This report is transmitted to the Commissioner of Education, the County Superintendent and the Board of Education of the district residence.
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SCHOOL DESCRIPTION

2
School Name: Bergen Arts and Science Charter School (BASCS)

Startup and Current Year. Bergen Arts and Science Charter School commenced implementation in the 2007-2008 school year and has completed its fourth year of operation.

Address (List all Locations). The school is located at 200 MacArthur Ave. Garfield, NJ 07026.

Facility. The school is located in a three story building that formerly served as a private/public school. The facility is leased by the school, for a total annual cost of $372,000.

Number of Students, Grades and Classes. The school’s charter authorized a maximum enrollment of 540 students in 2010-11 in grades K, 1, 2, 3, 4, 5, 6, 7 and 8. The enrollment at the beginning of the school year was 508 students. At the end of the year the enrollment was 498 students. With the exception of two classes of Kindergarten, first and second grades there are three classes per grade level.

Maximum Class Size: Class size is approximately 20 students per class.

School Day: The school day begins at 8 a.m. and ends at 3:00 p.m. for a total time of seven hours. Total instructional time is 5 hours and 40 minutes per day.

School Year: School began September 7, 2010 and ended June 20, 2011, for a total of 180 school days.

Student/Teacher Ratio: 10:1

Planned Expansion: In the 2011-12 school year, the school will add one more section to kindergarten, first and second grades, and add 3 sections of 9th grade to expand to 600 students.

Approved District(s) or Region of Residence: The school draws its students from the following districts: Garfield (49%), Lodi (27%), Hackensack (15%), Others (9%).

Employees: The school employs a lead person, 42 classroom teachers, 4 aides, 2 custodian, 3 security, 2 secretaries, 2 ESL teachers, 2 special education teachers, a nurse, a librarian, and a business administrator.

Lead Person: The school’s Lead Person is Mr. Nihat Guvercin (Tel. 973 253 0002), (Fax 973 253 0110), (email: nguvercin@bergencharter.org).

Theme/Defining Attributes: The defining attributes of the school are its emphasis on Arts, Science, Technology, and Character Education.
1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL’S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS

Academic Goals and Objectives: Assessment Results

Program and Results to Date

A culture of assessment was initiated by the Bergen Arts and Science Charter School and serves as a comprehensive approach to understanding the strengths and challenges of every child in the school relative to meeting or exceeding the standards. The primary purpose is to ensure that the collective “we” are addressing the needs of every child in and out of the classroom. The assessment process is an ongoing cycle of accountability that includes:

a. Assessments that show a full picture of students understanding: classroom UbD performance tasks that utilizes learning styles and highlight multiple intelligences for example.

b. The quarterly in district interim benchmarks.

c. Semiannual practice tests provide up to date data relative to meeting and/or exceeding the standards.

The data is examined and analyzed and the findings are used to develop action plans for individual and groups of students in the classroom as well as whole school plans for adjustment to curriculum and instruction if necessary. This system has proved to be very successful as students continue to meet and exceed the standards on in district assessments as well as state assessments over the last three years. In order to sustain and further improve student performance, the school intends to adapt the Response to Intervention process.

Results of Practice Test and Description of progress
Math

BASCS Practice Test 2 vs. State NJASK - 2010

BASCS Practice Test 1 vs. State NJ ASK – 2010
Science

Summary of Comparison Results from LAL Practice Test I in December 2010 and Practice Test II in March 2011.
Summary of Comparison Results from Math Practice Test I in December 2010 and Practice Test II in March 2011.

- Increase of 21.7 points from Practice Test I to Practice Test II in grade 3
- Increase of 28.8 points from Practice Test I to Practice test II in grade 4
- Increase of .1 points from Practice Test I to Practice test II in grade 5
- Increase of 7.1 points from Practice Test I to Practice test II in grade 6
- Increase of .5 points from Practice Test I to Practice test II in grade 7
- Decrease of 1.1 points from Practice Test I to Practice test II in grade 8

Summary of Comparison Results from Science Practice Test I in December 2010 and Practice Test II in March 2011.

- Increase of 8.9 points from Practice Test I to Practice Test II in grade 3
- Increase of 4.9 points from Practice Test I to Practice test II in grade 4
- Increase of 1.0 point from Practice Test I to Practice test II in grade 5
- Increase of 22 points from Practice Test I to Practice test II in grade 6
- Increase of 33.5 points from Practice Test I to Practice test II in grade 7
- Decrease of 22.5 points from Practice Test I to Practice test II in grade 8

Description of school status with regards to AYP for language literacy and math
<table>
<thead>
<tr>
<th>GROUPS</th>
<th>5th Grade Participation Rate</th>
<th>5th Grade Achievement Target</th>
<th>5th Grade Education Target</th>
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<tr>
<td></td>
<td>Language</td>
<td>Math</td>
<td>Language</td>
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<tr>
<td>Total Population</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Limited English Proficient Students</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>African-American</td>
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<td>Others</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>1</td>
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<td>1</td>
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School Attendance Rate - Milestone
(For elementary and middle schools)

YES

Drop-Out Rate - Milestone
(For high schools)

YES
Problem Areas Identified and Proposed Changes in Curriculum and Instruction

The following recommendations are provided to assist the school in refining their curriculum:

1. The UBD model relies heavily on performance Assessment for the higher level learning’s. It is therefore recommended that these tasks become more closely aligned with the Essential Questions and direct the content and order of each lesson.

2. The school should consider a more balanced approach to emphasize both the testing requirements and the performance-based assessments called for in the UBD units. They should be seen as complementing each other rather than as separate entities.

3. Consider simplifying the lesson plan structure to allow for more teacher flexibility and ownership. All lessons contain a clearly stated objective and an observable assessment of that objective. The plan should simplify teacher instruction and, therefore, allow for some flexibility.
4. Systematize the Character Education program so that it is integrated into the regular curriculum rather than being treated as a separate element. This process would allow for students to make easier connections between school learning and their personal lives.

The following recommendations are provided to assist the school in refining their instructional strategies:

1. The process BASC used with the New Jersey Professional teacher Standards did not reach every teacher in the building, as a result moving forward the school plans to incorporate the New Jersey Professional Standards for Teachers in the monthly professional development seminars, serve as the primary focus for the mentor/mentee program, and add components to the observation and evaluation process.

The following recommendations are designed to assist the school in refining their culture of assessment:

1. Initiate and implement a Response to Intervention Approach and a Direct Instruction Process that includes progress monitoring. This approach will address At – Risk Students; advanced, ELL’s, special Education and struggling students.

2. Implement an informal daily assessment activity as part of the lesson plan.

3. The school adapted Charlotte Danielson’s evaluation system I. The next years, Texas Instrument was used to observe and evaluate teachers. First year novice teachers required an additional evaluation as per state regulations; the provisional teacher program. The three systems need to be reconciled for the highest quality in greatest degree of consistency.

Discussion of Progress

A presentation and discussion of the school’s academic and objectives can be found in section 6, Self Evaluation and Academic Plan. It describes the data regarding the achievement of the school’s academic goals and includes how assessment data is used to drive professional development.

During the 2010/2011 school year, BASCS served through 8th grade; the graduates will be attending the following school BASCS High School, Bergen Academy and Englewood Academy.

Any program modifications for the academic goals and objectives can be found in section 6, the process used to evaluate SEAP Goals.

Non – Academic Goals and Objectives Assessment Results
GOAL 1: A large number of parents will be involved in the school.

PROGRESS DURING 2010/2011

Involving parents continues to be a success at BASC during the 2010/2011 school year. The success is largely contributed to a proactive calendar of events thoughtfully scheduled by the activities coordinator and the outreach coordinator. They were responsible for ensuring that all events were posted on the website and appeared on the many flat screens in the building for parents to view. In addition, Wednesday folders were sent home weekly and the activities calendar was included and updated in the packets. Therefore the multidimensional system of communication from school to home was consistent and ongoing throughout the year.

a. The activities calendar, photo album and video album can be viewed on the BASC Website and evidenced all parental events.

b. Some of the activities involving parents during the 2010/2011 included; welcome back to school, back to school night, student information center attracts parents that do not have access to a home computer; this way they can obtain all academic and non-academic information related to their child at the school site. In addition parents attended parent breakfasts, grandparents night, award ceremonies, contests, field trips, competitions, principal breakfasts, trips out of the country included Turkey and Canada, talent shows, concerts, plays, field day, Kindergarten graduation, PTO meetings, parent picnic, fairs (Art and Science), muffins with mom, donuts with dad, cultural night etc.

c. The number and quality of parent/community involvement continues to grow from year to year and as a result the data evidenced a larger number of family and community members participating in BASC activities from the previous year. BASCS will maintain actual data statistics on the website during the 2011/2012 to come.

GOAL 2: Multicultural and Multiethnic diversity will be considered valuable attributes.

Students at BASCS encompass a great diversity of cultures and ethnic backgrounds, including many families who are recent immigrants from many different countries and who speak a variety of World Languages other than English. As a result multiculturalism is not just a goal at BASC but a way of life.

a. During the 2010/2011 school year BASC S focused on increasing understanding, tolerance and appreciation of other cultures by introducing students to world Languages; Turkish and Spanish are electives for students in grades 4 to 8.

b. Students visited Canada and Turkey with their friends and families during the spring of 2011.

c. BASCS held 2 multicultural festivals which represented over 27 countries. Activities and events were planned well in advance and involved everyone in the entire school, BASC families and members of the BASCS Community attended. BASC also celebrated Cinco De Mayo; a holiday devoted to acknowledging and
celebrating the Latin and Hispanic culture. BASC is especially proud of its 43% Hispanic/Latino population.

d. The BASC Community of teachers wrote NJCCCS curricula during the summer of 2010. There was be a strong emphasis on including research best practice strategies for incorporating multicultural knowledge and skills through a variety of materials and resources other than the current texts. The monthly curriculum maps included a study of one of four countries across the school and across the curriculum. BASCS intends to maintain a thematic approach throughout the curriculum to better ensure that the ethnicities of the entire student/teacher/community/world populations are incorporated throughout the curriculum: China, Turkey, Germany and China. The study of African American/Holocaust history will also be included in the curriculum as required by the NJCCCS.

e. Many of the teachers at BASC have recently received or are working towards their masters, and part of the program includes courses in Multiculturism. So BASCS now has a number of experts among the staff who can support BASCS multicultural and multiethnic goal.

f. The 2011/2012 school year will include keeping on line data, and records of activities regarding parent/community attendance so the BASC archives will be able to more accurately determine an increase or decrease in activities and tasks related to multicultural and multiethnic attributes from year to year.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

Incorporation of the NJCCS Standards

Summary of Curriculum Development Progress

The procedures used to develop the BASCS curriculum was as follows:

- Over 75% of the BASCS teaching staff was hired to write/design curriculum during the summer of 2010, in their content/grade level areas of expertise under the supervision of Lead Teachers, Curriculum Supervisor and an outside consultant/specialist in Curriculum and Instruction
- The procedural requirements included effectively training teachers to write and use the conceptual framework of UbD; Grant/Wiggins Backwards Design curriculum mapping by month
- Teachers incorporated 21st Century Skills and Themes and a strong emphasis was placed on multiculturalism and the integration of technology as part of a multi-dimensional approach to curriculum development
- Department meetings, grade level meetings, staff meetings, articulation dialogues across grade/content cohort meeting, professional learning communities, mentor mentee meetings and semi-annual self evaluation accountability meetings
remained as the vehicles used to further discuss and develop the BASCS curriculum and exceptional education program for all students

- Teachers selected resources and materials that supported the implementation of the NJCCCS
- A continued requirement for the curriculum development and delivery system was for all teachers to design Annual Plans, UbD unit plans and lesson plans
- Annual Plans required listing the NJCCS/indicators taught by week/month and identified assessments used by week/month/quarterly and semianually
- The annual plan was considered a living document that was continually modified by teachers based on how well the students were meeting or exceeding the standards. The annual plans were reviewed weekly by the curriculum supervisor to ensure that they were aligned to UbD unit plans and lesson plans
- Teachers were introduced to a database system that required recording their annual plans, UbD unit plans and lesson plans
- Teachers were introduced to a database system which required them to record their annual plan, UbD unit plans and lesson plans, listing the standards covered in each. The purpose of recording their lesson plans onto the database was to ensure that all standards were taught one month prior to students taking the NJ ASK test. Over 90% of the staff remains proficient or above using the Grant Wiggins and Jay McTigh model. Levels of proficiency are determined by an analytical rubric created by the senior curriculum supervisor.
- The curriculum supervisors and special education coordinator piloted the Response to Intervention process for K to 2 students. The purpose was to ensure the incorporation of the NJCCS and the delivery of the curriculum in the classroom lead to high academic achievement for every child. The effectiveness of the pilot was evidenced by the increase in students achievement.
- One of the innovative practices used to ensure high achievement for all students included contracting with a Florida based company, 3D Learner. Twelve third grade students were selected by teachers to participate in this program over the Winter Break in February of 2011. The curriculum supervisor with the help of third grade teachers and the special education coordinator had access to the building and facilitated the program. The benefits of all services outlined were evidenced by the significant gain in points from the first practice test to the second of most of all the students that partook in any of the services/programs.
- Language Arts teachers in grades 6 through 8 looped with their students to ensure that they would be able to build on students academic levels and help all students meet and exceed standards.
- In September, teachers set their own goals for the 2010/2011 school year. Exemplars were created, the bar was set high and objectives and timetables were designed for them to meet their goals. Everyone’s ideal of the Extraordinary Teacher was taken into consideration when designing their goals. With the goals posted on the website, teachers set out to meet their goals. At the end of the year, it was determined by department that many of the goals posted had been realized, the goals that were not reached were discussed and plans were put into action to ensure that the high expectations set will be met by all teachers for all students in
the 2011/2012 school year. Please note that we are awaiting the results of the NJ ASK to determine if goals set around the pertaining to the NJ ASK have been met.

- The school Profession Development practices included the purchase of an online PD tool that allowed teachers to assess and develop both individually and collectively
- In addition to the scheduled collaborative meetings, the school calendar included 5 (1/2 day) professional development days
- Topics for PD were based on student data in class and district data as well as teacher performance (measured by the observation and evaluation process). In addition, professional development surveys were designed by the school based PD committee to determine teachers’ needs.
- Teachers received additional instructional support, mentoring, coaching and daily feedback from the curriculum supervisor as part of an ongoing process of curriculum development throughout the year.

Delivery of an Educational Program Leading to High Achievement for all Students

SELF-EVALUATION AND ACADMIC PLAN (SEAP)

A. Description of Major areas of Self-Evaluation

1. Areas of self evaluation included a quarterly review of BASCS goals.
   a. Are students receiving a thorough, comprehensive, balanced education, meeting and exceeding the NJCCCS?

   The following provides observable evidence that BASCS students are receiving a thorough, comprehensive, balanced education, meeting and exceeding the NJCCCS:
   - Curriculum Supervisors and Lead Teacher over the summer of 2010 worked closely with staff to design a UbD curriculum map for each content area that focused on Essential Questions, Big Ideas and creating UbD Performance Task. Throughout the year, the UbD facilitator worked closely with staff to ensure that there was a focus on Essential Questions during classroom instruction. Teachers used Essential Questions to connect students to the core content and UbD Performance Tasks, so that each student would have the opportunity to reach a heightened level of understanding. The idea was that teachers would be able to explore content in depth. Success was evidenced in quarterly benchmarks and the rise in scores from Practice Test I to Practice Test II.
   - The taught curriculum was measured using quarterly benchmarks and semi-annual practice tests. Both assessment measure student achievement, based on the NJCCCS; the data was analyzed using bar graphs to illustrate growth in student achievement. A score of 80% was considered proficient. Any scores below that were deemed below proficient and individual and group plans were designed ensuring that identified students would reach 80% or better on the reassessment.
The reassessments were administered immediately following the reteach/reinforcement of NJCCCS.

b. Are all students being educated in an atmosphere of self respect?
The BASCS culture/climate has been elevated, whereby everyone is expected to uphold a set of shared values and expectations for all those within the school and community regardless of race, creed, color, religion, gender, ethnicity or socio economics. Everyone is expected to leave personal judgments and evaluations before entry and foster the belief that no child is ever left behind. Forty flags were hung in the gymnasium as a reminder that BASCS is a place where everyone, will be recognized and celebrated. Students feel loved and cared about by everyone; tolerance is the norm. All students in grades kindergarten through 8 are required to take character education where they officially learn the terminology and practice the art of mutual respect for one another’s similarities and differences. This year, a high priority was placed on the prevention of bullying. Teachers in all grade levels worked closely within their cohorts to ensure that all students recognized all levels of bullying to ensure that BASCS remained bully free. The special education coordinator, a team of teachers and parents will closely to ensure that BASCS in compliance with all laws outlined by the state of New Jersey around bullying in schools.

c. Are all students becoming computer literate so that they eventually adapt to the dazzling technological changes as they will inevitably continue to occur, and so that they will become part of the digital revolution.
There are currently 2 fully equipped computer labs in the building and 2 fulltime technology teachers. Every student K to 8 receives technology instruction at least once a week. Students in grades K to 3 received technology instruction in their classroom using portable, touch screen lap tops (Computers on Wheels – COWS). The COWS were used by teachers in grades 4 – 8 to enhance instruction in all content areas. Teachers scheduled time to use the COWS and students took part in hands on interactive lessons. Students also take on-line assessments to improve their mathematical skills/numeracy and LAL. Many of our students had the opportunity to use clickers, a device whereby students can self assess. The computer teacher and science teacher plan interdisciplinary lessons that allowed the computer teacher to assist students in preparing PowerPoint presentations to accompany their science fair projects. Understanding the role that parents play in helping their children become computer literate, supported the purchase of 2 kiosks. The kiosks located at the main entrances and give parents access to the student information center. At a glance, parents/families without internet access are able to view test data information regarding student assignments and homework, all in real world time. There is no delay in getting information to and from parents about their child’s academic and social behavior for the current day.

d. Are students benefitting from a smaller class size?
The average class size at BASCS is 20. Some of the benefits of having a class of 20 students are being able to group students developmentally appropriate for practice and reinforcement and being able to provide immediate feedback to students regarding their
daily/weekly performance. Students and parents comment often on how much help, guidance and direction they receive from their children’s teachers. The heartbeat of the classrooms and the school in general are child friendly and noted by all visitors.

e. Are students being given the opportunity to expand their knowledge in the subject of their interest beyond the curriculum level?
BASCS provides multiple opportunities for students to engage in their interests beyond the classroom. See other sections within the document that refer to numerous exposure(s) to activities and programs during the year that are both academic and non-academic.

f. Celebration and Praise
BASCS added to the cultural a definitive approach to celebrating everyone and everything large and small throughout the year whether academic or non-academic. The Efficacy committees sought out opportunities to honor, recognize and celebrate all staff members.

g. Using data to drive instruction
Many of the faculty meetings and professional development days were devoted to training teachers on how to examine and analyze school and classroom data. Hence teachers learned how to use that data to better differentiate to achieve higher levels of student achievement.

h. Improve communication and demonstrate a transparent set of values that are fair and equitable for everyone in the BASCS community
Department meetings, grade level meetings, breakfast and/or lunch with the principal for teachers and parents, articulation dialogues across content and grade levels, professional learning communities, faculty meetings, home visits, computers in every classroom, parent information centers, the website, kiosks, assemblies, flat screens etc. are a list of the many communication vehicles available to the BASCS community. There will be continuous ongoing need to emphasize and highlight multicultural and multiethnic similarities and differences so that the BASCS community and all of its members may eventually evolve into oneness. BASCS hired an outreach coordinator to schedule VIP visits to the school. During each of the visits (at least one a month) children were introduced to servant leaders who explained and shared the services that they provide to our community. Students were able to recognize the benefits of good decision making despite adversities. As a result, bonds were formed and students planned and vowed to become productive citizens.

2. The process used to evaluate SEAP goals:

a. Semiannual accountability and self reflection conferences are held between the administration and teaching staff by department. Under the direction of the department chair, each department was responsible for responding to set of questions regarding curriculum, instruction, assessment, culture, climate, classroom and building management etc. Together the collaborative process led to an understanding of what is working well and what challenges the school and its members were facing. Necessary long term and short term modifications were made.

b. School-wide performance against each of the areas stated above were also reviewed and discussed at the school’s board meetings. The principal presented updates of
performance and a description of the principal’s assessment of why performance moved in any given direction. The board considered this data and the trends in the data in its evaluation of the school year.

c. BASCS formed a partnership with the College of Saint Elizabeth, and the Senior Curriculum Supervisor and Dr. Markowitz conducted a 3 Year Program Review to assess the degree to which the entire school is consistent with the school’s mission statement. The reviewers used a systematic method of collecting, analyzing and using information to answer questions about the effectiveness and efficiency of programs.

The areas looked at were:

a. Academic Achievement – consisting of curriculum, instructional strategies and student/program assessment
b. Learning Environment – consisting of classroom organization, integration of technology, and teacher development
c. Co – curricular Program – consisting of co – curricular programs, and academic and non academic programs
d. Community Involvement – consisting of parent programs, outreach to the whole community and partnerships

Professional development is linked to the PD plan whereby teacher data from questionnaires, interviews and surveys are used to plan professional development in-service days throughout the year.

a. **Current or Proposed changes to SEAP**

There were no major changes to the metrics/plan during the 2010/2011 school year.

b. **Summary of Progress in Achieving Improvement Plans and Milestone Goals**

1. This is the end of year 4 at BASC. The margin of improvement from spring 2007 regarding state and in district data, continues to evidence a steady stream of improvement in Mathematics, Language Arts Literacy across grades 3 to 7 and Grade 4 Science and 8.

2. Students continue to compete nationally and internationally in Mathematics, Science and Language Arts Literacy. It is safe to say and conclude that the BASCS community is dedicated and committed to supporting students towards the highest levels of academic achievement and personal satisfaction and success.

3. Students and parents took a trip to Turkey to perform the play In the Woods. Students had the opportunity to showcase their talents in music, art and drama.

4. The piloting of Response to Intervention in grades K to 2.

5. BASCS continues to be a phenomenal school that is living its mission.
3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT
ACCOMPLISHMENTS

A. Board of Trustees

The board’s ultimate responsibility is to uphold the mission of the school by providing for the well-being of the institution in the present as well as in the future. The board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to the school’s Charter, bylaws, and relevant state and federal statutes. It is the duty of the Board of Trustees to make plans, establish policies, and assess the performance of the school as a whole. The board also bears ultimate responsibility for the finances and physical plant of the school. The board must also identify, select, work with, support and evaluate the lead person of the BASCS, who is the professional educational and financial leader of the school and the administrators.

Last year BASCS Board of Trustees major accomplishments are as follows;

- Ensuring that the activities of the school are in full alignment with the mission of the school;
- Ensuring adherence to all pertinent state and federal regulations;
- Approving and monitoring the school’s annual budget;
- Approving new technology integration purchases.
- Getting the approval of the High School division from the New Jersey Department of Education.

BASCS Board of Trustees meetings are held at the 3rd Thursday of each month.
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<th>DATE of APPOINTMENT</th>
<th>POSITION</th>
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<td>08/2008</td>
<td>PRESIDENT</td>
<td>VOTING</td>
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<td>CEM KARADENIZ</td>
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<td>Enun Bahadir</td>
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<td>CHRISTOPHER LESSARD</td>
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<td>07/2007</td>
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<td>Nihat Guvercin</td>
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Board members bibliography;

**Mehmet Secilmis, M.S.**

Mehmet Secilmis, a resident of Garfield since 2001, is an Environmental Engineer at a private consulting firm in Parsippany, NJ. Mr. Secilmis holds Bachelor of Science degree in Chemistry Education in 1996 and Master of Science degree with distinction in Environmental Technology in 1999 from New York Institute of Technology. He is currently taking courses towards M.S. in Management from New Jersey Institute of Technology - School of Management (NJIT). He taught general chemistry one semester at Hunter College, New York. He holds an environmental investigation license, asbestos inspection and Geographic Information Systems Professional (GISP) certificates. He is an active member of Garfield Environmental Commission since 2003. He has been appointed by the Garfield Mayor & Council. He is an active board member of several engineering and GIS organizations in NJ. He is the father of two daughters and son: ten years old, five years old, and three years old, all attending schools in Garfield. He is one of the founders of Bergen Arts and Science Charter School (BASCS) and currently the Board of Trustees President.

**Regina Moskal Otun**

Regina is a mother of three residing in Fairfield NJ for two years. She works as phlebotomist in Quest Diagnostics, while studying towards her B.S. in Biology at Felician College. One of her daughters attends a private school and the other attends Wilson Elementary School. Her distinguished essay “Team Work in Medical Professions” received the first place award amongst 2500 participants in the essay contest organized by Felician College in Lodi.

**Cem Karadeniz**

Cem Karadeniz has been a resident of Hackensack for more than five years. He owns a retail store, selling telecommunication equipment. He is a father of two daughters; one daughter attends Hackensack High School.

**Kadir Okatan**

Kadir Okatan has been a resident of Clifton for more than 3 years. He owns a car retail business located on Route 46 in Clifton. He is a father of two sons and a parent at Bergen Arts and Science Charter School.
Ozgur Dogru

Ozgur Dogru is a resident of North Arlington for three years. He works at Ramapo College in Mahwah, New Jersey. He is married with no children. He is a voting board member of Bergen Arts and Science Charter School since 2008.

Serdar Tumkor

Serdar Tumkor, a resident of Clifton, is affiliated with the Mechanical Engineering Department at Stevens Institute of Technology as a research scientist and professor. Dr. Tumkor received his PhD in Mechanical Engineering from Istanbul Technical University in 1994. His teaching interests are Machine Design, Engineering Design, and Engineering Graphics. His current research interests include Design of MEMS devices with polymeric nano-composites, computer integrated design, process planning and manufacturing, online design catalogs, and web-based collaboration. He is the father of one son and two daughters.

B. School Administrators

Throughout the year, the Lead Person worked constantly for analyzing periodic evaluations of programs and operations to establish improvements needed to attain the goals of the school.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS/COMMUNITY MEMBERS AND PUBLIC RELATIONS/OUTREACH ACTIVITIES.

A. Parent and Community Involvement Activities and Outcomes

At BASCS, we believe that parent and community involvement are an integral component of our school culture. Our goal is to continue fostering close and positive relationships and constant communication between school, family and community. Communication is a key element in maintaining the BASCS philosophy that frequent, clear and open interactions strengthen the bond between school and family. Our Parent-Teacher Organization (PTO) maintains a strong presence at the school, and they are a vital component of enriching the experience of students. In the 2010-2011 Academic Year, BASCS reached out to both the parents and the community with myriad programs and activities. A selection of these activities is listed below:

- BASCS STUDENT INFORMATION SYSTEM
We are proud to announce that, for those parents who do not have internet access at home, we now have available for use at the front entrance of the school, two custom-designed kiosk computers. Parents are able to monitor their child’s grades, homework, attendance, progress results, discipline reports and schedule online. The kiosks are available to use for parents all times.

- **WEDNESDAY FOLDERS**
  Every Wednesday, each student is required to bring home all school-related documents and forms for the week in a manila envelope. These envelopes must be signed by the parent/guardian and returned the following day with any completed school forms or paperwork. This ensures up-to-date communication between school and family.

- **FACEBOOK AND TWITTER FEEDS**
  BASCS has officially launched its Facebook page for everyone interested in keeping up with news pertaining to the school. In an effort to keep all parents and guardians up-to-date with current events within BASCS, we continue to update our Facebook and Twitter pages so that every-one interested may have instant updates. We encourage anyone wanting to leave comments or suggestions to do so and to partake in our discussion boards on Facebook.

- **EDUCATIONAL GOALS POSTED ON WEBSITE**
  It is our primary focus that we expect all BASCS students to perform at their best. Accountability is the primary factor for high achieving schools. In order to achieve high levels of education at BASCS, all faculty members have specific measurable goals to achieve for the 2010-2011 academic school year. We have shared our goals with all stake holders in an effort to achieve such objectives with the collaboration of one another.

- **BACK-TO-SCHOOL NIGHT**
  On Tuesday, September 14th from 5:00 to 7:00 p.m., parents and guardians were invited to meet the BASCS staff and faculty and receive an overview of the course content to be taught for the 2010-2011 school year. Brochures were handed out explaining the school’s philosophy, Wednesday folder procedures and various ways to communicate with the students’ teachers.

- **THIRD ANNUAL PTO PARENT PICNIC**
  BASCS held its Third Annual PTO Parent Picnic at the Ross Dock Picnic Area on September 26th. It was a wonderful day of food, friends, and family. Children enjoyed the new playground facility, playing games and jumping in the “bouncy castle”, while adults played volleyball and sat at the picnic tables chatting, enjoying the great barbecue and taking in the beautiful scenery. Many parents, students and staff attended, and a good time was had by all.

- **HISPANIC HERITAGE CELEBRATION**
On October 8th, BASCS had its Hispanic Heritage Celebration, in which all parents were invited to attend from 1:30 – 3:00 p.m. During the celebration, parents brought traditional Hispanic dishes to share and students performed cultural songs and dances. At BASCS, we are proud of celebrating our diversity and cultural awareness so celebrating Hispanic Heritage during Hispanic Heritage Month was a wonderful festivity. We thank Mrs. Laura Quiroz, BASCS Spanish teacher, and all parents and students for their participation and collaboration with the event.

- **BASCS HALLOWEEN COSTUME PARADE/CONTEST**
  On October 29th at 10 A.M., BASCS held a spook-tacular Halloween parade! Students paraded around the block and end in the school parking lot for pictures, and many families joined in the fun! Prizes were awarded by the PTO in the following three categories for two age groups - grades K-4 and 5-8: Best Home-Made Costume, Most Unique Costume, Silliest/Funnest Costume and students voted for the Best Staff Costume.

- **GRANDPARENT’S NIGHT**
  BASCS held its 4th annual Grandparent’s Night on October 20, 2010 at 6:00 p.m. We had such an incredible turnout full of various activities for all grandparents and their grandchildren to participate in. There were tables set up for butterfly decorating, picture-frame making, student and grandparent performances, grandparent Bake-Off and pumpkin embellishment.

- **DIWALI CELEBRATION**
  BASCS celebrated its Diwali celebration with parents and students sharing stories, songs and food about the Indian Festival of Lights on November 5th. At BASCS, we pride our-selves on our cultural diversity and the awareness of one another’s’ differences. The celebration was a joy for all who attended and we could not be more thankful for everyone who helped to make the event such a wonderful learning and fun experience.

- **VETERAN’S DAY REMEMBRANCE**
  BASCS celebrated Veteran’s Day on Thursday, November 11th in remembrance of all veterans who fought for our freedom throughout the years. The students and faculty watched a short presentation and Mrs. Psihoules gave a speech in honor of the special day. We also celebrated one staff member in particular, Mr. Mehmedi, who served in the U.S. Army for 3 years and was stationed in Manheim, Germany. Students made a banner and cards all signed for Mr. Mehmedi as a special thank you on Veteran’s Day. BASCS salutes all veterans who have served our country.

- **BREAKFAST WITH THE PRINCIPAL**
  Parent breakfasts with homeroom teachers and administrators were held on a weekly basis throughout the school year. Home-room teachers selected parents to
join them for breakfast with the administration. BASCS takes pride in working with a very diverse parent/student population and creating a family-like atmosphere.

- **BASCS AWARDS CEREMONIES**  
  Bergen Arts and Science Charter School celebrated the success of K-8 students for their achievements in each quarter of the 2010-2011 academic school year. Parents were invited to help celebrate the success of our students. Awards were given to the students for distinguished and recognized honor roll achievements, as well as awards for outstanding performance in various academic disciplines and citizenship. BASCS students are truly the leaders of the future generations; these awards helped our students to continue achieving amazing goals.

- **MUSIC CONCERTS**  
  Concerts were held on December 7th and December 8th and April 19th and 20th, respectively. These performances were great accomplishments for all the children. We could not have had such a successful concert without all our fantastic performers, staff, and audience members. The students gave wonderful performances all around, which included both vocal selections, and instrumental pieces performed by the school band.

- **MUFFINS WITH MOMS**  
  Thank you to all the moms who came out for the 2011 Muffins with Moms event. We had a fabulous morning with mothers and their children enjoying muffins and socializing with other parents and teachers. Congratulations to the Muffin Bake-Off winners.

- **DONUTS WITH DADS**  
  On February 11th, BASCS’s third Donuts with Dads had brought fathers and their children together at breakfast-time in the school gym. It was a huge success. Not only were there many dads present, but also moms, grandparents and other family members joined us. All were welcome to celebrate our families.

- **BLACK HISTORY MONTH**  
  On February 28, 2011, BASCS had the honor of welcoming special guests for a Black History Month celebration. Among those present were Congressman Donald Payne – the first African American Congressman to represent the state of NJ, Stephanie Wilson – Director of the NJ Amistad Commission, Heather Ngoma – Director of the New Jersey Charter School Resource Center, Theodore Best, Jr. – Paterson Board of Education President, Kesha Drakeford – State of NJ Department of Education, Jeffery Jones – Mayor of Paterson and Robert Robinson – Mount Olive Baptist Church Chairman. There were dramatic readings of two Maya Angelou poems by eighth grade students Nia Arrington-Seward and Djenaba Palmer and a wonderful musical performance by Kenya Atkinson and Kory Walker.
• **CINCO DE MAYO CELEBRATION**
BASCS honored the Mexican holiday, Cinco de Mayo, in which students performed beautiful dances, read poems and presented songs to celebrate the special day. The festivities even included a live mariachi band playing traditional music for everyone to enjoy.

• **PARENT ESSAY CONTEST**
BASCS not only has talented students, but talented parents as well. All of the parents who wrote essays had wonderful words about BASCS, their child's education, the teachers, and the list goes on. Out of the 17 essays that were submitted, the top 3 winners that were selected are: 1st Place – Patricia Wozniak, 5th grade parent; 2nd place – Karin Annunziato, 6th grade parent; and 3rd place – Linda Kuprat Kindberg, 4th grade parent.

• **NATIONAL CHARTER SCHOOL WEEK CELEBRATION**
In the spirit of celebrating National Charter Schools Week, BASCS had special guests Carlos Lejnieks, CEO of Big Brothers, Big Sisters and Camelia Valdes, Passaic County Prosecutor speak to the students and hand out the Parent Essay Con test winner awards. The day ended with all students marching around the school building block with the BASCS choir singing and holding a banner made by third graders.

• **CULTURAL DAY**
BASCS students in all grades celebrated Culture Day today, May 27th, in which all homeroom classes chose a country that they wished to represent. Each class portrayed their chosen country’s music, clothing, dances and even had the food specific to the nation for other students to taste. The classes had an opportunity to walk about to explore over 15 countries around the world.

• **2011 TURKEY TRIP**
During Spring Break 2011, a group of parents, students and teachers had the opportunity to explore the beauty of Turkey. The three cities visited during this trip were Istanbul, Izmir and Antalya. This trip consisted of visiting the main attractions in Turkey, shopping at some of the most exciting places, tours on Yachts, and of course deli-cious meals followed by Turkish tea and desserts. Some of the attractions that were visited during the trip were: Hagia Sofia, Grand Bazaar, Orta Koy, Ephesus, Aspendos Duden Falls, and Garden of Religions. All of the major attractions in Istanbul were visible during the Bosphorus Tour; the boat also passes under the Bosphorus Bridge that connects Europe and Asia. In every city, a local Turkish family invited the BASCS group to dinner in their homes. These families were extremely welcoming; their generosity gave the group insight of the culture and residents of Turkey.
• HIGH SCHOOL INFORMATIONAL SESSION FOR PARENTS

All parents of 6th, 7th and 8th grade students were invited to an Information Session on April 20th at 6:00 pm for 6th and 7th grade parents and 7:00 pm for 8th grade parents in the gymnasium. Topics which were discussed included the building transitions of students and any questions from parents.

• ART FAIR

This year’s Kids Art Fair was held on Tuesday 5/17. We were excited to have the band and choir perform, as well as some other fun “art events”. There was no purchase necessary to attend but families had an opportunity to buy their student’s framed artwork. All proceeds were to support the Art program.

• SPRING MUSICAL

Bergen Arts and Science Charter School presented “Into the Woods, Jr.” on Friday, June 3rd at 7 p.m. and Saturday, June 4th at 2 p.m. The musical was a cock-eyed fairy tale of sorts, where all of your favorite characters - Cinderella, Little Red Riding Hood, Jackie (and her beanstalk) and the Witch - meet and interact on their journeys. With unforgettable roles, Into the Woods Junior showcases a medium-sized ensemble of students. The sophisticated score has been adapted to make it easier-though still challenging-for young performers. Into The Woods Junior is a funny and engaging way to get young people to think about the stories with which they’ve grown up and the ethical issues raised therein.

The cast was broken down into two separate groups, and is comprised of over 40 students in grades 4-8, with an additional 15 students working behind the scenes as art crew and stage-hands. Each cast had the opportunity to perform either Friday or Saturday.

The musical was directed by Dawn Fantasia, who has over 15 years of experience working both as a professional actor and director of children’s theatre. The Music Director was Denise M. Guardino, who also heads the school choir and band. Art Director was Jennifer Tamayne-Hettema, who has organized a club of dedicated students to create the set and props after school.

• ORIENTATION FOR STUDENTS AND PARENTS

On August 25th and 26th, BASCS will hold an orientation for all students and parents. This program is designed to welcome new students and their families, and allow returning students to pick up their schedule and books, and attend informational sessions to better prepare for the new school year

B. Public Relations and Outreach Activities and Outcomes
BASCS has cultivated an open relationship with the public, and regularly submits press releases to local and state newspapers and distributes materials and information to inform the public of all offerings at BASCS. We strive to partner with community agencies for the betterment of the school and community.

Mr. Nihat Guvercin, School Principal, assumes primary responsibility for public relations and outreach, supported by staff members. Proposed activities for the upcoming year include planned luncheons bringing community leaders, staff, students and parents together, and planned visits to local businesses, universities, community leaders and organizations.

A selection of these activities from the 2009-2010 academic year is listed below:

**LEADERSHIP SERIES FOR STUDENTS**

Bergen Arts and Science Charter School invited remarkable leaders to speak to our middle-school students. Various community leaders prepared inspirational presentations for the fifth, sixth and seventh graders regarding leadership and core values. We were extremely fortunate to have these role models visit BASCS and interact with our future leaders. All of the presentations were held from 11am-12pm, and parents were invited to all events. Speakers included:

- Lodi Police Chief Vincent Caruso
- Garfield Police Chief Kevin Amos
- NJ Charter Schools Association CEO Carlos Perez
- Freeholder John Hogan
- Supervising State Supervisor John Page
- Freeholder John Driscoll, Jr.
- Freeholder Bernadette McPherson
- Senator Loretta Weinberg
- Manager at NJDOE Kenneth Figgs
- Senator Robert Gordon
- Assemblywoman Joan Voss
- NJIT President Robert Altenkirch
- Senator Gerald Cardinale
- Bergen County Prosecutor John Molinelli
- CEO of Big Brothers, Big Sisters of Essex County Carlos Lejnieks
- Passaic County Prosecutor Camelia Valdes

**BASCS COMMUNITY SERVICE**

In the spring, students from Bergen Arts and Science Charter School gave up some of their free time to perform community service at Our Lady of Mt. Carmel Church in Passaic. Students came from this experience feeling excited and fulfilled in the fact that they served their fellow man in a way that touched each
and every one of them. We would like to keep our students involved and on the path of service to others.

**JAPAN FUNDRAISER**
BASCS organized a fundraiser for both the staff and the students. Students and staff bought a “Dress Down” day for $2 per day/per person. Mr. Santiago also collected donations in the morning from families arriving to school. We plan on continuing our efforts to aid the victims of natural disasters with upcoming events and fundraisers.

**IVY LEARNING PARTNERSHIP**
Beginning on January 24th, BASCS has partnered with an outside program, Ivy Learning, to join in collaboration with the school’s Homework Club. Ivy Learning is a tutoring program that will provide 2 teachers to assist all students in Homework Club with their homework and/or class projects from 3:30-4:30 p.m. The fee for Homework Club will remain the same and students can register at the office for the club.

**FOURTH ANNUAL SCIENCE FAIR AT NJIT**
The 2011 Science Fair at NJIT was held on Saturday, February 19th, was a great success! Teachers, parents and special VIP guests came out to support the diligent BASCS students on the college campus in Newark, NJ. We thank everyone for all their hard work in making the first BASCS Science Fair off-school premises such a pleasure. The list of winners can be found under the Science Fair tab on the BASCS website.

**WASHINGTON D.C. EXCURSION**
Two BASCS students, Parth Shah and Sayo Watanabe, were given the chance to visit D.C. with their parents and BASCS administration on May 25th. The trip comprised of tours within the offices of Congressman Steve Rothman and Congressman Donald Payne as well the students congratulating Congressman Rothman for his reelection.

**BASCS/NJIT PARTNERSHIP MEMORANDUM OF UNDERSTANDING**
NJIT and Bergen Arts & Sciences Charter School (BASCS) have signed Partnership Memorandum of Understanding. The partner organizations share the common goals of raising student interest, participation and performance in science, mathematics, and technology so that all students can meet challenging national and state standards. This Memorandum of Understanding (MOU) sets forth a framework for collaborative action to enable the partners to achieve these goals. The goals of the Partnership are to work collaboratively to:

- Make science, mathematics, and technology teaching and learning a priority.
- Create and implement a coherent approach for improving teaching and learning in science, mathematics, and technology.
- Build capacity to sustain and continuously improve science, mathematics, and technology teaching and learning at scale.
- Develop and manage a coherent science, mathematics, and technology curriculum.
- Staff members from both partner organizations will evaluate current course offerings and curriculum, and collaborate in the alignment of classroom practices and curriculum with the NJ Core Curriculum Content Standards.
- Provide professional development for teachers of science, mathematics, and technology.

NJIT staff will provide content enhancements and enrichments that can be used in classroom lessons, and methodologies that align classroom practices and curriculum with the NJ Core Curriculum Content Standards.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

A. Admissions Policies/Admissions Timeline and Recruitment Activities

As a public open-enrollment charter school system, BASCS welcome all students who meet state age and health requirements. BASCS is an open-enrollment charter school. Students who will attend K thru 9th grades for the next school year from all districts can apply for enrollment.

BASCS does not discriminate in its admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language or any other basis that would be illegal if used by a district board of education. BASCS’s admissions policy is, to the maximum extent practicable, seek the enrollment of a cross-section of the community’s school-age population including racial and academic factors.

A charter school must enroll a student selected for admission to kindergarten based on the student reaching the age of five in that school year by: October 1 in accordance with 31 N.J.S.A. 19A:39-5; or a date earlier than October 1 that is established by the district board of education in which the student resides.

In order to do the application process everybody needs to fill out an application form to apply for enrollment. After filling out the form, there are several ways that they can submit it to the registration office; they can drop it to school office. They can mail it to
our school address. They can fax it over to our school fax number. They may apply online.

Admissions Results / Enrollment Periods and Rules:
Every year’s enrollment for following school year starts at December.
At the end of each enrollment period; the following procedures will apply;

• During each recruitment period, the Bergen Arts and Science Charter School will accept applications for admission from prospective students who are either residents (Lodi, Garfield, Hackensack) or nonresidents of the districts.
• As applications are received they will be classified and separated as “resident” or “non-resident” per grade level.
• First priority for enrollment will be given to resident students who are residents of the City of Hackensack, City of Garfield and Lodi Borough school districts.
• At the end of each enrollment period, if there are more applicants from resident and non-resident districts than allotted seats in each grade level, the random lottery drawing in accordance with become necessary for resident and/or non-resident students for that grade level.

The random public lottery process is as follows:
➢ A numbered lottery slip is filled out for each family.
➢ All resident students participate in the same lottery according to their grade level.
➢ The date, time and place of the public lottery are being announced in advance by phone or mail.
➢ The lottery drawing are being held publicly
➢ An individual who has no interest in the outcome of the drawing, such as the school’s accountant or attorney, oversees the lottery
➢ The random lottery is being held by each grade level, until the apportioned number of students is drawn. The order of the lottery is from Kindergarten to 9th grade.
➢ The first names drawn fill available slots; all other names retain in the sequence of the drawing, and placed on a waiting list.

If there are fewer applicants from resident districts, the non-residents students can be enrolled; if there are more non-resident applicants than available seats, then the random lottery for non-resident students will become necessary and all the above steps will be followed for them.

All enrolled students are eligible for re-enrollment the following year, until they graduate from the 9th grade. In the event that a student withdraws, the next name on the list for the corresponding grade are being contacted and offered enrollment. In the event that a student drops out after the academic year begins, the same procedure applies: the next name on the list is being contacted.
Every at the end of the initial enrollment period (and every year thereafter the end of the first enrollment period and the first random selection process) the charter school will maintain a waiting list of all eligible students who have applied for enrollment. 3rd Graders will continue to have the option of being 3 sections, so we are adding 1 more section to the 2nd graders who will be 3rd grade at 2011-2012 school year, and also we are adding 1 one more section to K, 1st and 2nd grades due to space availability, so 2011-2012 all grades will have 3 sections.

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Ethnicity Ratios of Withdrawal
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Grade Level Ratios of Withdrawal

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Gender Ratios of Withdrawal
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B. Staff Recruitment

Bergen Arts and Science Charter School believes that focusing on overall high academic achievement includes providing opportunities for individual skills and talents to develop at higher levels. This will inspire in students a life-long love of learning and desire for self-improvement and creativity.

Because of the nature of its mission, Bergen Arts and Science Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

BASCS has advertised all available positions. During the 2010-2011 School Year, BASCS employed 68 staff members. In the 2011-2012 School Year, BASCS will continue to employ 94% percent of these 54 staff members.

The Lead Person is responsible for advertising available jobs and soliciting applications from qualified candidates. All applicants are asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a resume and names of three references. A search committee screens all applicants and makes recommendations from the candidate pool and possibly interviews a small subset of candidates. The search committee (Two members of the board of trustees and the Lead Person) participates in the hiring process of all teaching staff and recommends his/her choices to the board for hiring. The search committee calls candidates and arranges for a first interview. The interview consists of conversation and question and answer exchange. General provisions of all contracts and benefits are provided to the candidates.

The search committee recommends to the board one or more candidates for hiring. The search committee nominates only candidates who meet the qualifications required by law or are eligible to meet such qualifications. It is the search committee’s responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status. BASCS is committed to hire individuals who are best qualified for the position without regard to race, sex, religion or handicap unrelated to the job. The school will adhere to relevant New Jersey laws in its hiring practices.

The Lead Person makes the presentation of all recommended teaching candidates to the Board for a vote. By a majority of votes, the board approves employment and the
proposed initial salary. The figure for the initial salary depends on the academic degrees of the employee and on his/her previous professional experience. In the event of future vacancies, the Lead Person presents candidates to the board for a vote. All candidates submit resumes and letters of application along with appropriate diplomas, certification and licenses.

6. REVIEW OF THE SCHOOL’S SELF-EVALUATION AND ACCOUNTABILITY PLAN

A. Major Areas of Self Evaluation

The major areas of self evaluation include: student/teacher knowledge, student/teacher instruction, diverse learners/cross cultural learning, student/teacher communication, and student centered professional development.

B. Procedures for evaluating each area

a. Semi-annual accountability and self-reflection conferences are held between the administration and teaching staff by department. Under the direction of the department chair, each department is responsible for responding to a set of questions regarding curriculum, instruction, assessment, culture, climate, classroom and building management etc. Together, the collaborative process leads to an understanding of what is working well and what challenges the school and its members are facing. Necessary long-term and short-term modifications are made.

b. School-wide performance against each of the areas stated above were also reviewed and discussed at the school’s board meetings. The principal presented updates of performance and a description of the principal’s assessment of why performance moved in any given direction. The board considered this data and the trends in the data in its evaluation of the school year.

c. BASCS uses the data to let us know what decisions need to be made across all grades, classes and students. As discussed in many previous sections of this report, BASCS teaches to the NJCCCS and administers simulations of NJASK 3 through 7 during the year. As a result, BASCS teachers and students are confident and well-prepared for the standardized tests and state assessments.

d. Professional development is linked to the PD plan, whereby teacher data from questionnaires, interviews and surveys are used to plan professional development in-service days throughout the year.
C. **Current or Proposed Changes to SEAP**

There were no major changes to the metrics/plan during the 2010/2011 school year.

D. **Summary of Progress in Achieving Strategic Improvement Plans and Milestone Goals**

This is the end of year three at BASCS. The margin of improvement from spring 2007 regarding state and in-district data evidence a steady stream of improvement in mathematics, language arts literacy across grades 3 to 7 and grade 4 science. Students continue to compete nationally and internationally in mathematics, science and language arts literacy due to the level of mastery and expertise on the part of the entire staff. It is safe to say and conclude that the BASCS community is dedicated and committed to supporting students towards the highest levels of academic achievement and personal satisfaction and success.

**APPENDICES**

A. Copy of Board Resolution Approving the 2010-2011 Annual Report
B. Copy of Board Resolution Naming the Lead Person of the Charter School
C. Copy of Academic and Non-Academic Goals and Objectives
D. Copy of Admissions Policy and School Application Form(s)
E. Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer and the Title IX Coordinator
F. Copy of the School Student Recruitment Plan
G. Copy of the School Staff Recruitment and Retention Plan
H. Copy of Self-Evaluation and Accountability Plan
I. Receipts from the District(s) of Residence
J. Other Appendices at the Charter School’s Discretion

Appendix A
Call To Order

The Regular Board Meeting of July 28th, 2011 of the Bergen Arts and Science Charter School is called to order. Time: 7:40 PM
II. Meeting Notice Announcement

The New Jersey Open Public Meetings Law was enacted to insure the rights of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this act, Bergen Arts and Science Charter School has caused this meeting to be published by having the date, time, and place thereof posted in ‘The Star-ledger’, ‘Bergen County Superintendent’s Office’, ‘Hackensack City Clerk’s Office’, ‘Garfield City Clerk’s Office’ and ‘Lodi Borough Clerk’s Office’. The Board reserves the right to act on any and all agenda items.

III. Flag Salute

IV. Roll Call

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<thead>
<tr>
<th>BOARD MEMBERS</th>
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<td>Mehmet Secilmis (Board President)</td>
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<td>Regina Ohun (Vice President)</td>
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<td>Cem Karadeniz (Vice President)</td>
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<td>Emin Bahadir (Board Member)</td>
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<td>Ali Kermal Kucukselim (Board Treasurer)-Nonvoting m.</td>
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<td>Nihat Guvercin (Lead Person)-Nonvoting m.</td>
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<td>Recep Ornek (Board Secretary)- Nonvoting m.</td>
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<td>Oguz Yildiz (Vice Principal/Proj. Coord.- Nonvoting m.</td>
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V. Public Comment (Limited with maximum 5 persons commenting for a maximum of 3 minutes each)
VI. **Approval of Minutes**

Board of Trustees is required a motion to approve the minutes of the June 23rd 2011 Regular Board Meeting.

(enclosure)

Motioned by: C KARADENIZ  Seconded by: E BAHADIR

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<th>Regina Otun</th>
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VII. **Lead Person’s Report**  Mr. Nihat Guvercin

VIII. **President’s Report**  Mr. Mehmet Secilmis

IX. **Financial Section**  Mr. Recep Ornek, Board Secretary

A. Motion to approve the list of the bills.

Motioned by: M SECILMIS  Seconded by: R OTUN

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B. Secretary's and Treasurer's Reports: Motion to approve Board Secretary’s and Treasurer’s Report and transfers.

(enclosure)

Motioned by: R OTUN  
Seconded by: C KARADENIZ

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A. Action Items:

A. Recommend a motion to approve the BASCS annual report for 2010-11.

Motioned by: M SECILMIS  
Seconded by: E BAHADIR

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B. Recommend a motion to approve the purchase of CDK human resources system. Cost is around: $6,000.

Motioned by: S TUMKOR  
Seconded by: R OTUN

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C. Recommend a motion to approve to bind the coverage for 2011-12 with GR Murray and we agree to participate in the sub-fund.

**Motioned by: R OTUN**

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D. Recommend a motion to approve the final list of the employees and their contracted annual base salaries (enclosure).

**Motioned by: M SECILMIS**

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E. Recommend a motion to pass the approval of the final version of the shared services agreement between BASCS and PASCS.

**Motioned by: J MARTINEZ**

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Adjournment: Time: 9:24PM
Motioned by: R OTUN  
Seconded by: E BAHADIR

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I, Recep Ornek, Secretary of the Board of Trustees of the Bergen Arts and Science Charter School in the County of Bergen, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Trustees of said Charter School duly called and held has been compared by me with the original minutes as officially recorded in my office in the minute book of said Bergen Arts and Science Charter School and is a true, complete copy thereof and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of said Board of Trustees the 28th day of July 2011.
Respectfully Submitted
Recep Ornek
Appendix B
XI. Call To Order

The Regular Board Meeting of May 19th, 2011 of the Bergen Arts and Science Charter School is called to order. Time: 7:30 pm.

XII. Meeting Notice Announcement

The New Jersey Open Public Meetings Law was enacted to insure the rights of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this act, Bergen Arts and Science Charter School has caused this meeting to be published by having the date, time, and place thereof posted in ‘The Star-ledger’, ‘Bergen County Superintendent’s Office’, ‘Hackensack City Clerk’s Office’, ‘Garfield City Clerk’s Office’ and ‘Lodi Borough Clerk’s Office’. The Board reserves the right to act on any and all agenda items.

XIII. Flag Salute

XIV. Roll Call

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<td>Mehmet Seclimis (Board President)</td>
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XV. Public Comment (Limited with maximum 5 persons commenting for a maximum of 3 minutes each)

XVI. REORGANIZATION MEETING ITEMS:

1. Board Officer Election:

OPEN THE FLOOR FOR NOMINATIONS FOR BOARD PRESIDENT.

a. Election of the President – Mehmet Secilmis

Motion: S Tumkor  Second: J Martinez
Passed: Y / N

IS THERE A SECOND NOMINATION FOR BOARD PRESIDENT: Y / N
There being no further nominations I will now close the floor for nomination.

Roll call vote:

**Election of the President** - _Mehmet Secilmis_

Motioned by: S Tumkor  
Seconded by: J Martinez

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<tr>
<th>ROLL CALL</th>
<th>Mehmet Secilmis</th>
<th>Regina Otun</th>
<th>Cem Karadeniz</th>
<th>Stephanie Luczka</th>
<th>Ozgur Dogru</th>
<th>Serdar Tumkor</th>
<th>Arzu Kaya U.</th>
<th>Emin Bahadir</th>
<th>Jose Martinez</th>
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<tr>
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b. **Election of the Vice President** - _Regina Otun & Ozgur Dogru_

Motioned by: M Secilmis  
Seconded by: S Tumkor

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<tr>
<th>ROLL CALL</th>
<th>Mehmet Secilmis</th>
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c. **Election of the Parent Members** - _Serdar Tumkor, Cem Karadeniz, Jose Martinez_

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46
MOTIONED by: R Otun
SECONDED by: M Secilmis

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<th>ROLL CALL</th>
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2. Appointments

Motion to approve the appointments and resolutions listed in 2a. through 2z.

a. Board President……………………………….. Mr. Mehmet Secilmis
b. Board Vice Presidents…………………………..Regina Otun, Ozgur Dogru
c. Treasurer………………………………………….Mr. Ali Kemal Kucukselim
d. Board Secretary…………………………………..Mr. Recep Ornek
e. School Lead Person………………………………..Mr. Nihat Guvercin
f. School Business Administrator……………………….Mr. Christopher Lessard
  g. Public Agency Compliance Officer (P.A.C.O.) ………Mr. Christopher Lessard
  h. QPA(Qualified Purchasing Agent)……………………..Mr. Ahmet Anar
  i. NCLB and Special Grants Coordinator ……………….Mr. Timur Sever
  j. Purchasing Agent………………………………………..Mr. Recep Ornek
      (Authorized to award contracts up to bid threshold, and set quote threshold at 15% of bid threshold amount.)
  k. Right to Know Officer…………………………………..Mr. Recep Ornek
  l. Custodian of Records(OPRA)…………………………….Ms. Gulten Bergal
  m. Affirmative Action Officer…………………………….Mr. Nihat Guvercin
  n. Affirmative Action Compliance Officer………………..Mr. Nihat Guvercin
  o. District Safety Coordinator……………………………..Mr. Oguz Yildiz
- Asbestos Management and PEOSA Officer/Coordinator
  - Mr. Oguz Yildiz
- Chemical Hygiene Officer
  - Mr. Recep Ornek
- ADA Officer
  - Mr. Recep Ornek
- 504 Committee Coordinator
  - Mr. Recep Ornek
- Title IX Coordinator
  - Mr. Recep Ornek
- Substance Awareness Coordinator
  - Mr. Recep Ornek
- EVVRS Coordinator
  - Mr. Oguz Yildiz
- Issuing officer for working papers
  - Ms. Gulten Bergal
- Indoor Air Quality Designee
  - Mr. Oguz Yildiz
- Integrated Pest Management Coordinator
  - Mr. Recep Ornek
- Representative to County School Boards Association and NJSBA
  - Mr. Nihat Guvercin, Mr. Recep Ornek

Motioned by: M Secilmis  Seconded by: E Bahadir

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<th>ROLL CALL</th>
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3. **Staff Rehire and Terminations:**

Recommend a motion to approve to rehire the listed personnel.
(enclosure)

Motioned by: E Bahadir  Seconded by: S Tumkor

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4. Agents

a. Resolution to employ the firm of **RIKER DANZIG SCHERER HYLAND PERRETTI LLP** as legal council as follows:

Attorney

*WHEREAS,* the Public School Contracts Laws (N.J.S.A. 18A:18A-5) requires that a resolution authorizing the contracting of “Professional Services”: without competitive bids be adopted; *NOW, THEREFORE,* be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School that the firms of **RIKER DANZIG SCHERER HYLAND PERRETTI LLP** be appointed as legal council for the Bergen Arts and Science Charter School Board of Trustees for the 2011-2012 school year without competitive bidding as a “Professional Service” in accordance with 18A: 18A-5 of the Public Contracts Law.

b. Resolution to employ **Barre&Company** as school auditor as follows:

Auditor

*WHEREAS,* the Public School Contracts Laws (N.J.S.A. 18:A:18A-5) requires that a resolution authorizing the contracting of “Professional Services”: without competitive bids be adopted: *NOW, THEREFORE,* be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School that the firm of **Barre&Company** be contracted as school auditors for the 2011-2012 school year without competitive bidding as a “Professional Service” in accordance with the 18A: 18A-5 of the Public School Contracts Law.

c. Resolution to renew membership in the **G.R. Murray Insurance** as follows:

Property/Liability Insurance

*WHEREAS,* the Public School Contracts Laws (N.J.S.A. 18:A:18A-5) requires that a resolution authorizing the contracting of “Professional Services”: without competitive bids be adopted: *NOW, THEREFORE,* be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School renew its membership in **G.R. Murray Insurance** for the 2011-12 school year without
competitive bidding as a “Professional Service” in accordance with the 18A: 18A-5 of the Public School Contracts Law.

d. Resolution to renew membership in the Fortitude Insurance Group (Mr. Michel Mund) as follows:

WHEREAS, the Public School Contracts Laws (N.J.S.A. 18:A: 18A-5) requires that a resolution authorizing the contracting of “Professional Services”: without competitive bids be adopted:

NOW, THEREFORE, be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School renew its membership in Fortitude Insurance Group for 2011-12 school year without competitive bidding as a “Professional Service” in accordance with the 18A: 18A-5 of the Public School Contracts Law.

Motioned by: R Otun
Seconded by: M Secilmis

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<th>ROLL CALL</th>
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5. Designations

Motion to approve the designations and resolutions listed in items a. through t.

a. Establishment of Annual Meeting Calendar – Regular Board Meetings for the 2011-2012 school year on the third Thursdays of
each month, except June 2012 which will be held at the first Thursday. The meetings to be held at 7:30 p.m. in room 200 or school library. (enclosure)

(enclosure)

b. Designation of **Official Newspaper**—Star Ledger as official news media for the 2011-2012 school year.

c. Designation of **Financial Depositories**—Wells Fargo Bank as Depository for school funds for 2011-2012 School Year.

d. Adoption of **Code of Ethics**—Adopt all existing Code of Ethics for the 2011-12 school year.

- The School Ethics Act and Code of Ethics for School Board Members has been received and discussed.
- The Policies and Procedures regarding training of district Board of Education members has been adopted, and
- Each Board of Trustees member acknowledges receipt of the Code of Ethics for School Board Members and has become familiar with Code of Ethics.

e. Adoption of Staff Handbook, Student Handbook and SOP manual for internal control procedures.

f. Designation of **Payroll Service Provider**—R&L Data Centers Inc. for payroll services for the 2011-2012 School Year.

g. Designation of Mr. Mehmet Secilmis, Mr. Nihat Guvercin and Mr. Recep Ornek are the authorized persons to sign the warrants (checks).

h. Designation of the chart of accounts:

- General account
- Enterprise account
- Student Activity Account
- Agency Account
- Payroll Account
- Unemployment Trust
- Health Benefits Trust
i. Designation of the fees for after school programs.

**DESIGNATION OF AFTER SCHOOL PROGRAM**

Our mission is to provide students with productive, engaging after school activities which allow students to strengthen their skills and have fun in a safe environment.

Again this year a variety of programs will be offered at various days of the week, each day between 3:30pm to 4:30 pm. An after school fee will be charged for each program chosen. After school program fees will be as follows;

<table>
<thead>
<tr>
<th>Days a Week</th>
<th>Normal Fee (Per Month/Per Person)</th>
<th>Sibling Rate</th>
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<tbody>
<tr>
<td>5</td>
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Students needing to stay beyond 4:30 pm (extended care) will be able to stay at study hall with a teacher until 5:00 pm for an additional fix charge of $25 per month/ per person.

All students not participating in an after school program will need to be picked up by 3:30pm each day. An additional charge of $5 (per day/per person) will apply to the students who remain beyond 3:30pm and parents will be contacted. Same charge will also apply to students who stay for extended care and not being picked up by 5:00 pm.

j. Adoption of **Rules for Board Governance** – Adopt all existing By-laws, Policies, and Regulations in their present form for the 2011-2012 School Year.

k. Adoption of **Curricula and Courses of Study** – Adopt all existing curricula in its present form for the 2011-2012 school year. It will be re-written as school’s own curriculum at September.

l. Adoption of school calendar. (enclosure)

m. **$1,000 Purchase/Payment** – Grant permission for the School Leader to approve purchase and payment for items up to $1,000.00 between Board of Trustees meetings.

n. Assign $500 to the **Petty Cash** Account.

o. Assign $25,000 for tuition reimbursement for 2011-12 school year.
p. Authorize the Qualified Purchasing Agent to Award Contracts up to the bid threshold of $36,000 and set the quote threshold at 15% of the bid threshold.

q. Authorize Regular Business Travel for charter personnel not to exceed $1,500 per person, per annum. Regular business travel consists of mileage and tolls for official school business. Additional travel expense (workshops, hotels, meals and other transportation) must be specifically approved by the Board of Trustees in advance.

r. Adoption of substitute pay- Full time subs to receive the paychecks calculated according to $100 per day rate, part time subs to receive the paychecks calculated according to $25 per hour rate.

s. **Mileage Reimbursement** - Approve .31¢/mile for reimbursement for miles driven for school business purposes.

t. Acknowledge Maschio’s Food Services as the **Food Service Management** operator for the 2011-2012 school year at an annual fee to be paid from cafeteria receipts (Enterprise Account)

r. Adoption of Safety and Security Plan - Adopt all existing safety plan for the 2011-12 school year.

s. Adoption of Technology plan- Adopt the attached technology plan for the 2011-12 school year.

r. Adoption of payment of bills between the board meetings.

u. Adoption of collection and maintenance of student records according to 6A:32-7.3

v. Adoption of Passaic County Educational Services Commission as the bus provider for student field trips.

w. Adoption to contract with Ed-Data Bidding and Purchase Requisitioning System for all state contracted purchases.

x. Designation of **State Contract Vendors**: (2011-12 school year)

<table>
<thead>
<tr>
<th>Vendor Purchased</th>
<th>Contract #</th>
<th>Items to be Purchased</th>
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<td>Staples Business Advantage</td>
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<td>General Supplies</td>
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<tr>
<td>Hertz Furniture Systems</td>
<td>70269</td>
<td>Classroom Furniture</td>
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<td>Dell Marketing</td>
<td>70256</td>
<td>Computer Supplies/Equipment</td>
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<td>BCI Burke</td>
<td>59065</td>
<td>Park and Playground Equipment</td>
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<td>Lakeshore Learning suppl.</td>
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<td>School supplies, library suppl.</td>
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<td>School Specialty</td>
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<td>Flinn Scientific</td>
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<td>WB Mason</td>
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<td>School supplies, Furniture</td>
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Motioned by: M Secilmis    Seconded by: R Otun

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6. **Budget & Taxes**

Authorize **Approval and Implementation of 2011-12 Budget** – Motion to approve the 2011-2012 Budget.

(Enclosure)

Motioned by: C Karadeniz    Seconded by: R Otun

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**XVII. Approval of Minutes**

Board of Trustees is required a motion to approve the minutes of the April 21st 2011 Regular Board Meeting. *(enclosure)*

**Motioned by:** S Tumkor  
**Seconded by:** M Secilmis

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**XVIII. Lead Person’s Report** Mr. Nihat Guvercin

**XIX. President’s Report** Mr. Mehmet Secilmis

**XX. Financial Section** Mr. Recep Ornek, Board Secretary

**C. Approval of Bills:** Motion to approve the List of Bills. **Total: $442,442.61** *(enclosure)*

**Motioned by:** M Secilmis  
**Seconded by:** C Karadeniz

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D. **Secretary’s and Treasurer’s Reports:** Motion to approve Board Secretary’s and Treasurer’s Report.

(covering page)

Motioned by: M Secilmis  
Seconded by: J Martinez

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XXI. **Action Items:**

A. Be it resolved that at 05/12/11, a quorum of Board of Trustees of BASCS hereby authorized and passed that Mr. Nihat Guvcen, Lead Person of BASCS is authorized to sign the financial contracts to borrow money on behalf of the board and solely for the benefit of the charter school.

Motioned by: J Martinez  
Seconded by: M Secilmis

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56
B. Recommend a motion to approve to conduct Summer School Enrichment Program between June 27 and July 8, 2011.

Motioned by: R Otun  Seconded by: S Tumkor

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C. Recommend a motion to approve the below mentioned field trip activities.

**Field trip 1:**
- Dates: 24, 25, 26, 27 May 2011
- Time: 03:00 pm / 04:30 pm
- Place: Ak Café at Crooks Ave. Clifton/NJ

**Field trip 2:**
- Dates: 2, 7, 8, 9 June 2011
- Time: 03:00 pm / 04:30 pm
- Place: Ant book store 345 Clifton Avenue Clifton, NJ 07011

Motioned by: R Otun  Seconded by: M Secilmis

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D. Recommend a motion to approve purchasing of iPad2s for high school students. 60 for students and 10 for staff members.

Motioned by: M Seiclimis
Seconded by: E Bahadir

E. Recommend a motion to approve the placing the orders for textbooks, furniture, school supplies, school uniforms and school nurse supplies.

Motioned by: M Seiclimis
Seconded by: S Tumkor

XXII. Adjournment:
Motioned by: C Karadeniz
Seconded by: M Seiclimis
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I, Recep Ornek, Secretary of the Board of Trustees of the Bergen Arts and Science Charter School in the County of Bergen, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Trustees of said Charter School duly called and held in my office in the minute book of said Bergen Arts and Science Charter School and is a true, complete copy thereof and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of said Board of Trustees the 19th day of May 2011. Respectfully Submitted Recep Ornek
2. Goals and Objectives

a. Describe the BROAD academic goals of the charter school (not goals of each subject or grade level) which will promote high student achievement. These are goals that involve the entire school—not one
grade or subject. Under each goal, list objectives with selected representative indicators (measurable / anticipated outcomes) that will provide evidence that the goals are being achieved.

Goal 1. Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the New Jersey Core Curriculum Content Standards.

Objectives:

a. 100% of the students will be tested upon entry to the school, by the end of September, 2006.

b. Test results will be utilized to determine individual needs as well as overall school performance, integrated into students’ educational plans by the end of November 2006.

c. Test results will be utilized by teachers to modify and individualize the classroom activities, by the end of November 2006.

d. Test results will be utilized by the administrative staff to modify the curriculum if necessary, in order to emphasize areas of deficiency by the end of the first school year, July 2007.

e. All students will participate in a period of individualized attention, whether working on remedial projects or working on challenging self-selected projects, as evidenced on the daily schedule, beginning in September 2006.

f. All students with special needs will receive individualized goals, and as appropriate, students suspected of being eligible for special education will be referred for evaluation, evaluated, and if classified will receive Individualized Educational Plans developed and implemented, according to the timelines outlined in the NJAC.

g. Students entering with IEPs will be accommodated according to the IEP in place.

h. A Teacher of the Handicapped will be utilized in a consultative model, to work with all classroom teachers and other applicable staff members, to assist with modifications to the students’ programs within the mainstream classrooms. This process will begin as early as the faculty orientation.

i. The Child Study Team, especially the psychologist, social worker and parents, will also develop any appropriate behavior plans to be utilized throughout the day for classified students, according to timelines specified for IEPs.

j. 100% of the students will be re-tested at the end of the academic year, utilizing standardized tests and teacher tests.

k. 85% of the students will demonstrate improvement in identified areas of deficiency.
l. 85% of the students will demonstrate improvement academically, at a minimum, meeting the standards of the NJCCCS.

m. 100% of the students will take standardized tests required of all public school students. In year one, the third NJ ASK 3 and fourth grade NJ ASK 4 tests will apply as these will be the only grades with students attending, wherein testing is required.

n. Standardized test scores will be compared with those of local and national averages; and 85% of the students will meet or exceed those averages.

o. In regard to classified students, 85% of classified students will demonstrate mastery of 85% of their educational goals as outlined on their IEPs.

p. 100% of students will participate in assessments, including as appropriate, the Grade Four Proficiency Assessment, the Grade Eight Proficiency Assessment, and the selected school-wide testing measures. Students will also be assessed through teacher tests, and student maintained portfolios.

Goal 2. All students will be educated in an environment of mutual respect.

Objectives:

a. All students will participate in classroom activities geared towards problem solving, conflict resolution, peer support, leadership, group sharing, cooperative learning projects, and self-esteem, as reflected in classroom activity plans.

b. All teachers will be evaluated with a component of inclusion of character development in the classroom activities, as reflected in the regularly scheduled, periodic teacher evaluations.

c. Teacher performance will be in part based upon the inclusion of character development.

d. Issues of cultural and ethnic diversity will be considered valuable additions to the learning environment and will be encouraged as subjects of study and discussion, as reflected in classroom activity plans.

e. Language barriers will be eliminated through the infusion of ESL programs, as reflected in the daily class schedule.

f. Students and families will be requested to complete a feedback questionnaire regarding satisfaction with the atmosphere concerning mutual respect, at the end of the first academic year and annually thereafter.

Goal 3. All students will become computer literate so that they can eventually adapt to the dazzling technological changes as they will inevitably continue to occur, and so that they will become part of the digital revolution.
Objectives:

a. All students will receive some form of computer instruction, varying according to achievement level, grade level, and appropriateness of technology use for the specific lessons. Eventually all students will be able to utilize the computer for word processing, data collection and maintenance, research and use of the Internet, as reflected in student records, report cards and portfolios.

b. All classrooms from grades 4 through 8 will be equipped with computers for student use, by the opening of the school year in September 2006.

c. Students in grades 3 through 8 will have computer instruction in the lab environment.

d. Teachers will utilize computer technology and other electronic media such as video, audio, and computer software from the inception of the academic program.

e. Teachers will be aided in their use of computers for classroom instruction through in-service training prior to the opening of the school.

f. The lead person and Head of Student Affairs of the school will seek funding to expand computer availability for students to reduce the ratio of computers for students; e.g., apply for start-up funds prior to the school’s opening.

g. Computer aided instruction will be utilized as subject matter permits, as reflected in classroom activity plans.

Goal 4. All students will benefit from a smaller class size.

Objectives:

a. All students will be included in classrooms with no more than 20 students per teacher, as reflected in the teacher-student ratio.

b. Individual instruction will be available to all students during one period per day, as reflected in the daily class schedule.

Goal 5. Students will be given the opportunity to expand their knowledge in the subject of their interest beyond curriculum level.

Objectives:

a. All students will be encouraged to become self-directed learners and competitors, through encouragement, provision of choices, and ensuring that opportunities for success are consistently presented, as reflected in classroom lesson plans and activities.
b. Opportunities for academic “competition” will be presented for student choice. These may be teacher generated classroom activities, as well as official national and international events, as they become available.

c. Membership in academic clubs will be available for student choice, e.g., math club, science club, available at the beginning of the second month of school, October, 2006.

d. Students will be encouraged to compete against their own “personal best” performance, as reflected in students’ individual records.

b. Describe the BROAD non-academic goals of the charter school (not goals of each subject or grade level) which will promote high student achievement. These are goals that involve the entire school—not one grade or subject. Under each goal, list objectives with selected representative indicators (measurable / anticipated outcomes) that will provide evidence that the goals are being achieved).

Goal 1. A large number of parents will be involved in the school.

Objectives:

a. At least one parent will serve on the Board of Trustees, as a voting member, ensuring a large voice in the operation of the school, as reflected in the by-laws and the membership.

b. A parent council will be established, during the first month of school, September 2006, which will provide continuous input to the school administration, as reflected in school policy and meeting schedules.

c. Teachers will be required to regularly contact parents, on a monthly basis; to discuss the students’ progress in academic and non-academic areas, as reflected in student records and telephone/meeting logs.

d. All parents will be encouraged to participate in some school activities, as reflected in outreach materials and individual records.

e. Educational programs will be offered to parents during the after-school and evening hours, to address not only the academic and non-academic programs for students, but to offer to meet parents’ needs, including, but not limited to classes in English as a Second Language. This will occur through the use of voluntary programs or through the use of funds as they may become available.

f. The lead person will investigate opportunities to provide ESL for parents on-site or through local agencies.

g. A Parent Coordinator will be hired on a part time basis, and will receive a stipend.
Goal 2. Multicultural and multiethnic diversity will be considered valuable attributes.

Objectives:

a. All students will be encouraged to think beyond cultural boundaries, and to show tolerance and acceptance of individuals or groups with different cultural backgrounds, and to accept people in their own ethical and cultural positions, as reflected in the classroom activity plans.

b. The school will explore training options to allow focus on issues of sensitivity to ethnic and cultural backgrounds, for the entire staff, as reflected in minutes of the Board of Trustees. One of the options will be to explore the use of start-up funds. All staff will be expected to participate in training, scheduled prior to the opening of the school, or as funding permits.

3. Educational Plan

a. For the nine core curriculum content areas, outline the curriculum to be offered by grade level and content area. Include measurable objectives, content and skills to be taught.

   If operating a multi-age grouping charter school, outline the curriculum to be offered by grade level and content area or by cluster (no more than three grades) and content area. Include measurable objectives, content and skills to be taught by grade level or cluster and subject.
12. Admissions Policy and Criteria

a. Outline the grade levels for which the charter school is seeking approval and include a copy of the appropriate grade level summary from pages 18-20.
The numbers shown are based on 60 students per grade which is comprised of three classes of 20 students per grade. The Bergen Arts & Science Charter School realizes that the lottery process and the interest of the community may alter these numbers slightly.

The chart below represents the ultimate total enrollment goal per grade, per year from **ALL DISTRICTS** (Hackensack, Garfield and Lodi)

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<th>Year 1</th>
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The chart below represents the ultimate enrollment goal per grade, per year from **CITY OF HACKENSACK**

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The chart below represents the ultimate enrollment goal per grade, per year from **CITY OF GARFIELD**

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The chart below represents the ultimate enrollment goal per grade, per year from **BOROUGH OF LODI**

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</table>
b. Describe the student admissions policies and the reasonable criteria for evaluating the students to be admitted.

The BASCS is a public charter school open to all students who are entitled to attend school from the region of residence, including City of Hackensack, City of Garfield, and Borough of Lodi. The school will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance. Students who use English as a second language and students who are classified as eligible for special education will be welcomed as all. A broad approach to outreach will be utilized to seek the initial enrollment, including distributing flyers throughout all three districts that have been targeted for enrollment (see flyer attached). This effort will cross all areas of socio-economic status, diversity of racial and ethnic background.

Additionally, the school will utilize bulletins, media, mailings, and workshops at schools and other public institutions, throughout the identified districts. The process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates.

The students will not be evaluated or assessed in any prior to the opening of the school. Students will be assessed after the beginning of the academic year in order to determine their needs and strengths and to provide them with proper instruction, including remedial assistance and additional resources as appropriate.

The charter school will have the same requirements and procedures followed by the district schools in regard to health records, immunization records, birth certificates, verification of residence (rent or lease receipt, electric or phone bill with one or both parents’ names listed), student educational records, IEPs, etc. A written application will be submitted by each interested student and at least one adult (parent/guardian), including any necessary documentation such as adoption or guardianship papers.
An Admissions Committee shall be appointed by the Board of Trustees. All applicant families will meet with members of the Admissions Committee to discuss matters crucial to the success of the students, and to inform them of the mission and other aspects of the school. The school will request that students and families sign a voluntary letter of commitment to promote the mission of the school. However, it is the responsibility of the school board and staff to promote the school in a way that will instill a desire on the part of families to participate in the school and thus the students’ education. Since a charter school is a school of choice, it is expected that there will prevail a desire to be part of the school, and openness to the opportunities for success that will be offered.

c. Define any policies which will focus admissions to particular grade level(s) or to area(s) of concentration reflecting the mission and goals of the charter school. Describe how the policies will be non-discriminatory

The only policy which the Bergen Arts & Science Charter School will focus admissions to a particular grade level is in accordance with N.J.S.A. 18A:38-5 and N.J.A.C. 6A:11-4.6, which states that a student selected for admission to kindergarten must be age five by October 1 of that school year.

There are no policies that determine admission to the charter school based on the school’s area of concentration stated in the mission and goals of the charter school.

Although science is an area of focus in the charter school's academic program, admission to Bergen Arts & Science Charter School is open to all interested applicants regardless of intellectual ability or scientific aptitude. It is incumbent upon the charter school to deliver an education program that facilitates proficiency in New Jersey’s Core Curriculum Content Standards and provides the opportunity for achievement equally for all students. Ultimately, it is the mission of the school to instill in every student the desire to continually challenge their intellect and to ensure they have the capacity to do so through the application of content knowledge and skills so that, as adults, they may participate and shape the ethical and moral direction of a complex and ever-increasing technological, scientifically-oriented society.

The admissions policies of the charter school are non-discriminatory in that they comply with the directives of N.J.S.A.18A:36-20 and N.J.A.C. 6A:11-4.13.

Furthermore, data pertaining to the admission application process and subsequent student enrollment will be collected and reviewed annually to assess and document that the application of the admission policies and subsequent outcomes are compliant with applicable statutes and administrative codes.
d. Describe the random process the charter school will use to select students if there are more applicants than there are spaces available. Provide the tentative date(s) when this random process may occur.

In the event that more students apply than space allows, eligible students will be enrolled by a lottery system. A non-biased individual, such as the school’s accountant or attorney, will oversee the lottery in a public forum, the date, time and place to be announced in advance. The lottery will be held by district, until the apportioned number of students is drawn. All students’ names will be drawn and recorded in sequence. The first names drawn will fill available slots; all other names will be retained in the sequence of the drawing, and placed on a waiting list. In the event that a student withdraws, the next name on the list for the corresponding district will be contacted and offered enrollment. In the event that a student drops out after the academic year begins, the same procedure will apply: the next name on the list will be contacted. As a child’s name is drawn, and the student enrolled, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming availability of a seat in the grade required.

All enrolled students will be eligible for re-enrollment the following year, until they graduate from the 8th grade.

The first tentative date for the lottery if needed will be March 15, 2006.

e. Describe the waiting list process. Include the length of time a waiting list will be maintained. Outline the procedures for enrollment priority for siblings (if applicable) of students enrolled in the charter school for:

- year one; and
- subsequent years

Beginning at the end of the initial enrollment period (and every year thereafter after the end of the first enrollment period and the first random selection process, the charter school will maintain a waiting list of all eligible students who have applied for enrollment and who were not selected. This list will be in sequential order of the drawing of the names. This list will be maintained until the close of the academic year.

The charter school will maintain the list divided into two groups, according to students from the region of residence, by district, and all other students.

During the recruitment periods, the charter school will notify parents that their children’s names will remain on the waiting list for the subsequent school year only.
If more than one child from a family applies for enrollment, and one child is selected whether by the initial sign-up period or through a lottery, the siblings will all be accepted, assuming seats are still available in the required grades. If a lottery is held, the family name is entered in each grade requiring a lottery; if that name is selected all siblings will be enrolled, assuming there are slots available in the other grades. If insufficient slots are available, siblings will be placed on the top of the waiting list. The same sibling priority will prevail during subsequent years; i.e., if a sibling of an enrolled student becomes of age to enroll in a subsequent year, that child will have priority, moving to the top of a waiting list, if any.

f. Define the terms and conditions of non-resident student enrollment.

After the initial enrollment period is closed, and if the number of applicants is fewer than available spaces, the enrolled students will be ensured of seats. The enrollment will then be opened to any student in New Jersey who desires to attend and meets the above stated criteria for enrollment; they will be offered admission on a first-come, first-served basis. Outreach efforts will continue throughout the designated region and beyond until the enrollment is filled.

The first priority will be to students from the region of residence. However in keeping with the requirements of the state charter school law, students who reside outside the region of residence will be invited to enroll after all students within the district who sign up for enrollment have been accommodated. In the event that the number of students who apply from out of region exceed the number of slots available, a second lottery will be held following the protocol established above. The family name is entered into the lottery for each grade requiring the lottery. Once a student has been selected through the lottery process, any siblings eligible for admission will be offered seats in the appropriate grade. Once enrolled in the school an out of region student may continue to remain throughout the grades until graduation from the eighth grade.

If an out of region student is enrolled, any siblings seeking enrollment in the available grades, will be accommodated, given available seats in the required grade. If there are no available seats, the sibling (s) will be placed on the top of the waiting list, after any siblings of students from within the region.

g. If serving kindergarten, determine the date by which a kindergarten student must be five years old in order to attend the charter school. If not serving kindergarten, respond to this statement with the words “Does Not Apply.”

The cut off date for kindergarten students to attend the BASCS is determined to be October 1st for each academic year.
h. Describe how the admissions policy of the charter school will, to the maximum extent practicable, seek the enrollment of a cross section of the community’s school-age population, including racial and academic factors. Outline a plan for outreach to publicize the charter school in order to attract a cross section of students from the district of residence or region of residence.

Because of the charter school’s commitment to attract a cross-section of the public relations agenda that will consist of a public information campaign reaching out to all sectors of our community. Families will be made aware of the opportunity to enroll their children in a school of choice including our philosophy, mission, curriculum, application procedures, and methods for their own and for community involvement. The activities will include the following:

- Post notices in the local libraries, stores, public places, doctors’ offices, dentists’ offices, frequented by the parents of prospective students.
- Issue press releases in English as well as ethnic newspapers and other local publications.
- Organize a press conference to announce the Charter School award, the dates for the lottery, enrollment procedures.
- Attend and speak at local school board meetings, PTA meetings, and at school open houses.
- Visit all elementary and middle schools in the area.
- Post notices in local access public cable television, radio programs as public service announcements.
- Visit and speak at churches of all religious denominations.
- Mail or deliver flyers with information to community based organizations, clubs, social organizations.
- Post notices in condominiums, apartment buildings, public housing (housing projects), day care centers, Head Start Programs, etc.
- Develop an information packet with information about the charter school, mission, admission procedures, etc.
- Develop mailing lists.
- Recruit volunteers to distribute information door-to-door.
- Organize a speaker forum of at least three people who will be fully cognizant, organized and fluent in the language spoken in the community, to speak at meetings, schools, ratio, television, etc.

i. For a charter school operating with a region of residence, describe the plan to ensure the enrollment of a cross section of the communities’ school-age populations; list an apportionment of available space from each of the district boards of education that comprise the region of residence and explain the basis for the apportionment model. If not operating with a region of residence, respond to this section with the words “Does Not Apply.”
The founders plan to conduct an equally comprehensive outreach program in each district. The apportionment of seats will be according to the approximate percentages of students attending grades K to 8 in the respective districts. Therefore, City of Hackensack will have 40% of the seats, in year one and a similar percentage each subsequent year; City of Garfield and Borough of Lodi each will have 30% of the seats. These will be apportioned across the grades. The data is summarized in the table below.

<table>
<thead>
<tr>
<th>District Name</th>
<th>2003 Student Population Grades K to 8</th>
<th>% of Seats Allocated</th>
<th>No of Seats Allocated in the first year</th>
</tr>
</thead>
<tbody>
<tr>
<td>GARFIELD CITY</td>
<td>2,649</td>
<td>30%</td>
<td>108</td>
</tr>
<tr>
<td>HACKENSACK CITY</td>
<td>3,142</td>
<td>40%</td>
<td>144</td>
</tr>
<tr>
<td>LODI BOROUGH</td>
<td>2,073</td>
<td>30%</td>
<td>108</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7,864</td>
<td>100%</td>
<td>360</td>
</tr>
</tbody>
</table>

Provide the tentative dates of the recruitment period, application period and the enrollment period for resident and non-resident students.

The tentative dates for recruitment, application and enrollment are as follows:

Recruitment period: January 15, 2006 to Jan. 31, 2006
Recruitment deadline: January 31, 2006
Application deadline: March 14, 2006
Date for lottery (if needed): March 15, 2006
Enrollment for region students: April 7, 2006 to April 14, 2006
Deadline for enrollment for region: April 14, 2006
Deadline for notification to Commissioner of initial enrollment: April 15, 2006
Enrollment for out-of-region: April 21, 2005 to April 30, 2006
Enrollment Package Instructions/Checklist

Please complete one Enrollment Package for each student admitted to the school. Please print clearly with blue or black ink being sure to include the student's name and phone number at the bottom of each page of each form. This is to ensure that we have the correct information for each student, should the pages of the documents get separated. NOTE: Students are not officially enrolled until all complete forms have been submitted.

Please mark the box for each item on the list below as you complete/include it. This checklist is for your records only.

- Enrollment Form ................................................................. 1
  Please fill out all the information sections. Make sure you provide complete information including full mailing address. To ensure accurate data entry, please spell out all abbreviations, including street names, town names, and states.

- Copy of Student's Immunization Card ........................................ 6
  Please include a copy of the current immunization records for each student.

- Copy of Student's Birth Certificate ........................................... 7
  Please also include a copy of each student's Birth Certificate.

- Proof of Residence ............................................................. 8
  Please include a copy of a current bill, local or state tax documents, voter registration, or other official document addressed to parent/legal guardian living with student.

- Free and Reduced Meals Programs Form .................................. 9
  Most public schools (including charter schools) must collect and report this information. All data is strictly confidential.

- Release of Student Records .................................................. 10
  This form is required to transfer your child's previous school records. If your child is entering kindergarten or if your child was not previously enrolled in a school, you do not need to fill out this form.

- Enrollment Acceptance ...................................................... 11
  Please sign the final form indicating that you intend to enroll your child in the school, if accepted.
Enrollment Form for 2011-2012 School Year

Please complete one form for each student to be admitted to the school. Please print clearly with blue or black ink.

Legal Name of Student: ___________________________ (last) ___________________________ (first) ___________________________ (middle) ___________________________

Preferred Name: _____________________________________________________________________________________________________

Gender: [ ] Male [ ] Female

Date of Birth: ___________________________ Home Phone: (____)_______________________

Ethnicity: [ ] American Indian/Alaskan Native [ ] Asian [ ] Black, not Hispanic [ ] Hispanic [ ] White, not Hispanic [ ] Native Hawaiian or other Pacific Islander [ ] Other [ ] Multiracial

Grade level applying for: [ ] K [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9

Student's Residence Address: (Note: No P.O. Boxes)
Street: _____________________________________________________________________________ Apt #: ___________________
City: ______________________________________ County: ___________________ State: __________ Zip Code: _________________

Student's Mailing Address: (Check here if same as residence address.)
Street: _____________________________________________________________________________ Apt #: ___________________
City: ______________________________________ County: ___________________ State: __________ Zip Code: _________________

Legal School District of Residence:
___________________________________________________________________________________

Is student's current school located in this district? [ ] Yes [ ] No If No, fill in district name: ___________________________

Name of Previous School:
_________________________________________________________________________________________

Type of School: [ ] Public School [ ] Private School [ ] Registered Home School [ ] Charter School [ ] Not in school/Other

Address of Previous School:
Street: ___________________________ City: _______ State: _______ Zip Code: __________

School Phone: (____)_______________________ School Fax: (____)________________________

Student lives with: [ ] Both parents [ ] Both parents alternately (Joint custody) [ ] Mother only [ ] Father only [ ] Legal guardian

Father's Name: _____________________________________________________________

Address and phone same as student? [ ] Yes [ ] No If No, complete the following:

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

Apt #: ________________________________ County: ___________________ State: __________ Zip Code: _________________

Name of Employer: ___________________________ Occupation: ___________________________

Work Address:
Street: ___________________________ Suite #: ________________________________

City: ___________________________ County: ___________________ State: __________ Zip Code: _________________

Work Phone: (____)_______________________ Home Phone: (____)_______________________ Cell Phone: (____)_______________________

E-mail address: ________________________________________________________________________________

Student Name: ___________________________ Student Phone Number: ___________________________ ID: ___________________________ Page 76
Mother’s Name: ____________________________________________________________
Address and phone same as student? ☐ Yes  ☐ No  If No, complete the following:
Street: ____________________________________________________________ Apt #: ____________
City: __________________________________ County: ___________________ State: ____________ Zip Code: ____________
Name of Employer: ____________________________________________________ Occupation: ______________
Work Address: Street: __________________________________ Suite #: __________________
City: __________________________________ County: ___________________ State: ____________ Zip Code: ____________
Work Phone: (_____)___________________ Home Phone: (_____)______________________ Cell Phone: (_____)____________________
E-mail address: ________________________________________________________

Stepparent/Legal Guardian’s Name: _________________________________________
Address and phone same as student? ☐ Yes  ☐ No  If No, complete the following:
Street: _______________________________________________________________________________
Apt #: __________________
City: __________________________________ County: ___________________ State: ____________ Zip Code: ____________
Name of Employer: ____________________________________________________ Occupation: ______________
Work Address: Street: __________________________________________________________________________ Suite #: __________________
City: __________________________________ County: ___________________ State: ____________ Zip Code: ____________
Work Phone: (_____)___________________ Home Phone: (_____)______________________ Cell Phone: (_____)____________________
E-mail address: ________________________________________________________

If a parent cannot be contacted we will attempt to contact one of the following in the order listed below. Please list at least one emergency contact.

FIRST person to contact if parents cannot be reached:
Name: ___________________________ (last) ___________________________ (first) ___________________________ Relationship: ___________________________
Home Phone: (_____)___________________ Cell Phone: (_____)______________________ Work Phone: (_____)____________________
SECOND person to contact if parents cannot be reached:
Name: ___________________________ (last) ___________________________ (first) ___________________________ Relationship: ___________________________
Home Phone: (_____)___________________ Cell Phone: (_____)______________________ Work Phone: (_____)____________________

<table>
<thead>
<tr>
<th>Siblings Enrolled in BASCS</th>
<th>Home Phone Number</th>
<th>Relationship to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(                  )</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(                  )</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(                  )</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Children Living in the Household</th>
<th>Birth Date</th>
<th>Relationship to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student Phone Number:</th>
<th>ID:</th>
<th>Page</th>
</tr>
</thead>
</table>
Home Language Survey*
Parent/Guardian Language Questionnaire
New Jersey Department of Education

Name:__________________________________________________ Age: _____
[first] [middle] [last]

Date of School Entrance_______________________

Person completing the survey: [ ] Mother [ ] Father [ ] Grandparent
[ ] Guardian [ ] Other _____________________

Directions: Check or write in the correct response for each of the following questions about your child.

1. What language did the child learn when he/she first began to talk?
   English________ Other [specify]___________________________________

2. What language does the family speak at home most of the time?
   English________ Other [specify]___________________________________

3. What language does the mother [guardian] speak to the child most of the time?
   English________ Other [specify]___________________________________

4. What language does the father [guardian] speak to the child most of the time?
   English________ Other [specify]___________________________________

5. What language does the child speak to his/her mother most of the time?
   English________ Other [specify]___________________________________

6. What language does the child speak to his/her father most of the time?
   English________ Other [specify]___________________________________

7. What language does the child speak to her/his brothers and sisters most of the time?
   English________ Other [specify]___________________________________

8. What language does the child speak to his/her friends most of the time?
   English________ Other [specify]___________________________________
9. Please list any previous schooling:
   A. Name of School[s]___________________________________________

   Location [City/Country]_________________________________________

   Grades Completed______________________________________________

   Dates of Attendance___________________________________________
Language[s] of Instruction

B. Name of School[s]
Location [City/Country]
Grades Completed
Dates of Attendance
Language[s] of Instruction

C. Name of School[s]
Location [City/Country]
Grades Completed
Dates of Attendance
Language[s] of Instruction

10. Please list any previous ESL/Bilingual program attended, if any:
Place: ___________________________________________ Dates attended: ____________

11. In which language do you wish to receive school communication?
   English ______ Other [specify] __________________________________________

Student Name:  Student Phone Number:  ID:  Page 81
Signature: ____________________________ Date: ________________  
[person completing the survey]

*Adapted from the sample survey in A Manual for Community Representatives of the Title VI Steering Committee, published 9/76 by the Institute for Cultural Pluralism, Lau General Assistance Center, San Diego University, San Diego, CA 92182

Primary Physician Information:

Doctor Name: ____________________________  Doctor Phone: ____________________________

Dentist Name: ____________________________  Dentist Phone: ____________________________

Type of Health Insurance:  
☐ HMO  ☐ Medicaid  ☐ No health insurance  ☐ Other

If the student is covered by Medicaid, provide the Medicaid number: ____________________________

Read and check:

☐ I understand that for those school health and health-related services that the Medicaid-eligible student may be receiving—including but not limited to: vision and hearing screenings, nursing services, speech therapy, occupational and/or physical therapy—the school district has the right to receive partial reimbursement from Medicaid for those services rendered.

Please list any serious allergies, conditions, or restrictions the student has: ____________________________

Please list any physical or emotional disabilities the student has: ____________________________

Student Name: ____________________________  Student Phone Number: ____________________________  ID: ____________________________

Bergen Arts & Science Charter School

200 MacArthur Ave. Garfield, NJ 07026 ● Tel: 973.253.0002 ● Fax: 973.253.0110
EMERGENCY RELEASE

BASCS will attempt to reach the parent/legal guardian or one of the people listed as an emergency contact but if none of these people can be reached, BASCS personnel have my permission to use discretion in securing medical aid in an emergency. IT IS UNDERSTOOD THAT NEITHER BASCS NOR THE PERSON RESPONSIBLE FOR OBTAINING THIS MEDICAL AID WILL BE RESPONSIBLE FOR THE EXPENSE INCURRED.

Parent/Guardian Signature: __________________________________________ Date: ____________________

Has your child been evaluated for and/or participated in any of the following special services?

- Gifted & Talented
- Title 1/Chapter 1 Program
- Special Education (IEP)
- English as a Second Language (ESL)
- Other: _________________________

If you checked Special Education (IEP), do you have the student’s special education records?  
- Yes  
- No

Do we have your permission to publish the parent and student’s name, address, e-mail, and phone number in the Student Directory?

- Yes  
- No

Dear Parent/Guardian: Throughout the year there are occasions when the Bergen Arts and Science Charter School will want to take pictures/videos of your child participating in activities. We may use these pictures/videos in BASCS publications, local newspapers, school website and/or homerooms, advertising, or on display at the Bergen Arts and Science Charter School. We are requesting that you sign a photo/video release for your child. Thank you in advance for your support and understanding.

- I give my consent for BASCS to use pictures/video of my child.  
- I do not give my consent for BASCS to use pictures/video of my child.
Copy of Student’s Immunization Card

Please attach a copy of the student’s immunization card to this form.
Copy of Student’s Birth Certificate

Please attach a copy of the student’s birth certificate to this form.
Proof of Residence

Please attach a copy of a current bill, local or state tax documents (white-out information not pertaining to the residence), voter registration, or other official document addressed to parent/legal guardian living with student.
**Free and Reduced Meals Programs Form (Optional)**

All public schools must be able to report the percentage of students whose families are eligible for Federal Free and Reduced Meals programs (F.A.R.M.). These statistics are also used in many of the state and federal grant programs. All information is strictly confidential.

The table below lists guidelines for determining eligibility in the F.A.R.M. program.

Does your child qualify for the Free and Reduced Meals program?  
Yes [ ]  No [ ]

If yes, please check the row that applies:

<table>
<thead>
<tr>
<th>Household size</th>
<th>Annual Household Income Less Than</th>
<th>Check One</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6,391</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>16,391</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>22,089</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>27,787</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>33,485</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>39,183</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>44,881</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50,579</td>
<td></td>
</tr>
<tr>
<td>For each additional member of household</td>
<td>$5,365</td>
<td></td>
</tr>
</tbody>
</table>

---

**Bergen Arts & Science Charter School**

200 MacArthur Ave. Garfield, NJ 07026 ● Tel: 973.253.0002 ● Fax: 973.253.0110
Release of Student Records

To: (Name of Previous School) __________________________________________________________

Address:
Street: ___________________________ City: _______________ State: ________ Zip Code: ________

School Phone: (_____)____________________ School Fax: (_____)________________________

From Name: (Name of Parent/Legal Guardian) ____________________________________________

Student’s Full Name: ______________________ _____________________ ______________________

Student’s Residence Address: (Note: No P.O. Boxes)
Street: __________________________________________ Apt #: __________________
City: __________________________ County: __________ State: ________ Zip Code: ________
Phone: (____) __________________________

The Bergen Arts and Science Charter School has enrolled (student’s name) for the 2011-2012 academic year. Please accept this document as formal approval for the release of all official school records (including the record of transcripts, testing information, special education, health and immunization records).

Parent/Guardian Signature: _________________________________________ Date: __________________________
Bergen Arts & Science Charter School

200 MacArthur Ave. Garfield, NJ 07026 ● Tel: 973.253.0002 ● Fax: 973.253.0110

Enrollment Acceptance

The Bergen Arts and Science Charter School is committed to a policy of educational equality. Accordingly, the program admits students and conducts all educational programs, activities, and employment practices without regard to race, color, religion, gender, sexual preference, national origin, marital status, ancestry, disability, or any other legally protected classification. Any person having inquiries concerning the school’s compliance with regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act, the American with Disabilities Act, or the Individuals with Disabilities Education Act is directed to contact the School Director at the school address.

Please accept this signed and completed document to enroll (student’s name) in the Bergen Arts and Science Charter School for the 2011-2012 academic year. I understand that completion of this enrollment form does not guarantee admission into the school. BASCS will send notification of receipt of enrollment forms.

Parent/Guardian’s Signature: ___________________________________________ Date: __________________________
Appendix
E
BOARD MINUTES
May 19th, 2011

XXIII. Call To Order

The Regular Board Meeting of May 19th, 2011 of the Bergen Arts and Science Charter School is called to order. Time: 7:30 pm.

XXIV. Meeting Notice Announcement

The New Jersey Open Public Meetings Law was enacted to insure the rights of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this act, Bergen Arts and Science Charter School has caused this meeting to be published by having the date, time, and place thereof posted in ‘The Star-ledger’, ‘Bergen County Superintendent’s Office’, ‘Hackensack City Clerk’s Office’, ‘Garfield City Clerk’s Office’ and ‘Lodi Borough Clerk’s Office’. The Board reserves the right to act on any and all agenda items.

XXV. Flag Salute

XXVI. Roll Call

<table>
<thead>
<tr>
<th>BOARD MEMBERS</th>
<th>P/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mehmet Secilmis (Board President)</td>
<td>P</td>
</tr>
<tr>
<td>Regina Otun (Vice President)</td>
<td>P</td>
</tr>
<tr>
<td>Cem Karadeniz (Vice President)</td>
<td>A</td>
</tr>
<tr>
<td>Arzu Kaya-Uranli (Board Member)</td>
<td>A</td>
</tr>
<tr>
<td>Oguz Dogru (Board Member)</td>
<td>A</td>
</tr>
<tr>
<td>Jose Martinez (Board Member)</td>
<td>P</td>
</tr>
<tr>
<td>Stephanie Luczka (Board Member)</td>
<td>P</td>
</tr>
<tr>
<td>Serdar Funukor (Board Member)</td>
<td>A</td>
</tr>
<tr>
<td>Emin Sahin (Board Member)</td>
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<td>Ali Kemal Kucukselim (Board Treasurer)</td>
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<td>Nihat Gevrecti (Lead Person)</td>
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<td>Recep Ornek (Board Secretary)</td>
<td>Nonvoting m.</td>
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<tr>
<td>Oguz Yildiz (Vice Principal/Proj. Coord.)</td>
<td>Nonvoting m.</td>
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XXVII. Public Comment (Limited with maximum 5 persons commenting for a maximum of 3 minutes each)
XXVIII. REORGANIZATION MEETING ITEMS:

7. **Board Officer Election:**

OPEN THE FLOOR FOR NOMINATIONS FOR BOARD PRESIDENT.

d. **Electio of the President** – Mehmet Secilmis ___________

   Motion: S Tumkor Second: J Martinez

   Passed: Y / N

IS THERE A SECOND NOMINATION FOR BOARD PRESIDENT: Y / N

There being no further nominations I will now close the floor for nomination.

Roll call vote:

   Election of the President – Mehmet Secilmis ___________

   Motioned by: S Tumkor Seconded by: J Martinez

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<tr>
<th>ROLL CALL</th>
<th>Mehmet Secilmis</th>
<th>Regina Oton</th>
<th>Cem Karadeniz</th>
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c. **Election of the Vice President** - Regina Otun & Ozgur Dogru

Motioned by: M Secilmis  
Seconded by: S Tumkor

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<th>ROLL CALL</th>
<th>Mehmet Secilmis</th>
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f. **Election of the Parent Members** - Serdar Tumkor, Cem Karadeniz, Jose Martinez

Motioned by: R Otun  
Seconded by: M Secilmis

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8. **Appointments**

Motion to approve the appointments and resolutions listed in 2a. through 2z.
9. Staff Rehire and Terminations:

Motioned by: M Secilmis
Seconded by: E Bahadir

ROLL CALL

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94
Recommend a motion to approve to rehire the listed personnel. (enclosure)

Motioned by: E Bahadir
Seconded by: S Tumkor

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<th>ROLL CALL</th>
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10. Agents

a. Resolution to employ the firm of RIKER DANZIG SCHERER HYLAND PERRETTI LLP as legal council as follows:

Attorney

WHEREAS, the Public School Contracts Laws (N.J.S.A. 18A:18A-5) requires that a resolution authorizing the contracting of "Professional Services" without competitive bids be adopted;

NOW, THEREFORE, be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School that the firms of RIKER DANZIG SCHERER HYLAND PERRETTI LLP be appointed as legal council for the Bergen Arts and Science Charter School Board of Trustees for the 2011-2012 school year without competitive bidding as a "Professional Service" in accordance with 18A: 18A-5 of the Public Contracts Law.

b. Resolution to employ Barre&Company as school auditor as follows:

Auditor

WHEREAS, the Public School Contracts Laws (N.J.S.A. 18A:18A-5) requires that a resolution authorizing the contracting of "Professional Services" without competitive bids be adopted;

NOW, THEREFORE, be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School that the firm of Barre&Company be contracted as school auditors for the 2011-2012 school year without competitive bidding as a "Professional Service" in accordance with the 18A: 18A-5 of the Public Contracts Law.

c. Resolution to renew membership in the G.R. Murray Insurance as follows:

Property/Liability Insurance
WHEREAS, the Public School Contracts Laws (N.J.S.A. 18:A-18A-5) requires that a resolution authorizing the contracting of “Professional Services” without competitive bids be adopted:

NOW, THEREFORE, be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School renew its membership in G.R. Murray Insurance for the 2011-12 school year without competitive bidding as a “Professional Service” in accordance with the 18A: 18A-5 of the Public School Contracts Law.

d. Resolution to renew membership in the Fortitude Insurance Group (Mr. Michel Mund) as follows:

Health Insurance Agent

WHEREAS, the Public School Contracts Laws (N.J.S.A. 18:A:18A-5) requires that a resolution authorizing the contracting of “Professional Services” without competitive bids be adopted:

NOW, THEREFORE, be it resolved by the Board of Trustees of the Bergen Arts and Science Charter School renew its membership in Fortitude Insurance Group for 2011-12 school year without competitive bidding as a “Professional Service” in accordance with the 18A: 18A-5 of the Public School Contracts Law.

Motioned by: R Otun
Seconded by: M Secilmis

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<th>ROLL CALL</th>
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11. Designations

Motion to approve the designations and resolutions listed in items a. through t.

y. Establishment of Annual Meeting Calendar – Regular Board Meetings for the 2011-2012 school year on the third Thursdays of each month, except June 2012 which will be held
at the first Thursday. The meetings to be held at 7:30 p.m. in room 200 or school library.


bb. Adoption of Code of Ethics—Adopt all existing Code of Ethics for the 2011-12 school year.
   - The School Ethics Act and Code of Ethics for School Board Members has been received and discussed.
   - The Policies and Procedures regarding training of district Board of Education members has been adopted, and
   - Each Board of Trustees member acknowledges receipt of the Code of Ethics for School Board Members and has become familiar with Code of Ethics.

cc. Adoption of Staff Handbook, Student Handbook and SOP manual for internal control procedures.

dd. Designation of Payroll Service Provider—R&L Data Centers Inc. for payroll services for the 2011-2012 School Year.

ee. Designation of Mr. Mehmet Secilmis, Mr. Nihat Guvercin and Mr. Recep Ornek are the authorized persons to sign the warrants (checks).

ff. Designation of the chart of accounts:

   General account
   Enterprise account
   Student Activity Account
   Agency Account
   Payroll Account
   Unemployment Trust
   Health Benefits Trust

gg. Designation of the fees for after school programs.
DESIGNATION OF AFTER SCHOOL PROGRAM

Our mission is to provide students with productive, engaging after school activities which allow students to strengthen their skills and have fun in a safe environment.

Again this year a variety of programs will be offered at various days of the week, each day between 3:30pm to 4:30 pm. An after school fee will be charged for each program chosen. After school program fees will be as follows;

<table>
<thead>
<tr>
<th># Days Normal Fee (Per Month/Per person)</th>
<th>Sibling Rate</th>
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<tbody>
<tr>
<td>5 days a week $75</td>
<td>$50</td>
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<tr>
<td>4 days a week $60</td>
<td>$40</td>
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<tr>
<td>3 days a week $50</td>
<td>$30</td>
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<tr>
<td>2 days a week $40</td>
<td>$20</td>
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<tr>
<td>1 day a week $20</td>
<td>$10</td>
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</tbody>
</table>

Students needing to stay beyond 4:30 pm (extended care) will be able to stay at study hall with a teacher until 5:00 pm for an additional fix charge of $25 per month / per person.

All students not participating in an after school program will need to be picked up by 3:30pm each day. An additional charge of $5 (per day/per person) will apply to the students who remain beyond 3:30pm and parents will be contacted. Same charge will also apply to students who stay for extended care and not being picked up by 5:00 pm.

hh. Adoption of Rules for Board Governance – Adopt all existing By-laws, Policies, and Regulations in their present form for the 2011-2012 School Year.

ii. Adoption of Curricula and Courses of Study – Adopt all existing curricula in its present form for the 2011-2012 school year. It will be re-written as school's own curriculum at September.
jj. Adoption of school calendar. (enclosure)

kk. $1,000 Purchase/Payment – Grant permission for the School Leader to approve purchase and payment for items up to $1,000.00 between Board of Trustees meetings.

ll. Assign $500 to the Petty Cash Account.

mm. Assign $25,000 for tuition reimbursement for 2011-12 school year.

nn. Authorize the Qualified Purchasing Agent to Award Contracts up to the bid threshold of $36,000 and set the quote threshold at 15% of the bid threshold.

oo. Authorize Regular Business Travel for charter personnel not to exceed $1,500 per person, per annum. Regular business travel consists of mileage and tolls for official school business. Additional travel expense (workshops, hotels, meals and other transportation) must be specifically approved by the Board of Trustees in advance.

pp. Adoption of substitute pay- Full time subs to receive the paychecks calculated according to $100 per day rate, part time subs to receive the paychecks calculated according to $25 per hour rate.

qq. Mileage Reimbursement - Approve .31¢/mile for reimbursement for miles driven for school business purposes.

rr. Acknowledge Maschio’s Food Services as the Food Service Management operator for the 2011-2012 school year at an annual fee to be paid from cafeteria receipts (Enterprise Account)

s. Adoption of Safety and Security Plan - Adopt all existing safety plan for the 2011-12 school year.

r. Adoption of Technology plan-Adopt the attached technology plan for the 2011-12 school year.

Adoption of payment of bills between the board meetings.

ss. Adoption of collection and maintenance of student records according to 6A:32-7.3

tt. Adoption of Passaic County Educational Services Commission as the bus provider for student field trips.
Adoption to contract with Ed-Data Bidding and Purchase Requisitioning System for all state contracted purchases.

Designation of State Contract Vendors: (2011-12 school year)

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Contract #</th>
<th>Items to be Purchased</th>
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<tbody>
<tr>
<td>Staples Business Advantage</td>
<td>77249</td>
<td>General Supplies</td>
</tr>
<tr>
<td>Hertz Furniture Systems</td>
<td>70269</td>
<td>Classroom Furniture</td>
</tr>
<tr>
<td>Dell Marketing</td>
<td>70256</td>
<td>Computer Supplies/Equipment</td>
</tr>
<tr>
<td>BCI Burke</td>
<td>59065</td>
<td>Park and Playground equipment</td>
</tr>
<tr>
<td>Fisher Science</td>
<td>75827</td>
<td>Scientific equipment and accsr.</td>
</tr>
<tr>
<td>Lakeshore Learning</td>
<td>65594</td>
<td>School supplies, library suppl.</td>
</tr>
<tr>
<td>School Specialty</td>
<td>65606</td>
<td>School supplies</td>
</tr>
<tr>
<td>Apple Inc</td>
<td>70259</td>
<td>Computer supplies/Equipment</td>
</tr>
<tr>
<td>Flinn Scientific</td>
<td>75832</td>
<td>Scientific equipment and accsr.</td>
</tr>
<tr>
<td>WB Mason</td>
<td>65604</td>
<td>School supplies, furniture</td>
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Motioned by: M Secilmis  
Seconded by: R Otun

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12. Budget & Taxes  
Authorize Approval and Implementation of 2011-12 Budget – Motion to approve the 2011-2012 Budget.  
(enclosure)

Motioned by: C Karadeniz  
Seconded by: R Otun

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XXIX. Approval of Minutes

Board of Trustees is required a motion to approve the minutes of the April 21st 2011 Regular Board Meeting. (enclosure)

Motioned by: S Tumkor  Seconded by: M Secilmis

XXX. Lead Person’s Report  Mr. Nihat Guvercin

XXXI. President’s Report  Mr. Mehmet Secilmis

XXXII. Financial Section  Mr. Recep Ornek, Board Secretary

E. Approval of Bills: Motion to approve the List of Bills. Total: $442,442.61 (enclosure)

Motioned by: M Secilmis  Seconded by: C Karadeniz

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101
F. **Secretary’s and Treasurer’s Reports:** Motion to approve Board Secretary’s and Treasurer’s Report.

*(enclosure)*

<table>
<thead>
<tr>
<th>Motioned by: M Secilmis</th>
<th>Seconded by: J Martinez</th>
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XXXIII. **Action Items:**

F. Be it resolved that at 05/12/11, a quorum of Board of Trustees of BASCS hereby authorized and passed that Mr. Nihat Guvercin, Lead Person of BASCS is authorized to sign the financial contracts to borrow money on behalf of the board and solely for the benefit of the charter school.

<table>
<thead>
<tr>
<th>Motioned by: J Martinez</th>
<th>Seconded by: M Secilmis</th>
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<tbody>
<tr>
<td>ROLL CALL</td>
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G. Recommend a motion to approve to conduct Summer School Enrichment Program between June 27 and July 8, 2011.

<table>
<thead>
<tr>
<th>Motioned by: R Otun</th>
<th>Seconded by: S Tumkor</th>
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<tbody>
<tr>
<td>ROLL CALL</td>
<td>Mehmet Secilmis</td>
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<tr>
<td>YES</td>
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I. Recommend a motion to approve purchasing of iPad2s for high school students. 60 for students and 10 for staff members.

**Motioned by: M Secilmis**

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<th>ROLL CALL</th>
<th>Mehmet Secilmis</th>
<th>Regina Otun</th>
<th>Cem Karadeniz</th>
<th>Stephanie Luczka</th>
<th>Ozgur Dogru</th>
<th>Serdar Tumkor</th>
<th>Arzu Kaya U.</th>
<th>Emin Bahadir</th>
<th>Jose Martinez</th>
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II. Recommend a motion to approve the below mentioned field trip activities.

<table>
<thead>
<tr>
<th>Field trip 1</th>
<th>Field trip 2</th>
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<tbody>
<tr>
<td><strong>Dates</strong>: 24, 25, 26, 27 May 2011</td>
<td><strong>Dates</strong>: 2, 7, 8, 9 June 2011</td>
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<tr>
<td><strong>Time</strong>: 03:00 pm / 04:30pm</td>
<td><strong>Time</strong>: 03:00 pm / 04:30pm</td>
</tr>
<tr>
<td><strong>Place</strong>: Ak Café at Crooks Ave. Clifton/NJ</td>
<td><strong>Place</strong>: Ant book store 345 Clifton Avenue Clifton, NJ 07011</td>
</tr>
</tbody>
</table>

**Motioned by: R Otun**

**Seconded by: M Secilmis**

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I, Recep Ornek, Secretary of the Board of Trustees of the Bergen Arts and Science Charter School in the County of Bergen, State of New Jersey, hereby certify that the foregoing extract from the minutes of the meeting of the Board of Trustees of said Charter School duly called and held on has been compared by me with the original minutes as officially recorded in my office in the minute book of said Bergen Arts and Science Charter School and is a true, complete copy thereof and of the whole of said original minutes so far as the same relate to the subject matter referred to in said extract in witness I have hereunto set my hand and affixed the corporate seal of said Board of Trustees the 19th day of May 2011.

Respectfully Submitted  

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Appendix F
The Goals and Objectives will be reviewed and addressed. The six broad goals including: Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the New Jersey Core Curriculum Content Standards; All students will be educated in an environment of mutual respect; All students will become computer literate so that they can eventually adapt to the dazzling technological changes as they will inevitably continue to occur, and so that they will become part of the digital revolution; All students will benefit from a smaller class size; A large number of parents will be involved in the school; and Multicultural and multiethnic diversity will be considered valuable attributes; will be scrutinized, and both positive outcomes and concerns for improvement reported. Action will be taken to improve any deficiencies

Attainment of the New Jersey Core Curriculum Content Standards.

Attainment of the NJCCCS is basic and central to the mission and goals and objectives. As the staff continues to assess the performance of all students, evaluating them continuously against the standards (and the performance indicators therein), data will
be compiled, and the results will be compared to students of other charter schools and
district schools as available information permits. This information will be submitted.

Degree of parental and community involvement.
Information about parental involvement will be maintained through records of parent
contacts with teachers such as phone logs and attendance at parent teacher meetings;
records of attendance at committee meetings, Parent Advisory Council, and board of
trustee meetings. Parents will also be asked to complete a satisfaction survey a
minimum of annually.

Community involvement will be tracked through attendance at meetings of the board of
trustees and committees, volunteer work including presentations at the school and
invitations for students to participate in community events, financial contributions, and
services rendered.

Student admission policies and staff recruitment plan.
The student admission policies and staff recruitment plan have been included in the
application; and will be formalized into official policies upon passing through a resolution
of the board of trustees. The policies and plans will be reviewed annually for compliance
with any pertinent regulating bodies.

The charter school will establish a thorough and efficient record keeping system as
noted above in preparation for reporting purposes. All federal and state requirements
will be fulfilled. Data collected will include financial information, with records complying
with GAAP accounting principles; student information including application, testing
results, attendance, health, and so forth; staff information including attendance,
performance, turnover, etc.; also special programs such as the nutrition program,
special education, and grants.

Compiled information will serve as the basis for reporting to the State as required. The
Annual report will also be made available to parents, the staff, and the public. Several
aspects will be considered to include: legal responsibility, i.e., is the school fulfilling the
terms of the charter and all applicable regulatory and statutory requirements; academic
achievement, i.e., are the students reaching the educational goals and performing at
high standards as measured on standardized tests, and is the curriculum effective;
fiscal responsibility, is the school financially stable, competently managed and staffed;
and is the school sufficiently responsive to the spirit of its mission and the vision.
Specifically, the report will include:

- The level of achievement of the mission, goals and objectives;
- The status of the efficient management and governance;
- The level of attainment of the Core Curriculum Content Standards and the status of delivery of educational programs leading to high student academic achievement;
- Results of the statewide assessment programs and any local assessment results;
- The degree of parental and community involvement in the school;
- The efforts made to conduct public relations and outreach;
- The student admissions policies and staff recruitment plan;
- A comprehensive annual financial report including a balance sheet, an operational statement of revenues and expenditures and a cash flow analysis;
- The annual sanitary inspection report;
- The annual fire inspection certificate;
- A Board resolution naming the lead person for the charter school, with title, for the upcoming school year.

The charter school acknowledges that the Commissioner will issue guidelines for the required Annual Report to the State and will be responsive to the requested information, including but not limited to:

- A list of the names of the current members of the board of trustees
- Amendments to the bylaws of the board of trustees adopted during the previous year
- A new lease, mortgage or title to its facility
- An annual sanitary inspection report with satisfactory rating (if applicable)
- An annual fire inspection certificate with “AE” (education) code
- A new certificate of occupancy for “E” (education) use issued by the local municipal enforcing official.
- A list of the lead person, teachers and professional support staff with a copy of certificate(s) for each person
- The authorization for emergent hiring pending completion of criminal history check form or criminal history approval letter for each employee for the charter school
- A calendar for the school year
- Evidence of a uniform system of double-entry bookkeeping in conformance with Generally Accepted Accounting Principles.
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* The level of achievement of the mission, goals and objectives;
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A calendar for the school year
Evidence of a uniform system of double-entry bookkeeping in conformance with Generally Accepted Accounting Principles.

Appendix

a. Describe the self-evaluation process that will be utilized to track the progress of the charter school toward the achievement of its mission, goals and objectives. Include the role of the:

- board of trustees
- administrative
- teaching staff
- parents
- students; and
- consultants.
The largest measure of the school’s success will be the success of its students. The school believes that the achievement must be documented and that requires good record keeping. All record keeping will be computerized and kept in the administrative offices. Records will include: attendance, demographics, retention records, statistics needed for the violence and vandalism report, records for he state report card. Student achievement test scores for state required as well as school wide standardized tests, as well as information pertaining to Titles I, II, IV and VI as well as bilingual and special education and scheduling information will be maintained. Performance objectives and scores will also be kept.

The role of the board:
The board will maintain ultimate oversight and make decisions about policy and direction for the school. Therefore the board will utilize information on a monthly basis in its formal meetings to continuously evaluate the progress of the school. It will review financial information as well as a program report from the Head of Academic Affairs, input from community, family staff and student members who contribute information and suggestions on a regular basis. On an annual basis, the Board will set aside formal board meeting time for complete review of the goals and objectives, review of parent questionnaires, formal recommendations from the Lead Person, the Head of Academic Affairs, the Parent Advisory Council, the Student Council and the Pupil Assistance Committee, as well as the Teachers. The Board then takes official action regarding priorities for the next year.

Administrative and teaching staff:
The role of the staff is to keep the Board of Trustees fully informed of progress or lack thereof, on a regular basis, and to implement the decisions of the Board. There are continuous opportunities for input on a formal and informal basis. The Lead Person and the Head of Academic Affairs report formally on a monthly basis, and teachers have representation as well, through the teachers advisory group.

Students:
The role of the students in many ways is primary in determining the success of the school. While all students, regardless of past performance, will be welcome at the school, all students will participate in academic assessment during the first weeks of the academic year. These will be formal measures that will aid not only in future assessments and comparisons of progress, but will include item analysis which will assist teachers in identifying the areas of strength and need. This will help teachers direct teaching methods towards helping each individual student. Results of subsequent student performance will directly affect modifications of teaching methods, curriculum adjustments, provision of remedial programs such as tutoring and mentoring.
It will also influence the decisions of the board concerning future directions of the school.

The Student voice will be pervasive. Members of the student council have communication through the Head of Student Affairs and the lead person. A student representative attends every formal meeting on a monthly basis. This gives the student body frequent opportunities to give feedback on the progress of the school in meeting its goals.

Parents.

Parents have three seats on the Board of Trustees, one from each district represented in the region comprising the school. This provides an opportunity for formal presentation of suggestions and ideas. A Parent Advisory Council will also be formed, with the intent of providing parents regular on-going interaction with each other, and a formal channel for feedback to the board. At the time of the Annual Assessment, parents will receive a written questionnaire that will document their opinions and suggestions.

Consultants.

Consultants may be hired to assist with the training of the board of trustees. Part of the preparation of the board will be addressing the needs for and the appropriate type of assessments to be conducted. A consultant may also be hired to assist in the self-assessment process, to provide neutrality and expertise, if this is found to be lacking in professional staff backgrounds after the staff has been hired.

As progress is tracked by the various groups and individuals responsible for keeping the school on target, the mission, goals and objectives will be central to all efforts. Keeping in mind the mission to capitalize on the natural diversity and talents brought to the school by the unique group of students, the evaluators will focus on the four areas of concentration identified, which include language, technology, language, academic competition and personal-social development. Each area will be given special attention and scrutiny to determine that the school is fulfilling its pledge in these arenas. This will be in addition to the overall pledge of the school to reach academic excellence in all areas defined in the NJCCCS.

The Goals and Objectives will be reviewed and addressed. The six broad goals including: Students will receive a thorough and comprehensive, balanced education, meeting and exceeding the New Jersey Core Curriculum Content Standards; All
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b. Include a description of the specific measures and/or documentation processes that will be used to assess the achievement of each of the school’s academic and non-academic goals and their respective objectives.

School will collect extensive data on the following activities not limited to:

- Teacher professional development workshop/meeting attendance
- Board meeting attendance
- Parent-teacher meeting attendance
- Scores of students in the standardized tests
- Student and teacher attendance

Board of Trustees with the Lead person of the school will review the list at the beginning of every school year to ensure that necessary documentation processes and templates are in place and are effectively working. New needs will be identified and areas will be addressed. All the data collected will be reported in the annual report at the end of each school year. This will give the board a chance to see if the documentation processes are implemented by the administration.

c. Describe how the charter school self-evaluation process will facilitate the production of the charter school’s annual report.

Major components of the report will include:

- Achievement of the school’s mission, goals and objectives
- Attainment of the New Jersey Core Curriculum Content Standards
- Degree of parental and community involvement; and
• Student admissions policies and staff recruitment plan.

Mission, goals and objectives.

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d. Describe how the charter school will evaluate:
   - Lead person/administrator
   - Teachers
   - Support staffs

**Lead Person**

The Lead Person is evaluated by the board of trustees on an annual basis. A formal policy in regard to the performance evaluation will be developed by the board. Input will
be solicited from the parents through the Parent Advisory Council and from students through the Student Council, as well as the teaching staff.

**Teachers**

Teachers will be evaluated by the Head of Academic Affairs, who will, in turn, make recommendations to the board of trustees for contract renewal.

**Support Staff**

The Administrative assistant, all administrative consultants and the maintenance personnel are evaluated by the Lead Person.

The instructional teacher’s aides, any educational consultants, and the school nurse, and the librarian are evaluated by the Lead Person. The Parent Coordinator will be evaluated by the Head of Special Projects or Lead Person.

All personnel will be evaluated based upon their respective job descriptions and job requirements set forth in the charter. Personnel policies will be developed in order to define any specifics such as number of reviews annually, process for interaction with supervisor and employee.

Certified staff will be evaluated by the Head of Academic Affairs semi-annually, based upon documented visitations by the Head of Academic Affairs throughout the semester. Summative reports will be written and discussed in conferences by November 1 and April 1. The purpose of the routine evaluation is to promote professional growth and teacher excellence, identify areas needing attention as well as practices demonstrating high levels of effectiveness, and provide feedback from which the teacher may guide his/her professional development.

As valued members of the education team, parents will have input to teacher evaluations via the teacher satisfaction survey instruments. Consistently noted strengths and weaknesses pointed out on the parent surveys will be used to effect changes in the delivery of education programs. Several traits considered to be valued include: commitment to the charter school mission, goals and objectives; high level of professionalism; high level of accomplishment; effective classroom skills and management techniques; development of relationships with other staff as well as students and parents; productive team membership; personal qualities including honesty, integrity, enthusiasm, energy, creativity.
The following will be the formal evaluation process:

- Classroom teachers shall be observed by ongoing visitations to the classroom, which visit shall not be less than 30 minutes.
- A written summation report in checklist or narrative form shall be prepared three times a year. Within one day of the observation, informal conferencing shall occur.
- A conference between the Head of Academic Affairs and the evaluated Teacher shall be held within 20 days of the summation to review the evaluation.
- At the conference, three copies of the summative evaluation shall be signed by the Head of Academic Affairs and the Teacher, and the third copy shall be sent to the Board of Trustees.
- The Teacher being evaluated may prepare a written disclaimer to the evaluation, which shall be attached to the evaluation, provided it is received within 10 days of the conference.
- At the first conference, the Head of Academic Affairs and the teacher shall together develop and mutually agreed upon a professional improvement plan.
- At the second conference, in addition to the above described task, progress in the professional improvement plan shall be assessed.
- An annual performance review will be written within 60 days of the final conference, which will assess the teacher's strengths, and weaknesses, identify strategies for improvement where necessary, recognize achievement and effective practices, and review available indicators of student achievement.
- A parent satisfaction survey and a student questionnaire will be conducted in May.
- The results of this survey will be attached to the Teacher’s annual performance review. The student questionnaires will be tailored to the developmental level of children, and for young children, will be administered via a structured interview with a school volunteer.

Other aspects of the evaluation process include informal evaluation ongoing during staff meetings, parent-teacher conferences and daily interactions among children, teachers, the Lead Person, Head of Academic Affairs, Head of Student Affairs, and the parents. The degree to which teachers are able to work compatibly with other staff, students, parents, the Head of Academic Affairs, and school volunteers in the development and implementation of students’ goals and in the resolution of conflicts which arise during the academic year will be a central factor in their evaluation.

Every week, after classes, the Head of Academic Affairs will have a meeting with teachers in order to make an evaluation of the week. Every major subject will have a "chairperson." The Head of Academic Affairs and the Head of Student Affairs will join teachers’ classes once every two weeks in order to inspect them and the quality of education in the school will be improved.
The school believes that teachers must be able to use information from student assessment as feedback on the effectiveness of particular instructional units or approaches. Both student and teacher assessments must serve as mirrors of each other for both parties to gain useful information from both evaluations. Thus, part of the teacher evaluation will include a summary of student performance, a review of teaching methods, the identification of areas of curricular strength and weakness, and identification of staff development needs.

Appendix I