	Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I) Other Purchased / Professional / Consulting TOTAL CONTRACTED SERVICES  20,000 15,000 4	Payroll Services		-		-	-	-	-		-	-	-
Other Purchased / Professional / Consulting   20,000   15,000   4,00	Special Ed Services			1,750	7,500	-	-	-	1,750	-	-	-
TOTAL CONTRACTED SERVICES         20,917         17,667         12,417         4,917         4,917         4,917         6,667         4,917         4,917         28,917           SCHOOL OPERATIONS           Board Expenses         167	Titlement Services (i.e. Title I)											
SCHOOL OPERATIONS           Board Expenses         167	Other Purchased / Professional / Consulting			•								
Board Expenses   167	TOTAL CONTRACTED SERVICES		20,917	17,667	12,417	4,917	4,917	4,917	6,667	4,917	4,917	28,917
Board Expenses   167	SCHOOL OPERATIONS											
Classroom / Teaching Supplies & Materials         20,000         10,000         3,050         2,950 </td <td></td> <td></td> <td>167</td>			167	167	167	167	167	167	167	167	167	167
Special Ed Supplies & Materials         3,000         2,000         394	· ·											
Textbooks / Workbooks         -					-				-			
Supplies & Materials other         417         410         410         410         410         410         410         410         410         410         410 </td <td>The state of the s</td> <td></td> <td>3,000</td> <td>2,000</td> <td>394</td> <td>394</td> <td>394</td> <td>394</td> <td>394</td> <td>394</td> <td>394</td> <td>394</td>	The state of the s		3,000	2,000	394	394	394	394	394	394	394	394
Equipment / Furniture         40,000         34,000         - <t< td=""><td></td><td></td><td>-</td><td>-</td><td></td><td>- 117</td><td>- 117</td><td>-</td><td></td><td>- 117</td><td>-</td><td>-</td></t<>			-	-		- 117	- 117	-		- 117	-	-
Telephone         200         2	The state of the s										417	417
Technology         54,150         20,000         1,000											-	-
Student Testing & Assessment         -         -         4,470         -         -         4,470         -												
Field Trips         -         -         -         -         450 <td></td> <td></td> <td>54,150</td> <td></td> <td>-</td> <td></td> <td>1,000</td> <td></td> <td></td> <td>1,000</td> <td>1,000</td> <td>1,000</td>			54,150		-		1,000			1,000	1,000	1,000
Transportation (student)         -         -         -         -         45         45         45         45         45           Student Services - other         1,490         -	· ·		-	-	4,470	-	-		-	-	-	-
Student Services - other         1,490         -			-	-	-	-						
Office Expense 2,500 2,500 2,500 2,500 2,500 2,500 2,500 2,500 2,500 2,500 2,500			-	-	-	-	45	45	45	45	45	45
					-		-			-	-	-
Staff Development         2,500	· ·				-	-	-	-	-	-	-	
	Staff Development		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500

Staff Recruitment	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Student Recruitment / Marketing			.,	3,000	1,000	1,000	3,000	1,000	1,000	.,
School Meals / Lunch	-	-	200	200	200	200	200	200	200	200
Travel (Staff)	833	833	833	833	833	833	833	833	833	833
Fundraising	417	417	417	417	417	417	417	417	417	417
Other	821	821	821	821	821	821	821	821	821	821
TOTAL SCHOOL OPERATIONS	127,494	74,854	17,968	16,398	14,893	14,893	21,363	14,893	14,893	13,893
FACILITY OPERATION & MAINTENANCE										
Insurance	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863	1,863
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	40,000	10,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Equipment / Furniture	5,000		-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	=	=	=	=	=	=	=	=	=	Ξ
TOTAL FACILITY OPERATION & MAINTENANCE	46,863	11,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863	3,863
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
TOTAL EXPENSES	419,342	296,283	226,146	217,076	215,571	215,571	223,954	215,734	215,859	238,859
NET INCOME	<u>419,342</u> <u>300,988</u>	296,283 (296,283)	226,146	<u>217,076</u> (193,502)	215,571	<u>215,571</u> (191,644)	<u>223,954</u> <u>216,376</u>	<u>215,734</u> (195,754)	<u>215,859</u> <u>239,371</u>	238,859 (218,879)
NET INCOME  CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES	300,988	(296,283)	214,184	(193,502)	228,706	(191,644)	216,376	(195,754)	239,371	
NET INCOME  CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES  Example - Add Back Depreciation	300,988	(296,283)	214,184	(193,502)	228,706	(191,644)	216,376	(195,754)	239,371	
NET INCOME  CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES  Example - Add Back Depreciation Other	300,988	(296,283)	214,184	(193,502)	228,706	(191,644)	216,376	(195,754)	239,371	
NET INCOME  CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES  Example - Add Back Depreciation Other  Total Operating Activities	300,988	(296,283)	214,184	(193,502)	228,706	(191,644)	216,376	(195,754)	239,371	
CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES  Example - Add Back Depreciation Other  Total Operating Activities INVESTMENT ACTIVITIES	300,988	(296,283) 	214,184	(193,502)	228,706	(191,644)	216,376	(195,754)	239,371	
CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES  Example - Add Back Depreciation Other  Total Operating Activities INVESTMENT ACTIVITIES  Example - Subtract Property and Equipment Expenditures	300,988	(296,283) - - - -	214,184		228,706		216,376	(195,754) 	239,371	(218,879)
CASH FLOW ADJUSTMENTS  OPERATING ACTIVITIES  Example - Add Back Depreciation Other  Total Operating Activities INVESTMENT ACTIVITIES  Example - Subtract Property and Equipment Expenditures Other	300,988	(296,283) 	214,184	(193,502)	228,706		216,376	(195,754)	239,371	(218,879) 
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	300,988	(296,283) - - - -	214,184		228,706		216,376	(195,754) 	239,371	(218,879) 
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	300,988	(296,283) 	214,184	(193,502)	228,706		216,376	(195,754)	239,371	(218,879) 
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	300,988		214,184				- 216,376	(195,754) 	239,371	(218,879) 
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	300,988	(296,283) 	214,184				216,376	(195,754)	239,371	(218,879) 
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	300,988	(296,283) 							239,371	- (218,879) 
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	300,988	(296,283) 					- - - - - - - - -		239,371	(218,879)
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	300,988								239,371	- (218,879) 

109,70 10,95 120,65 TOTAL	(219,329) - 339,987 120,658	225,470 - 114,517 339,987
120,65 TOTAL	120,658	
	June	
get &		May
	4.) Year Budg	N) on tab '
2,280,74	-	380,123
_,,	-	-
	-	-
	-	-
2 200 74	-	200 122
2,280,74 361,23	-	380,123 60,206
	-	-
	-	-
2,641,97	-	440,329
14,90	-	-
74,50	-	-
5,06	-	-
250,00	-	-
8,679 2,23		
93	-	-
	Ξ.	Ξ.
356,30	-	-
	-	-
30,00	-	-
	-	-
	-	-
	-	-
	-	-
	=	=
	-	-
30,00		

4,167	4,167	50,000
43,333	43,333	520,000
32,500	32,500	390,000
10,833	10,833	130,000
10,833	10,833	130,000
5,417	5,417	65,000
13,333	13,333	160,000
10,000	10,000	120,000
5,667	5,667	68,000
5,417	5,417	65,000
5,417	5,417	65,000
		19,800
		2,093
		2,295
99,417	99,417	1,217,188
	-	
-		-
-		<del>                                     </del>
-		-
-		-
		-
-		-
142,750	142,750	1,737,188
	,	, . ,
14,275	14,275	173,719
32,833	32,833	399,553
<u>663</u>	<u>663</u>	<u>5,975</u>
47,770	47,770	579,247
190,520	190,520	2,316,434
130,320	130,320	2,510,454
-	-	24,000
917	917	11,000
-	-	-
-	-	- 1
-	-	- 1
-	-	- 1
-	-	11,000
		- 1
4,000	4,000	75,000
4,917	4,917	121,000
167	167	2,000
2,950	2,950	59,600
394	394	8,940
-	-	
417	417	5,000
-	-	74,000
200	200	2,400
1,000	1,000	84,150
-	4,470	13,410
450	450	3,600
45	45	360
-	-	1,490
2,500	2,500	30,000
	0.500	20,000
2,500	2,500	30,000

1,000	1,000	12,000
		10,000
200	200	2,000
833	833	10,000
417	417	5,000
<u>821</u>	<u>821</u>	9,850
13,893	18,363	363,800
1,863	1,863	22,350
-	-	-
-	-	-
2,000	2,000	70,000
-	-	5,000
-	-	-
-	-	-
3,863	3,863	97,350
-	-	-
1,667	1,667	20,000
214,859	219,329	2,918,584
225,470	(219,329)	109,703
220,410	(219,329)	103,703
225,770	(213,323)	109,703
-	-	-
		- -
-	-	-
-	-	- - -
-	-	- -
-	-	- - -
	-	

#### Please enter school name 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. Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10. Total Revenue 3.022.287 4.616.775 7.992.188 9.984.235 11.976.282 Total Expenses 2.852.084 4.076.370 4.467.709 4.997.911 5.625.505 Net Income (Before Cash Flow Adjustments) 170.203 540.405 3.524.480 4.986.324 6.350.777 Actual Student Enrollment 149 249 432 540 648 Total Paid Student Enrollment Year 5 Year 1 Year 2 Year 3 Year 4 2020 2021 2022 2023 2024 \*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5 REVENUE Per Pupil Revenue Percentage Increase **REVENUES FROM STATE SOURCES** 0.0% 0.0% 0.0% 0.0% 0.0% Per Pupil Revenue CY Per Pupil Rate **District of Location** School District 12 (NYC) 15,307 2.280.743 3,811,443 6,612,624 8,265,780 9.918.936 2,280,743 3,811,443 6,612,624 8,265,780 9,918,936 SPED <20% SPED 20-60 77,406 129,356 224,424 280,530 336,636 10.390 SPED > 60% 283.830 474.320 822.917 1.028.646 1,234,375 19,049 Special Education Revenue 361,236 603,676 1,047,341 1,309,176 1,571,011 Grants Stimulus Other Other TOTAL REVENUE FROM STATE SOURCES 2,641,979 4,415,119 7,659,965 9,574,956 11,489,947 REVENUE FROM FEDERAL FUNDING **IDEA Special Needs** 14,900 24,900 43,200 54,000 64,800 Title I 74.500 124.500 216.000 270.000 324.000 Title Funding - Other 22.032 5,066 8,466 14.688 18.360 School Food Service (Free Lunch) Charter School Program (CSP) Planning & Implementation 250,000 NYSTLE 8.679 14.504 25.164 31.455 37.746 NYSSL 2,232 3,730 6,471 8,089 9,707 NYSLIB 931 1,556 2,700 3,375 4,050 Other Other TOTAL REVENUE FROM FEDERAL SOURCES 356,309 177,657 385,279 462,335 308,223 **LOCAL and OTHER REVENUE** Contributions and Donations Fundraising 24,000 24,000 24,000 24,000 24,000 Erate Reimbursement Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.) Food Service (Income from meals)

24,000

3,022,287

24,000

4,616,775

24,000

7,992,188

24,000

9,984,235

24,000

11,976,282

Text Book OTHER

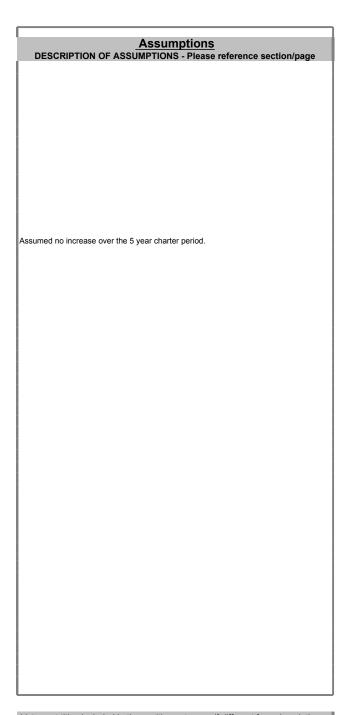
TOTAL REVENUE

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management		-	50,000	52,000	54,080	56,243
Instructional Management	1.00	150,000	156,000	162,240	168,730	175,479
Deans, Directors & Coordinators	-	255,000	265,200	275,808	286,840	298,314
CFO / Director of Finance	-	-	-	-	-	-
Operation Manager	-	65,000	67,600	70,304	73,116	76,041
Operations Assoicate			50,000	52,000	54,080	56,243
Business Associate			50,000	52,000	54,080	56,243
Administrative Staff TOTAL ADMINISTRATIVE STAFF	1.00	470,000	<u>50,000</u> 688,800	52,000 716,352	54,080 745,006	<u>56,243</u> 774,806
INSTRUCTIONAL PERSONNEL COSTS	No. of Positions		555,555			,
Teachers - Regular	No. of Footstone	390,000	665,600	1,082,224	1,385,513	1,700,933
Teachers - SPED	-	130,000	200,200	273,208	284,136	295,502
RTI Teachers	-	130,000	135,200	140,608	146,232	152,082
SETTS Teachers		65,000	67,600	135,304	140,716	211,345
Assistant Teacher	-	160,000	246,400	336,256	349,706	363,694
Specialty Teachers	-	120,000	244,800	254,592	264,776	275,367
Aides	-	68,000	104,720	176,909	183,985	191,345
Guidance Counselor /Social Worker	-	65,000	67,600	140,304	145,916	151,753
ELL Teacher	=	65,000	67,600	137,304	142,796	148,508
Summer Staff		19,800	30,888	42,831	55,681	57,908
Summer Staff		2,093	2,929	3,047	3,169	3,295
Summer Staff		2,295	4,819	6,683	8,688	9,035
TOTAL INSTRUCTIONAL		1,217,188	1,838,357	2,729,270	3,111,314	3,560,767
NON-INSTRUCTIONAL PERSONNEL COSTS	No. of Positions					
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	<u>.</u>
Custodian	•	-	-	-	-	
Security Other		-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	1,687,188	2,527,157	3,445,622	3,856,320	4,335,573
PAYROLL TAXES AND BENEFITS		, , , , , ,	, , , ,	-, -,-	.,,	,,,,,,,
Payroll Taxes	10%	168,719	252,716	344,562	385,632	433,557
Fringe / Employee Benefits	23%	388,053	581,246	792,493	886,954	997,182
Retirement / Pension	3%	5,975	50,616	103,369	115,690	130,067
TOTAL PAYROLL TAXES AND BENEFITS		562,747	884,577	75,815	103,369	115,690
TOTAL PERSONNEL SERVICE COSTS	1.00	2,249,934	3,411,734	3,521,437	3,959,689	4,451,263
CONTRACTED SERVICES	_					
Accounting / Audit		24,000	24,960	25,958	26,997	28,077
Legal	L	11,000	11,440	11,898	12,374	12,868
Management Company Fee		-	-	-	-	
Nurse Services	-	-	-	-	-	<u>.</u>
Food Service / School Lunch	-				-	
Payroll Services Special Ed Services		11,000	11,440	11,898	12,374	12,868
Titlement Services (i.e. Title I)		-	-	-	-	,000
Other Purchased / Professional / Consulting		75,000	78,000	81,120	84,365	87,739

TOTAL CONTRACTED SERVICES	121,000	125,840	130,874	136,109	141,553
SCHOOL OPERATIONS					
Board Expenses	2,000	2,080	2,163	2,250	2,340
Classroom / Teaching Supplies & Materials	59,600	129,480	224,640	280,800	336,960
Special Ed Supplies & Materials	8,940	77,688	134,784	168,480	202,176
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	5,000	7,850	10,550	12,050	13,850
For the search / Francis are	74,000	20,000	30,000	20,000	20,000
Equipment / Furniture	0.400	4.000	4.000	4.000	4.000
Telephone	2,400	4,368	4,992	4,992	4,992
Technology	84,150	45,000	77,050	47,800	47,800
Student Testing & Assessment	13,410	22,410	38,880	48,600	58,320
Field Trips	3,600	6,000	9,600	12,000	14,400
Transportation (student)	360	600	960	1,200	1,440
Student Services - other	1,490	2,490	4,320	5,400	6,480
Office Expense	30,000	31,200	32,448	33,746	35,096
Staff Development	30,000	31,200	32,448	33,746	35,096
•	12,000	10,000	15,000	10,000	10,000
Staff Recruitment	12,000	10,000	13,000	10,000	10,000
Student Recruitment / Marketing	10,000	10,000	15,000	15,000	15,000
School Meals / Lunch	2,000	2,080	2,163	2,250	2,340
Travel (Staff)	10,000	20,900	28,050	33,000	37,400
Fundraising	5,000	5,000	10,000	10,000	10,000
r unuruising					
Other	9,850	<u>13,100</u>	<u>17,550</u>	<u>19,800</u>	<u>21,800</u>
TOTAL SCHOOL OPERATIONS	363,800	441,446	690,598	761,113	875,489
		,			
FACILITY OPERATION & MAINTENANCE					
Insurance	22,350	37,350	64,800	81,000	97,200
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Repairs & Maintenance	70,000	35,000	35,000	35,000	35,000
	5 000	5 000	5 000	5 000	5.000
Equipment / Furniture	5,000	5,000	5,000	5,000	5,000
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	97,350	77,350	104,800	121,000	137,200
DEPRECIATION & AMORTIZATION					
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	20,000	20,000	20,000	20,000	20,000
TOTAL EXPENSES	2,852,084	4,076,370	4,467,709	4,997,911	<u>5,625,505</u>
NET INCOME	170,203	540,405	3,524,480	4,986,324	6,350,777
HET HOOME	170,200	010,100	0,024,400	4,000,024	0,000,111
ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	-	-	-	_	
School District 12 (NYC)	-	-	-	-	
#REF!			-		
#REF!	-	-	-	-	-
#REF!	-	-			
TOTAL ENROLLMENT	-	-	-	-	-
REVENUE PER PUPIL	-				
REVENUE PER PUPIL	=	=	= =	=	
EXPENSES PER PUPIL	-	-	-		
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation			-		
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
	-	-	-	-	-

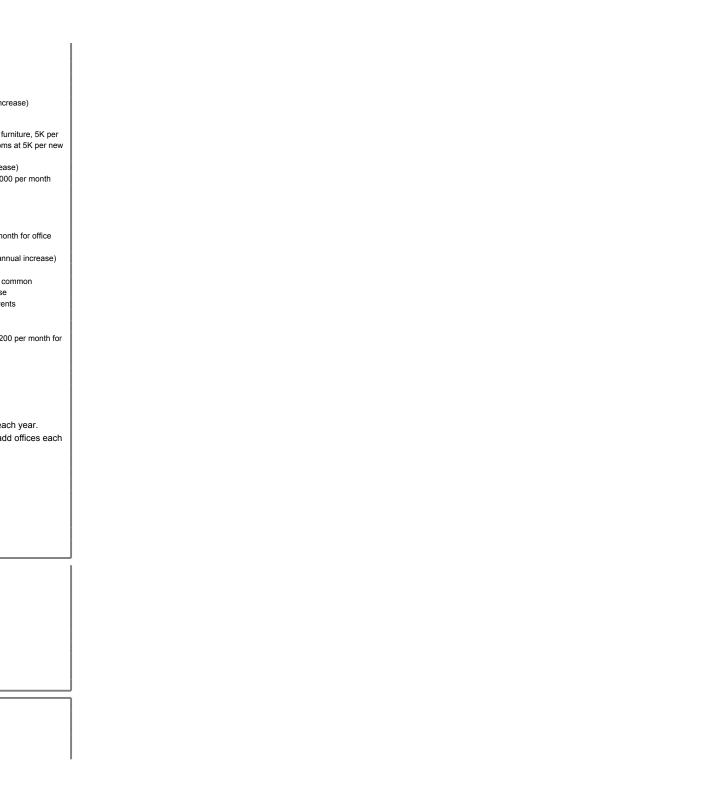
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	- )	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	170,203	540,405	3,524,480	4,986,324	6,350,777
Beginning Cash Balance	120,658	290,860	831,265	4,355,745	9,342,069
ENDING CASH BALANCE	290,860	831,265	4,355,745	9,342,069	15,692,846

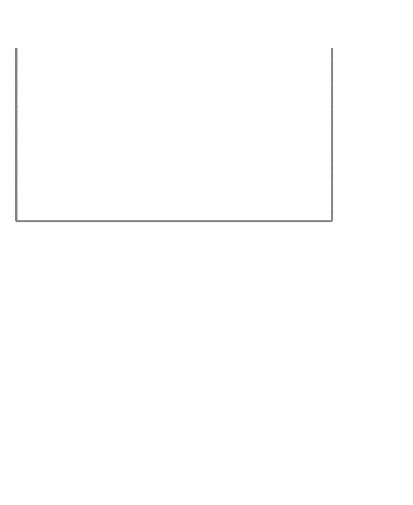


List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)

State number of postions for years 2 thru 5 in assumptions if differ from year Exectuive Director at .25 FTE with 4% annual increase Principal with 4% annual increase 1 Dean of Students, 1 Director of Curruculum (DCI) and 1 DCI - Special Populations with 4% annual increase 1 Operations Manager with 4% annual increase 1 Operation Assoicate added year 2 with 4% annual increase 2 Business Assoicate added year 2 with 4% annual increase 1 Administrative Assistant with 4% annual increase 6 teachers year 1, 10 teachers year 2, 16 teachers year 3, 20 teachers year 4, 24 teachers year 5 2 teachers year 1, adding 1 teacher each year as we add a grade. 6 teachers by year 5. Includes 4% annual increases 2 teachers years 1 and 2, 3 teachers years 3 and 4, 4 teachers year 5. Includes 4% annual increases 1 teacher years 1 and 2, 2 teachers years 3 and 4, 3 teachers year 5. Includes 4% annual increases 4 assistant teachers year 1, adding 2 assistant teachers each year as we add a grades. 12 assistant teachers by year 5. Includes 4% annual increases 1 Dance, 1 Music, 1 Theatre and 1 Visual Arts teachers at .5 FTE tear 1 and full time years 2-5, includes 4% annual increase 2 Aides in year 1, 3 Aides in year 3, 4 Aides years 3-5 includes 4% annual increases Social Worker years 1-5, add Guidance Counselor year 3-5, includes 4% annual increases 1 ELL Teacher year 1 and 2, Add second teacher year 3-5, includes 4% Summer program - 3 weeks in July - includes 4% annual rate increase Summer program - 3 weeks in July - includes 4% annual rate increase Summer program - 3 weeks in July - includes 4% annual rate increase Assumption for SSI and Medicare Assumption for benefit coverage 100% of Medical, 90% of Dental and 90% of Vision 403B match for staff meeting 1yr employment Fee for annual audit based on cost of previous Bronx Arts audits Legal guidance and support Sped Collaborative Fee and Other Sped Consultants, includes 4% annual increase Curriculm/Technology/erate/ consultants, includes 4% annual increase

Annual Board Retreat (includes 4% annual increase) \$400 per student (includes 4% annual increase) \$300 above gened supplies per sped student (includes 4% annual increase) \$200 per student (includes 4% annual increase)
5K per classroom and 2 pull out spaces, 4K Library room, 10K office furniture, 5K per Arts room year 1, years 2-5 cost as we add new grades and classrooms at 5K per new \$50 per month for admin staff with phones (includes 4% annual increase) \$350 per student chromebooks, \$1000 per new employee laptop, \$1000 per month \$30 per student times three assessments per year \$300 per class at 2 trips per class per year Tolls for field trips at \$30 per trip times 2 trips per class (12 trips) \$10/student for starting uniform shirt Copier monthly lease payment at \$1000 per month (2) and 500 per month for office supplies (includes 4% annual increase) Responsive Classroom and other academic trainings (includes 4% annual increase) \$1000 per needed employee School marketing including ads, Vanguard mailing, website updates, common application fee, translations, printing and other recruitment merchadise \$200 per month for meeting meals/3 confernces/ monthly evening events Travel and staff daily hospitality items Materials to promote fundraising \$100 per staff for fingerprinting/\$150 per staff for staff appreciation/\$200 per month for student incentives & awards. D&O insurance, liability and cyber at \$150 per student Cost for internal upgrades to classrooms as we add classes each year. Cost for addtional furniture and equiptment foroffices as we add offices each year. Required 100K split 20K annually for the first 5 years





	Year 1	Year 2	Year 3	Year 4	Year 5
	2020	2021	2022	2023	2024
	6	10	16	20	24
	K-1	K-1-2	K-1-2-3	K-1-2-3-4	K-1-2-3-4-5
	149	249	432	540	648
Executive Management		0.25	0.25	0.25	0.25
Instructional Management	1	1	1	1	1
Deans, Directors & Coordinators	3	3	3	3	3
Operations Manager	1	1	1	1	1
Operations Associate		1	1	1	1
Administrative Associate	1	1	1	1	1
Business Associate		1	1	1	1
Teachers - Regular	6	10	16	20	24
Teachers - SPED	2	3	4	5	6
RTI Teacher	2	2	3	3	4
SETTS Teachers	1	1	2	2	3
Teaching Assistants	4	6	8	10	12
Specialty Teachers	4	4	4	4	4
Aides	2	3	4	4	4
Therapists & Counselors	1	1	2	2	2
ELL Teachers	1	1	1.5	2	2
TOTAL STAFF FTE	29	39.25	52.75	60.25	69.25

### BUDGET OUTLINE FOR SUMMER SESSION (15 DAYS) 2020 to 2024

Summer Bridge 2020	# Staff	Rate	# Hours	# Days	Total Pay
Teachers - K	3	\$55.00	4	15	\$9,900.00
Teachers - 1	3	\$55.00	4	15	\$9,900.00
Ops Manager/Associate	1	\$31.00	4.5	15	\$2,092.50
Staff Aides - 2	2	\$17.00	4.5	15	\$2,295.00
					\$24,187.50

Summer Bridge 2021	# Staff	Rate	# Hours	# Days	Total Pay
Teachers - K	3	\$57.20	4	15	\$10,296.00
Teachers - 1	3	\$57.20	4	15	\$10,296.00
Teachers - 2	3	\$57.20	4	15	\$10,296.00
Ops Manager/Associate	1	\$43.40	4.5	15	\$2,929.50
Staff Aides - 2	3	\$23.80	4.5	15	\$4,819.50
					\$38,637.00

Operations Staff
Operation Manager
Operations Associate
Business Associate
TOTALS

Classroom	Teachers
Add 6	
Add 4	
Add 6	
Add 4	
Add 4	
TOTALS	

Teacher Assistants
Add 4
Add 2
Add 2
Add 2
Add 2
TOTALS

\$19,800.00

\$30,888.00

ARTS Teachers	
Add 2	1
Add 2	
	Ī
TOTALS	Ī

Staff Aides	
Add 2	
Add 1	
Add 2	
TOTALS	

Summer Bridge 2022	# Staff	Rate	# Hours	# Days	Total Pay
Teachers - K	3	\$59.49	4	15	\$10,707.84
Teachers - 1	3	\$59.49	4	15	\$10,707.84
Teachers - 2	3	\$59.49	4	15	\$10,707.84
Teachers - 3	3	\$59.49	4	15	\$10,707.84
Ops Manager/Associate	1	\$45.14	4.5	15	\$3,046.68
Staff Aides - 2	4	\$24.75	4.5	15	\$6,683.04
					\$52,561.08

\$42,831.36

Summer Bridge 2023	# Staff	Rate	# Hours	# Days	Total Pay
Teachers - K	3	\$61.87	4	15	\$11,136.15
Teachers - 1	3	\$61.87	4	15	\$11,136.15
Teachers - 2	3	\$61.87	4	15	\$11,136.15
Teachers - 3	3	\$61.87	4	15	\$11,136.15
Teachers - 4	3	\$61.87	4	15	\$11,136.15
Ops Manager/Associate	1	\$46.94	4.5	15	\$3,168.55
Staff Aides - 2	5	\$25.74	4.5	15	\$8,687.95
					\$67,537.27

\$57,908.00

Summer Bridge 2024	# Staff	Rate	# Hours	# Days	Total Pay
Teachers - K	3	\$64.34	4	15	\$11,581.60
Teachers - 1	3	\$64.34	4	15	\$11,581.60
Teachers - 2	3	\$64.34	4	15	\$11,581.60
Teachers - 3	3	\$64.34	4	15	\$11,581.60
Teachers - 4	3	\$64.34	4	15	\$11,581.60
Teachers - 5	0	\$64.34	4	15	\$0.00
Ops Manager/Associate	1	\$48.82	4.5	15	\$3,295.29
Staff Aides - 2	5	\$26.77	4.5	15	\$9,035.47
					\$70,238.76

Student Support
Social Worker
Guidance Counselor
TOTALS

ELL Teachers
Add 1
Add 1
TOTALS

SPED Teac	hers
Add 4	
Add 2	
TOTALS	

RTI Teachers	
Add 2	
Add 1	
Add 2	
TOTALS	

SETTS
Add 2
Add 1
Add 2
TOTALS

## **Salary Computations Over 5 Years**

YEARS						
1	2	3	4	5		
\$65,000	\$67,600	\$70,304	\$73,116	\$76,041		
	\$50,000.00	\$52,000.00	\$54,080.00	\$56,243.20		
	\$50,000.00	\$52,000.00	\$54,080.00	\$56,243.20		
\$65,000	\$167,600	\$174,304	\$181,276	\$188,527		

	YEARS					
1	2	3	4	5		
\$390,000	\$405,600	\$421,824	\$438,697	\$456,245		
	\$260,000.00	\$270,400.00	\$281,216.00	\$292,464.64		
		\$390,000.00	\$405,600.00	\$421,824.00		
			\$260,000.00	\$270,400.00		
				\$260,000.00		
\$390,000	\$665,600	\$1,082,224	\$1,385,513	\$1,700,933		

YEARS					
1	2	3	4	5	
\$160,000	\$166,400	\$173,056	\$179,978	\$187,177	
	\$80,000.00	\$83,200.00	\$86,528.00	\$89,989.12	
		\$80,000.00	\$83,200.00	\$86,528.00	
			\$80,000.00	\$83,200.00	
				\$80,000.00	
\$160,000	\$246,400	\$336,256	\$349,706	\$363,694	

YEARS					
1	2	3	4	5	
\$120,000	\$124,800	\$129,792	\$134,984	\$140,383	
	\$120,000	\$124,800	\$129,792	\$134,984	
\$120,000	\$244,800	\$254,592	\$264,776	\$275,367	

YEARS						
1	2	3	4	5		
\$68,000	\$70,720	\$73,549	\$76,491	\$79,550		
	\$34,000	\$35,360.00	\$36,774.40	\$38,245.38		
		\$68,000	\$70,720	\$73,549		
\$68,000	\$104,720	\$176,909	\$183,985	\$191,345		

### YEARS

1	2	3	4	5
\$65,000	\$67,600	\$70,304	\$73,116	\$76,041
		\$70,000	\$72,800	\$75,712
\$65,000	\$67,600	\$140,304	\$145,916	\$151,753

	YEARS					
1	2	3	4	5		
\$65,000	\$67,600	\$70,304	\$73,116	\$76,041		
		\$67,000	\$69,680	\$72,467		
\$65,000	\$67,600	\$137,304	\$142,796	\$148,508		

	YEARS					
1	1 2 3		4	5		
\$130,000	\$135,200	\$140,608	\$146,232	\$152,082		
	\$65,000.00	\$67,600.00	\$70,304.00	\$73,116.16		
		\$65,000.00	\$67,600.00	\$70,304.00		
			\$65,000.00	\$67,600.00		
				\$65,000.00		
\$130,000	\$200,200	\$273,208	\$284,136	\$295,502		

	YEARS						
1	2	3	4	5			
\$130,000	\$135,200	\$140,608	\$146,232	\$152,082			
		\$65,000	\$67,600.00	\$70,304.00			
				\$65,000			
\$130,000	\$135,200	\$205,608	\$213,832	\$287,386			

YEARS						
1	2	3	4	5		
\$65,000	\$67,600	\$70,304	\$73,116	\$76,041		
		\$65,000	\$67,600.00	\$70,304.00		
				\$65,000		
\$65,000	\$67,600	\$135,304	\$140,716	\$211,345		

	Enro	Ilment by Se	ction - BCSA	A-2 - 2020 to	2024
Grade	2020	2021	2022	2023	2024
K	28	25	27	27	27
K	28	25	27	27	27
K	28	25	27	27	27
K	0	25	27	27	27
1	21	28	27	27	27
1	22	28	27	27	27
1	22	28	27	27	27
1	0	0	27	27	27
2		21	27	27	27
2		22	27	27	27
2		22	27	27	27
2		0	27	27	27
3			27	27	27
3			27	27	27
3			27	27	27
3			27	27	27
4				27	27
4				27	27
4		·		27	27
4		·		27	27
5					27
5					27
5					27
5					27
TOTALS	149	249	432	540	648

	Enrollment by Grade - BCSA-2 - 2020 to 2024					
	2020	2021	2022	2023	2024	
K	84	100	108	108	108	
1	65	84	108	108	108	
2	0	65	108	108	108	
3	0	0	108	108	108	
4	0	0	0	108	108	
5	0	0	0	0	108	
TOTAL	149	249	432	540	648	

## **Attachment 10: Evidence of Financial Support**

Not applicable.

# Attachment 11: Pre-Opening Plan

Action	Start & End Dates	Responsibility	
Officially request public space from NYCDOE	Immediately post authorization	ED	
File for 501(c)(3) & NYS Tax Exempt Status	90 days post- authorization	DOO	
Finalize Board of Trustees membership	May 2019- December 2019	ВОТ	
Apply for available public and private grants	Ongoing	ED	
Finalize Employee Benefits Package	August 2019- January 2020	ED, DOO	
Recruit and Hire Principal	August 2019- January 2020	ED, DOO	
Contract with CSBM	90 days post- authorization	DOO	
Adopt FPP, approve by BOT & submit to NYSED	May 2019- July 2019	BOT, DF, ED	
Establish all relevant financial systems, payroll, billing and other disbursements as per FPP	March 2020-July 2020	DF, DOO	
Establish bank checking account	90 days post- authorization	DOO	
Recruit and Hire Business Manager	August 2019- January 2020	ED, DF, DOO	
Update the Bronx Arts employee and family handbooks, to contain uniform policy, discipline policy, contact information, complaint policy, school calendar, and more	March 2020-July 2020	DOO	
Design/translate/post informational materials/update website.	March 2020-July 2020	DOO	
Recruit and hire other 1st year school faculty and staff, including Social Worker	March 2020-July 2020	ED, DOO	
Seek a nurse from DOH or hire a private nurse; engage security and custodial contractors if public space not an option	Pending NYCDOE space request	DOO	
Develop agenda, update pre-service PD.	March 2020-July 2020	ED, CAO, Principals, DCI	
Codify PD Plan for Year 1.	March 2020-July 2020	ED, CAO, Principals, DCI	
Update and finalize student registration form, emergency contact form, HLS, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Form.	March 2020-July 2020	DOO	
Secure invitations to transition fairs at Pre-K and HeadStart programs in CSD 12	February 2020- April 2020	DOO	
Register with NYC Charter School common application	February 2020	DOO	

Student/Family Outreach and Conduct Student Lottery, Generate Acceptance List and waitlist.	April 2020	DOO
Send acceptance packages to families, continue to recruit and make offers off waitlist as necessary.	April-June, 2020	DOO
Request/Secure Student records from previous schools (including all IEPs for SWD)	April-September, 2020	DOO
Order furniture and fixtures for school facility.	May- August, 2020	DOO
Arrange for phone and internet services and utilities.	July 2020	DOO
Further develop, refine and formally adopt, by BOT actions, Bronx Arts policies including Discipline, Personnel, Grievance, School Safety Plan, FERPA, FOIL, Open Meetings Law, etc. and distribute to relevant parties	February-March, 2020	ВОТ
Submit transportation request form to NYC Office of Pupil Transportation	February-April, 2020	DOO
Receive approval or denial for NYC DOE co-location space	TBD	ED, DF, DOO
If co-location space unavailable, review private space options	TBD	ED, DF, DOO, BOT
Issue RFP for outside food vendor	April, 2020	DOO
Determine food service arrangement, select vendor, draft and sign contract	May-June, 2020	DOO
Secure School Facility	TBD, no later than June, 2020	ED, DF, DOO, BOT
Negotiate, Review, Approve, and Sign Lease	No later than July, 2020	ED, DF, BOT
Renovate school facility, if necessary	No later than July, 2020	ED, DF, BOT
Secure D&O Insurance Policy	July, 2020	DOO
Pass final inspection and receive occupancy certificate	August, 2020	DOO
Arrange, advertise, and host summer events for enrolled families	July-August, 2020	ED, DOO
Send handbook to families	August- September, 2020	DOO
Work with families to complete Free and Reduced Lunch forms	August- September, 2020	DOO
Contract with student uniforms vendor	July-August, 2020	DOO
Execute Professional development/induction weeks for new teachers and staff	August, 2020	ED, CAO, Principals

#### **Attachment 12: Dissolution Plan**

If Bronx Arts 2 faces closure for any reason, either voluntarily, through non-renewal, or through revocation, the Board of Trustees will delegate to our Executive Director the responsibility of managing the dissolution process in accordance with Education Law §2851(2)(t) to ensure an orderly closure that supports successful transitions for all students and families. The process will include prompt notification to parents of children enrolled at Bronx Arts 2. Student enrollment information will be sent to NYCDOE, and we will transfer student records to NYCDOE. Pursuant to §220 of the Education Law, after satisfactory resolution of outstanding debts and liabilities, Bronx Arts 2's remaining unrestricted assets shall be transferred to another charter school within CSD 12. In accordance with NYSED requirements, Bronx Arts 2 has budgeted \$20,000 to be setaside each year of the charter term to be maintained in escrow, specifically for any dissolution of charter, for set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities. All aspects of the dissolution process will be handled in accordance with Education Law §2851(2)(t), 219, and 220, and the Closing Procedures specified by the State Education Department, as seen below.

#### **DISSOLUTION PLAN**

*Immediately (within 24 hours of Regents vote to close to the school):* 

- 1. Establish Transition Team to ensure the smooth transition of students and staff and to close down the school's business.
- 2. The Transition Team will include: An SED staff member, Board Chair, Executive Director, and the Director of Operations.
- 3. Our Executive Director will solicit the assistance of external partners to fulfill all responsibilities associated with dissolution.
- 4. The SED staff member and Executive Director will distribute a press release that includes: (1) history of the school (2) SED closure policies (3) reason(s) for school closure (4) outline of support for students, parents, and staff (5) contact information for the SED and school media liaison.

Within 48 hours of Regents vote to close the school:

- 1. Assign Transition Team action item responsibilities and set calendar for meetings and dates of completion for each closure action item. The Transition Team will develop a Student Transition Plan that focuses on enrolling students in a new, appropriate school, and will include clear deadlines for key activities and will not be considered complete until every student engaging in transitional services has been enrolled in a new school.
- 2. A School Closure Coordinator will be established so that families have access to a direct line of support that can provide guidance through the transition.
- 3. SED staff member and Executive Director will distribute an initial closure notification letter to faculty, staff, and parents that outlines the closure decision, the timeline for transition, and the help line and online information to address inquiries pertaining to records, enrollment, lottery procedures, names and locations of other charter schools.
- 4. The school will provide SED with evidence that the appropriate parties have been officially notified that its Summer Program will not occur as planned, and that the complete and proper financial management of the school is completed in a timely manner.

#### Within 72 hours of SED vote to close the school:

- 1. SED staff member and Executive Director will send a closure letter to state and local agencies, including the school district will include: (1) Notification materials distributed to parents and faculty/staff (2) SED decision materials, resolution to close school (3) Copy of any termination agreement(s) (if applicable), (4) copy local public-school districts.
- 2. Create talking points for parents, faculty, community, and press that clearly communicate plans for the orderly transition of students and staff. Once completed, distribute to Transition Team.
- 3. Secure student records by ensuring all records are organized, up to date, and maintained in a secure location.
- 4. Secure financial records by ensuring all records are organized, up to date, and maintained in a secure location. A copy of all financial records should be given to SED prior to closure. Those records include, but are not limited to: (1) original bank statements for no less than one year, (2) vendor invoices and statements, (3) records of payments to vendors, (4) Payroll documentation.

Within 1 week of Regents vote to close the school:

Transition Team will create a parent contact list and faculty contact list, and provide copies of both to SED. The Transition Team will also convene a parent closure meeting as well as a faculty/staff meeting.

Within 10 days of Regents vote to close the school:

Executive Director will send a parent/guardian closure transition letter that provides detailed guidance regarding the transition plan, including but not limited to: (1) date of last day of instruction, (2) notification of mandatory enrollment under New York State law, (3) contact and enrollment information of other schools, and (4) information on obtaining student records pursuant to the New York State Freedom of Information Law.

Within 3 weeks of Regents vote to close the school:

- 1. The Director of Operations will formulate a list of creditors, debtors and any amounts accrued and unpaid with respect to such creditor or debtor.
- 2. The Director of Operations will formulate a list of all contractors with contracts in effect and notify them of the school closure and cessation of operations.

Within 30 days of Regents vote to close the school:

- 1. The Board shall engage, by a vote of the Board, an independent auditor to conduct a final close-out audit of the school. Our Executive Director will take the necessary steps to maintain 501(c)(3) status with the IRS.
- 2. The Director of Operations will also perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached. This activity will be provided to SED.

Ongoing activities after Regents closure vote until end of classes as designated in resolution:

- 1. Continue Instruction: Our Executive Director will ensure instruction continues at the school.
- 2. Board Communication: Our Executive Director will provide advance copies of all meeting agendas, minutes, financials, and all other documents outlined in the SED Closing Procedures guide.

- 3. Establish Use of Reserve Funds.
- 4. Maintain Location and Communication: Throughout closing procedures, the school must remain in its current facility and maintain operational telephone service.
- 5. Maintain insurance.
- 6. Report of Financial Condition: The school will submit a current balance sheet, current income statement, grant reports, and month-to-month cash flow documents to SED.

#### Within 45 days of Regents vote to close the school:

- 1. The Executive Director and Director of Operations will establish an employee termination date and notify all employees, benefit providers, payroll processor, and vendors of pending termination. These activities will be provided to SED.
- 2. The Director of Operations will create a fixed asset list segregating New York State and federal dollars, note source codes for funds and price for each purchase, and establish a fair market value for all fixed assets. These materials will be provided to SED.
- 3. The Director of Operations will develop a plan for the disposition of all assets, property, and inventory, including assets purchased with federal funds.
- 4. The Board is required to petition the supreme court in the judicial district where the principal office of the corporation is located, directing the disposition of all property belonging to the school. This petition will be sent to SED and the New York State Attorney General at least 10 days prior to submission. The Director of Operations and SED staff member will ensure that the school prioritizes a payment strategy considering New York State and local requirements and will provide SED with a copy of all materials associated with this action.

#### One week after the last day of instruction:

- 1. Our Executive Director will ensure final report cards and student records are up to date and sent home to parents/guardians, and provided to SED.
- 2. The Executive Director will transfer all testing materials in accordance with New York State regulations regarding disposition of New York State Assessment materials.
- 3. The Director of Operations will file Federal form 269 or 269a if the school was receiving funds directly from the U.S. Department of Education.

Within 30 days of the last day of instruction:

- 1. The Director of Operations will review, prepare, and make available itemized financial documents.
- 2. The Executive Director will generate a list of all payroll reports including taxes and retirement or adjustments on employee contracts, as well as employment verification reports, and provide these to each employee, as well as to SED.
- 3. The Executive Director and Transition Team will, in accordance with New York State statute, transfer all student records, including special education records, to the students' new school, new school district, and New York City Department of Education.
- 4. The Board Chair and Executive Director will ensure that written documentation of the transfer of records accompanies the transfer of all student materials. These materials will be provided to SED.

Within 45 days of the last day of instruction:

The Executive Director will ensure that Federal Expenditure Reports and Annual Performance reports are completed and provided to SED.

Within 60 days of the last day of instruction:

The Director of Operations will ensure the final distribution of assets. The Executive Director will document the disposition and transfer of corporate records.

Within 120 days of the last day of instruction:

The Executive Director and Director of Operations will submit a final closeout audit, which documents disposition of all liabilities. A copy will be provided to SED.

#### Attachment 13: Multilingual Learners/English Language Learners Plan

1. Describe the proposed school's specific processes, methods, strategies and/or programs for identifying and serving Multilingual Learners (MLs)/ELLs.

Our programs comply with all regulations and laws related to MLs/ELLs, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard.<sup>1</sup> In alignment with our emphasis on inclusion, we ensure that no student will be discriminated against or denied equitable and authentic access to any of our services or programs because of the language s/he speaks at home.

To identify students who require English language acquisition support, Bronx Arts 2 staff will ask all incoming families to complete a Home Language Survey (HLS).<sup>2</sup> Families who identify a home language other than English and whose English proficiency has not been previously assessed (while enrolled elsewhere, for example), will be informally interviewed in their native language and in English. If the interview suggests limited English proficiency (LEP), we will administer the New York State Identification Test for English Language Learners (NYSITELL). If results confirm a student as an ELL, staff will determine where the student falls along the continuum of language development, and schedule regular language acquisition supports and track their progress towards fluency accordingly. In addition to formative and summative assessments in their classrooms, ELL students will take the New York State English as a Second Language Achievement Test (NYSESLAT) annually until they demonstrate proficiency in listening, speaking, and reading English; this test determines if they require further supports. Bronx Arts 2's ELL teacher will manage the student identification process, including the administration of the HLS, NYSITELL, and on an annual basis, the NYSESLAT, as well as maintaining open communication with parents to keep them updated on results from assessments and any new programmatic arrangements.

Our flagship school offers a highly-utilized ELL program that currently serves 18.5% of our student population and is staffed by a full-time ELL teacher. At Bronx Arts schools, language arts and content-area instruction are taught in English using research-based instructional strategies. These strategies include, but are not limited to:

paying attention to students' sociocultural context in designing learning activities, creating language-rich classroom environments with ample time for language practice and use, and using instructional supports to help scaffold language learning. In addition, identified MLL/ELL students receive 180 – 360 minutes of English language instruction each week, based on their NYSITELL screening and NYSELAT assessment results. Though Bronx Arts does not conflate the need for language support with the need for literacy remediation, our ELL students are also eligible for RtI for explicit content area tutoring. When Bronx Arts 2 students meet the criteria for exiting ELL status,³ such as scoring at the Commanding/Proficient level on the NYSESLAT exam, we will continue to provide our 'former ELL' students with instructional support services and testing accommodations on state exams for two years.

2. Provide a rationale for these approaches and explain how they align with the school's mission and education philosophy.

 $<sup>^{1}\</sup> https://www2.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html$ 

<sup>&</sup>lt;sup>2</sup> http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire

<sup>&</sup>lt;sup>3</sup> http://www.nysed.gov/bilingual-ed/former-english-language-learnermultilingual-learner-services

The Bronx Arts team shares the same goals for its MLL/ELL students as the NYSED Office for Bilingual Education & World Languages (OBEWL): "...to ensure that all NYS students, including ELLs/MLLs, attain the highest level of academic success and language proficiency." Bronx Arts schools also "...strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness." Our shared additive mindset recognizes students' home languages as instructional assets rather than deficits that need to be overcome. To help our ELL/MLL students translanguage<sup>6</sup> in order to leverage those assets to acquire academic and social language skills in standard English, we will intentionally engage parents as active participants, contributors, and cultural liaisons to the school community. To accomplish this, we provide written documentation in multiple languages, provide translation services at many of our schoolwide events and performances, and encourage families to share their linguistic and cultural contexts within our school community.

3. Provide any research or evidence that supports the appropriateness of the school's approach to serving special populations.

As seen below, analysis of NYS testing program achievement data demonstrate that only 5 percent of CSD 12 ELL students demonstrate grade level proficiency in ELA (below, right) and 7 percent in math (below, left). These statistics highlight the need for accelerated, comprehensive supports for language learners in our target neighborhoods.



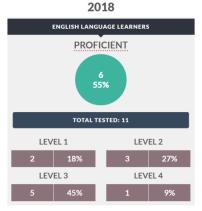
In contrast, our flagship school has produced much stronger results for ELL students, with 27 percent of our classified language learners achieving grade level proficiency in ELA (below, right) and 55 percent in math (below, left). Performance levels and number of students tested both increased over the 2017-18 school year.

<sup>6</sup> https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

<sup>&</sup>lt;sup>4</sup> http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf

<sup>3</sup> Ibid.





The Bronx Arts team credits our strong curriculum, purposeful approach to inclusion – which provides constant opportunities for language learners to practice and internalize their interpersonal and academic language skills - and our extended school year and instructional day with producing these strong results. The latter, in particular, allows for a significant increase in instructional time, so that ELL students receive additional hours of instruction to hasten their language acquisition. The National Center on Time and Learning finds that extended day school models, such as ours, have demonstrated positive effects on growth and achievement of ELLs.<sup>7</sup> The study highlights the following key strategies for supporting ELLs- each of which is embedded within the Bronx Arts model.

- Extended Literacy Blocks,
- Designated Academic Intervention,
- Continual Support, and
- Teacher collaboration, planning and professional development.<sup>8</sup>

The latter will occur regularly, as our teachers' daily and weekly schedules include a significant number of prep periods; over half of these periods will be used to collaborate and plan with different instructional teams such as ENL. This will ensure that classroom teacher practice and lesson materials align with best practices for language acquisition and students' progress is being monitored both inside and outside of the classroom. Bronx Arts is committed to maintaining these program elements, level of service, and student outcomes at our replication school.

4. Describe the staff members who will be responsible for meeting the needs of special populations and their responsibilities and qualifications.

At Bronx Arts schools, all teachers are teachers of ELLs/MLLs, regardless of title or formal assignment. Therefore, it is critical that all teachers be skilled in supporting ELLs as they acquire content knowledge and skills while progressing towards English proficiency. While we will hire experienced and highly-qualified ENL (English as a New Language) teacher(s) to ensure the growth and English proficiency of all students identified as in need of ENL supports, our leadership team will simultaneously prepare all classroom, arts, and special education teachers through robust professional development activities to be able to address the needs of ELL students. These professional development activities include workshops during all staff meetings, individualized

<sup>&</sup>lt;sup>7</sup> https://www.timeandlearning.org/sites/default/files/resources/ell\_report\_12.14.15.pdf

<sup>&</sup>lt;sup>8</sup> Ibid.

pedagogical coaching from experienced DCIs, and resources provided through our membership in the NYC Special Education Collaborative, which hosts monthly events on ENL topics.

5. Explain how services for MLLs/ELLs will be coordinated with general education instruction.

Staff will purposely coordinate lesson planning, instructional strategies, scheduling, and progress monitoring in order to maximize students' language acquisition. ELL teachers will push into reading and math blocks to provide instructional supports, and pull students out for small group sessions during instructional periods that do not cover core content areas as necessary, according to a staggered weekly schedule. This arrangement creates frequent, organic opportunities for collaboration and provides students with support across all content areas over the course of each week. The ELL teacher will also participate in classroom meetings at least biweekly, in order to enrich comprehension and maximize each MLL/ELL student's social emotional development. To coordinate progress monitoring and keep all staff up to date on students' current levels of English proficiency, the ELL teacher will monitor student progress weekly and share updates and outcomes with general education teachers during grade-level meetings and/or daily planning periods. This time will also be used for planning with classroom co-teachers, in order to design and deliver "...instruction that is culturally and linguistically appropriate." For example, teachers will collaborate to strengthen lesson planning by including language-specific objectives, and focus on key areas such as direct vocabulary instruction by including effective ENL strategies such repetition, the use of visual aids as anchors to reinforce verbal cues, and other language-focused scaffolds.

6. Describe any ancillary and support services the school expects to offer students and their families, such as counseling, family outreach, and/or relationships with community organizations or service agencies.

Bronx Arts recognizes the need to be flexible to meet the needs of an ever-changing population. Our school support personnel collaborate with immigrant and community-based organizations in order to support families of ELLs/MLLs, and connect them with additional services and supports. For example, Bronx Arts maintains a close relationship with Casita Maria, a South Bronx organization that has served Latino populations since 1934 through afterschool enrichment and recreational activities, as well as La Peninsula HeadStart, which provides a range of services and resources for families such as child health, nutrition, safety, and mental health.

7. Describe the process used to evaluate the effectiveness of the programs employed to support MLs/ELLs and how the school will ensure that it is meeting the needs of these students.

To evaluate the effectiveness of our ENL programs, the DCI, Principal, and staff disaggregate

student performance data to review ELL/MLL student progress on assessments on a regular basis and make curricular and/or instructional adjustments accordingly. Bronx Arts 2 will also stay in close contact with our MLL/ELL students' families to keep them informed of students' rate of progress, strengths, and weaknesses, enable them to make informed decisions, and also solicit their feedback, questions, and concerns about the programming we offer.

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### NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

## SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For Existing Charter Schools)

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board candidates for a seat on the board of trustees, please provide full and complete background information.

<u>Note:</u> Additionally, proposed candidates are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the charter school.

CONTACT INFORMATION
Member Name: Noni Thomas Lope2
Charter School Name: Bronx Charter School for the Arts
E-Mail Address
Home Telephor
Home Address:
Business Telep
Business Addre

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

#### **Background Information**

1.	Please	provide	your	educational	and	employment	history.	You	may	do	SO	by
	attachin	ng a résul	mé.									

Résumé Attached

	Transcript or Supporting Documentation Attached
3.	Please provide <u>THREE</u> letters of reference (from Individuals not associated with Applicant Group).
	Letters Attached.
	List the Names and Contact Information for each individual providing a reference:  ———————————————————————————————————
4.	Please indicate how you became aware of the opportunity to join the Board of Trustees. Current trustee, Eric Osorio, approached me about the opportunity.
5.	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.
6.	Please affirm that you have read and understand the charter agreement, charter application, by-laws, and all policies.
	☑ I affirm.
	Background Information
7.	Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.
	☑ affirm.
8.	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

2. Please provide Transcript from your highest degree granting Institution.

	surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
9.	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 yes, please provide an explanation.
10	. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):  Member, Program Committee
11	Please explain why you wish to serve on the board. T believe in a strong partnership between public and independent schools. Please indicate whether you have previously served or are currently serving on a public and of a school district, a non-public school or any not-for-profit corporation (to the life extent not otherwise indicated in your response to Item 1, above). In addition, we please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.
	☐ This does not apply to me. Yes. (Include description here):  I served on the Board of Trustees of the Caedman School, an independent school in New York City from 2011-2013.
13	Please provide a personal statement regarding the experience and skills that you bring to the table.
14	Please provide a personal statement regarding your role, responsibilities, and commitment.
15	Please provide any other information that you feel is pertinent to the Department's review of your background.
1	Voni Thomas Lopez Vaij Signature Signature
O(	6 04 2015

### **Conflict of Interest**

16	board members.
17	If your answer is yes, please indicate the precise nature of your relationship here:  My space and I have personal friendship with current board member Enc Osono.  Please indicate whether you, your spouse, or other family member knows any person who is a charter school employee.
18	If yes, please indicate the precise nature of your relationship here:  My Spasse's Sister-in-law is the principal of International 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, 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:
19.	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.
	<ul> <li>☐ Yes.</li> <li>Not applicable because the School does not contract with a management company or charter management organization.</li> <li>☐ I / we do not know any such persons.</li> </ul>
20.	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.
	<ul> <li>Yes.</li> <li>Not applicable because the School does not contract with a management company or charter management organization.</li> <li>☐ I / we have no such interest.</li> </ul>

21.	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 will be conducted.
	<ul> <li>☐ Yes.</li> <li>☑ Not applicable because the School does not contract with a management company or charter management organization.</li> <li>☐ I / we do not anticipate conducting any such business.</li> </ul>
22.	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
	▼ None □ res
	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 follow the procedures Let five in aw governance by-laws.
( (	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 the previous items 16-23, you may so indicate.
	This does not apply to me, my spouse or other family members.     ☐ Yes.
	Educational Philosophy
	Please explain your understanding of the charter school's mission and/or ohilosophy. See attached document
26. I	Please explain your understanding of the educational program of the charter school.  See attacked document
	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

5

See attached document

charter school will need to take to ensure that this charter school is and remains

successful.

#### STATEMENT OF ASSURANCE

Noni Thomas Lopez (name o coposed board member) state that I am the applicant for board member approval and
roposed board member) state that I am the applicant for board member approval and
ave read the questionnaire and any supporting documents and know the contents
ereof; that the same is true to my knowledge except as to the matters therein stated to
e alleged upon information and belief, and as to those matters I believe it to be truend further acknowledge that I am aware of the fact that, pursuant to Penal Law 175.30, a person who knowingly offers a false instrument for filing to a public official oublic servant is guilty of Offering a False Instrument for Filing in the 2 <sup>nd</sup> Degree, a Class
Misdemeanor.
Naci Shanas Soper 06/15/15
Signature / ( Date /

#### Supplemental Materials for School Trustee Information Sheet

#### **Question 13**

Please provide a personal statement regarding the experience and skills you bring to the table.

As the Assistant Head of School for Teaching and Learning for the Ethical Culture Fieldston School, I am charged with guiding and overseeing curricular and instructional initiatives for four divisions, PreK-12, supporting 1700 students and 350 faculty and staff. I have a deep passion for and interest in supporting teachers in developing innovative curricular and instructional approaches while fostering a professional environment that encourages mindfulness and reflective practice.

This year, I am completing doctoral studies at the University of Pennsylvania and have had the fortunate opportunity to be able to use my current school as my research laboratory. I have examined the impact of transition on our senior leadership team and conducted a qualitative study of how our teachers perceive the success of girls of color as they move through each division of the school. I am excited to continue this research for my dissertation and contribute to the scholarship in the field. I have explored curriculum development in the humanities, science, math, and technology as well as engaged in coursework in the social foundations of education, organizational leadership, and educational policy and reform.

As Head of Middle School for seven years at two different schools, I worked to create an educational program that effectively met the needs of early adolescents, and I have a deep understanding of the academic and social-emotional experience of children before they enter, during, and after they leave the middle school. I have served as a trustee at an N-5 independent school, an academic dean for a Pre-K-12 school, and a department head for grades 5-12. I am attentive to the differentiation in philosophy and approach that needs to occur in a K-12 school, and I believe my experience working with students and faculty across the elementary, middle, and high school years in both progressive and traditional educational contexts will serve me well as a trustee of Bronx Charter School for the Arts

Throughout my years as an educator, I have demonstrated a deep commitment to issues of diversity, equity, and social justice. I believe the goal of creating an inclusive community is best accomplished through fostering work on the personal, interpersonal, and institutional levels. I have always seen this work as an integral part of being an educator. I am excited about the possibility of working in partnership with students, faculty, parents, the leadership team, and my fellow trustees at Bronx Charter School for the Arts to develop a rigorous and adventurous educational program that reflects the values and mission of this special school.

#### Question 14

Please provide a personal statement regarding your role, responsibilities, and commitment.

#### **Not-So-Random Acts of Citizenship**

(A Statement of Educational Philosophy and Practice by Noni S. Thomas)

John Dewey writes that education "represents not only the development of children and youth, but also the future of the society of which they will be the constituents." The primary purpose of educational leadership is to help young people discover who they are and determine how they will use this understanding to contribute positively to the world. Great schools build on children's unique gifts and provide the knowledge, skills, and dispositions necessary for them to be active participants in their communities: active intellectually, active physically, active politically, active socially, active morally. As an educational leader, my role is to cultivate the community in which this important work can occur, striking a delicate balance between honoring and preserving the school's culture and its most essential traditions while, at the same time, inviting the community into conversation that will push its thinking in bold and innovative ways.

A transformative leader encourages everyone in the school community to thoughtfully grapple with conflicting ideals, engage in meaningful debate, and carefully listen to the needs of the children we serve. Schools must model the messy process of learning for our students. In doing so, we will effectively co-create the just and democratic world we wish for them to inhabit. Schools are the heart of democracy. While families bear much of the responsibility for teaching children how to be contributing members of society, schools are the primary social institution charged with this endeavor. Parents not only expect schools to provide their children with a body of knowledge and set of skills, but they also expect the school to partner with them in creating decent people. If the purpose of education is to teach children to care about themselves, each other, the environment, and the world, schools need to be explicit and intentional in their instruction while inviting students into the process of constructing knowledge and meaning. Schools bear the responsibility of developing a learning environment that fosters democratic citizenship and graduates young people who will work to insure the rights and inherent dignity of each human being are respected and maintained.

My work in education has been the primary way in which I choose to serve my community and the world. My day-to-day practice is dedicated to cultivating relationships with students and partnering with faculty and parents to create an educational environment that inspires young people to be their best and most powerful selves. The academic program is the primary vehicle through which this lofty goal is realized. A curriculum for the twenty-first century prepares children to creatively solve problems and critically read the world. It develops their literacies in math, science, and technology and prepares them for the challenges and opportunities of global citizenship. This curriculum engenders a love of words and language and provides a multitude of opportunities for boys and girls to express themselves and discover their passions. Could there be anything more rewarding than helping a young woman find her voice? Or a young man discover his passion?

The problems of the world seem so vast, so insurmountable, that it is easy to become resigned and cynical. What I have learned through my work leading schools is that making

a positive impact on a child's life and sending a confident, curious, compassionate being out into the world is not a little thing. It may be the most effective and most important act of citizenship there is.

#### Question 15

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

I live and work in the Bronx, and my husband was born and raised in the Bronx. I see my membership on the Board of Trustees of Bronx Charter School for the Arts as an act of service to the borough that I love and call my home.

#### Question 25

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

Bronx Charter School for the Arts is a community-based public elementary school that is founded on the principle that a vibrant education in the arts is essential to a child's academic success.

#### Our Mission Statement:

Bronx Charter School for the Arts is a public elementary school founded on the principle that a rich and vibrant background in the arts is a key component of achieving academic excellence. We strive to serve as a model that encourages creativity and innovation in the classroom and inspires students to develop the intellectual and personal fortitude to realize their dreams.

#### **Question 26**

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

Our educational program is summarized well on our website and provides me with a clear understanding of the pedagogical and instructional approach of Bronx Charter School for the Arts:

#### **Excellence in Instruction**

Bronx Arts is committed to utilizing only the most effective instructional techniques and methodologies in our classrooms. One key element to ensuring excellent instruction is a rich and rigorous curriculum. Our curriculum progressively increases mastery of skills and concepts in literacy, science, mathematics, and the humanities.

We strongly believe that all students deserve the opportunity to demonstrate excellence and that all children can and will succeed when given the optimal support and guidance. Our Inclusion Program provides students with special needs the opportunity to be educated in a general education environment with supplemental support, and our commitment to meeting the instructional needs of all students is further supported by small class size and a school day that is thirty minutes longer than most other schools.

#### **Arts Education Approach**

At Bronx Arts, music echoes in the halls, student art covers the walls, and performances of theater and dance take place in front of applauding families and community members. Through skills-based instruction as well as arts integration in the classrooms, students have the opportunity to explore art-making and to use art as a language to express their thoughts and ideas. Through these experiences, our students achieve:

- High levels of critical, analytical, and creative thinking skills
- Deep content knowledge in all subject areas
- Excellent communication and self-expression skills, and
- A strong sense of possibility and aspiration for achievement

#### **Question 27**

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.

Successful charter schools have a compelling mission, a commitment to innovation, a strong partnership with parents and the community, and a strong governance structure and financial plan. Our board will need to work collaboratively with each other and with our Executive Director to uphold the mission of the school, and we will need to think strategically on ways to grow and diversify our funding streams.

# Noni Thomas López

#### **EDUCATION**

**University of Pennsylvania**, Philadelphia, PA Ed.D, Educational Leadership

Expected 2016

Klingenstein Center, Teachers College, Columbia University, New York, NY MA, Education Leadership, with a concentration in Private School Leadership

2005-2006

• Awarded Joseph Klingenstein Fellowship

University of North Carolina at Chapel Hill, Chapel Hill, NC BA, English

1990-1995

Greensboro Day School, Greensboro, NC

Graduated 1990

#### EDUCATIONAL LEADERSHIP EXPERIENCE

Ethical Culture Fieldston School, Bronx and New York, NY Assistant Head of School for Teaching and Learning (2014-present)

- Facilitate and implement strategic academic initiatives in collaboration with the Principals, Director of Academic Technology and Director of Progressive and Multicultural Education.
- Design, implement, and administer academic programs and services, Pre-K-12, that are consistent with the school's values, mission, and philosophy.
- Supervise the work of the Director of Athletics, the World Languages Coordinator, and the Green Dean.
- Team with the Fieldston Middle and Fieldston Upper Principals on shared academic and administrative areas, as well as interdisciplinary programs.
- Collaborate with the Director of Progressive and Multicultural Education to oversee professional development programs, including designing and coordinating all-school in-service days.
- Work with middle school and upper school department chairs to facilitate collaboration and ensure curricular and instructional alignment.
- Oversee processes for evaluations of probationary and continuing contract faculty.
- In collaboration with the Director of Human Resources and school counsel, address employment and disciplinary matters that rise to the attention of the Head of School.
- Co-chair three project committees for library renovation, student commons renovation, and construction of interdisciplinary building.
- Conduct and/or coordinate institutional research on learning and effectiveness.
- Ensure consistency in policies across two campuses and four divisions, including oversight of the faculty handbook.
- Chair searches for Upper School Principal, Director of Counseling, and Learning Center Department Chair.
- Travel to job fairs to recruit teaching candidates.
- Represent the Office of the Head of School when needed and serve as the acting Head of School
  in Head's absence.
- Manage projects and perform other duties as assigned by the Head of School.

### The Nightingale-Bamford School, New York, NY Head of Middle School (2009-present)

- Responsible for day-to-day operation of the middle school and for overseeing the academic and social-emotional development of girls in Classes V-VIII. Direct reports: Middle School Dean of Students, Middle School Homeroom Teachers, and the Middle School Diversity Coordinator.
- Developed and articulated middle school programs, expectations, and behavioral guidelines and assured their alignment with the school's mission and vision as well as the developmental needs of early adolescents.

- Served as a consultant to teachers on student issues and matters of classroom management, teaching methods, parent communication, and general school procedures.
- Worked with the Associate Head of School and Department Heads to observe, supervise, and
  evaluate the development and implementation of curriculum, supervise the teaching process, and
  review the academic program.
- Led divisional faculty meetings, concentrating on pedagogy, curriculum development, and instructional approach in the middle school.
- Maintained regular communication with parents regarding all middle school matters.
- Oversaw the student assessment and reporting process.
- Maintained discipline and monitored student adherence to community agreements.
- Made recommendations to the Associate Head and Head of School regarding the hiring and retention of faculty:
- Was a visible presence in the middle school, including leading assemblies, representing the middle school at admissions open houses, parent coffees, school tours, and in school publications.
- Oversaw the scheduling process, including student placement and faculty assignments.
- Assisted in the admissions process, interviewing and evaluating applicants for enrollment.
- Maintained the middle school budget.
- Taught one section of Class VII English and served as a middle school homeroom teacher and advisor.
- Served on the Steering Committee facilitating the school's self-evaluation for the New York State Association of Independent Schools (NYSAIS).
- Chaired iPad Task Force and served as iPad Coordinator for the English Department. Served as member of the Tech Advisory Committee.
- Co-founded WISE (Wellness Initiatives and Social-Emotional) Education: partnered with the Director of Counseling to design and implement middle school advisory program.
- Re-vamped and strengthened student government and the clubs program in the middle school.

### The Calhoun School, New York, NY Middle School Director (2007-2009)

- Responsible for directing all activities of the middle school (co-ed; grades 5-8) and for fostering a developmentally appropriate educational program for early adolescents.
- Observed, supervised, and evaluated the middle school faculty and reviewed the academic and cocurricular program.
- Maintained discipline and monitored student adherence to community agreements.
- Oversaw the student assessment and reporting process.
- Directed the middle school hiring process.
- Oversaw the scheduling for the middle school.
- Interviewed all student candidates for admission to the middle school and worked with the Director of Admissions to evaluate applicants for enrollment.
- Led weekly faculty meetings.

### Little Red School House and Elisabeth Irwin High School, New York, NY Academic Cabinet Chair (2006-2007)

- Led the work of department chairs (grades 5-12) in on-going review of the educational program in relation to the progressive mission, philosophy and objectives of the school.
  - Coordinated ongoing review of school-wide curriculum, standards, and classroom practice.
  - Worked with the Head of School to review institutional departmental structure.
  - Made professional materials available and organized workshops for department chairs.
  - Chaired academic cabinet meetings.

#### English Department Chair (2002-2005)

- Led English department in development and coordination of curriculum across grades 5-12.
  - Led efforts to articulate the department's curriculum, standards, and general approaches to instruction and assessment.
  - Worked with teachers to translate progressive theory into classroom practice, including leading middle school humanities department meetings to develop the language arts and social studies curriculum for grades 5-8.
  - Made professional materials available and organized workshops and other in-service opportunities.

#### Middle School Dean of Students (2001-2005)

- Worked closely with the Middle School Principal to enhance and coordinate non-academic student activities.
  - Planned and coordinated assemblies, special events, and community service projects.
  - Created a student activity period.
  - Served as member of middle school administrative team.
  - Served as advisor to the Student Association.
  - Acted as Principal in Middle School Principal's absence.

### Collegiate School Teaching Institute, New York, NY Core Faculty (Summers 2004, 2005, 2009, 2011)

- Led and/or coordinated training workshops for prospective teachers of color with emphasis on lesson planning, classroom management, teaching and learning styles, diversity, independent school culture, and the job search.
- Advised and wrote evaluations of teachers within the humanities disciplines.

#### GO Project, New York, NY

GO Project is a non-profit academic assistance program serving Lower Manhattan public school students in Grades 1-5 in need of reading, writing, and math remediation.

#### Member, Middle School Task Force (2007-2009)

• Worked with other middle school educators from New York City public and independent schools to develop structure and curriculum for proposed middle school program.

#### Volunteer Manager (Summer 2008)

• Supervised and evaluated middle and high school volunteers for GO Summer.

#### Site Manager (2004-2005; 2006-2007)

- Responsible for the day-to-day operation of GO School and GO Summer.
  - Recruited, interviewed, hired, and supervised summer faculty.
  - Planned and organized orientations for summer and school-year programs.
  - Assisted with application review process for GO Summer students.
  - Supervised tutors and coordinated student educational materials for GO School.
  - Led faculty and tutor planning meetings.

### Breakthrough Collaborative (formerly known as Wake Summerbridge), Raleigh, NC Core Faculty and Mentor Program Coordinator (1996-1998)

- Trained high school and college students in summer program to become Breakthrough teachers for middle school students from local public school system.
- Coordinated mentorship program matching high school and college students with Breakthrough students during the school year. Responsibilities included creating training and resource materials, facilitating trainings for mentors, communicating with families, and advising mentors.

#### **TEACHING EXPERIENCE**

# Little Red School House and Elisabeth Irwin High School, New York, NY Eighth Grade Core Teacher (2006-2007) Seventh Grade Core Teacher (1999-2005)

- Taught students to develop communication and critical thinking skills through an interdisciplinary study of language arts and social studies.
- Acted as a homeroom advisor.
- Served as a member of the Diversity Task Force and the Academic, Admissions, Divisional/Joint Advisory, and Human Resources Committees.
- Served as an advisor to Students of Color Group.
- Coached middle school volleyball, softball, and intramural basketball teams.

### Prep for Prep, New York English Teacher (1999-2000)

- Taught literature and writing during school year and summer programs.
- Conducted interviews of program applicants.

#### Ravenscroft School, Raleigh, NC

#### Eighth Grade Language Arts Teacher (1996-1998)

- Taught students to develop communication and critical thinking skills through an integrated study of language, writing and literature.
- Acted as a homeroom advisor.
- Served as a member of the Diversity Committee.

#### Greensboro Day School, Greensboro, NC

#### Fifth Grade Assistant Teacher (1995-1996)

 Worked with two master teachers to develop instructional, lesson planning, and classroom management skills.

#### Bennett College Internship Coordinator (1995-1996)

• Coordinated internship program placing college students at GDS for the purposes of encouraging education majors of color to consider teaching in an independent school.

#### RELATED EMPLOYMENT AND COMMUNITY INVOLVEMENT

### Carney, Sandoe, & Associates Diversity Forum, Philadelphia, PA Honorary Faculty (January 2015)

• Selected as one of twenty-one independent school leaders invited by CS&A to facilitate professional development discussions and seminars at their inaugural diversity forum.

#### Bronx Charter School for the Arts, Bronx, NY

#### Trustee (December 2014 - present)

- Member of board of community-based charter school in the South Bronx serving 300 students in grades K-5.
- Co-chair of Program Committee.

#### Interschool Leadership Institute, New York, NY

The Interschool Leadership Institute (ILI) is a program designed to support the next generation of leaders of color in New York City independent schools. The purpose of ILI is for participants to engage in dialogue with each other and experts in fields of education, psychology, and organizational leadership to better understand themselves and their relationships to others in the workplace.

#### Founder and Director (June 2013 - present)

- Design the curriculum and schedule for the five-day institute.
- Facilitate workshops on leadership and emotional intelligence, mentorship and sponsorship, and gender and leadership.
- Recruit, hire, and train core faculty. Secure workshop presenters, including Dr. Howard Stevenson from the University of Pennsylvania and Dr. Pearl Rock Kane from Teachers College.
- In partnership with Interschool, market the program, coordinate location logistics, recruit applicants, review applications, and select participants.
- Advise four participants.

### Dancing Classrooms Contemporaries Network, New York, NY Co-Chair (November 2013 - present)

• Lead founding committee charged with developing a fundraising base of young professionals for Dancing Classrooms New York City, a social development program for 5th and 8th grade public school students that utilizes ballroom dancing as a vehicle to cultivate respect, teamwork, confidence, and self-esteem. Annual fundraising goal = \$30,000.

### New York State Association of Independent Schools Diversity Committee, New York, NY Member (September 2011-present)

Work with New York independent school educators to develop workshops, conferences, and
resource materials for teachers and administrators who seek assistance in furthering their
schools' diversity initiatives.

### The Collegiate School, New York, NY Consultant (March 2014)

Invited by Collegiate to work on three-person expert team to review their English curriculum, K-12, and provide recommendations for its future design and implementation.

### Kingswood Oxford Leadership Institute, West Hartford, CT Core Faculty (June 2012)

Advised participants and co-led workshop entitled "Difficult Conversations" for institute
designed to help educators of color explore, prepare for, and position themselves for passageways
into leadership roles within independent schools

### Hunter College High School, New York, NY Consultant (June 2012 and March 2011)

- Led retreat for the leadership team on team-building and group dynamics and how to develop a framework for diversity strategic planning at HCHS.
- Co-facilitated a diversity workshop for parents on how to engage the school on the personal, interpersonal, and institutional levels to effect positive change in the HCHS community.

### The Caedmon School, New York, NY Trustee (October 2010-June 2013)

- Member of board of Montessori-based, Nursery-5th grade independent school,
- Served on Development, Diversity, and Trustee Affairs Committees.

#### Interschool Faculty Diversity Search Advisory Board Member (October 2010-June 2010)

• Served on board responsible for developing strategies for recruiting, placing, and retaining faculty of color in New York City independent schools.

#### **PRESENTATIONS**

"Making the Leap: Transitioning from Teaching to Administration"  Invited Panelist, Carney, Sandoe & Associates Diversity Forum	January 2015
"All Eyes on Me: How Senior Administrators Balance Their Commitment to Diversity and Equity Work with the Professional Responsibilities of Their Roles."  Panel Moderator, NYSAIS Diversity Conference	April 2015
"Advancing Your Career: Reflections on Leadership"  NAIS People of Color Conference	December 2011
"Empowering All Parents in the Diversity Conversation"  Hunter College High School	March 2011
"The Culturally Competent Educator"  NAIS People of Color Conference	November 2006
"Best Practices of School Heads: What Makes an Outstanding School Head?"  Presented with Dr. Pearl Rock Kane at NAIS National Conference	March 2006
"Stereotype Threat and Student Performance" <u>Little Red School House and Elisabeth Irwin High School</u>	January 2006
"The Collegiate School Teaching Institute: A Nine-Year Study" <u>Invited Panelist, NAIS People of Color Conference</u>	December 2003
"Colors of Excellence: Hiring and Keeping Teachers of Color in Independent Schools"	January 2003

#### PROFESSIONAL DEVELOPMENT

"How to Raise Optimistic Children in a Challenging World"

Little Red School House and Elisabeth Irwin High School

Heads Network: Women's Leadership Seminar Harvard Graduate School of Education, Principals' Center: "Improving Schools: The Art of Leadership" ISM Summer Institute: "Leading Today's Changing Middle School" NAIS National Conference (3 years)

September 2002

Altman Foundation and Little Red School House and Elisabeth Irwin High School

NAIS People of Color Conference (13 years)

NAIS People of Color Conference Leadership Seminar

NAIS Summer Leadership Institute

NYSAIS Conference for Assistant and Division Heads (5 years)

NYSAIS Workshop for New Division Heads

NYSAIS Diversity Conference (8 years)

NYSAIS Accreditation Committee (asked to serve on 4 committees, most recently as Assistant Chair)

NYSAIS Librarians and Tech Integrators Workshop

Summercore Technology Institute

EdTech Teacher iPad Summit

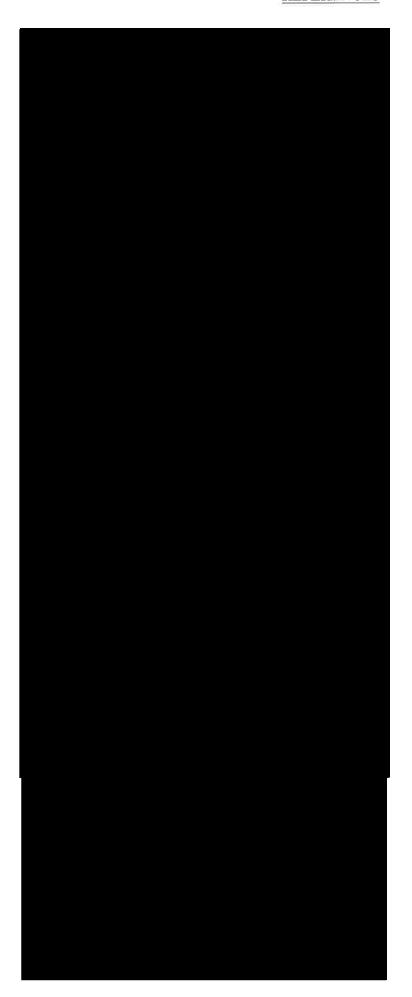
#### **AFFILIATIONS**

Member, Association of Supervision and Curriculum Development

Member, Kappa Delta Pi, Honor society in education

Member, Phi Delta Kappa, Professional association for educators

#### **REFERENCES**





### TEACHERS COLLEGE, COLUMBIA UNIVERSITY 525 W. 120<sup>th</sup> St., New York, NY 10027

#### OFFICE OF THE REGISTRAR

#### TRANSCRIPT DEFINITIONS

This electronic transcript only covers coursework taken from Summer 1989 to the present. Students/graduates who attended Teachers College prior to Summer 1989 may only obtain hard copy transcripts of their coursework. Electronic transcripts are only official for the listed recipient; the Registrar's Office cannot verify the authenticity of an electronic transcript forwarded by the student or a third party.

BY AGREEMENT, Teachers College degrees are conferred by Columbia University. Degrees are conferred in October, February, and May. Furthermore, by affiliation with Columbia University, students are permitted to enroll in courses offered by the University. By agreement with Union Theological Seminary and the Jewish Theological Seminary of America, students are permitted to enroll in courses offered by those institutions. The College is authorized by the New York State Education Department to offer programs leading toward the B.S., M.A., M.S., Ed.M., and Ed.D. degrees. In accordance with an Agreement between Columbia University's Graduate School of Arts and Sciences, Teachers College offers the Ph.D. degree in Psychology and in Education.

TEACHERS COLLEGE IS ACCREDITED BY: New York State, Middle States Association of Colleges and Schools, American Psychological Association (Counseling, Clinical, School), American Board of Examiners in Speech Pathology and Audiology of the American Speech and Hearing Association, National Council for Accreditation of Teacher Education (NCATE).

CREDIT: A point (equivalent to a semester hour) is the unit of credit. It denotes attendance for a 15-week or equivalent period of time consisting of one hour weekly in lectures or two hours for practical work (i.e., fieldwork, laboratory, etc.).

GRADES (effective September 1984): A+, Rare performance, highly exceptional; A, Excellent, outstanding; A-, Excellent work but not quite outstanding; B+, Very good, solid achievement expected of most graduate students; B, good, acceptable achievement; B-, Acceptable achievement, but below what is generally expected of graduate students; C+, Fair achievement, above minimally accepted level; C, Fair achievement, but only minimally acceptable; C-, Very low performance. No more than three points of C- may be credited toward any degree or diploma; students completing requirements for more than one degree may count three points of C- toward only one degree. A student who accumulates eight points or more of C- or lower grades is not permitted to continue study at the College. F, Failure (may not be repeated unless a required course; previous grade remains on transcript); P, Passed; DP, Doctoral Pass; WD, withdrawn; YC (Year course) indicating first half, upon completion of second half a grade is recorded validating both terms of registration; R, Attendance credit; IN, Incomplete, may be completed within one year of term, otherwise remains as permanent incomplete; \*, Grade not reported.

GRADE POINT AVERAGE AND CLASS RANK: Teachers College does not calculate a grade point average, rank its students, or award honors at graduation.

#### UNLESS OTHERWISE NOTED ON TRANSCRIPT, A STUDENT/GRADUATE IS CONSIDERED TO BE IN GOOD STANDING.

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COURSE NUMBERING: Effective Autumn 1998, the first three letters of a course prefix identify Department; all four letters together indicate subject area. First Arabic numeral indicates course credit level. Prior to Autumn 1998, Teachers College used course prefixes. A list of former prefixes is available upon request. Note that Teachers College affiliates, including Columbia University, Barnard College, Union Theological Seminary, and Jewish Theological Seminary, as well as member schools of the Interuniversity Doctoral Consortium, do not follow this numbering convention:

#### Department Codes:

A&H Arts & Humanities EDP Education Policy & Social Analysis ITS International & Transcultural Studies
BBS Biobehavioral Sciences HBS Health & Behavior Studies MST Mathematics, Science, & Technology
CCP Counseling & Clinical Psychology HUD Human Development ORL Organization & Leadership

C&T Curriculum & Teaching IND Interdepartmental

Course Credit Level:

4 initial graduate 6 advanced graduate 8 doctoral dissertation advisement

5 intermediate graduate 7 doctoral dissertation seminar 9 post-doctoral study

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June 1, 2015

Bronx Charter School for the Arts 950 Longfellow Avenue Bronx, New York 10474

To Whom It May Concern:

It is my privilege to write in support of Noni Thomas Lopez's nomination (candidacy) to the board of the Bronx Charter School for the Arts.

I first met Noni three years ago when she was served on a New York State Association of Independent Schools visiting team sent to re-accredit our school, Ethical Culture Fieldston School. It truly was my fortune when she agreed to be our Assistant Head of School for Teaching and Learning, last year, as I come to rely on Noni for her support, wise counsel, and intelligence as we work to better our institution.

Noni's background and experiences as an educator and administrator have prepared her well to undertake the responsibility of serving on your board. Her broad experiences have provided her with the ability to develop academic programs aligned with a school's mission and vision and the developmental needs of early adolescents. In only a short year, Noni has become a highly respected and valued member of our school community due in no small part to her exceptional interpersonal skills as a collaborative and relational leader.

I enthusiastically endorse Noni's appointment to the Bronx Charter School for the Arts. Her efforts on behalf of students reflect an ongoing commitment to educational excellence and service to the greater community.

Sincerely,

Damian J. Fernandez, Ph.D. Head of School



#### Little Red School House & Elisabeth Irwin High School

#### Recommendation for Noni Thomas Lopez

I have known Noni Thomas Lopez for many years, as a matter of fact I think that LREI may well have hired Noni for her first job in New York City. During her time working at LREI (Little Red School House and Elisabeth Irwin High School), Noni was a middle school humanities teacher, assistant principal of the middle school, department chair, coach and held a variety of other positions, both academic and administrative. Since then, as you know from her resume, she has had any number of significant administrative positions in addition to being actively involved in professional organizations and efforts outside of her current work at ECFS.

There are any number of reasons why Noni is as successful as she is and is admired by her colleagues as she has been in each position that she has held. She is incredibly intelligent. What she does not know, she figures out and does so quickly. She integrates new experiences, and what she learns from them, into her daily work at a rapid pace. She is gracious and warm, kind and caring and just a terrific person with whom to work. Wise beyond her years, she will make a fantastic board member, adding a great deal to all conversations of which she is a part.

Do not hesitate to contact me if you need additional information.

Sincerely,

Philip Kassen

all kame



#### Interschool

Brearley Browning Chapin Collegiate Dalton Nightingale-Bamford Spence Trinity

Cathy Cramer, Executive Director

June 4, 2015

To Whom It May Concern:

I am delighted to write a recommendation for Noni Thomas Lopez to be a member of your Board of Trustees. I have working with Noni for the past seven years and cannot say enough great things about her.

Noni is a highly regarded professional in the independent school world, having successfully held senior administrative positions at three different schools. In addition to juggling heavy administrative responsibilities, Noni got her PhD recently from the University of Pennsylvania and has obtained other leadership certifications. For the past three years, Noni has directed the Interschool Leadership Institute, a program for faculty of color that is run out of my office. This June, she will oversee four faculty and 20 students in a week-long Institute looking at ways to enhance the professional experiences of the teachers and to help them find increased satisfaction with their career direction and choices. It is a wonderful program, largely due to Noni's leadership.

I sit on several non-profit Boards and know how important they are to the organization. Noni will be an excellent Board member and brings so much to the table.

Please do not hesitate to contact me with any questions.

Sincerely,

Cathy Cramer

**Executive Director** 

# NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

# ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

### CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Arlene Bascom

Proposed Charter School Name: Bronx Charter School for the Arts



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

### Background Information – All Applicant Group Members

1.	Please provide your educational and employment history. You may do so by attaching a résumé. <b>Note:</b> Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.
	Résumé Attached
	<ul> <li>Copy of Diploma, Transcript or Supporting Documentation Attached</li> <li>If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.</li> </ul>
2.	Please indicate how you became aware of the opportunity to join the applicant group. I currently serve on the board of the existing charter school and would like to be a part of the growth of the organization.
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

#### Statement of Intent—All Applicant Group Members

- 5. Please provide a personal statement regarding the experience and skills that you bring to the table. I have over 25 years of financial and leadership skills which I would like to share in the growth and development of the organization for the betterment of underserved communities.
- 6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
- 7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Arlene Bascom	$\sim$	
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### Background Information—Proposed Board of Trustees Only

8.	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.
9.	Please indicate whether 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).
10	.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 yes, please provide an explanation.
11	. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Finance Committee, Development Committee
12	Please explain why you wish to serve on the board. I have served organizations that are arts education integrated. I have participated in growing such organizations both programmatically and institutional development. I would like to see the organization continue to grow and increase the children and families served.
13	3. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.
	☐ This does not apply to me. ☐ Yes. (Include description here): I currently serve on the board of the existing BRONX CHARTER SCHOOL FOR THE ARTS.

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.
If your answer is yes, please indicate the precise nature of your relationship here:
15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.
✓ I / we do not know any such persons. ☐ Yes.  If yes, please indicate the precise nature of your relationship here:
16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:
17. 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.
<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School does not/will not contract with a management company or charter management organization.</li> <li>☐ I / we do not know any such persons.</li> </ul>
18. 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.
<ul> <li>Yes.</li> <li>Not applicable because the School will not contract with a management company or charter management organization.</li> <li>I / we have no such interest.</li> </ul>

19.	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 will be conducted.
	<ul> <li>Yes.</li> <li>Not applicable because the School will not contract with a management company or charter management organization.</li> <li>✓ I / we do not anticipate conducting any such business.</li> </ul>
20.	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
21.	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 report this to the Chair of the Board and request the Trustee disclose all facts. If there is any evidence of self-dealing, I would request severing ties with the trustee, and if the situation is harmful to the school demand that the relatonshipterminate.
	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 the previous items 16-23, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
	Educational Philosophy -Proposed Board of Trustees Only
	Please explain your understanding of the charter school's mission and/or philosophy. The mission of the charter school is to provide a rigorous academic curriculum and quality arts education to students. The arts are integrated with the

- academic curriculum so that concepts taught in specific disciplines are reinforced through art, dance, and music classes.
- 24. Please explain your understanding of the educational program of the charter school. Please see response above - the schools' extended school day promotes the integrated curriculum.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The school is very successful and will continue of be so with a dedicated and committed staff.

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

Signature

Date

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY



#### **WORK EXPERIENCE**

#### Green-Wood, Brooklyn, New York, NY Vice President and Comptroller (CFO)

#### June, 2016 to Present

Green-Wood is internationally recognized as one of the most beautiful and historic cemeteries in the world. Established in 1838 it is one of only a handful of America's cemeteries to have been designated a National Historic Landmark.

- Oversee financial strategy. 0
- Provide financial and operational management.
- Lead finance team of four.

#### TDX Construction Corporation, New York, NY

#### Director of Business Development & Administration, MTA Small Business Development Programs (SBDP)

#### September 2010 to June 2016

The MTA SBDP is an integrated and comprehensive group of state and federally funded programs created to increase contract awards to emerging small businesses in the transportation construction industry.

- Lead a 4 person team of financial professionals.
- Oversee timely and accurate tracking and reporting of grant dollars against projects; and ensure all reports are accurate and appropriate for users.
- Liaise with five MTA agencies to create and implement budgets for capital construction commitments.
- o Create and deliver quarterly reports and presentations to MTA Chairman and Board; and monthly reports and presentations to MTA Office of Construction Oversight.
- o Develop and implement program policies and procedures to ensure that program applicants and participants financial information is secure, current and in compliance.
- Direct the cash flow and detail cost breakdown analyses for project financing and surety bonding.
- Coordinate all efforts for internal, external and statutory audits.

#### The Abyssinian Fund, New York, NY

#### Consultant - Development and Operations

#### November 2009 to August 2010

The Abyssinian Fund, a non-profit organization created by the Abyssinian Baptist Church, committed to reducing poverty and improving the living conditions of families in Ethiopia.

Created and implemented the \$1 million budget, operations and grants management processes and procedures.

#### Consolidated Edison. New York, NY

#### Consultant – Budgets & Capital Projects

#### April 2009 to August 2009

\$13 billion annual revenue investor-owned energy company also known as Con Ed.

- Reported to the General Manager of Engineering & Program Support.
- Revised guidelines for budget and forecast preparation, and participated in the preparation of the Annual Budget and the Five Year Strategic Plan.
- Analyzed capital project plans and capital management processes, and researched business cases to identify best practices, implemented findings which resulted in 35% improvement in capital appropriation process.

#### New York Times/City & Suburban Deliveries Inc. Long Island, NY

#### **Director of Finance**

#### March 2007 to April 2009

Full oversight of the northeast distribution business unit with operational and financial accounting responsibility of \$300+ million, 700 employee division - directed key impacts to revenue forecasting and improvements to monthly financial close.

- Designed and implemented revenue forecasting model which resulted in improved accuracy.
- o Identified weakness in Other Publications Payable and implemented processes resulting in reduced exposure to bottom line in excess of \$1 million.
- Led 15 person finance and accounting staff.



Sotheby's International Realty. Beverly Hills, CA

Western Region - CFO

July 2005 to June 2006

Luxury real estate brand that operates as a franchise focused on brokering and marketing luxury properties.

- Managed the integration of acquisitions, led financial analysis of potential acquisitions and completed divestitures -- increased regional offices to 35 (58% growth) over 12 months.
- Redesigned and implemented new sales profitability program which was adopted nation/corporate-wide.
- Financial and operational accountability of a \$200+ million division budgeting, planning, reporting and analysis, and monthly close.
- Managed 7 person accounting and administrative staff.

Time Warner/Time Inc. New York, NY

#### FORTUNE - Group Financial Manager

**April 1998 to June 2005** 

Repeatedly promoted throughout tenure. Worked with 3 managing editors and publishers of three leading business publications. Responsible for all financial elements of a \$400+million division and organization of 6 professionals.

- Developed short-term and long-term financial plans working with publishers and managing editors to determine key budget elements, and conducted meetings with stakeholders to develop budgets.
- Managed diverse income streams -- conferences, ad sales, ancillary merchandise, and online.
- Negotiated third-party contracts and streamlined contract procurement process which resulted in decreased duplications in vendors and payments.
- Improved monthly close from 11 days to 5 days by working closely with teams to assess readiness requirements, challenge assumptions, and change process to meet critical deadlines.
- Organized and led the creation of the annual operating budget and five-year plan.
- Gained operational and financial improvements by focusing leadership on cost control; identified and partnered with influencers to initiate change, then gained consensus at staff levels.
- Identified untapped revenue stream through research and analysis demonstrated to publishers the benefits of selling ads against portfolio layouts, resulting in \$3 million increase to bottom-line.
- Coordinated and managed all human resources and staffing needs, and related payroll expenses.
- Created ad-hoc reports, prepared analyses, and identified key metrics for decision making processes.
- Hired, trained, and promoted 14 accounting professionals throughout tenure.

Philip Morris USA. New York, NY

Senior Strategic Planning Analyst

June 1994 to April 1998

Analyzed key competitor's product portfolio strategy and market performance resulting in change in business merchandising strategy. Designed and implemented modifications for proprietary Coupon Management System which contributed to a reduction of counterfeit redemption in excess of \$15 million annually.

Bristol Myers Squibb Company. New York, NY

#### Senior International Internal Auditor

November 1992 to June 1994

Traveled extensively to global operations in Indonesia, England, Germany, France, Mexico, Portugal and USA. Assessed the quality of the operating and internal control environment, financial management, and business units' structures. Reported findings and made recommendations to local general managers with specific timetables for implementation of improvements to business systems and processes. Supervised teams of 2 to 3 internal auditors.

KPMG Peat Marwick, LLP. New York, NY

#### Senior Auditor

September 1990 to November 1992

Planned, supervised and executed independent financial audits of Fortune 500 companies, and nonprofit organizations.

#### **EDUCATION**

Pace University - Bachelor of Business Administration

State University New York: Fashion Institute of Technology – Associate Arts and Science;

New York University School of Professional Studies:

- Certificate -- Nonprofit Accounting & Governmental Reporting
- Coursework -- Project Management

# Disclosure of Financial Interest by a Charter School Trustee or Proposed Board Member ARION 6 G LOUIS BASCOM

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Charter School Name:	BROKEX (	HARTER (	Schooly	he the ARTS
Charter School Address:				

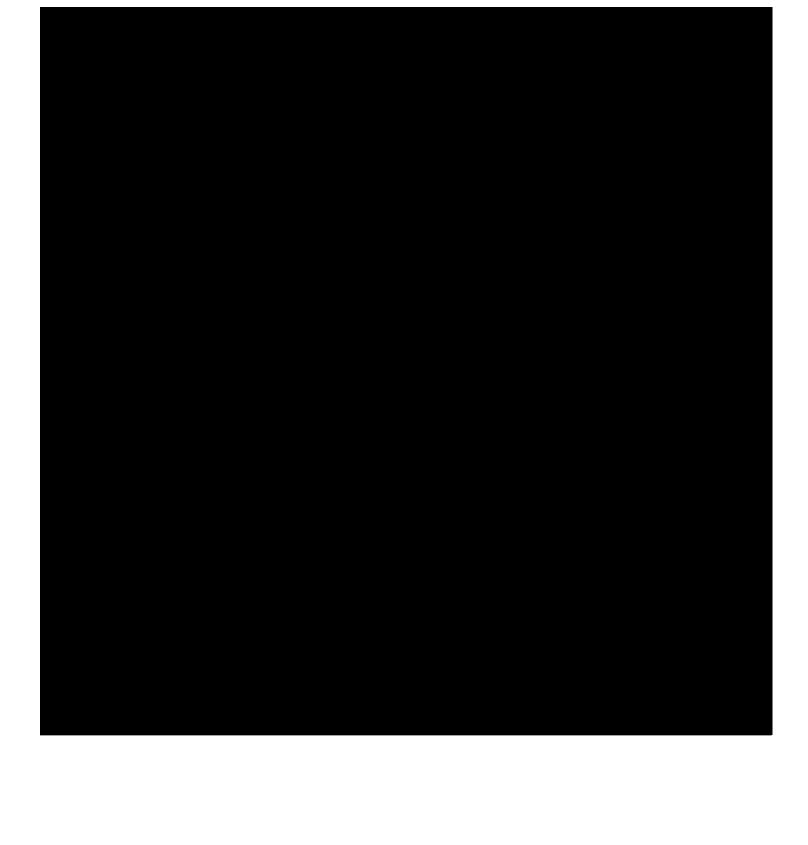
- 1. List all positions held on board (e.g., president, treasurer, parent representative)

   MEM BEEL
- 2. Is the trustee an employee of the school? \_\_\_\_Yes No

  If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
- 3. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_\_Yes No

  If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
- 4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please writ	e "None" if applica	ple. Do not leave th	is space blank.



#### NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

### SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For Existing Charter Schools)

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board candidates for a seat on the board of trustees, please provide full and complete background information.

Note: Additionally, proposed candidates are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the charter school.

//	CONTACT INFORMATION	
Member Name:	Rlene G. Lowis	KASCOM
Charter School Name	: BRONX CHANTEN	School for the ARES
E-Mail Ado		
Home Tele		
Home Add		
Business Telephonor		
Business Address:		

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

#### **Background Information**

1.	Please	provide	your	educational	and	employment	history.	You	mav	do	so	by
	attachin	ig a résui	mé.				•				••	~,

Résumé Attached

2	. Please provide Transcript from your highest degree granting Institution.
	Transcript or Supporting Documentation Attached
3	. Please provide <u>THREE</u> letters of reference (from Individuals not associated with Applicant Group).
	Letters Attached.
	List the Names and Contact Information for each individual providing a reference:
	3
4.	Please indicate how you became aware of the opportunity to join the Board of Trustees. BOARD ASSIST SILLS And Cynthia Remic
5.	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.
6.	Please affirm that you have read and understand the charter agreement, charter application, by-laws, and all policies.
	l affirm.
	Background Information
7.	Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.
	回 affirm.
8.	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

<ol> <li>Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.</li> </ol>
This does not apply to me.  Yes. If yes, please provide an explanation.
10.What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
11. Please explain why you wish to serve on the board.  A comment to this isnaichment of eduction  from people  12. 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):
Statement of Intent
13. Please provide a personal statement regarding the experience and skills that you bring to the table.
14. Please provide a personal statement regarding your role, responsibilities, and commitment.
15. Please provide any other information that you feel is pertinent to the Department's review of your background.
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Printed Name Signature  Date

surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

#### **Conflict of Interest**

board members.
yes.  If your answer is yes, please indicate the precise nature of your relationship here:
17.Please indicate whether you, your spouse, or other family member knows an person who is a charter school employee.
If yes, please indicate the precise nature of your relationship here:
18. 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, plans to contract o 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:
19. 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.
☐ Yes. ☐ Not applicable because the School does not contract with a management company or charter management organization.  I / we do not know any such persons.
20. 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.
☐ Yes. ☐ Not applicable because the School does not contract with a management company or charter management organization. ☐ / we have no such interest.

21. 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 will be conducted.
Yes.  Not applicable because the School does not contract with a management gempany or charter management organization.  I / we do not anticipate conducting any such business.
22. 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
<ul> <li>23. 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. Request them to disclose the matter. Or I would report the matter. Or I would report the matter.</li> <li>24. 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 the previous items 16-23, you may so indicate.</li> </ul>
This does not apply to me, my spouse or other family members.  Yes.
Educational Philosophy
25. Please explain your understanding of the charter school's mission and/or philosophy.
26. Please explain your understanding of the educational program of the charter school.
27. 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.

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

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# Arlene G. Lewis Bascom

#### Response to Question 13:

I am a resourceful and dynamic management professional with over 20 years of experience in strategic planning and analysis, operation management and budgeting, cost reduction and revenue generation, and an accomplished leader with a track record for delivering results. These are experiences and skills that I believe can add value to a variety of committees: audit, fundraising, etc.

#### Response to Question 14:

My role on the board will be one of oversight of the execution of the school's mission in collaboration with the rest of the board members. I am committed to ensuring that the quality of the programs and the integrity of the school are upheld — so that the school leadership is able to operate at full capacity in educating the children.

#### Response to Question 25:

As a young immigrant person growing up in the northeast section of the Bronx it was very difficult for me to assimilate with children in school or around the neighborhood. The reason is that my interests were different from those children. However, I found that those differences did not exist with other children with whom I attended weekend, or afterschool programs. I came to realize that it was not that the children we were different --- but rather that the environment we were being taught in, how we were being taught, and what we were being taught made a difference to young life and later on in my adulthood. Not all children will respond to the 'traditional' methods of education. The fact that Bronx Charter School for the Arts recognizes that and is committed to improving the state of the educated mind of children through the arts which lead to academic excellence.

#### **Response to Question 26:**

The educational program of the Bronx Charter school seeks to empower children to learn by engaging them in processes that encompass all their senses while at the same time not overwhelm them. The arts provides for the children to develop and use a language or skills early on — rather than much later in their academic life. This early 'intervention' can help to establish life disciplines which are integral to future academic and social successes.

#### Response to Question 27:

The successful characteristics of a charter school are to achieve high graduation rates of children who perform above their grade levels, and who continue to matriculate through the education system onto higher education; then onto becoming responsible citizens. Maintaining focus on the school mission, collaboration between operational leadership and the board, communication between the organization and the families being served will help in the process towards success. Any breakdown in communication is always a disaster. Regular communication and feedback amongst all invested parties is crucial. The ability to readily identify what is and is not working (not supporting mission) and to make necessary changes as seamlessly as possible; identify opportunities for partnerships; and maintaining operational effectiveness with teachers who are committed and qualified(continuous professional development).

#### Arlene G. Lewis Bascom, CPA

#### FINANCIAL MANAGEMENT EXECUTIVE

Leading multimillion dollar organizations and business units to top **Revenue**, **Efficiency**, **and Compliance**; an accomplished **financial management leader** with a track record for delivering results in complex matrix organizations, through **strategic consensus building and executive collaboration**.

#### **LEADERSHIP SKILLS & CORE STRENGTHS**

- Strategic and Tactical Planning
- Capital Expenditure
- ◆ Systems Efficiency
- Operational Controls
- Process Improvement
- Market Planning
- Cultural Diversity
- Project Management & Information Technology

#### **PROFESSIONAL HISTORY**

TDX Construction Corporation, New York, NY Director of Program Business Development & Administration, MTA Small Business Development Programs

September 2010 to Present

The MTA SBDP is an integrated and comprehensive group of programs created and mandated into state legislation (Small Business Mentor Program—Tier 1; Small Business Mentor Program—Tier 2), and federal legislation (Small Business Federal Program) to increase contract awards to emerging small businesses in the construction industry. *Oversight of \$30 million budget across three Programs.* Maintain and provide all key performance indicators/metrics; and provide strategic guidance as manager of the Programs' data resources, information deployment, and program policies & procedures development. Continuous programmatic efficiencies of 45% to 55%, year over year.

The Abyssinian Fund (www.abyfund.org), New York, NY Consultant – Development and Operations

November 2009 to August 2010

The Abyssinian Fund, a non-profit organization created by the Abyssinian Baptist Church, is committed to reducing poverty and improving the living conditions of families in Ethiopia. Lead the design, creation, and establishment of the Fund's infrastructure: operating budget of \$3.1 million; financial systems; operations and grants management processes and procedures; website development and deployment.

Consolidated Edison. New York, NY Consultant - Budgets & Capital Projects

April 2009 to August 2009

Reported to General Manager of Environmental Engineering & Program Support. Participated in the reengineering of the Annual Budget and Five Year Plan processes. Analyzed capital project plan and capital management process, assisted in the preparation of capital project business cases to identify best practices, financial analysis of Capital Appropriation Requests (CARS); and provided analytic and advisory services which resulted in 35% improvement in capital appropriation process.



#### New York Times/City & Suburban Deliveries Inc. Long Island, NY Director of Finance

March 2007 to April 2009

Full financial and accounting responsibility for \$214 million, 700 employee division – directed key impacts to revenue forecasting with improvements to financial close timeliness and accuracy; oversaw 30 member staff in credit/collections, sales forecasting, and operations processing.

Designed and implemented revenue forecasting model which resulted in improved accuracy. Identified weakness in Other Publications Payable and implemented reconciliation process resulting in reduced exposure to bottom line in excess of \$1 million

Sotheby's International Realty. Beverly Hills, CA Western Region - CFO

July 2005 to June 2006

Manager of a \$200+ million division with oversight of all financial and accounting: planning, forecasting, reporting, and analysis, and monthly close. Performed due diligence of potential acquisitions and managed the integration of acquisitions; and managed seven member staff.

Collaborated with Sales and Marketing Departments in redesign of listings website, improved navigation which resulted in 40% increase retention. Planned and executed acquisitions, increased regional offices to 35 (58% growth) over 12 months. Designed sales profitability matrix used as the basis for hiring new agents.

Time Warner/Time Inc. New York, NY FORTUNE - Group Financial Manager

**April 1998 to June 2005** 

Repeatedly promoted throughout tenure for driving strategic and operational improvements affecting revenue, efficiency, and financial management. Held full financial and accounting authority for three publications each with \$40+ million budgets, 90+ employees per publication, directing financial reporting, budgeting, capital expenditures, and forecasting. Actively lead in the launch of FORTUNE.com and FSB.com. Partnered with *three Managing Editors* with the implementation of editorial strategic plans.

- > Improved monthly close readiness 58%+ through process analysis, working closely with teams to assess readiness requirements, challenge assumptions, and change process to meet critical deadlines.
- > Gained operational and financial improvements by focusing leadership on cost control; identified and partnered with influencers to initiate change, then gained consensus at staff levels.

#### Edit Financial Manager - FORTUNE and FORTUNE Small Business

Full P&L responsibility and oversight of monthly close process for 30 editorial departments, with a three member staff.

> Identified duplications which lead to process improvements for systems and operational expense savings.

#### Edit Financial Manager - FORTUNE Magazine

Managed the editorial P&L for FORTUNE magazine. Negotiated and managed contracts with third parties (real estate, polls, information services, photographers, and outside writers), and coordinated all efforts to ensure contracts complied with corporate policies. Coordinated and managed staffing requirements for 15 editorial departments, and responsible for edit compensation and FTE management. Created ad-hoc reports and analyses for editorial succession and strategic plans. Oversaw the monthly close process for 15 editorial departments. Supervised staff of one

#### To Whom it May Concern:

I confirm that I have known Arlene Lewis Bascom for over eight years. Our initial encounter was as colleagues at the New York Times, and what began as a professional relationship has over the years evolved into a friendship of peers.

At all times, I find Ariene to be a respectful, caring, collaborative and enthusiastic partner in business and personal projects. Her commitment to excellence is exhibited in her philosophy of maintaining integrity and transparency. Ariene is a very creative person, not only in her personal style but also in the way she thinks outside of the box and challenges others to the same.

Her social interests are varied but they always relate back to her commitment of making the world a better place for children to learn and grow.

I'm happy to provide further information If required.

Elanie J. Pommells

Yours Faithfully,

Elaine J. Pommells, CPA

Controller





Arlene Bascom

#### Arlene Bascom Personal Reference

2 messages

Zollar, Patricia Mill To: "Arlene Bascom

Tue, Jul 28, 2015 at 12:00 PM

To Whom It May Concern:

I have known Arlene Lewis Bascom for over five years. She is an active member of the Abyssinian Baptist Church in Harlem, of which I am also a member. In that capacity I know her to be very caring about the well-being of others, especially the children and elders of the church.

What began as a relationship of like-minded church members, has evolved into a friendship of peers. At all times I find her to be a person of integrity, high degree of commitment, dependable, and confident. Arlene is someone that I am glad to call a sister friend and I know will be an asset to the Bronx Charter School for the Arts.

I am happy to provide further information if required.

With warm regards.

Pat Miller Zollar



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#### Arlene Bascom

To: Nicholas Sta

Tue, Jul 28, 2015 at 12:19 PM

Good Afternoon,

I have completed the package. One of my references simply forwarded an email please see below.

I will also print the email and include it with the package. Kindly let me know if that is OK or if something else is preferred.

Regards, Arlene

[Quoted text hidden]



June 29, 2015

Dear Sir or Madam,

I confirm that I have known Arlene Lewis Bascom for over two years, in her role as the Director of Development and Administration, MTA Small Business. Development Program. This role reports into the Office of Construction Oversight, for which I have direct responsibility.

At all times I find her to be a professional of high integrity, who is very committed, conscientious and dependable not only in her work, but also with her colleagues.

Ms. Lewis Bascom would be an asset to any organization given her high level of enthusiasm, dedication, and care she exhibits at all times.

I am happy to provide further information if required.

Sincerely,

Craig F. Stewart

Cray P. Stone

Sr. Director Capital Program,



G SAAT G SMP:



#### August 2015

New York State Education Department Charter School Office Room 5N EB Mezzanine 89 Washington Avenue Albany, New York 12234

#### Dear NYSED CSO Staff:

On August 11, 2015, Bronx Charter School For The Arts Board of Trustees voted in accordance with the Open Meeting Law to select <u>Arlene Bascom</u> as a final candidate, pending approval by SED. The following required documents are enclosed for your review:

1. Formal Board of Trustees resolution, using this specific language:

The BCSA Board of Trustees, having conducted a thorough background check via a fingerprint scan as required and having discovered no State or federal criminal history, or having provided such history to SED if found, has voted to select <u>Arlene Bascom</u> as a final candidate to its Board of Trustees, with a term expiring on August 11, 2023 pending approval by SED. The resolution approving Noni Thomas Lopez is formally adopted upon SED's approval.

- 2. School Trustee Background Information Sheet (E-signature on Assurance is acceptable; Submit resume as appropriate.)
- 3. Disclosure of Financial Interest (E-signature is acceptable.)
- 4. Copy of our by-laws that show our:
  - a. Number of BoT members (minimum/maximum),
  - b. Types of representatives required (e.g., parent, teacher, community, etc...),
  - c. Member term limits, and
  - d. Committee structure.
- 5. BoT Roster. Complete the chart below.

Charter School:	All Current	and Pending B	oard of T	rustee Members	
Trustee Name*		Position on the Board (e.g., Officers or constituent representativ es)	Voting (Yes/ No)	Committee affiliation(s)	Number of terms served and length of each, including date of election and expiration
Trent Hickman		Chair	Yes	Program Committee Nominating Committee- Finance Committee	3 <sup>rd</sup> Term 2 Years each Term 12/10 – 12/18
Lori Biancamano		Board Treasurer	Yes	Development Committee Chair	3rd Term 2 years each term 10/10 – 10/18
Eric Osorio		Member	Yes	Program Committee Chair	4 <sup>th</sup> Term 2 years each term 10/08 – 10/16
Susan Geisenheimer		Secretary	Yes	Nominating Chair & Development Committee Program Committee	3 <sup>rd</sup> term 2 years each term 7/10 – 7/18
Denise Brecher		Member	Yes	Development Committee Program Committee	2 <sup>nd</sup> term 2 years each term 101/12 – 11/20
Aisha Bell		Parent Rep Member	Yes	Program Committee	2 <sup>nd</sup> Term 2 Years each term 6/13-6/21
Graham Powis		Member	Yes	Nominating Committee, Finance Committee	2 <sup>nd</sup> Term October 2021
Charles Whites		Vice Chair	Yes	Program Committee	2 <sup>nd</sup> Term 2 Years each term 6/13 – 6/21

•

Noni Thomas Lopez	Member	Yes	Program Committee	1 <sup>st</sup> Term December 2022
*Arlene Bascom	Pending Approval	Yes	TBD	1 <sup>st</sup> Term August 2023
Total Members (including those proposed)				

<sup>\*</sup> Please indicate members pending SED Approval with an asterisk (\*).

Thank you for your review. If necessary, I can be reached at

Sincerely,

Trent Hickman
Bronx Charter School For The Arts
BoT President

#### Exhibit 7: Board of Trustees By-Laws

The Board of Trustees has made slight amendments to its By-Laws. The Board voted to officially adopt these new by-laws upon commencement of the next charter period through a Resolution passed during a meeting held on August 22, 2014. The New By-Laws allow for Trustees participating via videoconference to count toward the quorum and further refine the Board's non-discrimination policy.

# BY-LAWS OF BRONX CHARTER SCHOOL FOR THE ARTS (A New York Education Corporation)

#### <u>MEMBERS</u>

<u>Section 1.</u> <u>Members.</u> Bronx Charter School for the Arts (the "Education Corporation") shall have no members.

#### Section 2.

<u>Board of Trustees General Powers</u>. The business, property and affairs of the Education Corporation shall be managed by or under the direction of its Board of Trustees.

- Section 3. Qualification; Number; Term. (a) Each Trustee shall be at least 18 years of age. The number of Trustees constituting the entire Board of Trustees shall be not less than five (5) and not more than twenty-five (25). Subject to the foregoing limitation and except for the first Board of Trustees, such number may be fixed from time to time by action of the Board of Trustees or, if the number of Trustees is not so fixed, the number shall be seven (7). The number of Trustees may be increased or decreased by action of the Board of Trustees, provided that any action of the Trustees to effect such increase or decrease shall require the vote of a majority of the entire Board. No decrease in the number of Trustees shall shorten the term of any incumbent Trustee.
- (b) To the extent possible, Board terms will be staggered. All Trustees shall be elected or reelected, if their term should be at an end, at the annual meeting of the Board of Trustees, by a plurality of the votes cast, for a term of two years or until their successors are duly elected and qualified or their earlier death, resignation or removal. Beginning with the Trustees elected or re-elected at the 2003 Annual Meeting, each Trustee may serve no more than four successive terms, and then must step down for at least one year before again becoming eligible to serve as a Trustee.

- (c) Beginning with the Board of Trustees elected at the 2003 Annual Meeting, and thereafter, the Board of Trustees shall include at least one parent of BCSA students or BCSA graduates.
- Section 4. Quorum and Manner of Voting. Except as otherwise provided for herein, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business. A majority of the Trustees present, whether or not a quorum is present, may adjourn a meeting to another time and place. Except as otherwise provided for herein, the vote of a majority of the Trustees present at the time of the vote, at a meeting duly assembled, a quorum being present at such time, shall be the act of the Board of Trustees. For purposes of establishing quorum and/or determining a majority of Trustees in this Section 4, "present" shall include Trustees that are available through either video conferencing methods or similar communications equipment.
- Section 5. Time and Place of Meetings. Meetings of the Board of Trustees shall be held at such time and place within or outside the State of New York as may from time to time be fixed by resolution of the Board of Trustees, or as may be specified in the notice of the meeting. Special meetings may be held at any time and place upon the call of the Chair, the call of the Secretary upon the request of any two Trustees, or as otherwise determined by the Board of Trustees. The Board will conduct formal Board meetings a minimum of six times per year.
- Section 6. Notice of Meetings. No notice to Trustees shall be required for regular meetings for which the time and place have been fixed. Written, oral or any other mode of notice of the time and place shall be given to Trustees for special meetings not less than five (5) nor more than ten (10) days before the meeting to allow sufficient time for the convenient assembly of the Trustees thereat unless the lapse of such time has been waived. The notice of any meeting need not specify the purpose of the meeting. Any requirements of furnishing a notice shall be waived by any Trustee who signs a waiver of notice before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to such Trustee.
- Section 7. Annual Meeting. The annual meeting of the Board of Trustees shall be held in the month of April of each year at the main facility of the Education Corporation, or at such other place and at such time as shall be determined by the Board of Trustees or the Chair and designated in the notice or waivers of notice of the meeting.
- <u>Section 8.</u> <u>Annual Financial Report.</u> Annually, the Treasurer shall present the annual audited financial statements of the Education Corporation at a meeting of the Board of Trustees.
- Section 9. Annual Reports. In accordance with the New York Charter Schools Act, annual reports shall be submitted to the New York State Board of Regents as the charter entity for the Education Corporation. Such annual reports shall be in the form and contain the information as prescribed by the New York Charter Schools Act and all regulations promulgated thereunder.

- Section 10. Open Meetings; Executive Session. Notwithstanding anything otherwise provided for herein, the Education Corporation shall comply in all respects with the New York Open Meetings Law; regular or special meetings of the Board of Trustees may be conducted in Executive Session to the extent permitted by the New York Open Meetings Law.
- Section 11. Resignation. Any Trustee may resign at any time upon written notice to the Education Corporation and such resignation shall take effect upon receipt thereof by the Chair or Secretary, unless otherwise specified in the resignation.
- Section 12. Vacancies. Unless otherwise provided in these By-laws, vacancies among the Trustees may be filled by the affirmative vote of a majority of the remaining Trustees, although less than a quorum, or by a sole remaining Trustee. A Trustee elected pursuant to this section of these By-laws shall hold office until the next annual meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until each Trustee's successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.
- Section 13. Removal of Trustees. Except as otherwise provided by law, any Trustee may be removed by a majority vote of the entire Board. If a Trustee does not attend at least three-fourths of the meetings of the Board held in any consecutive twelvementh period, the Board of Trustees, must address the service of the Trustee and make a determination if the Trustee will continue to serve. If any Trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the vacancy shall be filled.
- Section 14. Action by Written Consent. To the extent permitted by the New York Open Meetings Law, any action required or permitted to be taken by the Board of Trustees or by any committee thereof may be taken without a meeting if all members of the Board of Trustees or of any such committee consent in writing to the adoption of a resolution authorizing the action and the writing or writings are filed with the minutes of the proceedings of the Board of Trustees or of any such committee.
- Section 15. Telephonic Meetings. Any one or more members of the Board of Trustees or any committee thereof may participate in a meeting of the Board of Trustees or such committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time. However, individuals who participate in Board meetings via phone may not be counted for the purposes of meeting a quorum, and may not vote.

#### Section 16.

<u>Committees Appointment.</u> (a) From time to time the Board of Trustees by a resolution adopted by a majority of the entire Board of Trustees may appoint from among its members an Executive Committee, consisting of no less than <u>five (5)</u> Trustees, and other committees, for any purpose or purposes, to the extent lawful, which shall have powers as shall be determined and specified by the Board of Trustees in the resolution of appointment. The Board of Trustees shall have full power, at any time, to fill vacancies

in, to change membership of, to designate alternate members of, or to discharge any such committee.

- (b) The Chair shall be ex officio chair of the Executive Committee, and the Secretary of the Board of Trustees shall act as secretary thereof.
- Section 17. Procedures, Quorum and Manner of Acting. Each committee shall fix its own rules of procedure, and shall meet where and as provided by such rules or by resolution of the Board of Trustees. All committee meetings will be held in accordance with the Open Meetings Law. Except as otherwise provided by law, the presence of a majority of the then appointed members of a committee shall constitute a quorum for the transaction of business by that committee, and in every case where a quorum is present the affirmative vote of a majority of the members of the committee present shall be the act of the committee. Each committee shall keep minutes of its proceedings, and actions taken by a committee shall be reported to the Board of Trustees. For purposes of establishing quorum and/or determining a majority of then appointed members in this Section 17, "present" shall include committee members that are available either via video conferencing methods or similar communications equipment.
- Section 18. Termination. In the event any person shall cease to be a Trustee of the Education Corporation, such person shall generally simultaneously therewith cease to be a member of any committee appointed by the Board of Trustees. However, the Board may ask retiring members to continue to serve on a Committee of the Board in an exsofficio capacity.

#### **ARTICLE II**

#### Officers

- Section 1. Election and Qualifications. The Board of Trustees shall, in due time, and thereafter at the annual meeting of the Board of Trustees, elect from the members of the Board of Trustees, a Chair, one or more Vice-Chairs, Secretary, Treasurer, and such other officers as the Board may from time to time deem proper. Any two or more offices may be held by the same person except the offices of Chair and Secretary, or the offices corresponding thereto. Each officer shall have such powers and duties as may be prescribed by these By-laws and as may be assigned by the Board of Trustees or the Chair.
- <u>Section 2.</u> <u>Term of Office and Remuneration</u>. Unless otherwise provided in the resolutions of election or appointment, the term of office of all officers shall be two years and until their respective successors have been elected and qualified. Any vacancy in any office arising from any cause may be filled for the unexpired portion of the term by the Board of Trustees.
- <u>Section 3.</u> <u>Resignation; Removal</u>. Any officer may resign at any time upon written notice to the Education Corporation and such resignation shall take effect upon receipt thereof by the Chair or Secretary, unless otherwise specified in the resignation.

Any officer shall be subject to removal, with or without cause, at any time by vote of a majority of the entire Board of Trustees.

- Section 4. Chair. The Chair of the Board of Trustees shall preside at all meetings of the Board of Trustees and shall have such other powers and duties as may from time to time be assigned by the Board of Trustees, including signing documents on behalf of the Board.
- <u>Section 5.</u> <u>Treasurer</u>. The Treasurer shall in general have all duties incident to the position of Treasurer and such other duties as may be assigned by the Board of Trustees or the Chair. The Treasurer will be responsible for the financial oversight and control of the organization. The Treasurer hall hold co-signatory authority for financial accounts and documentation.
- Section 6. Secretary. The Secretary shall in general have all the duties incident to the office of Secretary and such other duties as may be assigned by the Board of Trustees or the Chair. The Secretary shall act as secretary at all meetings of the Board of Trustees when present, and in the Secretary's absence, the presiding officer may appoint any person to act as secretary. The Secretary shall be responsible for all official documentation and recordkeeping.
- <u>Section 7.</u> <u>Assistant Officers.</u> Any assistant officer shall have such powers and duties of the officer such assistant officer assists as such officer, the Board of Trustees or the Chair shall from time to time prescribe.

#### ARTICLE III

#### Employees; Mission Statement

Section 1. Employees. The Board of Trustees shall appoint by majority vote of the entire Board, and determine the terms and conditions of employment of, School Director(s) (the "Directors"), whose principal responsibilities include education, finance and administration-related matters. The Board shall determine the allocation of responsibilities between the Director(s), if more than one shall be appointed for any given period, and may remove by majority vote of the entire Board any Director(s), subject to the terms of any applicable employment contract. Subject to the direction and supervision by the Board, the Director(s) shall have control and management of all matters in connection with the internal management and normal educational activities of the Education Corporation. The Director(s) shall submit at each regular meeting of the Board a report on the affairs of the Education Corporation. Subject to any general policies determined by the Board and to any applicable collective bargaining agreements, the Director(s) shall have the power to admit and dismiss students to or from the Education Corporation and to hire and fire any employee of the Education Corporation, but may delegate certain staffing decisions to others as they see fit.

<u>Section 2.</u> <u>Mission Statement.</u> Material changes to the mission statement of the Education Corporation require the affirmative vote of a majority of the entire Board of Trustees and must be approved by the New York State Board of Regents.

#### **ARTICLE IV**

#### Books and Records

The Education Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of the Board of Trustees and/or of any committee which the Board of Trustees may appoint, including the Executive Committee. Any of the foregoing books, minutes or records may be in written form or in any other form capable of being converted into written form within a reasonable time.

#### ARTICLE V

#### Compensation of Trustees

No compensation shall be paid by the Education Corporation to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees in any manner prescribed by the Board of Trustees. Such a Trustee shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

#### ARTICLE VI

#### Corporate Seal

The corporate seal, if any, shall be in such form as the Board of Trustees shall prescribe.

#### <u>ARTICLE VII</u>

#### Fiscal Year

The fiscal year of the Education Corporation shall be fixed, and shall be subject to change, by the Board of Trustees. Unless otherwise fixed by the Board of Trustees, the fiscal year of the Education Corporation shall begin on July 1 of each year.

#### ARTICLE VIII

#### Indemnification and Insurance

#### Indemnification of corporate agents.

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

<u>Insurance</u>. The Education Corporation shall obtain such insurance as the Board of Trustees shall from time to time determine to protect the Education Corporation against losses caused by the fraudulent or dishonest acts of any Trustee or employee, to reimburse the Education Corporation for any obligation incurred pursuant to the first paragraph of this Article, and to indemnify Trustees and any Director(s) under circumstances permitted by law.

#### **ARTICLE IX**

#### Non-Discrimination Policy

The Education Corporation shall not discriminate against applicants or students on the basis of race, color, religion, sexual orientation, or national or ethnic origin.

#### ARTICLE X

#### Amendments

These By-laws or any one or more of the provisions thereof may be amended or repealed by vote of the majority of the Trustees present at a meeting duly assembled, a quorum being present at the time of such vote; provided, however, that no By-law by which more than a majority vote shall be required for any specified action by the Board of Trustees shall be amended or repealed by a smaller vote than that required for action thereunder.

To the extent that there are any conflicts between the terms of the charter school's charter and the terms of these By-laws, the terms of the charter will control.

## Bronx Charter School for the Arts Board of Trustees RESOLUTION

The Bronx Charter School for the Arts Board of Trustees, having conducted a thorough background check via a fingerprint scan as required and having discovered no State or federal criminal history, or having provided such history to SED if found, has voted to select Arlene Bascom as a final candidate to its Board of Trustees, with a term expiring August 11, 2017, pending approval by SED. The resolution approving Arlene Bascom is formally adopted upon SED's approval.

Dated: August 11, 2015

Trent Hickman

Chair, Board of Trustees

#### NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

## ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

#### CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Ahmad Sheikh

**Proposed Charter School Name:** 

•		
E-Mail Addr		
Home Telep		
Home Addre		
Business Te		
Business Ad		

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

	Background information – All Applicant Group Members
1.	Please provide your educational and employment history. You may do so by attaching a résumé. <b>Note:</b> Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.
	x Résumé Attached
	<ul> <li>□ Copy of Diploma, Transcript or Supporting Documentation Attached</li> <li>□ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.</li> </ul>
2.	Please indicate how you became aware of the opportunity to join the applicant group
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not ye submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.
	x I affirm.

# Statement of Intent—All Applicant Group Members

- 5. Please provide a personal statement regarding the experience and skills that you bring to the table.
- 6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
- 7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Ahmad Sheikh	<u>L</u>
Printed Nam	ne
21111/	
Signature /	
01/09/2019	
Date	

# **Background Information—Proposed Board of Trustees Only**

8.	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.
9.	Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
	x This does not apply to me. □ Yes.
	If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
10	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. $\square$ Yes. If yes, please provide an explanation.
11	. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member
12	Please explain why you wish to serve on the board.  a. To Support the Mission of the School
13	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):

# **Conflict of Interest - Proposed Board of Trustees Only**

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.
x I / we do not know any such persons. $\square$ Yes. If your answer is yes, please indicate the precise nature of your relationship here:
15. Please indicate whether you, your spouse, or other family member knows any persor who is a proposed charter school employee.
x I / we do not know any such persons. $\square$ Yes. If yes, please indicate the precise nature of your relationship here:
16. 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, plans to contract o do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.
x No. $\square$ 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:
17. If the charter school is partnered with an educational service provider (a managemen company, whether for-profit or not-for-profit), please indicate whether you, you spouse, or any family member knows any employees, officers, owners, directors o agents of that provider. If your answer is in the affirmative, please describe any such relationship.
<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School does not/will not contract with a managemen company or charter management organization.</li> <li>x I / we do not know any such persons.</li> </ul>
18. 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.
<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School will not contract with a management company or charter management organization.</li> </ul>

x I / we have no such interest. 19. 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 will be conducted. □ Yes. ☐ Not applicable because the School will not contract with a management company or charter management organization. x I / we do not anticipate conducting any such business. 20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. x None ☐ Yes 21. 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 potential conflict of interest to the Chairman of the Board and plan to confront the board members who may have a conflict. If the conflict is not resolved, I would bring it to the attention of the appropriate authorities. 22. 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 the previous items 16-23, you may so indicate. x This does not apply to me, my spouse or other family members. □ Yes.

### **Educational Philosophy - Proposed Board of Trustees Only**

- 23. Please explain your understanding of the charter school's mission and/or philosophy. All children deserve the opportunity to excel. Rich and vibrant backgrounds in the arts is a key catalyst for academic success
- 24. Please explain your understanding of the educational program of the charter school. Rigor, creativity, warmth
- 25. Please indicate what you believe to be the characteristics of a successful charter school. 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. clear mission

- b. student focused instructions plans
  c. strong parent engagement
  d. excellent personnel
  e. study outcomes that lead the industry

# STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, <u>AHMAD A. SHEIKH</u>	(name of proposed board member) state that I am the
applicant for board member	approval and I have read the questionnaire and any
supporting documents and k	now the contents thereof; that the same is true to my
	natters therein stated to be alleged upon information and
•	s I believe it to be true and further acknowledge that I am
	nt to Penal Law §175.30, a person who knowingly offers a
	public official or public servant is guilty of Offering a False
Instrument for Filing in the 2 <sup>nd</sup>	Degree, a Class A Misdemeanor.
	/
Signatufe /	
2.1/22/22.1	
01/09/2019	
Date	

YORK

### STUDENT SERVICE CENTER

NEW YORK, NEW YORK 10027



Columbia College, Engineering and Applied Science, General Studies, Graduate School of Arts and Sciences, International and Public Affairs, Library Service, Human Nutrition, Nursing, Occupational Therapy, Physical Therapy, Professional Studies, Special Studies Program, Summer Session

A, B, C, D, F (excellent, good, fair, poor, failing). NOTE: Plus and minus signs and the grades of P (pass) and HP (high pass) are used in some schools. The grade of D is not used in Graduate Nursing,

Occupational Therapy, and Physical Therapy.

American Language Program, Center for Psychoanalytic Training and Research, Journalism

P (pass), F (failing). Grades of A, B, C, D, P (pass), F (failing) — used for some offerings from the American Language Program Spring 2009 and thereafter.

HP (high pass), P (pass), LP (low pass), F (failing), and A, B, C, D, F — used June 1991 and thereafter P (pass), F (failing) — used prior to June 1991.

P (pass), LP (low pass), F (fall), H (honors) used prior to June 2015.

Business
H (honors), HP (high pass), P1 (pass), LP (low pass), P (unweighted pass), F (failing); plus (+) and minus (-) used for H, HP and P1 grades Summer 2010 and thereafter.

### College of Physicians and Surgeons

H (honors), HP (high pass), P (pass), F (failing).

### College of Dental Medicine

H (honors), P (pass), F (failing).

A through C [plus (+) and minus (-) with A and B only], CR (credit - equivalent to passing). F (failing) is used beginning with the class which entered Fall 1994. Some offerings are graded by HP (high pass), P (pass), IP (low pass), F (failing). W (withdrawn) signifies that the student was permitted to drop a course, for which he or she had been officially registered, after the close of the Law School's official Change of Program (add/drop) period. It carries no connotation of quality of student performance, nor is it considered in the calculation of academic honors. E (excellent), VG (very good), G (good), P (pass), U (unsatisfactory), CR (credit) used from 1970 through the class which entered in Fall 1993.

Any student in the Law School's Juris Doctor program may, at any time, request that he or she be graded on the basis of Credit-Fail. In such event, the student's performance in every offering is graded in accordance with the standards outlined in the school's bulletin, but recorded on the transcript as Credit-Fail. A student electing the Credit-Fail option may revoke it at any time prior to graduation and receive or request a copy of his or her transcript with grades recorded in accordance with the policy outlined in the school bulletin. In all cases, the transcript received or requested by the student shall show, on a cumulative basis, all of the grades of the student presented in single format – i.e., all grades shall be in accordance with those set forth in the school bulletin, or all grades shall be stated as Credit or Fail.

A, B, C, D, F - used Summer 1985 and thereafter, H (honors), P (pass), F (failing) - used prior to Summer 1985.

E (excellent) VG (very good), G (good), MP (minimum pass), F (talling).

A though C is used beginning with the class which entered Fall 1997. Plus signs used with B and C only, while minus signs are used with all letter grades. The grade of P (pass) is given only for select classes.

### OTHER GRADES USED IN THE UNIVERSITY

AB = Evoused absence from final examination

AR = Administrative Referral awarded temporarily if a final grade cannot be determined without

AU = Audit (auditing division only).

CP = Credit Pending. Assigned in graduate courses which regularly involve research projects extending beyond the end of the term. Until such time as a passing or failing grade is assigned, satisfactory progress is implied.

F\* = Course dropped anofficially.

IN = Work Incomplete

N

MU = Make-Up, Student has the privilege of taking a second final examination.

R = For the Business School; Indicates satisfactory completion of courses taken as part of an exchange program and earns academic credit

R = For Columbia College: The grade given for course taken for no academic credit, or notation given for internship.

R = For the Graduate School of Arts and Sciences: By prior agreement, only a portion of total course work completed. Program determines academic credit.

R = For the School of International and Public Affairs: The grade given for a course taken for no academic credit.

UW = Unofficial Withdrawal.

UW = For the College of Physicians and Surgeons: Indicates significant attempted coursework which the student does not have the opportunity to complete as listed due to required repetition or withdrawal.

W = Withdrew from course.

YC = Year Course. Assigned at the end of the first term of a year course. A single grade for the entire course is given upon completion of the second term. Until such time as a passing or failing grade is assigned, satisfactory progress is implied.

### OTHER INFORMATION

All students who cross-register into other schools of the University are graded in the A, B, C, D, F grading system regardless of the grading system of their own school, except in the schools of Arts (prior to Spring 1993) and in Journalism (prior to Autumn 1992), in which the grades of P (pass) and F (falling) were assigned. Notations at the end of a term provide documentation of the type of separation from the University.

Effective fall 1996: Transcripts of Columbia College students show the percentage of grades in the A (A+, A, A-) range in all classes with at least 12 grades, the mark of R excluded. Calculations are taken at two points in time, three weeks after the last final examination of the term and three weeks after the last final of the next term. Once taken, the percentage is final even if grades change % of A or if grades are submitted after the calculation. For additional information about the grading policy of the Faculty of Columbia College, consult the College Bulletin.

### **KEY TO COURSE LISTINGS**

A course listing consists of an area, a capital letter(s) (denotes school bulletin) and the four digit course number (see below).

The capital letter indicates the University school, division, or

Psychosnalytical Training and Research

0 Other Universities or Affiliates/Auditing Graduate School of Architecture, Planning, and A School of Public Health Computer Technology/Applications Freservation Q BC Barnard College School of the Arts CD Columbia College S Summer Session School of Social Work Teachers College School of International and Public Affairs School of Engineering and Applied Science TA-TZ U Interschool Course Graduate School of Arts and Sciences н Reid Hall (Paris) w Interfaculty Course Graduate School of Journalism Teachers College J K School of Library Services/Professional American Language Program Studies (effective Fall 2002) School of Law College of Physicians and Surgeons, Institute of Human Nutrition, Program in Occupational Therapy, Program in Physical Therapy, UNDER THE PROVISION OF THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974, THIS The first digit of the course number indicates the level of the course, as follows:

- Course that cannot be credited toward any degree
- Undergraduate course Undergraduate course, advanced
- Graduate course open to qualified undergraduates
- 5 Graduate course open to qualified undergraduates
- Graduate course Graduate course
- Graduate course, advanced
- Graduate research course or seminar

Note: Level Designations Prior to 1961: 1-99 Undergraduate courses 100-299 Lower division graduate courses 300-999 Upper division graduate courses

The term designations are as follows: X=Autumn Term, Y=Spring Term, S=Summer Term Notations at the end of a term provide documentation of the type of separation from the University.

THE ABOVE PROGRAMATION REFLECTS GRADING SYSTEMS IN USE SINCE SPRING 1987 THE CUMULATIVE MORX IF SHOWN, DOES NOT REFLECT COURSES TAKEN BEFORE SPRING OF 1982. ACL TRANSCRIPTS ISSUED FROM THIS DEFICE ARE DEPICIAL DOCUMENTS. TRANSCRIPTS ARE PRINTED ON TAMPER-PROOF PAPER, BLIMINATING THE NEED FOR SIGNATURES AND STAMPS ON THE BACK OF ENVELOPES, FOR CERTIFICATION PORPOSES, A REPRODUCED COPY OF THIS RECORD SHALL NOT BE VALID. THE HEAT-SENSITIVE STRIP, LOCATED ON THE BOTTOM EDGE OF THE FACE OF THE TRANSCRIPT, WILL CHANGE FROM BLUE TO CLEAR WHEN HEAT OF PRESENTE IS APPLIED. A BLUE SIGNATURE ALSO ACCOMPANIES THE UNIVERSITY SEAL ON THE FACE OF THE TRANSCRIPT.

TRANSCRIPT MAY NOT BE RELEASED OR REVEALED

TO A THIRD PARTY WITHOUT THE WRITTEN CONSENT

OF THE STUDENT.

# NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

# ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

CONTACT INFO	DRMATION FOR ALL APPLICANT GROUP MEMB	ERS
	Patty Kennedy	
	ool Name:	

Вι	Business Address:		
ma	Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.		
	Background Information – All Applicant Group Members		
1.	Please provide your educational and employment history. You may do so by attaching a résumé. <b>Note:</b> Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.		
	x Résumé Attached		
	<ul> <li>□ Copy of Diploma, Transcript or Supporting Documentation Attached</li> <li>□ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.</li> </ul>		
2.	Please indicate how you became aware of the opportunity to join the applicant group.  a. I became aware of the opportunity through a mutual, professional contact in the Charter School arena.		
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.		
	x I affirm.		

Statement of Intent—All Applicant Group Members

- 5. Please provide a personal statement regarding the experience and skills that you bring to the table.
  - a. As founder of my own marketing communication company, I have 20 years of experience advising multinational, emerging organizations and non-profits on effective marketing communication strategies. This includes 15 years advising charter schools, charter school boards in NY and the US. I also have spoken and conducted marketing communication trainings at state and national charter school conferences to help schools develop strategies, increase engagement and enrollment, funding and brand awareness. I've lived and worked in the US, Europe and Africa and also advised private schools and school boards in the US and Europe. I believe my professional experience and personal commitment to charter schools lends itself well to Bronx Charter School for the Arts as it seeks to raise awareness, funds, develop strategic partnerships around all the great work it has done and goals it continues to set forth which will assist in developing the community as well as creating a terrific model of education and the arts for young scholars across the nation
- 6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
  - a. As a proposed member of the board of trustees, I understand my role to include assistance and provide advice particularly in areas of marketing, communication and development for the school.
- 7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Patricia Kennedy		
Printed Name		
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Patricia Ken	Med y	
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	b .	
Signature		
1/10/19		
<mark>Date</mark>		

# **Background Information—Proposed Board of Trustees Only**

8.	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.
9.	Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
	x This does not apply to me. □ Yes.
	If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
10	.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. $\square$ Yes. If yes, please provide an explanation.
11	.What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):Board Member
12	. Please explain why you wish to serve on the board.  a. I have worked with a lot of charter schools and am very impressed with the leadership, curriculum and mission of Bronx Charter School for the Arts, as well as the passion of its students and staff. I hope my skills and experience can help the school as it expands and reaches even greater heights.
13	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. x Yes. (Include description here): I am not currently serving on a board of school or school district. I do have 15 years of experience advising charter school boards as a paid consultant.

# **Conflict of Interest - Proposed Board of Trustees Only**

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.
x I / we do not know any such persons. $\square$ Yes. If your answer is yes, please indicate the precise nature of your relationship here:
15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.
x I / we do not know any such persons. $\square$ Yes. If yes, please indicate the precise nature of your relationship here:
16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.
x No. $\square$ 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:
17. 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.
<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School does not/will not contract with a management company or charter management organization.</li> <li>x I / we do not know any such persons.</li> </ul>
18. 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.
□ Yes.

	<ul> <li>Not applicable because the School will not contract with a management company or charter management organization.</li> <li>x I / we have no such interest.</li> </ul>
19.	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 will be conducted.
	<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School will not contract with a management company or charter management organization.</li> <li>x I / we do not anticipate conducting any such business.</li> </ul>
20.	Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
	x None □ Yes
21.	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.  a. I would discuss the situation with the Board chair and leadership and follow the appropriate disclosure procedures.
	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 the previous items 16-23, you may so indicate.
	x This does not apply to me, my spouse or other family members. ☐ Yes.
	Educational Philosophy -Proposed Board of Trustees Only
23.	Please explain your understanding of the charter school's mission and/or philosophy.  a. My understanding of Bronx Charter School for the Arts mission is to provide a rigorous academic curriculum, enriched by a spectrum of broad-based arts offering helping to create well-rounded students with a growth mindset, fully prepared to attend New York's most competitive middle and high schools.

- 24. Please explain your understanding of the educational program of the charter school.
  - a. My understanding of the educational programs is that in addition to offering core subjects, the curriculum is enhanced by leadership and growth experiences that help bring emphasize the lessons taught in the classroom and an arts curriculum that helps enrich students' academic ability, educational experience, and creates a strong base for future learners.
- 25. Please indicate what you believe to be the characteristics of a successful charter school. 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. Clear vision, purpose and goals clear definition of what the school is meant to do, its purpose for existence and measurable goals
  - b. Strong leadership leadership including the principal, key administrators and the board of trustees who are responsible for seeing that mission manifest on a strategic and daily basis.
  - c. Strong team teachers that help the students tackle every day challenges and make the guiding principles of the school real in every day practice.
  - d. Strong community alliances a strong community of parents, influencers, elected officials, and other partnerships, on the local, state and even national level, who will help the school raise its awareness, support and achieve its goals.

I believe Bronx Charter School for the Arts has many of these critical pieces in place and will help them to further strengthen its community of alliances

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2 <sup>nd</sup> Degree, a Class A Misdemeanor.  Patricia Kennedy
Signature
1/10/19
Date

# **PATTY McDonough Kennedy**



### **EXECUTIVE SUMMARY**

Consultant, change agent with a 20+ year track record developing and executing marketing communication programs that deliver double and triple-digit increases in awareness, stakeholder engagement, income, and successfully influence public opinion. Experience living and working in the US, Europe and Africa, building and leading high-performing teams, and advising global and domestic organizations and C-suite executives. Fifteen years experience working in the education arena, developing programs for more than 30 schools, boards and educational organizations, speaking at national and state education conferences, and serving as a board member for a Bronx-based public school.

### PROFESSIONAL EXPERIENCE

**KENNEDY SPENCER, NEW YORK, NY, August, 2005 - Present** FOUNDER, CEO, CONSULTANT

- **Business & leadership:** Founded marketing communication company in 2005; grew revenue from \$3K a month to \$3M annually; maintained offices in NYC and Vienna, Austria until 2016; managed P&L; recruited, trained and developed high-performing team; developed business in excess of \$3million
- Integrated marketing communication & education: Develop and manage strategic, tactical and training programs for clients including Cooley Group, NZZ media, Credit Suisse, A1, National Association of Charter Schools, NYC Charter School Center and more than 30 educational organizations including public, private, charter and catholic schools and school boards to successful increase awareness, funding, stakeholder engagement and positively influence public opinion; teach public speaking and leadership to students in the US and Europe; developed strategy and executed campaign for the VIVA project an initiative that connected public school teachers across the US to help drive public opinion and positively impact policy
- **Executive & corporate communication:** advise CEO of Cooley Group a company that counts J&J, GE and Dow Chemical as customers, on positioning, messaging and marketing; Cooley Group achieved 50% growth, and was recently featured by Forbes as "key to sparking Rhode Island's industrial revolution"; advised C-suite and senior executives from A1, Mercer, UBS on speechwriting, team communication, diversity and crisis
- Digital and traditional media: developed strategy, conducted trainings and outreach for 20 organizations; most recent media effort includes Helsinki-based campaign around Trump Putin summit; reached an audience of 80m+; coverage included ABC, NBC, FOX, CBS, CNN and BBC, among other key outlets and digital influencers
- **Entrepreneurial mindset, change agent, team-builder:** recently named "Female Disruptor" for pioneering *Dialogue 4.0-* study and model that improves team communication, collaboration and drove 50% growth; developed internal change and brand strategy for Fortune 200 company's wealth business, aligned team across HR, PR, digital and media functions; increasing employee engagement by 20%
- Public speaker/thought leader: Author, "The Connection Mindset," a blog read in 75 countries; named
  "Female Disruptor," for pioneering communication study and model that drives growth; keynote speaker at TEDx,
  National and State education conferences; featured in The Wall Street Journal, Entrepreneur and PRWeek

### MERCER, NEW YORK, NY, January, 2017-July, 2017

Internal Communication & Change Consultant

Advised senior executive team on internal communication and change during executive and company transition;
 worked across business units to unite team under common purpose; recruited and managed outside agencies and created a compelling program and content that successfully drove internal and external engagement and sales.

### APCO WORLDWIDE, NEW YORK, 2003 to 2005

VICE PRESIDENT

- Part of a three-person startup team that established the APCO Worldwide presence in New York; developed and implemented growth strategy for office; team doubled business in less than a year
- Provided counsel, developed marketing communication, media, corporate social responsibility and crisis programs for clients including NetJets and the UPS Foundation
- · Cultivated new relationships; created successful pitch teams that resulted in \$1M new accounts

### MEDIAVEST WORLDWIDE, NEW YORK, 2000 TO 2003

VICE PRESIDENT, CORPORATE COMMUNICATIONS

- Served as head of corporate communications; advised CEO on executive communication, managed public relations department and team; oversaw all executive, external, internal, financial and media relations
- Supervised communication for clients such as Kraft Foods, Procter & Gamble, Coca-Cola and Avon

### ACTION FOR CHILDREN, LONDON, ENGLAND, 1998 TO 2000

HEAD OF CORPORATE RELATIONS AND TRUSTS FUNDRAISING

- Promoted to Head of Corporate Fundraising after six months in charge of company fundraising; managed a budget of \$4.9M, 35-person team, oversaw all corporate, trust and event fundraising in the UK; doubled team income, employee retention and productivity rates in 18 months
- Developed program and led new business win from Tesco, a \$1.4M employee/community engagement program
- Clients included Tesco; HSBC; Thomas Cook; Hamleys; British Airports Authority; British Video Association
- Co-created "Byte Night" sleep-out event for technology executives; annual event raised nearly \$20million to prevent youth homelessness and later replicated by a US-based non-profit

# BURSON-MARSTELLER, WASHINGTON, DC; UGANDA; UKRAINE; LONDON, 1993 TO 1998 SENIOR ASSOCIATE

- Served in four locations of global public relations firm; managed public relations programs for clients including Eli Lilly and Coca-Cola
- Managed in-country public education and market transformation programs in Ukraine and Uganda; managed teams up to 15 people; programs included all aspects of advertising, marketing, communication and achieved 70% and 85% favorability ratings, respectively
- Co-conceived "Rhythm of the Future" national dance tour to connect with diverse public base; tour noted by the Financial Times as "one of the most effective ideas implemented in Uganda."

## **AWARDS AND HONORS**

- Voted "Top 3 Speaker" by National Conference of Charter Schools
- Delivered Keynote Speeches and Trainings for Groups from 50-5,000 in 10 Countries
- Board Member: Bronx Charter Schools for the Arts; Committee Member: St. Bonaventure, Rob Peraza 9/11
   Scholarship Fund

# **EDUCATION AND CREDENTIALS**

### BACHELOR OF ARTS (B.A.) IN JOURNALISM, 1993

- St. Bonaventure University, Alleghany, NY
- Thames University, London, England (semester abroad)

NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS Member Name:

\_\_\_\_\_

### **Proposed Charter School Name:**

### E-Mail Address:



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted. 2

### **Background Information – All Applicant Group Members**

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

### Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

Transcript or Supporting Documentation Attached

3. Please provide THREE letters of reference (from Individuals not associated with Applicant Group).

### Letters Attached.

<u>List the Names and Contact Information for each individual providing a reference:</u>



- 4. Please indicate how you became aware of the opportunity to join the applicant group. I became aware of the opportunity through a mutual, professional contact in the Charter School arena.
- 5. 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.

6. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

### Statement of Intent—All Applicant Group Members

7. Please provide a personal statement regarding the experience and skills that you bring to the table.

As founder of my own marketing communication company, I have 20 years of experience advising multinational, emerging organizations and non-profits on effective marketing communication strategies. This includes 15 years advising charter schools, charter school boards in NY and the US. I also have spoken and conducted marketing communication trainings at state and national charter school conferences to help schools develop strategies, increase engagement and enrollment, funding and brand awareness. I've lived and worked in the US, Europe and Africa and also advised private schools and school boards in the US and

Europe. I believe my professional experience and personal commitment to charter schools lends itself well to Bronx Charter School for the Arts as it seeks to raise awareness, funds, develop strategic partnerships around all the great work it has done and goals it continues to set forth which will assist in developing the community as well as creating a terrific model of education and the arts for young scholars across the nation.

8. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a proposed member of the board of trustees, I understand my role to include assistance and provide advice particularly in areas of marketing, communication and development for the school.

9. Please provide any other information that you feel is pertinent to the Department's review of your background.

\_\_\_\_\_

Printed Name Signature Patricia Kennedy\_\_\_\_\_

Patricia Kennedy

### **Background Information—Proposed Board of Trustees Only**

10. 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.

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

No, I have not been convicted of a felony or misdemeanor

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).

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

No, I do not have any criminal charges pending against me.

This does not apply to me. Yes. If yes, please provide an explanation.

13. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board member

- 14. Please explain why you wish to serve on the board. I have worked with a lot of charter schools and am very impressed with the leadership, curriculum and mission of Bronx Charter School for the Arts, as well as the passion of its students and staff. I hope my skills and experience can help the school as it expands and reaches even greater heights.
- 15. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

I am not currently serving on a board of school or school district. I do have 15 years of experience advising charter school boards as a paid consultant.

### **Conflict of Interest - Proposed Board of Trustees Only**

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

I / we do not know any such persons.

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

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

I / we do not know any such persons.

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

18. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. I do not plan to do business with the Bronx Charter School for the Arts.

19. 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.

20. 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. 6

21. 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 will be conducted.

I / we do not anticipate conducting any such business.

22. 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

23. 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 discuss the situation with the Board chair and leadership and follow the appropriate disclosure procedures.

24. 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 the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

### **Educational Philosophy - Proposed Board of Trustees Only**

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

My understanding of Bronx Charter School for the Arts mission is to provide a rigorous academic curriculum, enriched by a spectrum of broad-based arts offering helping to create well-rounded students with a growth mindset, fully prepared to attend New York's most competitive middle and high schools.

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

My understanding of the educational programs is that in addition to offering core subjects, the curriculum is enhanced by leadership and growth experiences that help bring emphasize the lessons taught in the classroom and an arts curriculum that helps enrich students' academic ability, educational experience, and creates a strong base for future learners.

27. Please indicate what you believe to be the characteristics of a successful charter school.

I believe a successful charter school comes down to 4 things:

- 1. Clear vision, purpose and goals clear definition of what the school is meant to do, its purpose for existence and measurable goals
- 2. Strong leadership leadership including the principal, key administrators and the board of trustees who are responsible for seeing that mission manifest on a strategic and daily basis.
- 3. Strong team teachers that help the students tackle every day challenges and make the guiding principles of the school real in every day practice.

4. Strong community alliances – a strong community of parents, influencers, elected officials, and other partnerships, on the local, state and even national level, who will help the school raise its awareness, support and achieve its goals.

I believe Bronx Charter School for the Arts has many of these critical pieces in place and will help them to further strengthen its community of alliances.

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

Signature Patricia Kennedy

# NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

# ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.

# CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS Member Name: \_\_\_Graham Powis\_\_\_\_\_\_ Proposed Charter School Name: \_\_\_\_\_\_ E-Mail Add Home Tele Home Add Business Business

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

# **Background Information – All Applicant Group Members**

1.	Please provide your educational and employment history. You may do so by attaching a résumé. <b>Note:</b> Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.
	□ Résumé Attached
	<ul> <li>Copy of Diploma, Transcript or Supporting Documentation Attached</li> <li>If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.</li> </ul>
2.	Please indicate how you became aware of the opportunity to join the applicant group.
	a. I became aware of Bronx Charter School for the Arts through BoardAssist. After a visit to the school, meetings with the school leaders and discussions with other board members, I decided that I would like to work with the school.
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.
	☑ I affirm.

### Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been passionate about education throughout my professional career as an investment banker and have served on the school's Board of Trustees since 2013. I also served on Colby College's Board of Overseers for eight years. In addition to my day-to-day investment banking responsibilities, I teach a business strategy course at Baruch College. Strategy and advisory work, in addition to capital-raising assignments, are featured components of my investment banking job.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I look forward to continuing to serve on the school's Board of Trustees and believe my fundraising and business strategy skills will remain relevant for the school in the future. I hope to help the image and reach of the school, and look forward to participating in the school's growth.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

GRAHAM A. POWES

Printed Name

Signature

Date

# **Background Information—Proposed Board of Trustees Only**

8.	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.			
9.	Please indicate whether 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).			
10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.				
	$oxed{\boxtimes}$ This does not apply to me. $oxed{\square}$ Yes. If yes, please provide an explanation.			
11	.What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Co-vice Chairman			
12	Please explain why you wish to serve on the board. To support the mission of the school.			
13	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.			
	$oxed{\boxtimes}$ This does not apply to me. $oxed{\square}$ Yes. (Include description here):			

# **Conflict of Interest - Proposed Board of Trustees Only**

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.
$\boxtimes$ I / we do not know any such persons. $\square$ Yes. If your answer is yes, please indicate the precise nature of your relationship here:
15. Please indicate whether you, your spouse, or other family member knows an person who is a proposed charter school employee.
$\boxtimes$ I / we do not know any such persons. $\square$ Yes. If yes, please indicate the precise nature of your relationship here:
16. 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 a an employee, officer, or director or own a controlling interest in, plans to contract of do business with, the proposed charter school, including but not limited to, the least of real or personal property to the proposed charter school.
$\boxtimes$ No. $\square$ 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:
17. 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.
<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School does not/will not contract with a management company or charter management organization.</li> <li>☐ I / we do not know any such persons.</li> </ul>
18. 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.
<ul> <li>Yes.</li> <li>Not applicable because the School will not contract with a management compan or charter management organization.</li> <li>I / we have no such interest.</li> </ul>

19.	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 will be conducted.
	<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School will not contract with a management company or charter management organization.</li> <li>☑ I / we do not anticipate conducting any such business.</li> </ul>
20.	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
21.	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.  a. I would alert the Board Chair and request that the Trustee disclose all facts involved. If there is evidence of self-dealing, then I would request that the school Board vote to remove the Trustee and, if the situation is harmful or may be harmful to the school, I would demand that the relationship cease.
	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 the previous items 16-23, you may so indicate.   This does not apply to me, my spouse or other family members.
	Yes.
	Educational Philosophy -Proposed Board of Trustees Only
	Please explain your understanding of the charter school's mission and/or philosophy.  a. The school's mission is to provide a rigorous academic program along with a quality arts instruction integrated into the academic curriculum.

- 24. Please explain your understanding of the educational program of the charter school.
  - a. Please see response to 23.

- 25. Please indicate what you believe to be the characteristics of a successful charter school. 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. The Bronx Charter School for the Arts is successful and I think it will continue to improve as a result of its dedicated staff.

→ STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY	
GRAHAM A. POWIS	_
, maine	
proposed board member) state that I am the applicant for board member approval ar	
have read the questionnaire and any supporting documents and know the conte	nts
thereof; that the same is true to my knowledge except as to the matters therein stated	d to
be alleged upon information and belief, and as to those matters I believe it to be to	rue
and further acknowledge that I am aware of the fact that, pursuant to Penal L	.aw
§175.30, a person who knowingly offers a false instrument for filing to a public official	l or
public servant is guilty of Offering a False Instrument for Filing in the 2 <sup>nd</sup> Degree	
Class A Misdemeanor	,
The state of the s	
Signatule	
1/10/19	
Date	

#### **GRAHAM A. POWIS**

#### **EDUCATION**

#### New York University, Leonard N. Stern School of Business, New York, NY

1995-1997

- Executive MBA degree in Finance, June 1997.
- Grade point average: 3.72.
- Graduated #5 in class.
- Beta Gamma Sigma Honor Society.

#### The University of Washington, Seattle, WA

1992-1993

- 1 year of PhD studies in sociology, specializing in deviance.
- Grade point average: 3.82.
- Teaching Assistant duties.

#### Colby College, Waterville, ME

1986-1988 / 1989-1990

- BA degree in Economics, May 1990.
- Grade point average: 3.97.
- Graduated #1 in class, Summa Cum Laude, Phi Beta Kappa, Dean's List (every semester).
- Rhodes Scholarship finalist in Ontario, Canada.
- Distinction in major, AW Small Sociology Prize, Baker Scholar (awarded for promise in business), Bixler Scholar (awarded for superior academic performance), Economics faculty award, National Collegiate Economics award.

#### London School of Economics and Political Science, London, England

1988-1989

• Intensive Junior Year Abroad study.

#### ACADEMIC AND SPEAKING ACTIVITIES

- Bronx Charter School for the Arts' Board of Trustees (2013-present)—Current position: Vice Chair.
- Colby College's Board of Overseers (2009-2017)—Position: Member.
- Numerous teaching, speaking and panel-member experiences over the last 25 years, including:
  - o Adjunct Lecturer—2018-current, New York, undergraduate course entitled "Business Policy," Baruch College.
  - o Guest Lecturer—"Funding Innovation Through the Equity Capital Markets," October 2018, Washington, IFC / Milken Institute Capital Markets Program at The George Washington University.
  - o Guest Lecturer—"Creating Effective Organizational Designs," June 2018, New York, graduate course entitled "Business Policy," Baruch College.
  - o Guest Lecturer—"You Have a Great Idea.... Now What?" April 2018, New York, graduate course entitled "Entrepreneurial Skills for Journalists," The Tow-Knight Entrepreneurial Journalism program, CUNY Graduate School of Journalism.
  - Guest Lecturer—"Building Tomorrow's Leaders: Capital Formation for Emerging Growth Companies," November 2017, Washington, IFC / Milken Institute Capital Markets Program at The George Washington University.
  - o Guest Lecturer—"Kings, Queens, Presidents and Sagas," April 2017, New York, undergraduate course entitled "Management of Multinational Corporations," Baruch College.
  - o Guest Lecturer—"So What Happened? Did Investors Clap for Snap?" April 2017, Greenwich, Connecticut, high school course entitled "Introduction to Behavioral Economics," Greenwich Academy.
  - O Guest Lecturer—"What Gets Measured Gets Managed: Financials, Metrics and Building a Business," April 2017, New York, graduate course entitled "Entrepreneurial Skills for Journalists," The Tow-Knight Entrepreneurial Journalism program, CUNY Graduate School of Journalism.
  - O Guest Lecturer—"IPOs and the Decision to 'Go Public," March 2017, New York, undergraduate course entitled "Business Policy," Baruch College.

#### **GRAHAM A. POWIS**

#### ACADEMIC AND SPEAKING ACTIVITIES (continued)

- o Guest Lecturer—"The Oddity of IPOs," February 2017, Greenwich, Connecticut, high school course entitled "Introduction to Behavioral Economics," Greenwich Academy.
- Guest Speaker—"Capital Formation for Emerging Growth Companies," November 2016, Washington, IFC / Milken Institute Capital Markets Program at The George Washington University.
- Guest Lecturer—"How to Think About Financials and Operating Metrics," March 2016, New York, graduate course entitled "Entrepreneurial Skills for Journalists," The Tow-Knight Entrepreneurial Journalism program, CUNY Graduate School of Journalism.
- o Panel Member—"Colby on the Road" (Finance Panel), January 2016, New York, sponsored by Colby College.
- o Guest Lecturer—"How to Think About Financials and Operating Metrics," February 2015, New York, graduate course entitled "Entrepreneurial Skills for Journalists," The Tow-Knight Entrepreneurial Journalism program, CUNY Graduate School of Journalism.
- Guest Lecturer—"How to Think About Financials and Operating Metrics," April 2014, New York, graduate course entitled "Entrepreneurial Skills for Journalists," The Tow-Knight Entrepreneurial Journalism program, CUNY Graduate School of Journalism.
- Guest Lecturer—"The World of Initial Public Offerings ('IPOs')—Equity," October 2011, Princeton, graduate course entitled "Financial Markets and Public Finance," Princeton University's Woodrow Wilson School of Public and International Affairs.
- o Guest Lecturer—"The World of IPOs," March 2008, Princeton, graduate course entitled "Public Finance and Wall Street," Princeton University's Woodrow Wilson School of Public and International Affairs.
- Teaching Assistant—7 Deviance and Introduction to Sociology courses, 1992-1993, Seattle, University of Washington. "Clint Eastwood" teaching award.

#### **WORK EXPERIENCE**

#### **Brookline Capital Markets**

2017-Current

A boutique investment bank focused on healthcare finance Senior Capital Markets Advisor, New York, NY

• Advise small and mid-sized biotechnology, medical technology and diagnostics companies on their financing needs. Drive Brookline's public capital markets business build-out.

BTIG 2014-2017

A global financial services firm with more than 500 employees that specializes in institutional trading, investment banking, research and related brokerage services

#### Managing Director, Head of Investment Banking, New York, NY

Ran BTIG's Investment Banking Group and played an active role in the firm's healthcare calling effort. Inherited a nascent investment banking business in 2014 and drove the department to record results. In addition to generating record revenues, BTIG became the fastest-growing investment bank in the US in the equity capital markets area from 2013 to 2016.

#### Lazard / Lazard Capital Markets

2007-2014

With operations dating to 1848 and locations in 27 countries, one of the world's oldest financial advisory and asset management firms

#### Managing Director, Head of US Equity Capital Markets, New York, NY

Ran the firm's US Equity Capital Markets department and led its healthcare, software and consumer equity calling
efforts. In total, Lazard Capital Markets completed more than 150 IPOs and follow-on financings between 2007
and 2014.

## **GRAHAM A. POWIS**

#### **WORK EXPERIENCE** (continued)

SG Cowen / Cowen 1998-2007

Founded in 1918, a global industry-focused investment bank for growth-oriented companies Managing Director, Head of Equity Capital Markets, New York, NY

• Acted as the department head and served as a member of the firm's 9-person Operating Committee. Originated and / or led the execution of more than 300 healthcare, consumer and technology transactions.

#### **Additional Investment Banking Experience**

1990-1992, 1993-1998

#### **INTERESTS**

#### **Sports:**

• Squash (Colby College varsity team, #1, Most Valuable Player and Most Improved Player; London School of Economics varsity team; recreational player currently); tennis (member of high school tennis team; recreational player currently); hockey (travel hockey as youth in Canada); soccer (youth soccer coach for several years); cycling; and running.

#### Other:

Reading and travel.

#### Barbara H. Scott



#### Central Park Conservancy, New York, NY (2001 to present)

Member of the Board of Directors of the Central Park Conservancy Women's Committee and Co-Chair of the Tree Trust and Adopt-A-Bench sub-committees overseeing annual fundraising of up to \$1.3M. Actively involved with the Conservancy since 2001.

- **Benches Co-Chair** (2016 to present). Responsible for fundraising efforts that generate revenue for Central Park through the purchase of benches in the Park. Tasked with meeting annual revenue goal of \$1.3M.
- Tree Trust Co-Chair (2014-2016) Responsible for the education and fundraising efforts that generate interest and revenue for the care, maintenance and endowment of Central Parks 19,000 trees. Raised \$330K in 2015; \$581K in 2016 exceeding targets of \$225K.

#### New England Science & Sailing, Stonington, CT (2010 to present)

Member of the Executive Committee of the Board of Directors that provides oversight to an ocean adventure education program with emphasis on the development of science, technology, engineering and math skills in school age children. Serves thousands of children during the summer and school year with a main campus on Stonington Harbor, satellite campuses and in school programs.

- Head of the Education & Scholarship Committee (2016 to present) Helped to established procedures, policies and protocols for student financial assistance for summer camp program. Current work is with newly established Business Development Team on marketing initiatives including independent school outreach for increased revenue generation during the school year season.

#### **Urban Teaching Corps,** New York, NY (2012-2015)

Member of the Board of Directors that provided oversight to an urban teacher, training program for recent college grads that included one-on-one professional coaching and graduate degree completion.

 Chair Development Committee (2014-2015) Responsible for the development and execution of fundraising efforts of the Board. Wrote grants and conducted donor outreach that secured funding for events and operational support.

#### Brownstone Lane Condo Association, New York, NY (2007 to present)

- Condo Association Board President (2011 to present). Responsible for the management of 52-unit condo development. Hiring and supervision of building management and staff, oversight for annual budget process and review of monthly financial reports, review all sales and rental transactions. In 2013, negotiated \$500K settlement for workmanship defects with condo developer, managed \$400K courtyard waterproofing project, instituted rental fee program to generate building revenue. Annual building operations budget of \$570K.
- Chair, House Committee (2007-2011) established building committee that is responsible for social activities and neighborly care. Established annual Children's Halloween Party and December Holiday Social. Proposed, designed and implemented interior & exterior design projects including Children's Playroom, Fitness Center, and outdoor play spaces with budget of \$35K.

#### Education

Masters of Arts in Educational Leadership, Columbia University Teachers College, New York, NY

Bachelor of Arts, Hamilton College, Clinton, NY

#### **Professional Experience**

#### BHS Consulting, New York, NY

Principal, 2010-present

Principal consultant for individual school placement services and project-based strategy work for private and institutional clients. Specialties in program development and student achievement along with marketing, fundraising, and operations analysis experience.

# LREI – Little Red School House and Elisabeth Irwin High School, New York, NY Director of Admissions, 2009-2010

Member of the senior leadership team directing all aspects of enrollment management at 575 student, coed Pre-K-12 progressive, 100% tuition-driven, independent school.

- Managed an office of four professionals and 20 volunteers
- Organized and executed school admissions marketing events across divisions
- Responsible for interviews, assessment and candidate analysis for over 600 applicants
- Analyzed and presented admissions statistics to Board
- Allocated financial aid awards in consultation with Director of Finance
- Collaborated on the establishment of enrollment and financial targets with the Board of Trustees and the Director of Finance
- Represented LREI at Parent's League and ISAAGNY sponsored events
- Provided oversight for the development of new marketing materials including website redesign, view book and supplementary branding materials

#### The International Preschools, New York, NY

**Location Director, Toddler and Preschool Programs,** *45<sup>th</sup> Street School*, 2007- 2009 Administrative team member responsible for the daily operation of a preschool site serving 200 children ages 18 months to 5 years.

- Supervised and evaluated 20 faculty members, ran bi-weekly faculty meetings
- Observed and tracked student growth; worked with individual families
- Coordinated services for special needs children; SEIT supervision
- Oversaw, developed and enhanced classroom curriculum
- Reviewed, edited and oversaw internal progress report writing process
- Interviewed and hired permanent and substitute teachers
- Coordinated Parent Association school and community projects
- Admissions Open House speaker; candidate assessment as needed
- Ongoing school report writing supervision, support for candidate placement
- Tracked staff work time for payroll as coordinated with the finance office

#### Nightingale-Bamford School, New York, NY

**Director of Admissions**, 2003–2007

Member of the senior leadership team directing all aspects of enrollment management at this 560 student, all girls' K-12 independent school.

- Managed an office of four professionals and 20 parent volunteers
- Responsible for the assessment of over 700 candidates yearly; 400+ K applicants
- Analyzed and presented admissions statistics to the Board of Trustees
- Co-led the implementation of NBS' marketing and communications strategy

- Represented NBS at Parent's League, ISAAGNY and NAIS sponsored events
- Member of the school Academic Affairs Committee
- Class VII advisor (2003-4); Class IX advisor (2006-07)
- Allocated tuition assistance in collaboration with the Director of Finance

# LREI – Little Red School House and Elisabeth Irwin High School, New York, NY Director of Admissions 2002 - 2003

Managed all aspects of enrollment at this 525 student, coed, Pre-K-12 progressive, 100% tuition-driven, independent school.

- Collaborated on the establishment of enrollment and financial targets with the Board of Trustees with direct reporting to Finance Committee
- Led the development of LREI's marketing plan, redesigned LREI's view book, created an all-school curriculum guide and generated content for LREI's website
- Created and wrote policies for all admissions and financial aid procedures
- Allocated tuition assistance with the finance office
- Implemented the use of a new database system for the admissions office

# Bank Street College/ New York Times Learning Network, New York, NY Project Editor 2000

Conceptualized and developed curriculum content for the original "Daily Lesson Plan" feature of the New York Times Learning Network website which targets classroom teachers, parents and students grades 3 – 12.

#### Riverdale Country School, New York, NY

#### **Associate Admissions Director** 1997 – 2000

Lower school administrative team member who interviewed and enrolled qualified students in grades Pre-K to Sixth at this 1,050 student, coed Pre-K – 12 independent school.

Led budget process and program development for the after-school program;
 supervised program director; also served as LS Community Service Co-Director

#### History and English Teacher Grade Six 1995 – 1997

- Created and taught World Culture curriculum; English instructor
- Supervising teacher for Manhattan College students completing undergraduate degree requirements

#### **Member NYSAIS Self-Evaluation Steering Committee** 1996 – 1997

Member of Riverdale's committee which prepared for its' New York State Association of Independent School 10 year re-accreditation.

#### The Spence School, New York, NY

#### **Associate Kindergarten Teacher and Interschool Fellow** 1993 – 1995

Implemented all aspects of language arts, mathematics and social studies curriculums at this 525 student all girls' K-12 independent school.

#### Professional Leadership and Development

- National Association for the Education of Young Children, Member 2007-2010
- National Coalition of Girls' Schools, Trustee 2005-2007
   Premiere advocacy organization for independent girls' schools across the country with a seventeen-member board. Designated workshop leader for admissions professionals at 2006 Annual Conference
- ISAAGNY Board of Directors, Recording Secretary 2004-2007
   The Independent School Admissions Association of Greater New York sets policies and procedures for independent school admissions throughout the NY metro area
- National Association of Principals of Girls' Schools Leadership Seminar, 2004
  Seminar focused cultivating & mentoring women's capacity to serve as school heads

- National Association of Independent Schools People of Color Conference, Facilitator 2003
- Seeking Educational Equity and Diversity Seminar, Wellesley College, 1998

#### **Speaking Engagements**

- Panelist, "The Role of Admissions Directors at Independent Schools" Klingenstein Center, Teachers' College 2006, 2007
- Panelist, "The On-Going School Process," The Parents' League of NY 2004
- Panelist, "How to Select a School," KIPP Academy, Bronx 2004
- Presenter, "Diversity and Your Kindergartener," Grace Church School 2000, 01
- Panelist, "Teaching in Independent Schools," Trinity School 2000
- Panelist, "Families of Color at Early Childhood Schools," Brick Church Day School
   1999
- Panelist, "Life as an Assistant Teacher," Interschool Fellows Program 1997

#### **Board Memberships**

#### Metropolitan Jack & Jill, Inc, New York, NY

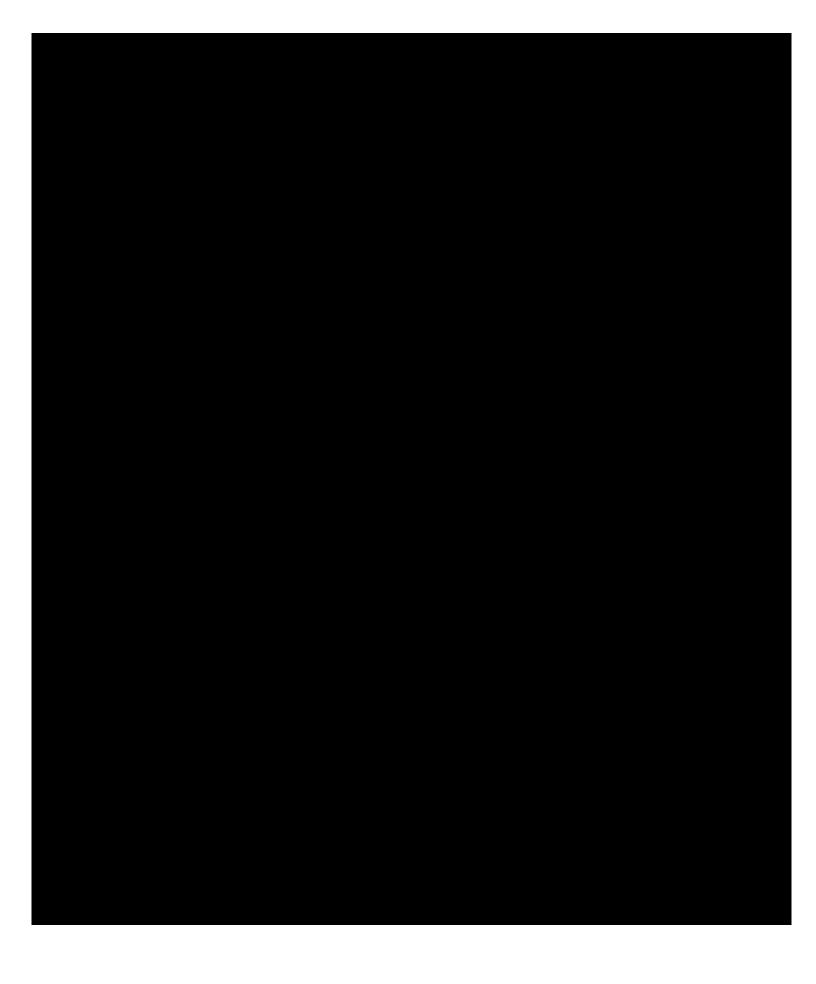
- **Foundation Committee Member** (2011-present); **Committee Chair** (2015-present) Responsible for selecting and allocating Chapter fundraising dollars to nonprofits serving the needs of the African-American community in the areas of education and youth development.
- **Boost Scholarship Program Co-Chair** (2014-present). Co-led the development of Chapter scholarship fund supporting first year college students. Cultivated and led school outreach efforts, wrote and established all policies and procedures governing scholarship implementation, designed application, led selection committee, executed notification of recipients and follow-up for marketing purposes.
- Chapter Officer, Historian/Editor (2011-2013). Leadership Team member responsible for the overall management of chapter activities with specific emphasize on documenting chapter activities for publication in regional and national membership magazines including Up the Hill, Scope and the Eastern Region Monthly Newsletter.

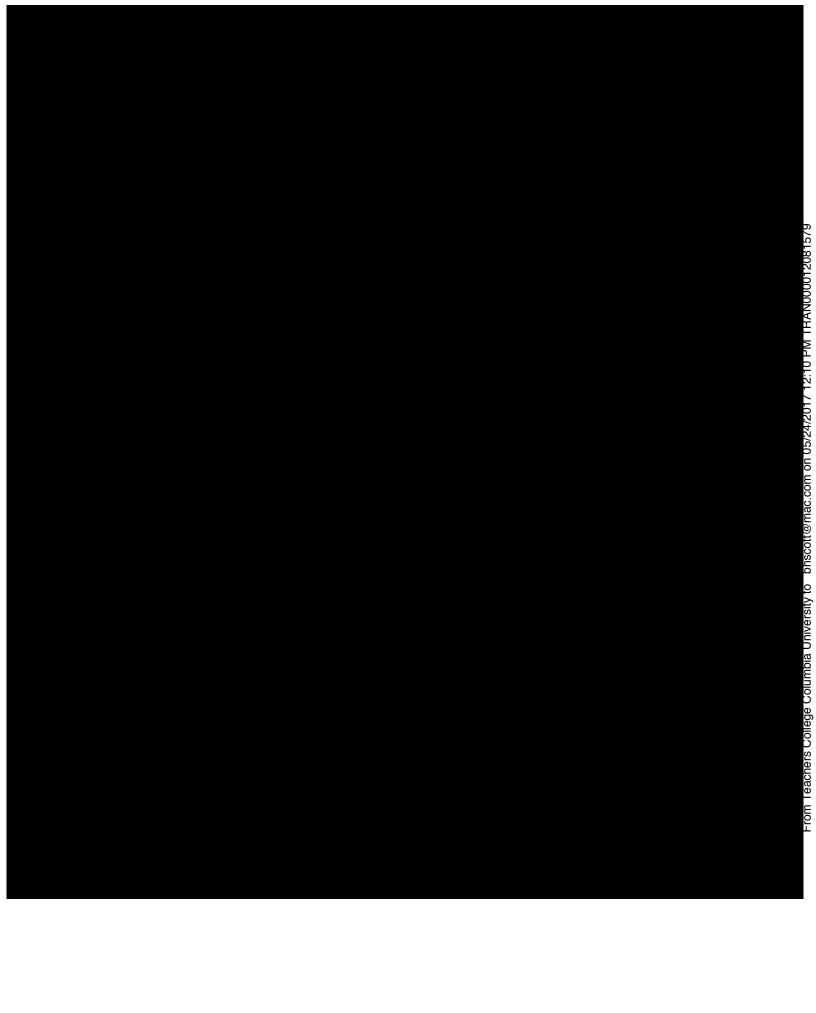
#### Brick Presbyterian Church, New York, NY

- Member, Board of Deacons (2003-2006)
- Chair, Brick Church Sunday School Steering Committee
- Class Coordinator, Teacher, Brick Church Sunday School
- Participant, Brick Church Pre-School Strategic Planning Process

#### **Hobbies & Interests**

Sailing, golf, tennis, reading and travel





# TEACHERS COLLEGE, COLUMBIA UNIVERSITY 525 W. 120<sup>th</sup> St., New York, NY 10027

#### OFFICE OF THE REGISTRAR

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Department Codes:

From Teachers College Columbia University to bhscott@mac.com on 05/24/2017 12:10 PM TRAN000012081579

A&H Arts & Humanities EDP Education Policy & Social Analysis ITS International & Transcultural Studies
BBS Biobehavioral Sciences HBS Health & Behavior Studies MST Mathematics, Science, & Technology

CCP Counseling & Clinical Psychology HUD Human Development ORL Organization & Leadership

C&T Curriculum & Teaching IND Interdepartmental

Course Credit Level:

4 initial graduate 8 doctoral dissertation advisement

5 intermediate graduate 7 doctoral dissertation seminar 9 post-doctoral study

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# NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL OFFICE

# ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as lead applicants and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

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# CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS Member Name: \_\_\_Eric Osorio\_\_\_\_\_\_ Proposed Charter School Name: E-Mail At Home Te Home Ac Business

Business

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

#### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

#### ☑ Résumé Attached

- □ Copy of Diploma, Transcript or Supporting Documentation Attached
   □ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.
- 2. Please indicate how you became aware of the opportunity to join the applicant group.
- My first introduction to Bronx Arts was ten years ago through Board Assist, an organizations that matches prospective board members with institutions seeking new trustees.
  - 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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

#### ☑ I affirm.

#### Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am a career educator who has served in a range of different roles in independent schools for twenty-three years. From teaching to administrative leadership, I have worked across grades from primary to secondary levels. In addition to work in the classroom, I have mentored fellow educators throughout my career. My primary role as a current trustee is to lend my expertise to my fellow board members, as well as advise and support school leadership in execution of our school mission. Beyond my professional background, I am a born and raised Bronx boy who currently lives there as well. I have intimate knowledge of the community and its needs.

- 6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
- As a career educator, I look forward to working with the school to meet it strategic academic goals and objectives. I bring over twenty years of experience to that endeavor, as well as a deep commitment to the children of the South Bronx. As a born and raised Bronx boy, I aspire to connect my educational expertise with the needs of our incredible community.
  - 7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Eric Osonio	
Printed Name	
also	
Signature	
1/10/19	
Date	

## **Background Information—Proposed Board of Trustees Only**

	8.	Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.
	$\boxtimes$	I affirm.
	9.	Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
X	Thi	s does not apply to me. □ Yes.
	If t	he 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).
	10	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 yes, please provide an explanation.
	11,	What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):chair of program committeev
		Please explain why you wish to serve on the board. support the mission of the school.
	13.	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.
	⊠ -	Γhis does not apply to me. □ Yes. (Include description here):

# Conflict of Interest - Proposed Board of Trustees Only

1	<ol> <li>Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.</li> </ol>
	oxtimes I / we do not know any such persons. $oxtimes$ Yes. If your answer is yes, please indicate the precise nature of your relationship here:
1	5. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.
	☑ I / we do not know any such persons. ☐ Yes. If yes, please indicate the precise nature of your relationship here:
10	6. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.
lf	No. Yes. 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:
17	7. 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.
	<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the School does not/will not contract with a management company or charter management organization.</li> <li>☑ I / we do not know any such persons.</li> </ul>
18	3. 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.
□ Ye	s.  Not applicable because the School will not contract with a management company or charter management organization.

indicate if you, your spouse or	ed with an educational services provider, please other family member anticipates conducting, or is e provider. If so, please indicate the precise nature cted.
<ul> <li>☐ Yes.</li> <li>☐ Not applicable because the Scorn charter management organ</li> <li>☑ I / we do not anticipate conduct</li> </ul>	
·	cal or legal conflicts of interests (if any) that would, use approved for service on the charter school's
None □ Yes	
•	andle a situation in which you believe one or more board are involved in working for their own benefit, family.
I would request that the Trustee	er to the attention of the Board Chair. At that point, disclose all facts involved. If there is anything of nat the Board vote to remove the Trustee, and ship.
officer, employee, partner or me organization which filed an applica	our spouse or other family member is a director, sember of, or is otherwise associated with, any ation in conjunction with the charter school, i.e., is To the extent you have provided this information in 23, you may so indicate.
<ul><li>☑ This does not apply to me, my spouse</li><li>☐ Yes.</li></ul>	or other family members.
Educational Philosophy	-Proposed Board of Trustees Only
a. The school's mission is t	of the charter school's mission and/or philosophy. o provide a rigorous academic program along with integrated into the academic curriculum.

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

a. See answer to 23

- 25. Please indicate what you believe to be the characteristics of a successful charter school. 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. The Bronx Charter School for the Arts is successful and I think it will continue to improve as a result of its dedicated staff.

#### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I,	ame of
proposed board member) state that I am the applicant for board member approve	al and I
have read the questionnaire and any supporting documents and know the co	
thereof; that the same is true to my knowledge except as to the matters therein sta	
be alleged upon information and belief, and as to those matters I believe it to t	
and further acknowledge that I am aware of the fact that, pursuant to Pena	
§175.30, a person who knowingly offers a false instrument for filing to a public off public servant is guilty of Offering a False Instrument for Filing in the 2 <sup>nd</sup> Dec	
Class A Misdemeanor.	лее, а
Care Care	
Signature	
1/10/19	
Date	

#### Eric F. Osorio

#### **EDUCATION**

#### Teachers College, Columbia University

New York, NY

M.A. Private School Leadership, Klingenstein Fellow. 2006.

#### Tufts University Medford, MA

B.A. Sociology and International Relations. 1996.

#### Horace Mann School

Riverdale, NY

June 1992. Prep for Prep Alumnus, Contingent VIII.

#### **EXPERIENCE**

Swift School Roswell, GA

Founded in 1998, Swift is a small and vibrant school community of 235 students in grades 1-8, with a mission focused on students with dyslexia.

#### Associate Head of School

7/15-present

- Lead the Directors Group, which includes Division Directors, Director of Admission and Enrollment Management, Director of Learning Support, Athletic Director, and Director of Education Technology and Assessment
- Serve as the educational leader for school, and a chief ambassador of the mission and vision
- Present relevant school programming and enrollment management updates to Board of Trustees
- Serve as member of Campus Initiatives Committee, a subcommittee of the Board of Trustees
- Implement enrollment management strategies, practices and outcomes
- Lead hiring process for all faculty, including compensation budget and negotiation with candidates
- Oversee the implementation of current strategic plan initiatives related to primary goals
- Cultivate relationships with all constituents that serve to further and enhance the school's culture
- Create strategic partnerships with schools both in and outside the Atlanta area, collaborating on professional development opportunities
- Evaluate professional performance of administrative team
- Lead the administrative team and faculty in self-study and accreditation process
- Lead faculty professional development program and oversee school budget for professional development
- Recalibrated admission procedures and process, introducing new events and protocols that sharpened our focus on mission-appropriate students who can succeed at Swift
- Created internal professional development programming that produces four half-day trainings for all Swift employees four times each year
- Created new positions of Director of Learning Support and Middle Division Dean of Students in order to better execute school mission and initiatives
- Created new faculty evaluation procedure that was implemented this year

Worcester Academy Worcester, MA

WA is a traditional New England day/boarding school with approximately 650 students in grades 6-12. One-third of upper schoolers represent a diverse population of both domestic and international boarders.

Dean of Students

7/12-6/15

- Served as a member of the Academy's Executive Leadership Team and the Curriculum Committee
- Supervised all Student Deans (Upper School Grade Deans, Middle School Dean of Students, and Dean of Residential Life) to ensure strong oversight of the social and emotional health of students

- Supervised Director of Community Service, Director of Student Activities, International Student Coordinator, and Counseling Office
- Created a school-wide Student Life team in order to strengthen program cohesiveness and consistency from grades 6-12
- Chaired the Upper School Health Team, focused primarily on issues of social and emotional wellbeing of our students, and discussing issues that tend to be of a confidential nature
- Created new protocols for discussing students of concern, focused on creating action plans to improve their progress
- Created and implemented a student-centered procedure for academic probation, incorporating checkpoints and action steps for students in academic difficulty
- Conducted year-long self-study of advising program, presenting findings and incorporating recommendations in our advising program
- Revamped New Student Orientation, creating a comprehensive program for students and parents
- Chaired the Upper School Discipline Committee
- Led the Emergency Response Team

#### **Packer Collegiate Institute**

Brooklyn, NY

Situated in the heart of Brooklyn Heights in a highly competitive New York City market, Packer is a coeducational school serving approximately 1000 students in grades Preschool through 12 Administration

#### Assistant Head of Upper School

9/08-6/12

- Conducted formal observations and evaluations of teaching faculty
- Supervised upper school deans, leading initiatives in community programming and student support
- Assisted in the hiring process, reviewing resumes and initial interviews of potential upper school teaching candidates
- Assisted with the orientation of new faculty and support all faculty efforts in the classroom
- Reviewed prospective applicants for all upper school grades
- Oversaw the senior thesis and independent study programs
- Created a new and more efficient process for student course registration in my first year
- Created a senior internship program, providing a new option for second semester seniors

#### **Teaching**

• Taught 10th grade US History

#### Noble & Greenough School

Dedham, MA

One of the top day schools in the Boston area, Nobles is a coeducational community of over 600 students in grades 7-12. Primarily a day population, there are approximately 50 five-day boarders living on campus.

#### Administration

#### Dean of Diversity Initiatives

9/06-9/08

9/01-9/05

#### Director of Multicultural Services

- Advised Head of School, faculty and administration on all institutional diversity initiatives
- Member, Strategic Planning Committee, Senior Leadership and Department Heads' Group
- Created and supervised Diversity Support Team, including middle and high school professionals
- Led faculty with creation and implementation of diversity goals including curriculum development
- Managed and maintained Diversity budget, which included student programming, professional development, all-school projects and new initiatives
- Founded the Multicultural Parents Association (MPA)
- Planned and coordinated 2004 and 2008 Faculty Retreats

#### Associate Director of Admission

- Recruited prospective students and families; coordinated diversity recruiting efforts, 7-12
- Created admissions events and information sessions for prospective families throughout Boston area
- Reviewed over 800 applications and recommended candidates for admission.

#### **Teaching**

• Taught 8<sup>th</sup> grade Civics, 10<sup>th</sup> grade US History, and 12<sup>th</sup> grade English elective over the course of twelve years

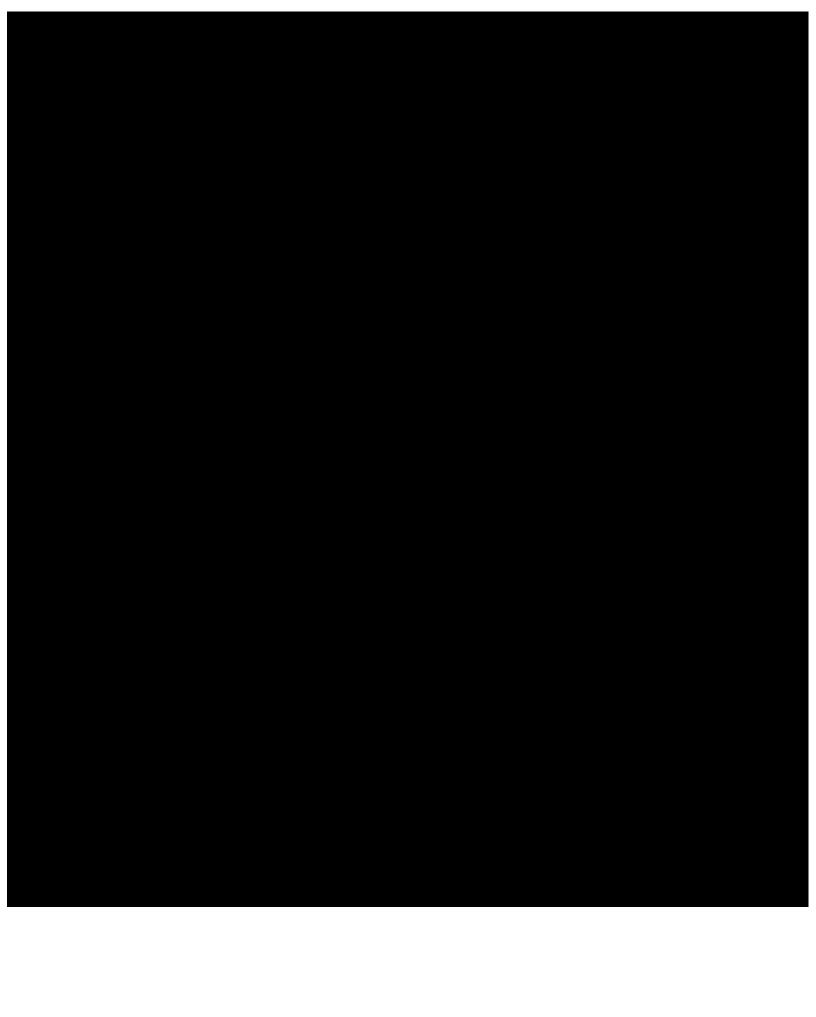
#### PROFESSIONAL DEVELOPMENT AND AFFILIATIONS

#### **Presentations**

- 2017 NCAIS Women in Leadership Conference, "Non-traditional" School Leaders: How Do Aspiring Women Leaders Develop Powerful Allies, Mentors and Sponsors?
- 2016 Triangle Student Diversity Conference, Keynote Speaker
- 2015 NAIS People of Color Conference, "Blazing the Path: Creating Powerful Professional Development for Emerging Leaders of Color"
- 2015 NAIS Annual Conference, "Creating Culture: The Evolution of Independent School Leadership"
- 2013 NAIS People of Color Conference, "In Support of the Black Table: A Conversation about Race and the Power of Affinity".
- 2006 NAIS People of Color Conference, "The Culturally Competent Educator".
- 2006 NAIS Annual Conference, "Best Practices of School Heads: What Makes an Outstanding School Head?"
- 2004 NAIS People of Color Conference, 2003 AISNE High School Students of Color Conference, and 2002 AISNE Middle School Students of Color Conference, "Forming Affinity Groups for Students of Color."
- 2003 NAIS People of Color Conference, "Recruiting and Retaining Students of Color in Independent Schools."

#### Activities, Conferences, and Workshops

- Trustee, Bronx Charter School for the Arts, 10/08-present, appointed Chair of Program Committee 5/11-present
- Fellow, 2014-15 NAIS Fellowship for Aspiring School Heads
- Founding Faculty, BOLD Leadership Summit at The Galloway School, '16-present
- Founding Faculty, Interschool Leadership Institute, '13-present
- Member, St. Mary's School (NC) Diversity and Inclusivity Advisory Board, '17-present
- Member, NYSAIS Diversity Committee, 9/10-6/12
- Co-Chair, 2007 NAIS People of Color Conference Local Planning Committee
- Committee Head, 2003 AISNE High School Students of Color Conference Planning Committee
- Member, 2001 and 2016 NAIS People of Color Conference Local Planning Committee.
- Attended numerous conferences dedicated to diversity, equity and inclusion, including serving on NAIS Call-to-Action, a national think-tank of diversity practitioners who serve as an advisory board to the VP for Leadership Education and Diversity '07-'15
- SAIS Accreditation Team Member
- Attended, NAIS Annual Conference '06, '08, '14, '15
- Participant, Kingswood-Oxford Leadership Institute for Educators of Color '13
- Participant, Stanley King Counseling Institute '06



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Department Codes:

From Teachers College Columbia University to eric.osorio1@gmail.com on 11/25/2014 02:20 PM TRAN000006640348

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BBS Biobehavioral Sciences HBS Health & Behavior Studies MST Mathematics, Science, & Technology

CCP Counseling & Clinical Psychology HUD Human Development ORL Organization & Leadership

C&T Curriculum & Teaching IND Interdepartmental

Course Credit Level:

4 initial graduate 8 doctoral dissertation advisement

5 intermediate graduate 7 doctoral dissertation seminar 9 post-doctoral study

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#### CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name:	Charles	A. Whit	es, Jr.			
Proposed Charter		BRONX	Charte	Schal.	for the	Auts
E-Mail Addre						
Home Teleph						
Home Addres						
Business Tel						
Business Ad						

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	☑ Résumé Attached
	<ul> <li>Copy of Diploma, Transcript or Supporting Documentation Attached</li> <li>If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.</li> </ul>
2.	group. A member of the Board of Trusteer asked it I would be interested in serving on the Board.
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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.
	I affirm.

#### Statement of Intent—All Applicant Group Members

- 5. Please provide a personal statement regarding the experience and skills that you bring to the table.
- 6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
- 7. Please provide any other information that you feel is pertinent to the Department's review of your background.

C	harles A. Whiter Jr.	
Print	red Name	
	Punt	
Sign	ature	
1/8	(19	
Date		

# Statement 5:

I bring close to a decade of non-profit board service (for a social \*service's agency, as well as analytical abouty and rish assessment shells as I have been a practing attorney for the past 15 years.

# Statement 6:

I am currently the chair of the Board of Trustees, and an nuch, I provide significant mappet and quidapae with regard to the completion of the application. Areas for revois in chide legal and policy components of the application.

# Background Information—Proposed Board of Trustees Only

8.	appointment/election to the board.
	☑ I affirm.
9.	Please indicate whether 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).
10	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 yes, please provide an explanation.
11	What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):  Based Chair; Member of Et ecusic Committee, Finance Committee
12	Please explain why you wish to serve on the board. I am a Brown retrice and view Board Service as a way to make a meaning ful and lasting contribution to the community I grew up to 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):
	Served as a Vicie-Chairman of the Board of Directors for Unique People Services, INC. (Noted ON VESCULE - Which is attached)

# Conflict of Interest - Proposed Board of Trustees Only

other prospective 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:
15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.
I / we do not know any such persons.  Yes.  If yes, please indicate the precise nature of your relationship here:
16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:
17. 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.
<ul> <li>✓ Not applicable because the School does not/will not contract with a management company or charter management organization.</li> <li>✓ I / we do not know any such persons.</li> </ul>
18. 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.
<ul> <li>Yes.</li> <li>Not applicable because the School will not contract with a management company or charter management organization.</li> <li>I / we have no such interest.</li> </ul>

İ	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 will be conducted.  Yes.  Not applicable because the School will not contract with a management company or charter management organization.
	☐ I / we do not anticipate conducting any such business.
	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
22.F	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 broughthat the matter to the Board obtain all perturbent facts. If there is evidence of please indicate whether you, your spouse or other family member is a director, action officer, employee, partner or member of, or is otherwise associated with, any which organization which filed an application in conjunction with the charter school, i.e., is would be previous items 16-23, you may so indicate.  This does not apply to me, my spouse or other family members.  This does not apply to me, my spouse or other family members.  Trustee
	Educational Philosophy -Proposed Board of Trustees Only
port	Please explain your understanding of the charter school's mission and/or philosophy. The school's mission is to provide a regorous academic gran along with a quality arts instruction. The arts are fully equated into the academic arrangement.  Please explain your understanding of the educational program of the charter school.  Please of see response to Henry 23.
S W	Please indicate what you believe to be the characteristics of a successful charter school. 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.  Brown Charter School for the Arte it successful and I think the will continue to improve as a result of its dedicated

#### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

1. Charles A. Whites, Jr.	name of
proposed board member) state that I am the applicant for board member appro	val and I
have read the questionnaire and any supporting documents and know the	
thereof; that the same is true to my knowledge except as to the matters therein	
be alleged upon information and belief, and as to those matters I believe it to	
and further acknowledge that I am aware of the fact that, pursuant to Pe	
§175.30, a person who knowingly offers a false instrument for filing to a public of the state of	
public servant is guilty of Offering a False Instrument for Filing in the 2 <sup>nd</sup> D	egree, a
Class A Misdemeanor.	
Chif	
Signature	
1/8/19	
Date	

#### Charles A. Whites, Jr.

#### PROFESSIONAL EXPERIENCE

NEW YORK LIFE INSURANCE COMPANY, NEW YORK, NY

Vice President & Associate General Counsel (September 2014 – Present)
Chief of Staff for Chief Insurance Counsel (November 2013 – September 2014)
Associate General Counsel (March 2009 – September 2014)
Assistant General Counsel (March 2007 – March 2009)
Associate Counsel (August 2005 – March 2007)

August 2005 – Present

- Responsible for legal and/or regulatory matters pertaining to New York Life's ("NYL") financial and insurance products, and other transactional matters.
- Provide advice regarding insurance regulatory reform, corporate governance and asset management issues, as well as assist senior management with the coordination and development of NYL's positions and/or responses to such issues.
- Review and provide advice on various general corporate matters, including vendor contracts, corporate governance, mergers and acquisitions, and private equity and/or private placement investments.
- Advise on state and federal laws as they relate to financial products (including advice and coordination in connection with product development efforts).
- Prepare and execute SEC filings pursuant to the 1933 Act and the 1940 Act in support of such products when required (including negotiation and coordination with SEC staff). Also provide advice regarding matters related to the 1934 Act.
- Draft, review and negotiate mutual fund agreements, private placement memoranda, stock purchase agreements, licensing agreements, corporate formation documents, patent applications, non-disclosure agreements, registration statements, and variable product and fund offering documents.
- Representative matters include:
  - ➤ Lead group responsible for NYL's variable universal life, corporate owned life insurance, bank owned life insurance and private placement life insurance businesses
  - > Coordinate NYL's patent matters and assist with management of its patent portfolio
  - Provided primary legal support with respect to the development and introduction of five new variable annuity products and three variable life products
  - > Provided legal support for the sale of certain of NYL's international subsidiaries
  - Managing attorney for MainStay VP fund substitution, which generates approximately \$5.0 million in additional management fees annually. Also serve as chief counsel for NYL's Fund Committee which performs review of funds currently on or contemplated for inclusion on the variable product platform
  - ➤ Lead attorney for the implementation and maintenance of NYL's Rule 38a-1 Separate Account Compliance Program
  - Established "Ladders" employee development program (received Diversity Inc. Innovation Award)
  - Participated in inaugural NYL Accelerated Leadership Program; recipient of NYL's Presidents Award

#### PAUL, WEISS, RIFKIND, WHARTON & GARRISON LLP, New York, NY

September 2001- July 2005

Corporate Associate

- General corporate and transactional practice representing public and private company clients in securities matters, mergers and acquisitions, investment fund operations, financings and venture capital investments.
- Drafted, negotiated, and reviewed registration statements, merger agreements, securities purchase agreements, stockholders agreements, underwriting agreements, indentures, private placement memoranda, subscription documents, registration rights agreements, operating agreements, proxy statements, non-disclosure agreements, licensing agreements and opinion letters.

#### Charles A. Whites, Jr.

- Assisted clients in connection with preparation and filing of public disclosure documents, including annual
  and quarterly reports; conducted and prepared extensive due diligence reports in connection with
  acquisitions and financings.
- Performed research and provided advice to clients on a wide variety of general corporate matters.

• Representative experience included:

- Lead associate on approximately \$600 million of private equity investments
- Closed public and private M&A transactions in excess of \$500 million
- Co-chair of Paul Weiss Diversity Committee

#### METROPOLITAN TRANSIT AUTHORITY, New York, NY

May 1993 – June 2001

Project Manager

- Planned, directed, and coordinated large scale capital improvement projects to ensure that they were completed in a timely manner and within funding parameters.
- Reviewed and approved monthly contract payments and negotiated budgets for new capital improvement projects.
- Performed final technical review of electrical and mechanical shop drawings
- Improved efficiency and enhanced contractual performance by utilizing various computer-based applications.
- Negotiated and wrote proposals for additional work orders and modifications to contract budgets.

• Representative experience included:

- > Principal project manager for Metrocard fare system upgrades (approximately \$250 million)
- Lead project manager for system wide power substation upgrades (approximately \$50 million)
- Managed a team of 5 to 10 field engineers

#### **EDUCATION**

NEW YORK LAW SCHOOL, New York, NY Juris Doctorate, cum laude

BARUCH COLLEGE, ZICKLIN SCHOOL OF BUSINESS, New York, NY Master of Business Administration, magna cum laude

HAMPTON UNIVERSITY, HAMPTON, VA Bachelor of Science in Electrical Engineering

#### **ADDITIONAL**

- Admitted to practice in New York (2002)
- Member of the American Bar Association and New York State Bar Association
- Chair of NYL's African American Employee Resource Group (2009-2011)
- Board Vice Chairman for Unique People Services, Inc. (2010-2015)
- Vice Chairman of Board of Trustees for Bronx Charter School for the Arts
- Assisted with establishment of scholarship at New York Law School for African American students
- Recipient of Black Achiever in Industry Award from Greater Harlem YMCA (2013)

January 9, 2019

To Whom It May Concern,

I, Charles A. Whites Jr., represent that the highest level of education I have achieved is a Juris Doctorate conferred upon me by New York Law School, New York, NY in May 2001.

I am a duly licensed attorney in the State of New York.

Regards,

Charles A. Whites Jr., Esq.