



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Buffalo Commons Charter School		
Education Corp. Name:	Buffalo Commons Charter School, Inc.		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	Buffalo City School District	Opening Date:	8/1/2019

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K, 5	100
Year 2	K-1, 5-6	200
Year 3	K-2, 5-7	300
Year 4	K-3, 5-8	400
Year 5	K-8	450

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	N/A
CMO Public Contact Info (Name, Phone):	N/A
Partner Organization:	N/A
Partner Public Contact Info (Name, Phone):	N/A

Lead Applicant Contact Information			
First Lead Applicant Name:	Daniel Brink-Washington		
Applicant is a:	<input checked="" type="checkbox"/> Parent <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input checked="" type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Organization Name:			
Applicant Mailing Address:	[REDACTED]. Buffalo, NY, 14222		
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]
Email:	[REDACTED]		
Second Lead Applicant Name:			
Applicant is a:	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> School Administrator <input type="checkbox"/> District Resident <input type="checkbox"/> Education Corp./Charter School		
Organization Name:			
Applicant Mailing Address:			
Primary Phone #:		Secondary Phone #:	
Email:			
List additional lead applicants in the "Other" section.	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"		

Media/Public Contact Information (required)			
Name:	Daniel Brink-Washington	Phone #:	(347) 267-8910
Email:	info@buffalocommonscharter.org		

Lead Applicant Signature	
Signature:	
Date:	March 1, 2018

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT**

Buffalo Commons prepares a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills.

KEY DESIGN ELEMENTS

1. A Commitment to Academic Success: BCCS believes that in the proper learning environment every student is capable of realizing academic success. Our learning environment emphasizes the following key design elements to promote academic success:

Rigorous and Engaging Curricula: BCCS develops and uses a demanding and accessible curriculum that engenders both content knowledge and critical-thinking skills. Our teachers design curricula using research-based programs like Wilson Foundations, Wit and Wisdom, Eureka Math, History Alive!, and Science Alive! as an academic base, and tailor these programs for students to increase higher-level thinking, skill application, and interdisciplinary connections. To incorporate these elements, our teachers use 1) a Rigor and Relevance Framework to ensure tasks include higher-level thinking and application, 2) Universal Themes that help to horizontally align instruction to emphasize interdisciplinary connections, and 3) the Elements of Depth to provide a shared language across disciplines, to help students see the interrelationships between subjects.

Proven Instructional Strategies: Our shared instructional strategies draw upon the work of researchers such as Marzano et. al., and practitioners including Uncommon Schools' Doug Lemov, and Boushey & Moser. The resulting set of structures and practices our teachers focus on create classrooms where students are engaged in high-level thinking and creative problem-solving, where students are invested in their individual and collaborative tasks, and where consistency helps maximize achievement. We hold ourselves accountable to academic success in this model for instruction by using a robust system of assessments to monitor student learning and adjust our instruction accordingly.

A Daily Skills Block: In addition to classroom instruction, students are supported in daily small-group instruction in literacy and mathematics. These groups are tailored to each student's strengths and areas for growth. The groups are flexible in terms of rosters and curricula, as they adjust in response to student assessment data.

Schoolwide Co-Teaching: Our core subject instruction is facilitated by at least two teachers, allowing the use of Friend's teaching models to more effectively match instruction to students' needs based on data from our assessments. It also provides a structure for supporting the needs of our students in special population categories.

2. A Commitment to Creative Problem-Solving: Cultivating students' creative problem-solving skills has broad positive impacts for students such as increasing academic achievement, engagement, and resilience. They are also skills that employers value. Our Innovations course is the design element that facilitates our commitment to creative problem-solving.

Innovations Courses: All K-8 students engage in Innovations, a daily interdisciplinary course that centers around creative problem-solving tasks. The course is co-taught by an engineering/design teacher and an art teacher. Innovations helps students develop critical thinking and creative problem-solving skills, and improve their ability to collaborate with peers. Innovations offers a structured curriculum in creative-thinking methods and collaboration, plus opportunities to solve authentic problems that affect students and our communities. In Buffalo, courses like this are often available only to students classified as gifted and talented.

3. A Commitment to Collaboration: The ability to work as part of a team is an increasingly sought-after skill in the workplace, especially as our society becomes more diverse. We make sure students have instruction in the skills of successful collaboration, and ample opportunities to practice these skills throughout their school day.

Student-to-Student Mentorship: Each year our faculty carefully match and monitor older students and younger students in cross-age mentorships that promote collaboration and leadership (e.g. kindergarteners and fifth graders in our first year). These mentorships can increase student achievement, develop interpersonal skills, and provide a stronger connectedness to school. Each year students meet in their mentorship pairing multiple times to engage in a structured progression of collaborative games, creative problem-solving challenges, and academic enrichment activities.

A Diverse Student Body: BCCS defines diversity as a combination of socioeconomic status, home language, special

population status, as well as race and other factors. Although Buffalo is a relatively diverse district, few schools reflect that diversity. Yet student outcomes improve in diverse school settings. These positive outcomes include academic and cognitive benefits such as increased student achievement and college enrollment rates as well as social-emotional and civic benefits, including improved leadership skills and a reduction of racial bias. BCCS brings together students of all backgrounds and engages them in a structured program that provides the environment to reduce prejudice and to develop the skills and dispositions needed to collaborate across lines of difference.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

Buffalo Commons (BCCS) School Calendar and Schedule: Our 2019-20 school year, beginning in early September and running through late June, has 185 instructional days. A typical school day runs 7 hours, 15 minutes, e.g., 7:45 a.m. to 3:00 p.m. This schedule provides our students with two additional instructional weeks relative to their district peers. Longer both in minutes per day and days per year than the district, this schedule is meant to provide our students with the time that they need to excel academically, creatively, and collaboratively. Our 2019-20 school year, beginning in early September and running through late June, has 185 instructional days. A typical school day runs 7 hours, 15 minutes, e.g., 7:45 a.m. to 3:00 p.m. This schedule provides our students with two additional instructional weeks relative to their district peers. Longer both in minutes per day and days per year than the district, this schedule is meant to provide our students with the time that they need to excel academically, creatively, and collaboratively.

Curriculum at BCCS: BCCS' curriculum is designed to be effective for students at a wide range of levels. Drawing from principles of gifted education, best practices for students with special needs, and rooted in research-based programs, our integrated curricula can be effective for the diverse community of students we intend to serve. Our core academic curricular units are designed collaboratively by our teachers, share a number of important characteristics, including, 1) alignment to the NYSL (or other relevant standards), with emphasis on "priority standards", 2) use of universal themes to guide the creation of units' essential questions and help instill core understandings of interdisciplinary generalizations, 3) use of the elements of depth and complexity to foster rigor and interdisciplinary connections for students in daily lesson plans, 4) Creative Problem-Solving Task(s) in the adaptation range of the Rigor-Relevance Framework that offer the opportunity to use creative problem-solving techniques taught in our Innovations course, 5) an emphasis on effective teaching techniques that promote engagement and critical thinking, and 6) Use of our co-teaching model to scaffold and differentiate instruction to promote student growth and identification of students needing additional support.

Instructional Methods at BCCS: Teachers use proven instructional strategies proven to develop students' academic, creative, and collaborative skills. These strategies are drawn from research by Marzano, Antonetti and Garver, Boushey and Moser, and Friend, as well as from practical application at successful schools like Uncommon Schools. Our teaching methods are adapted by teachers to be developmentally appropriate, and culturally responsive.

Assessment at BCCS: Buffalo Commons uses data to monitor the progress of our students, adjust instruction and support as needed, and to keep stakeholders informed. Assessments are multifaceted and include nationally normed universal screenings, established diagnostics, standards-based formative and summative classroom assessments, external grade-wide interim assessments, and statewide standardized assessments.

School Management**MANAGEMENT STRUCTURE**

Reporting to the Board of Trustees, the day-to-day leader of Buffalo Commons Charter School is the Executive Director (ED). The ED supervises the school's Leadership Team which, in the initial year of operation, includes an Academic Director, who oversees general education teachers and assistants in the K-4 division; an Operations Director who oversees school operations, recruitment and enrollment, food, health, and transportation; a School Culture Director who creates and sustains a positive school culture, and oversees student discipline; and a Student Support Director who oversees the school's program for students identified for special education or English as a new language services. By year five of the initial charter Buffalo Commons anticipates hiring a second Academic Director and a Finance Director as well. This Leadership Team oversees the remaining faculty and staff.

ROLE OF CMO OR PARTNER(S)

N/A

School Facility Plans

Buffalo Commons Charter School (BCCS) proposes a central Buffalo location that is readily accessible to different neighborhoods, to attract a student body that reflects the diversity of our district. Over the past year we have been working with real estate and development companies to identify possible sites for BCCS and we have visited seven potential school facilities. Through these visits (and more upcoming) we are confident that a location appropriate to our needs can be secured and readied by August 2019. At a minimum, year one requires five classrooms, an area for physical education, a cafeteria, office space and bathrooms. Our budget anticipates a cost of \$18/sq. ft. with BCCS also paying utilities, taxes, if any, and maintenance. This allocation is in line with many lease structures for Buffalo charter schools.

Board Member Names and Biographical Summaries

Sheri Rodman, Board Chair, has over 10 years of experience in the field of education, first as a teacher, then at a number of educational nonprofit organizations including TNTP, Teach Plus, and currently America Achieves. Sheri's work has focused on new teacher recruitment and selection, professional development, helping teachers and principals become more involved with education policy, and bridging the gap between K-12 education and the 21st century workplace. As the Director of Data and Operations for the Educator Voice Fellowships at America Achieves, Sheri manages the program's \$1.4-million budget and accounting system, and established a performance management system for tracking the Fellowships' progress. Sheri has previous board service; she is the immediate past president of the board for a young professionals organization in Buffalo, and currently serves on two boards in the Jewish community. In 2016 Sheri received a Young Leadership award for her volunteer work in Buffalo. Sheri has a B.A. in Economics from the University of Michigan and an M.A. in Teaching from American University.

Alexa Schindel, Vice-Chair, is an educator with over 17 years of experience, first as a middle school science teacher, then as a K-12 professional development practitioner, and most recently as an Assistant Professor of Science Education at the University at Buffalo teaching a master's program and mentoring doctoral candidates. In 2014 she was awarded a National Academy of Education/Spencer Postdoctoral Fellowship as well as the Best Teacher Educator of the Year at University at Buffalo. Alexa's research has focused on the relationship between science education and civic engagement. Alexa holds a Master's in Science Education from Cornell University, and a Ph.D. in Curriculum and Instruction from the University of Wisconsin at Madison. She is also mother to two school-age children who attend both district and charter schools in Buffalo.

Ari Goldberg, Secretary, Ari recently began a legal career as an associate at Colucci & Gallaher, P.C. in Buffalo, NY, focusing on Constitutional Law, Land Use, Not-for-Profits, Eminent Domain, Business Tax Law, Affordable Housing, and Commercial Litigation. Prior to his work at Colucci & Gallaher, Ari interned for a local development company for three years. While at McGuire Development Company, Ari shadowed the Chief Legal Officer, which laid the foundation for him to act as the lead on an affordable housing project by year two of the internship. Ari holds a B.A. and a J.D. from the University at Buffalo.

Miriam Kelley, Trustee, has spent her career producing products, processes, and programs for children. That work began as a designer, manager, and director, and culminated in her being a vice-president at Fisher-Price from 1984 to 2012. Recently Miriam has continued this work as a board member for Invention Convention, which promotes creative thinking in K-8 students, and as Director of Programs at Engineering for Kids. Miriam is also an undergraduate professor of Creativity at Buffalo State College. She holds degrees from the Massachusetts College of Art in Industrial Design, and Buffalo State College in Creative Studies.

Melissa Leopard, Trustee, is an experienced educator and administrator devoted to increasing students' critical thinking capacity and creative problem-solving abilities. She brings a wealth of experience in the charter sector, having worked as a teacher for many years at Tapestry Charter School in Buffalo before becoming the Director of Curriculum for Public Prep, a network of charter schools in New York City. Melissa recently returned to Buffalo to lead the development of the Makerspace at the Buffalo Museum of Science, to continue the success of the Tinkering School of Buffalo, which she founded, and to continue to grow Pop-Up-Park Buffalo, an organization she co-founded, which is committed to providing community-based "Free-Play" opportunities. Melissa holds degrees from Empire State College and Medaille College. Melissa is also the parent of a Buffalo Public School student.

Michael Mohr, Trustee, is co-founder and partner of MohrJones, a management consulting firm focused on strengthening business practices and providing in-depth consumable financial analysis for nonprofit clients at various stages of growth. Throughout his career Michael has worked with a broad range of organizations, from small but influential nonprofits to commercial regional banks. Michael started his career in business at New York City Economic Development Corporation working on real estate-based development projects. He has also worked to execute a Merger & Acquisitions strategy at First Niagara Bank (now Key Bank) and with several nonprofits undergoing various stages of transformational growth. Michael developed an interest in nonprofit finance while overseeing the finance department at Women's World Banking during a time of financial stress. Through this experience Michael gained an appreciation for the role a finance department needs to play in an organization's success. Michael holds a B.S. in Economics and a B.A. in Philosophy from Binghamton University.

Cherish Davis, Trustee, is currently the Education Manager for the Community Action Organization (CAO) Head Start programs in the Buffalo metro area. In that capacity she supervises the educational services by guiding curriculum, planning programs, and developing teachers. Prior to her work at CAO, Cherish has worked with Buffalo Youth as the Director of a YMCA afterschool and summer camp program, and as an Assistant Director of a childcare center. She is a parent of two school-age children. Cherish holds B.A. degrees in Early Childhood Education and Child Development from Canisius College and Walden University, respectively. She will complete her M.S. in Early Childhood Studies from Walden University in May of 2018.

Bob Lowery, Trustee, has been at Boys and Girls Club of Buffalo for the past 16 years and is currently their Chief Program Officer. In that capacity Bob oversees all program operations and directly supervises all clubhouse directors. In addition to his work with Boys and Girls Club of Buffalo, Bob is the CEO of RL Experience which provides professional development training to businesses. Bob brings board service experience as the chair of the board for True Bethel, a prominent Buffalo church. Bob holds a B.S. from Buffalo State College.

Aliesa Adelman, Trustee, is the Director of Sustainability at Wendel Companies. Aliesa collaborates with the project teams to integrate sustainable development principles into projects and serves as a client liaison for developing new opportunities that focus on resilience, energy management, and healthy environments. Ms. Adelman also works closely with k-12 schools and higher education institutions to help promote energy and sustainability into operations and curriculum. Aliesa collaborates with WNY STEM, the P-TECH program, and the U.S. Green Schools Initiative to actively engage students in hands-on learning experiences. Aliesa is a Certified Sustainable Development Professional, LEED BD+C Accredited Professional. Aliesa currently serves on the Urban Land Institute Women's Leadership Initiative; Vice President Board of Director of the Western New York Sustainable Business Roundtable; and Board of Directors for the Partners for a Livable Western NY. Ms. Adelman holds a B.S. in Environment Science from the University at Buffalo, and an M.S. in Secondary Education from D'Youville College.

Other

PROPOSED SCHOOL NAME:										
Proposal Request	A		B			C			D	E
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference	Year of Source File
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A		
	<i>Place an "X" in the appropriate column to indicate whether this response incorporates any documents by reference.</i>		<i>Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.</i>			<i>Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.</i>			<i>Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.</i>	<i>List the most recent year material was approved or updated.</i>
Sample Response	x		x			x			Renewal Application, Response D, Benchmark 1B, Assessment Data	2013
1(a) Community Description and Need	<i>All applicants must provide a Response to this Request.</i>									
1(b) Programmatic Impact	<i>All applicants must provide a Response to this Request.</i>									
1(c) Fiscal Impact	<i>All applicants must provide a Response to this Request.</i>									
2(a) Mission	X		X			X			Brownsville Ascend Renewal Application, Exhibit A: Mission Statement	2016
2(b) Key Design Elements	X		X			X			Central Brooklyn Ascend application, R05, as revised	2015
2(c) Draft Accountability Plan	<i>All applicants must provide a Response to this Request.</i>									
3(a) Applicant Information	<i>All applicants must provide a Response to this Request.</i>									
3(b) Proposal History	<i>All applicants must provide a Response to this Request.</i>									
3(c) List of Founding Team Members	<i>All applicants must provide a Response to this Request.</i>									
3(d) Founding Board Members	<i>All applicants must provide a Response to this Request.</i>									
3(e) Description of Outreach	<i>All applicants must provide a Response to this Request.</i>									
3(f) Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	<i>All applicants must provide a Response to this Request.</i>									
3(g) Letter of Justification for Previously Denied Applications	<i>All applicants must provide a Response to this Request.</i>									
3(h) Founding Team Resumes									Not applicable	
3(i) Board Member Resumes and RFIs	X		X			X			Brooklyn Ascend Renewal Application, Response D(4)b - Governance Structure	2017
3(j) Outreach Evidence	<i>All applicants must provide a Response to this Request.</i>									
4(a) School Enrollment Plan	<i>All applicants must provide a Response to this Request.</i>									
4(b) Student Enrollment Chart	<i>All applicants must provide a Response to this Request.</i>									
4(c) Statistical Overview - Existing Schools	<i>All applicants must provide a Response to this Request.</i>									
5(a) Curriculum Selection and Processes	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-05a	2017
5(b) Assessment System	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-05b	2017
5(c) Instructional Methods	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-05c	2017
5(d) Course or Subject Overview	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-05d	2017
5(e) Promotion and Graduation Policy	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-05e	2017
5(f) Programmatic Audits	X		X				X		Central Brooklyn Ascend 2 and 3 application, R-05f	2017
6(a) School Calendar	X		X			X			Brooklyn Ascend Renewal Application, "Calendar and Schedule," page 1	2017
6(b) Sample Student Schedule	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-06b	2017
6(c) Sample Teacher Schedule	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-06c	2017
7(a) Struggling Students	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-07a	2017
7(b) Students with Disabilities	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-07b	2017
7(c) English Language Learners	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-07c	2017
7(d) Gifted and Advanced Students	X		X				X		Central Brooklyn Ascend 2 and 3 application, R-07d	2017
8(a) Instructional Leadership Roles	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-08a	2017
8(b) Teacher Support and Supervision	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-08b	2017

SUNY Charter Schools Institute Incorporation by Reference Checklist

PROPOSED SCHOOL NAME:												
Proposal Request	A		B			C			D	E		
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?					Specific exhibit or document being incorporated by reference	Year of Source File
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A				
8(c) Professional Development	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-08c	2017		
8(d) Teacher Evaluation and Accountability	X		X				X		Central Brooklyn Ascend application, R09(d), AS REVISED	2015		
9(a) Culture and Discipline	X		X				X		Central Brooklyn Ascend 2 and 3 application, R-09a	2017		
9(b) Discipline Policy	X		X				X		Brooklyn Ascend Renewal Application, "Handbook"	2017		
9(c) Special Education Policy	X		X				X		Brooklyn Ascend Renewal Application, "Handbook"	2017		
9(d) Dress Code	X		X			X			Brooklyn Ascend Renewal Application, "Handbook"	2017		
10(a) Organizational Chart	All applicants must provide a Response to this Request.											
10(b) School Leadership and Management Structure	All applicants must provide a Response to this Request.											
11(a) Staffing Chart and Rationale	All applicants must provide a Response to this Request.											
11(b) Qualifications and Responsibilities		X			X			X				
11(c) Staff Recruitment and Retention	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-11c	2017		
11(d) Personnel Policies	X		X				X		Brooklyn Ascend Renewal Application, "Personnel"	2017		
12(a) Partner Information									Not applicable			
12(b) Partner Commitment	All applicants must provide a Response to this Request.											
13(a) EdCorp Board Roles & Responsibilities	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-13a	2017		
13(b) Education Corporation Board Design	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-13b	2017		
13(c) Stakeholder Participation	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-13c	2017		
13(d) By-laws	X		X				X		BPA S05f - Board By-laws, of the ACS Business Plan, submitted with this application	2018		
13(e) Code of Ethics	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-13e, as amended May 15, 2017	2017		
13(f) Complaint Policy	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-13f, as amended May 15, 2017	2017		
14(a) District Relations	All applicants must provide a Response to this Request.											
14(b) Community Relations	All applicants must provide a Response to this Request.											
15(a) General Student Population	All applicants must provide a Response to this Request.											
15(b) Target Population Enrollment	All applicants must provide a Response to this Request.											
15(c) Evidence of Demand	All applicants must provide a Response to this Request.											
15(d) Community Support	All applicants must provide a Response to this Request.											
15(e) Evidence of Community Support	All applicants must provide a Response to this Request.											
15(f) Admissions Policy	X		X				X		Brooklyn Ascend Renewal Application, "Admissions"	2017		
16(a) Facility Needs	All applicants must provide a Response to this Request.											
16(b) Facility Selection	All applicants must provide a Response to this Request.											
16(c) Facility Related Conflicts of Interest	All applicants must provide a Response to this Request.											
16(d) Additional Facility Information	All applicants must provide a Response to this Request.											
17 Food Services		X			X			X				
18 Health Services		X			X			X				
19 Transportation		X			X			X				
20 Insurance		X			X			X				
21(a) Budget Narrative	All applicants must provide a Response to this Request.											
21(b) Financial Planning	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-21b, as amended May 15, 2017	2017		
21(c) Fiscal Audits	X		X			X			Central Brooklyn Ascend 2 and 3 application, R-21c, as amended May 15, 2017	2017		
21(d) Dissolution Procedures	X		X				X		Central Brooklyn Ascend 2 and 3 application, R-21d, as amended May 15, 2017	2017		
21(e) Budget Template	All applicants must provide a Response to this Request.											
21(f) Letters of Commitment	All applicants must provide a Response to this Request.											
21(g) Non-SUNY Financials	All applicants must provide a Response to this Request.											
22 Action Plan			Have you included an action plan?				X					
23(a) Supplemental Narrative			Have you included a supplemental narrative?				X					
23(b) Supplemental Attachments			Have you included supplemental information?				X					
Business Plan	All replicating applicants must provide a Business Plan.											

REQUEST 1ac: COMMUNITY NEED AND PROPOSED SCHOOL IMPACT

(a) Community Description and Need

Provide an analysis of the community and target population for the school including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicant's rationale for selecting the community;
- Performance of local schools in meeting the community's need; and,
- How the proposed school would provide a needed alternative for the community.

1A1. Community Need Description

Historical Context: Buffalo is New York's second largest city, but it has seen its population reduced by more than half since its mid-20th century peak. Industries that were once strong have left, and Buffalo has seen a significant population shift from the urban core to the suburbs. Over time, the city's residents have felt the economic consequences of those changes, and disparities and segregation between subgroups of Buffalo's population have increased.¹ By the mid-1960s, racial tensions over inequity in education and economic opportunity boiled over, and in 1967 five days of rioting took place on Buffalo's east side. During the 1970s and 1980s renewed attention was given to education improvement as Buffalo attempted to address some of the inequalities that existed in the city. In 1976 the district set up city wide magnet schools that offered parents and students choices, improved the diversity of the public school system, and increased academic achievement.² The city's program gained national recognition and became a model for integrated education.³ Yet, by the late 1990s those gains had been almost entirely erased, and the Buffalo City School District (BCSD) since has been, largely, in decline. Around 2000, Buffalo began again to include school choice, in the form of charter schools. Buffalo's charter sector has grown over the past 15 years and has consistently outperformed the BCSD. In the past seven years there have been five different superintendents who have yet to put the large majority of Buffalo's students back on a path to success.

Present Condition: The city continues to struggle economically with over half of its residents living in poverty. Unfortunately in Buffalo there is a strong correlation between socioeconomic status and race. From an educational perspective, in 2017-18 in the BCSD and surrounding area, 62 public schools currently offer education for students in grades K-8. 47 of those schools are district public schools and 17 are public charter schools.⁴ In the 2016 state assessments, the aggregate percentage of Buffalo district-operated public school students earning proficient scores on Math and ELA exams in grades 3-8 was 17% and 18%, respectively. Both selective and nonselective schools make up those aggregates.

Recent efforts by the district's new superintendent, Dr. Kriner Cash, have yielded incremental gains in students' achievement. Those gains are important to note, but the larger

¹ Kraus, Neil. (2000) *Race, Neighborhoods, and Community Power: Buffalo Politics, 1934-1997*. SUNY Press.

² Orfield, Gary, et. al. (2015) *Better Choices for Buffalo's Students*. The Civil Rights Project. UCLA.

³ Winerip, Michael. (1985) *School Integration In Buffalo Is Hailed As A Model For U.S.* New York Times.

⁴ With recent openings of charters there will be 18 charter schools serving elements of K-8 by 2018-19.

context is that Buffalo’s students are at less than half the proficiency rates of their state peers. A particularly sobering element of the student performance data is that the slight improvement in overall ELA and Math scores across grades 3-8, also show large and relatively static gaps between white and all other students, between general education students and students with disabilities, between native English speakers and English language learners, and between students that are economically disadvantaged and those that are not (see Figure 1.1). Also the percentage of students performing far below grade levels is increased.⁵

Figure 1.1: Buffalo City District vs. New York State Student Achievement Data 2016-17⁶

	Buffalo ELA % Proficient 3-8	NYS ELA % Proficient 3-8	Buffalo Math % Proficient 3-8	NYS Math % Proficient 3-8
Overall	18%	40%	17%	40%
White	35%	47%	35%	50%
Black	12%	29%	11%	24%
Hispanic	12%	29%	12%	27%
SPED	4%	9%	6%	11%
ELL	2%	5%	4%	13%
Econ. Dis.	13%	29%	13%	29%

Of the 47 K-8 public district schools, Buffalo has four selective K-8 schools that have noticeably different better data and are highly desirable: Frederick Law Olmsted 64, Olmsted 156, The Academy for Visual and Performing Arts, and City Honors. The demand for these selective schools greatly exceeds supply.⁷ In the most recent data, for example, City Honors had over 2,400 applicants for just 154 seats.⁸ Clearly Buffalo needs more high-quality school options for its remaining 90% plus students. These four schools serve approximately 1,540 students, or just 7% of Buffalo’s K-8 students. They have racial demographics quite different from the district as a whole, with a disproportionately high number of white students and a disproportionately low number of black and Hispanic students. Additionally, they serve a disproportionately low number of English language learners and students with disabilities. This has led to disparities in achievement across schools as well as significant levels of segregation in 70% of BCSD schools (defined by either 80% of students are minority or 80% are white).⁹

⁵ Retrieved from data.nysed.gov (December 2017).

⁶ Ibid.

⁷ Orfield, Gary, et. al. (2015) Better Choices for Buffalo's Students. The Civil Rights Project. UCLA.

⁸ Rey, Jason (March 6, 2017) Diversity Still a Challenge at City Honors, Despite Recent Efforts. Buffalo News.

⁹ Byrnes, Mark. (2014) Buffalo Was Once a Model for Integration. Now the Vast Majority of its Public Schools Are Segregated. Citylab.

In the non selective schools, which serve more than 90% of Buffalo students, the aggregate percentages of students scoring in the proficient range is significantly lower.¹⁰ Consequently, students who attend non selective elementary and middle school programs are relatively uncompetitive for the city’s best high school programs, with the vast majority of those seats going to students from selective district schools and charter schools.¹¹

Many parents of students not enrolled in the selective district schools opt to send their children to Buffalo charter schools. The charter sector currently serves approximately 20% of students enrolled in Buffalo public schools. In 2016-17, Buffalo charter students performed markedly better than their peers enrolled in district schools. Math proficiency was 25%, and ELA was 25%. The relative differences in student performance between district and charter schools are one reason that the wait list for seats in charter schools has climbed to over 3,900 students.¹² But those scores were still well below the statewide aggregates of 40% and 40% respectively.

Community outreach feedback reveals the Buffalo community’s deep concerns about a shortage of quality city schools, especially for student populations who are disproportionately enrolled in nonselective district schools. In 2015, “almost all parents want[ed] choices about the schools their children attend.”¹³ Furthermore, “by a large majority, parents said that in selecting schools, academic quality was their primary motivation, followed by the quality of the teachers. Two-thirds of students surveyed indicated academic quality as influencing their school choices.”¹⁴

1A2. Buffalo City School District Current Demographics

Buffalo’s student community is composed of a variety of socioeconomic groups, language backgrounds, ethnicities, and abilities. Like many urban districts it has a significant population of economically disadvantaged (Econ. Dis.) students. Buffalo is also home to an English Language Learner (ELL) population that has expanded due to an influx of refugees from around the world. The key demographics of BCSD show there is no majority racial group. Some key demographics of the Buffalo City School District (BCSD) are listed in Figure 1.2.

Figure 1.2: Buffalo City District Demographic Data 2016-17¹⁵	
Total K-8 Enrollment	22,196
Student Subgroups	District Enrollment Percentage
Black	47%

¹⁰ Retrieved from data.nysed.gov (December 2016).

¹¹ Orfield, Gary, et. al. Better Choices for Buffalo's Students. The Civil Rights Project. UCLA. 2015.

¹² Northeast Charter School Network. 2016.

¹³ Orfield, Gary, et. al. Better Choices for Buffalo's Students. The Civil Rights Project. UCLA. 2015.

¹⁴ Ibid.

¹⁵ Ibid.

White	20%
Hispanic	19%
Asian	9%
Other Ethnicities	5%
SPED	23%
ELL	16%
Econ. Dis.	79%

1A3. Target Population

Target Population Description and Rationale: Buffalo needs more high-quality school options, more integrated schools to decrease the patterns of segregation that have long affected the city, and a new generation of skilled problem solvers ready to contribute to the Buffalo economy. BCCS will help prepare a diverse K-8 community for successful and impactful lives by developing their academic, creative, and collaborative skills. BCCS ' target is to build a student body that mirrors the district population, while complying with requirements for a public lottery and by making good faith efforts to recruit students from a variety of neighborhoods, backgrounds, and with diverse learning needs. Significant efforts will go towards meeting the enrollment and retention targets established for ELL/SPED/FRPL (see R-15abd).

As Buffalo's neighborhoods are highly segregated along socioeconomic, language, and racial lines, a central location is important for drawing a diverse group of families to the school (see Figure 1.3) The Main Street corridor is an ideal generalized location because it connects Buffalo's eastern, western and northern regions, with easy access to south Buffalo via the expressway.

Figure 1.3: Buffalo City Residential Segregation: Census Data 2010¹⁶



Locations along the Main Street corridor, such as Masten Park, Cold Springs, Hamlin Park, Central Park, Parkside, or University Heights allows BCCS to serve neighborhoods in need of better school options, while also drawing students from throughout the city. In 2016-17 the nonselective district schools in those neighborhoods had an aggregate student proficiency of 14% in ELA and 13% in Math (see Figure 1.4). When looking specifically at schools that offer a fifth grade option, the proficiency rates drop to just 7% in both Math and ELA. These scores are below the district average and far below the state averages. None of the individual schools’ demographics are close to mirroring the BSCD demographics, and all would qualify as segregated. Our outreach events in the Main Street corridor, including neighborhood walks in the area, revealed that residents overwhelmingly support a new K-8 charter school that would serve their children and attract students from throughout city.

Figure 1.4: Main Street Corridor Non Selective Schools Performance Data 2016-17¹⁷

School Name	Grades Served	Math 3-8 % Proficient	ELA 3-8 % Proficient
Stanley Makowski Early Childhood Center	PK, K-4	17.98%	12.92%
PS 17	PK, K-4	12.82%	18.80%
Dr George Blackman Ecc	PK, K-4	29.77%	31.30%
Marva J Daniel Futures Prep School	PK, K-8	5.81%	4.90%
Herman Badillo Community School	PK, K-8	3.53%	6.98%

¹⁶ Demographics Research Group (2013). Racial Dot Map. University of Virginia.

¹⁷ Ibid.

PS 74 Hamlin Park Elementary School	PK, K-8	10.98%	8.88%
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Identifying Specific Target Population Student Needs: Through purposeful recruitment strategies (see R-15abd), BCCS anticipates an enrollment that is similar to the BCSD demographics, and so we have proactively planned appropriate programs. This includes 1) specific approaches to curriculum and instruction, 2) targeted academic support, and 3) ancillary services to bridge potential physical and mental health gaps. Additional student needs are identified in ways including, but not limited to, information captured on enrollment forms, cumulative files sent from previous schools, Home Language Questionnaires, data from our Response-to-Intervention system, special education evaluation reports, the NYSITELL, and annual parent and student surveys.

Plan to Address Specific Target Population Student Needs: BCCS has the capacity to offer specific approaches to instruction by a certified general education teacher and a teaching assistant in every core subject area (see R-02ab). In classes with students mandated for Integrated Co-Teaching services there is a certified general education teacher and a certified special education teacher. We also have an English as a New Language (ENL) teacher(s) that will work with faculty to implement the principles of the Sheltered Instruction Observation Protocol program. We provide targeted academic support to students through a daily skills block in which students work in small groups on strengthening literacy and math skills specific to their needs. BCCS supports students' physical and mental health needs through the services of our School Culture Director, as well as nursing and counseling services.¹⁸ Individual student needs that require additional support are handled through our Response to Intervention (RTI) system, Student Support Director, special education and ENL faculty, Academic Director, or our Executive Director (ED).

1A4. Impact of Buffalo Commons

Value Proposition: BCCS provides a high-quality school option not currently available to the families and students of Buffalo as a whole, and not along the Main Street corridor in particular. Our key design elements (see R-02ab) provide a unique educational experience to boost student achievement, creativity, and collaboration for an integrated school community. These skills will put students on the path to college and prepare them for the workplace. Additionally, our Innovations courses allow students to use creative problem-solving methodologies to collaborate in solving problems that impact our communities.¹⁹ To our knowledge, no other schools in the area offers this educational approach, and the only schools with a course similar to Innovations is for select students who test into those schools. A Schott Foundation report from February 2018, which studied 10 large urban school districts, confirms our proposition, finding that Buffalo would benefit from additional rigorous and creative school programs and greater integration within schools.²⁰

Capacity to Serve: The lead applicant is our proposed ED, Daniel Brink-Washington, who was a member of the founding team at Brooklyn Prospect Charter School, a high-performing,

¹⁸ In partnership with BCSD

¹⁹ These strategies, detailed in Request 5ae, were originally developed in Buffalo in the 20th century.

²⁰ Brown, Allison. (2018) Loving Cities Index: Creating Loving Systems Across Communities to Provide All Students an Opportunity to Learn. Schott Foundation for Public Education.

diverse charter school authorized by SUNY. At Brooklyn Prospect Mr. Brink-Washington oversaw the development of an inclusive special populations program (for struggling students, SPED, ELL) across multiple school sites that consistently generated student performance well above the district and the state averages. He continues a mentorship with Brooklyn Prospect's ED, Dan Rubenstein, who will continue to support Mr. Brink-Washington and BCCS throughout the term of the initial charter.

BCCS' remaining applicant group is a diverse mix of educators, community leaders, and parents who have come together to build a high-caliber school. In addition to experience in the charter school sector, there is expertise in governance, teacher preparation, curriculum development, creative problem-solving, law, facilities, management, and finance. Four members of the applicant group have experience working in schools that successfully serve populations with demographics similar to those BCCS anticipates. Two trustees have experience working for education-related organizations that serve similar student populations in afterschool and summer programming. One trustee is currently board president for one of Buffalo's largest east side church congregations, while another is the Education Director for a network of 15 area Head Start programs, providing connections to parents and students at the early elementary level. Another trustee has led the redevelopment of nonprofit facilities. Our proposed ED was the Director of Student Support Services and a member of the founding team of Brooklyn Prospect Charter School, a high performing, diverse, K-12 charter school. For details regarding the current employment, qualifications and proposed roles for each applicant group member, see our Letter of Intent and R-03i.

Family and Community Support: Our community deserves excellent K-8 school options. Through our outreach over the past 12 months, the BCCS leadership has learned how excited the local community is about Buffalo Commons as a possible option. Our face-to-face outreach has reached hundreds of interested families and community members residing in 23 Buffalo area zip codes, with relatively even distribution from the major regions of the city. To date, we have met with over 50 community leaders and elected officials whose insight and support have been invaluable to our planning process. We have held eight community forums at libraries throughout Buffalo. Those events have been publicized to thousands of people on the event calendars of many local media outlets. Our team has also been able to connect with additional families through private informational meetings and parent focus groups.

We have also conducted outreach at community events and festivals, meeting and dialoguing with hundreds more families in the process. Recent efforts focused on meeting potential families at Boys and Girls Clubhouse meetings (targeting students for our fifth grade) and Head Start screenings (targeting students for our kindergarten). Lastly, our proposed ED, our Board of Trustees, and our volunteer corps walked neighborhoods, going door to door to inform the community about BCCS and reach potential families that we may not be connecting with in other ways. We are excited to continue our face-to-face community outreach.

We have conducted extensive electronic outreach that has connected us with thousands of families and community supporters. For example, our website offers access to a community survey where families and community members can offer feedback on our proposal. So far, over 90% of our respondents support new school options generally, and Buffalo Commons in particular (see R-03j and R-15c).

(b) Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;
- Information demonstrating a thorough analysis of existing educational options for the community and target population;
- Analysis of how the proposed school’s enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

1B1. Programmatic Impact

BCCS’ program fills a need of demonstrated demand; however, the programmatic impact on existing public and nonpublic schools in the geographic area will be relatively small (see Figure 1.5 for a list of public and nonpublic area elementary schools). BCSD currently serves 31,398 students in 57 schools across the city (22,196 K-8 students and 9,202 9-12 students). Of those 57 schools, only 42% were in good standing as of 2017-18. By most recent reports, there are currently over 3,900 students on waiting lists for local charter schools. Enrollment for BCCS, at capacity, with zero attrition would be 450 students. Accordingly, enrollment at BCCS will be just approximately 1.4% of the total enrollment for the district, and 2.0% of the K-8 range. It is highly unlikely that the enrollment at this charter school alone will initiate programmatic changes in the BCSD.

Currently, 17 charter schools also operate in the Buffalo area. These schools serve approximately 6,577 K-8 students and a total of 9,006 K-12 students. We do not anticipate significant impact on the charter sector given the high waitlist numbers available and demand for charters.

Buffalo has 14 private schools that serve approximately 3,742 K-8 students. However, of the 14 private schools in the city with an elementary or middle school division, only four of them are not religiously affiliated. Between cost and the religious affiliation component, we anticipate negligible impact on these schools. A comprehensive list of elementary district, charter, and private schools can be found in Figure 1.5, below.

Figure 1.5: Buffalo Area District, Charter, Private Elementary/Middle Schools 2017-18		
School Name	Type	Grade Span
BENNETT PARK MONTESSORI SCHOOL	BCSD	PK, K-8
BILINGUAL CENTER	BCSD	PK, K-8
BUFFALO ELEM SCH OF TECHNOLOGY	BCSD	PK, K-8
BUILD ACADEMY	BCSD	PK, K-8
COMMUNITY SCHOOL #53 AT #4	BCSD	PK, K-8
D'YOUVILLE-PORTER CAMPUS	BCSD	PK, K-8
DISCOVERY SCHOOL	BCSD	PK, K-8
DR A PANTOJA COMM SCH EXCELLENCE -#77	BCSD	PK, K-8

DR LYDIA T WRIGHT SCHOOL OF EXCELLENCE	BCSD	PK, K-8
FRANK A SEDITA SCHOOL #30	BCSD	PK, K-8
GRABIARZ-CAMPUS SCHOOL #79	BCSD	PK, K-8
HARRIET ROSS TUBMAN ACADEMY	BCSD	PK, K-8
HARVEY AUSTIN SCHOOL #97	BCSD	PK, K-8
HERMAN BADILLO COMMUNITY SCHOOL	BCSD	PK, K-8
HIGHGATE HEIGHTS	BCSD	PK, K-8
LORRAINE ELEMENTARY SCHOOL	BCSD	PK, K-8
LOVEJOY DISCOVERY SCHOOL #43	BCSD	PK, K-8
MARVA J DANIEL FUTURES PREP SCHOOL	BCSD	PK, K-8
NATIVE AMERICAN MAGNET	BCSD	PK, K-8
PS 27 HILLERY PARK ACADEMY	BCSD	PK, K-8
PS 59 DR CHARLES DREW SCI MAGNET	BCSD	PK, K-8
PS 69 HOUGHTON ACADEMY	BCSD	PK, K-8
PS 74 HAMLIN PARK ELEMENTARY SCHOOL	BCSD	PK, K-8
PS 81	BCSD	PK, K-8
SOUTHSIDE ELEMENTARY SCHOOL	BCSD	PK, K-8
WATERFRONT SCHOOL	BCSD	PK, K-8
WEST HERTEL ELEMENTARY SCHOOL	BCSD	PK, K-8
INTERNATIONAL SCHOOL	BCSD	PK, K-6
DR GEORGE BLACKMAN ECC	BCSD	PK, K-4
FREDERICK OLMSTED #64 AT #78	BCSD	PK, K-4
PS 17	BCSD	PK, K-4
PS 61 AT 171	BCSD	PK, K-4
PS 65 ROOSEVELT ACADEMY AT 71	BCSD	PK, K-4
PS 82	BCSD	PK, K-4
STANLEY MAKOWSKI EARLY CHLDHHD CTR	BCSD	PK, K-4
PS 84 Health Care Center for Children	BCSD	K-12
ALTERNATIVE HIGH SCHOOL AT 44	BCSD	7-12
LAFAYETTE HIGH SCHOOL	BCSD	7-12
LAFAYETTE INTERNATIONAL SCHOOL	BCSD	7-12
NEWCOMER ACADEMY AT LAFAYETTE	BCSD	7-12
PS 42 OCCUPATIONAL TRAINING CTR	BCSD	7-12
PS 66 NORTH PARK ACADEMY	BCSD	5-8
BUFFALO ACADEMY-VIS & PERF ARTS	BCSD	5-12
CITY HONORS SCH-F MASTEN PK	BCSD	5-12
FREDERICK OLMSTED #156	BCSD	5-12
INTER PREP SCH-GROVER CLEVELAND #187	BCSD	5-12
MATH SCIENCE TECH PREP SCHOOL-SENECA	BCSD	5-12

Buffalo United Charter School	Charter	K-8
Elmwood Village Charter School	Charter	K-8
Enterprise Charter School	Charter	K-8
Reach Academy Charter School	Charter	K-8
South Buffalo Charter School	Charter	K-8
Westminster Community Charter School	Charter	K-8
King Center Charter School	Charter	K-6
Aloma D. Johnson Fruit Belt Community Charter School	Charter	K-5
Charter School of Inquiry	Charter	K-4
West Buffalo Charter School	Charter	K-4
Charter School for Applied Technology	Charter	K-12
Tapestry Charter School	Charter	K-12
Health Sciences Charter School	Charter	9-12
Oracle Charter School	Charter	9-12
Western New York Maritime Charter School	Charter	9-12
Buffalo Academy of Science Charter School	Charter	7-12
Ambrose Catholic Academy	Private	K-8
Catholic Academy of West Buffalo	Private	PK, K-8
Darul-Uloom Al Madania Institute of Higher Islamic Education	Private	K-11
Elmwood-Franklin School	Private	PK, K-8
Nardin Academy	Private	K-12
Nardin Academy Montessori	Private	PK, K-3
Nativity Miguel Middle School	Private	5-8
Nichols School	Private	5-12
Notre Dame Academy	Private	PK, K-8
Our Lady of Black Rock	Private	PK, K-8
St. Joseph University School	Private	PK, K-8
St. Mark's Elementary School	Private	K-8
Trinity Catholic Academy	Private	PK, K-8
Universal School	Private	PK, K-8

BCCS does not anticipate enrolling many students from outside the city school district, but we will work with the district and notify SUNY and NYSED of unanticipated impact on those districts. BCCS will create and maintain a professional working relationship with local schools that encourages the exchange of best practices in teaching, learning, and school operations.

1B2. Unique Characteristics of BCCS

Furthering the Charter Schools Act: BCCS is an important addition to the educational landscape in Buffalo as it furthers Education Law §2850(2) in a number of ways. Below are brief descriptions of how our program advances each part of that law.

1. *Improves the learning and achievement of our students:* Our New York State Learning Standards (NYSLS) aligned curriculum design and research-based teaching practices provide students academic, creative, and collaborative engagement with content (see R-05ae). Alongside classroom teaching, BCCS monitors students' progress through an assessment system and responds with targeted support to ensure students' progress (see R-05ae).
2. *Places special emphasis on expanding learning experiences for students who are at risk of academic failure:* To meet our goals of keeping students on track for college and closing achievement gaps, every student participates in data-driven small group instruction during our daily literacy and math skills blocks. Concurrently we create a highly structured, inclusive and welcoming school culture where students are held to high expectations. Ensuring that students feel safe and have a feeling of "belonging" immediately improves performance.²¹ Students who need additional support will benefit from a robust RTI system with proactive triggers, and research-based interventions. Students in need of special education or English as a New Language (ENL) services will benefit from our comprehensive program offerings and distinct approaches to curriculum and instruction (see R-07ad).
3. *Uses innovative teaching methods:* In addition to skill acquisition, our curriculum and instruction increases skill application and higher-order thinking skills. We collaboratively create and systematically review standards aligned curriculum to maximize academic rigor and student engagement. We use shared instructional strategies that promote higher-level student thinking. Complementing our core subject areas, our daily Innovations class teaches critical thinking, creativity, and collaboration—skills that increase achievement and are highly desired in today's colleges and workplaces (see R-05ae).²²
4. *Creates new professional opportunities:* BCCS' organizational culture offers faculty, staff, and leadership the opportunity to grow and develop their professional, creative, and collaborative abilities through our methods for curriculum development, evaluation, and professional development (see R-05ae and R-08ad).
5. *Expands choices in educational opportunities:* Buffalo families desire additional school choices as evidenced by the current long waiting list for charter schools.²³ Additionally, to our knowledge, the combination of elements that BCCS provides would make it a unique choice within the city (see R-02ac and R-15abd).
6. *Employs performance-based accountability:* BCCS reports to SUNY, as well as the general public, on progress toward our accountability plan goals. Additionally, the Board of Trustees' (BOT) annual evaluation of the ED is based in part on student performance. The BOT also will have an Academic Excellence Committee

²¹ Walton, Gregory. (2011) A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students. *Science*, Vol. 331, Issue 6023 (1447-1451).

²² American Management Association (2012). *Critical Skills Survey*.

²³ Northeast Charter School Network (2016).

that includes the school leadership, to establish, monitor, and report on annual student achievement goals. That committee may periodically suggest modifications to the academic program of the school to further improve student results. At the school level, teachers are held accountable for student achievement through feedback and observation cycles, as well as through their students' internal and external assessment results (see R-05ae and R-13ac).

(c) Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).

1C3. Fiscal Impact

Based on current data provided by NYSED, beginning in school year 2019-20 and each subsequent year, the BCSD will transfer to BCCS approximately \$13,005 for each student who chooses to attend our charter school.²⁴ Combined with other district revenues for special education allocations, the projected fiscal impact on BCSD never rises throughout the charter term to a maximum of 0.800% of the total general fund operating budget of BCSD. Notably, BCCS, at full capacity, projects to educate 1.4% of the total BCSD student population (see Figure 1.6).²⁵

Figure 1.6: Fiscal Impact of Largest Enrollment District: BUFFALO CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for BUFFALO CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	100	13,005	1,300,500	313,200	1,613,700	907,370,189	0.178%

²⁴ That figure will likely rise some over the term of the charter, but without more specifics, no increase is planned for in our budgeting.

²⁵ Uses NYSED enrollment of 31,398 as of June 30, 2017. Retrieved from <https://data.nysed.gov/profile.php?instid=800000052968>.

Year 2 (2020-21)	200	13,005	2,601,000	626,400	3,227,400	907,370,189	0.356%
Year 3 (2021-22)	300	13,005	3,901,500	939,600	4,841,100	907,370,189	0.534%
Year 4 (2022-23)	400	13,005	5,202,000	1,252,800	6,454,800	907,370,189	0.711%
Year 5 (2023-24)	450	13,005	5,852,250	1,409,400	7,261,650	907,370,189	0.800%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://www.city-buffalo.com/files/1_2_1/Mayor/FourYearPlan-2016-2020/Board_Education_Four_Year_Financial_Plan.pdf				
OTHER NOTES:							

REQUEST 2ab. ADDRESSING NEED

(a) Mission

Provide the mission statement for the proposed charter school.

2A1. Mission Statement

Buffalo Commons Charter School prepares a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. This should not exceed five pages in length.

2B1. Key Design Elements

BCCS is committed to developing students' academic, creative, and collaborative skills via the key design elements outlined below. Our rationale for selecting these design elements is based on prior evidence of their effectiveness in research and/or practice.

- i. *A Commitment to Academic Success:* BCCS believes that in the proper learning environment every student is capable of realizing academic success. Our learning environment emphasizes the following key design elements to promote academic success:
 1. *Rigorous and Engaging Curricula:* BCCS develops and uses a demanding and accessible curriculum that engenders both content knowledge and critical-thinking skills.¹ Our teachers design curricula using research-based programs like Wilson Foundations, Wit and Wisdom, Eureka Math, History Alive!, and Science Alive! as an academic base, and tailor these programs for students to increase higher-level thinking, skill application, and interdisciplinary connections. To incorporate these elements, our teachers use 1) Universal Themes that help to horizontally align instruction to emphasize interdisciplinary connections, 2) the Elements of Depth and Complexity to provide a shared language across disciplines, to help students see the interrelationships between subjects, and 3) a Rigor and Relevance Framework to ensure tasks include higher-level thinking and application.²

¹ Quint, Janet, Saskia Thompson and Margaret Bald. (2008). *Relationships, Rigor and Readiness*. MDRC.

² Universal themes and elements of depth and complexity are based on the work of Sandra Kaplan and widely used nationally.

2. *Proven Instructional Strategies*: Our shared instructional strategies draw upon the work of researchers such as Marzano, and practitioners including Uncommon Schools' Doug Lemov,³ and Boushey & Moser.⁴ Teachers use the resulting set of structures and practices to create classrooms where students are engaged in high-level thinking and creative problem-solving, where students are invested in their individual and collaborative tasks,⁵ and where consistency helps maximize achievement. We hold ourselves accountable to academic success in this model for instruction by using a robust system of assessments to monitor student learning and adjust our instruction accordingly.
 3. *A Daily Skills Block*: In addition to differentiated classroom instruction, students are supported in daily small-group instruction in literacy and mathematics. These groups are tailored to each student's strengths and areas for growth. The groups are flexible in terms of rosters and curricula, as they adjust in response to student assessment data. Flexible instructional blocks are used daily at many high-performing charter schools, to allow extra time for data-driven reteaching and enrichment.
 4. *Schoolwide Co-Teaching*: Our core subject instruction is facilitated by at least two teachers, allowing the use of Friend's teaching models⁶ to more effectively match instruction to students' needs based on data from our assessments. It also provides a structure for supporting the needs of our students in special population categories. Mr. Brink-Washington designed and implemented a similar system of co-teaching at Brooklyn Prospect Charter School that consistently produced student results that were four to five times stronger than district and state results for students with IEPs. The foundation he created is largely in place today.
- ii. *A Commitment to Creative Problem-Solving*: Cultivating students' creative problem-solving skills has broad positive impacts for students such as increasing academic achievement, engagement, and resilience.⁷ They are also skills that employers value.⁸ Our Innovations course is the design element that facilitates our commitment to creative problem-solving.

³ Lemov, Doug and Uncommon Schools. (2010). *Teach Like a Champion*. Jossey-Bass.

⁴ Boushey, G., & Moser, J. (2006). *The daily 5*. Portland, ME: Stenhouse.

⁵ Antonetti, John, and Garver, James. (2015). *17,000 Classroom Visits Can't Be Wrong: Strategies That Engage Students, Promote Active Learning, and Boost Achievement*. ACSO: Alexandria, VA.

⁶ Friend, M. P., & Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals*. New York: Longman.

⁷ Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education—A systematic literature review. *Thinking Skills and Creativity*. Vol 8.

⁸ Dagget, Willard (2016). *Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance*. International Center for Leadership in Education.

1. *Innovations Courses*: K-8 students engage in Innovations, a daily interdisciplinary course that centers around creative problem-solving tasks. The course is co-taught by an engineering/design teacher and an art teacher. Innovations helps students develop critical thinking and creative problem-solving skills, and improve their ability to collaborate with peers.⁹ Innovations offers a structured curriculum in creative-thinking methods and collaboration,¹⁰ plus opportunities to solve authentic problems that affect students and our communities. In Buffalo, courses like this are often available only to students classified as gifted and talented.

Mr. Brink-Washington first encountered the idea for an innovations course in his work with 4.0 Schools at their Essentials Fellowship in New York City in 2015. 4.0 Schools is a nonprofit dedicated to innovation in American education. The 4.0 team had helped in the planning and launching of a school called Bricolage in New Orleans that opened in 2013. Bricolage runs a very similar course to Innovations and in the past four years Bricolage has become the highest performing open enrollment school in New Orleans.¹¹

- iii. *A Commitment to Collaboration*: The ability to work as part of a team is an increasingly sought-after skill in the workplace, especially as our society becomes more diverse.¹² We make sure students have instruction in the skills of successful collaboration, and ample opportunities to practice these skills throughout their school day.
 1. *Student-to-Student Mentorship*: Each year our faculty carefully match and monitor older students and younger students in cross-age mentorships that promote collaboration and leadership (e.g. kindergarteners and fifth graders in our first year). These mentorships can increase student achievement, develop interpersonal skills, and provide a stronger connectedness to school.¹³ Each year students meet in their mentorship pairings multiple times to engage in a structured progression of collaborative games, creative problem-solving challenges, and academic enrichment activities. This design element builds on the work of Elmwood Village Charter School (EVCS), where our

⁹ Hattie, John (2009). *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement*. Routledge: New York.

¹⁰ BCCS plans on using the CPS Learner Model put out by the Creative Education Foundation (2017) and based on the work of Osborne and Parnes (1963).

¹¹ Retrieved from <http://bricolagenola.org/news-events/the-results-are-in/> (Accessed February 2018).

¹² National Association of Colleges and Employers (2016).

¹³ Garringer, Michael and Patti MacRae. (2017) *Cross-Age Peer Mentorship Programs in Schools*. UCLA.

proposed Executive Director (ED) has been a teacher for the past three years. EVCS, Buffalo’s highest performing non selective school, uses a “buddy classroom system” that pairs older and younger students in a similar way. Mr. Brink-Washington envisions BCCS student-to-student mentorship program as an expanded and more structured version of the classroom buddy system at EVCS. Mr. Brink-Washington will consult closely with Danielle Bruno, the Director of EVCS Days Park, to guide the particulars of the program at BCCS.

2. *A Diverse Student Body*: BCCS defines diversity as a combination of socioeconomic status, home language, special population status, as well as race and other factors. Although Buffalo is a relatively diverse district, few schools reflect that diversity.¹⁴ Yet student outcomes improve in diverse school settings.¹⁵ These positive outcomes include academic and cognitive benefits such as increased student achievement and college enrollment rates as well as social-emotional and civic benefits, including improved leadership skills and a reduction of racial bias.¹⁶ BCCS brings together students of all backgrounds and engages them in a structured program that provides the environment to reduce prejudice and to develop the skills and dispositions needed to collaborate across lines of difference.¹⁷ Mr. Brink-Washington’s experience at Brooklyn Prospect, a diverse by design school, has shown these research findings to be true in practice as evidenced by Brooklyn Prospect’s achievement data since 2009-10. Additionally, if authorized, BCCS would seek to join the Diverse Coalition of Diverse Charter Schools, a national group of charter schools committed to the creation and expansion of high-quality diverse public charter schools.¹⁸ The coalition will provide a network of schools to gain best practices from on a regular basis.

2B2. Evaluating Key Design Elements

Prior to the beginning of each school year, the ED and Board of Trustees (BOT) agree upon appropriate goals for implementation and/or growth of our key design elements. Progress is monitored by the ED and school leadership throughout the year. Effective execution of BCCS’ key design elements may be informally reviewed during the ED’s fall and spring performance

¹⁴ In Buffalo, as recently as 2012, the Office of Civil Rights discovered that 70% of district schools were racially segregated. That lack of diversity was also present in the charter sector where over 80% of charter schools were “extremely segregated, enrolling over 90% students of color with very high poverty.” (Orfield, Gary. 2012).

¹⁵ Potter, Halley (2016). *A New Wave of School Integration*. The Century Foundation.

¹⁶ Wells, Amy Stuart, Lauren Fox, Diana Cordova-Cobo (2016). *How Racially Diverse Schools and Classrooms Can Benefit All Students*. The Century Foundation.

¹⁷ Everett, Jim (2013). *Intergroup Contact Theory: Past, Present, and Future*. The Inquisitive Mind Vol. 2, Issue 17.

¹⁸ Retrieved from <http://diversecharters.org/what-we-do/> (February 2018).

check-ins, and is formally reported by the ED to the BOT in the Internal Programmatic Audit at the end of the school year (see R-05f).

REQUEST 2c. Accountability Plan

(c) Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: <http://www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/>. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

2C1. Draft Accountability Plan

BUFFALO COMMONS CHARTER SCHOOL
Draft Accountability Plan
For the Accountability Period 2019-20 to 2023-24

ACADEMIC GOALS

GOAL 1: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient in English Language Arts.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 -8 Common Core English Language Arts Exam.
- Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

GOAL 2: MATHEMATICS

Goal: Students will be proficient in Mathematics.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state's grade 3 -8 Common Core Mathematics.
- Each year, the school's aggregate Performance Level Index (PLI) on the state exams will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESEA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in Mathematics for all tested students in grades 4 - 8 will be above the state's unadjusted median growth percentile.

GOAL 3: SCIENCE

Goal: Students will be proficient in Science.

Absolute Measures

- When state tests are taken in 4th and 8th grades, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the state exam.

Comparative Measures

- In each year tested, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.

GOAL 4: ESEA

Goal: The school will make Adequate Yearly Progress.

- Under the state’s ESEA accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

ORGANIZATIONAL AND NON-ACADEMIC GOALS

GOAL 5: CREATIVE THINKING

Goal: Buffalo Commons students will improve their creative thinking abilities.

Comparative Measures

- Each year, 75% of students in fourth and eighth grade who have been at the school for at least two years will increase their national percentile in creative thinking as measured by the Torrance Tests of Creative Thinking.

Growth Measures

- Each year, 90% of students in fourth and eighth grade who have been at the school for at least two years will increase their Creativity Index as measured by the Torrance Tests of Creative Thinking

GOAL 6: COLLABORATION

Goal: Buffalo Commons Students will improve their collaborative abilities

Absolute Measures

- 75% of students will reach “capstone level” according to our internal collaboration rubric, as observed by faculty, by the end of eighth grade.

Growth Measures

- Each year, 90% of students will maintain or increase their levels on our internal collaboration rubric, as observed by faculty.

GOAL 7: FISCAL RESPONSIBILITY

Goal: The school will demonstrate financial responsibility.

- Each year, as measured by external, annual audit reports, Buffalo Commons will demonstrate that it meets or exceeds professional accounting standards.
- Each year, Buffalo Commons will present and follow a balanced budget, demonstrating the effective allocation of financial resources towards the realization of our mission.

GOAL 8: ENROLLMENT

Goal: Buffalo Commons is fully enrolled, with high levels of attendance and re-enrollment.

- The school will meet projected enrollment targets, and will maintain this class over the course of the year.
- Of the students who successfully complete the year, more than 90% will re-enroll for the following year.
- The school will average a daily attendance rate of at least 95%.

GOAL 9: PARENT SATISFACTION

Goal: Parents will demonstrate satisfaction with the academic program.

- Satisfaction with the academic program, as measured by an annual survey given at the end of each school year, will on average, exceed 85%, with at least 75% of families responding.

GOAL 10: BOARD OF TRUSTEES

Goal: The Board of Trustees will provide effective and sound oversight of the school.

- The Board will conduct a formal annual review of the school leader.
- The Board will conduct an annual self-evaluation to assess strengths/weaknesses.
- The Board will conduct a formal annual review of bylaws and policies.

REQUEST 3af: PROPOSAL HISTORY

(a) Applicant Information

Indicate whether each applicant is a parent, teacher, administrator, and/or community resident as required by the Act. Provide a brief biographical description for the applicant(s) including relevant background and experience. Include applicant resume(s) as Response 3(h) - Founding Team Resumes.

3A1. Applicant Information

Mr. Daniel Brink-Washington is a parent and teacher in the Buffalo community. He has 14 years of teaching and school leadership experience across elementary, middle and high school. Currently he teaches middle school at Elmwood Village Charter School, Buffalo's highest performing non-selective elementary and middle school. He was previously the K-12 Dean of Student Support Services for Brooklyn Prospect Charter School. Brooklyn Prospect is a high-performing, diverse charter school that serves about 1000 students. Brink-Washington oversaw approximately 30 teachers and service providers in that role and collaborated with the Executive Director (ED), the Principals, and the Directors of Operations and Finance to manage a program for students with IEPs, students classified as ELLs, and struggling students. The inclusive program that Brink-Washington created and sustained regularly generated achievement results on standardized tests over four times the city average for students with IEPs. Mr. Brink-Washington continues a strong relationship with Brooklyn Prospect in the form of a mentorship with their ED, Mr. Daniel Rubenstein.

(b) Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

3B1. Proposal History

Our mission to prepare students for successful and impact lives by developing their academic, creative, and collaborative skills began in the spring of 2015. Brink-Washington (proposed ED), then a founder and K-12 Dean of Student Support Services at Brooklyn Prospect Charter School, was contemplating a move to Buffalo from Brooklyn with his wife Ms. Rachel Beerman, who was born and raised in Buffalo. The data on Buffalo's schools indicated a need for additional school options at the K-8 level. That spring he met with several local education leaders to better understand the state of education in the city. One was Dr. Alexa Schindel (proposed BOT Vice Chair), a professor of education at the University at Buffalo. Schindel was an educational professional and a parent who saw a need for a school that brought together students from throughout the city and engaged them in higher-level thinking and problem-solving. They began meeting and about six months later, Ms. Melissa Leopard (BOT), former Director of Curriculum at Public Prep Charter School, joined the conversations. The group expanded to include local educators in monthly focus meetings in the winter of 2016. Beerman (Founding Team), and Mr. Matt Pitarresi (Founding Team) joined the focus groups that

developed the first draft of our key design elements, curriculum design, instructional strategies, and core values. In the summer of 2016, the small team began more active recruitment of a founding Board of Trustees (BOT). By fall 2016 Ms. Sheri Rodman (BOT Chair), Director of Data and Operations at America Achieves, had moved from helping with drafting sections of the application to accepting a role on the founding board. Similarly, Mr. Ari Goldberg (BOT Secretary), who had been helping explore potential school sites, officially joined the board. As we continued our community outreach we were introduced to Ms. Miriam Kelley (BOT), professor of Creative Studies at Buffalo State College and former Fisher Price executive. The board began meeting monthly starting in early December of 2016. In March of 2017 we applied with SED to open Buffalo Commons Charter School (BCCS). We were invited to submit a full application but did not move forward to the capacity interview. We incorporated the feedback into a resubmission (see R-03g).

As we evaluated our own capacity as a board, we saw the need to have more expertise in finance and early education. In the spring of 2017 we recruited Mr. Michael Mohr (BOT), who brings financial and organizational knowledge from his work with the nonprofit sector and commercial banks. Ms. Cherish Davis (BOT), who is the Education Director of a network of local head-start programs, whom we met through community outreach, also joined the board in the spring of 2017.

In the summer of 2017, we re-submitted the application to establish BCCS and were advanced to the final capacity interview stage. We were not authorized at that time, as the charter entity believed our BOT required additional capacity in order to launch successfully. In the subsequent months we have increased the capacity of our board by reaching out to national leaders in charter school board governance, conducting a series of sit downs with local board chairs, and adding additional board members.

3B2. Application Authorship

Brink-Washington, the proposed ED, is the lead author of the application. Other applicant group members participated in drafting and/or revising portions of the application that are within their area of expertise. Many other education professionals read the application and provided feedback.

(c) List of Founding Team Members

Provide a brief biography for any founding team member added since the Letter of Intent submission and use the Founding Team Members table to list the active members of the founding group, including the applicant(s), who developed this proposal and/or will be involved in the proposed school, if approved. Do not include proposed board members on this list. Attach the founding team members’ resumes as Response 3(h)-Founding Team Resumes.

3C. List of Non-Board Founding Team Members

Our list of founding group members can be found in Figure 3.1.

Figure 3.1: Non-Board Founding Team Members		
Name	Relevant Experience and Role in Founding Team	Proposed School Role

Daniel Brink-Washington	14 years school leadership and classroom teaching experience. Lead author of the application.	ED
Matthew Pitarresi	Experience in business, finance, and classroom teaching. Supporting author of the application.	Operations Director
Rachel Beerman	11 years classroom teaching and curriculum development. Co-leader of the community outreach working group.	TBD

(d) Board Members

- Provide a brief narrative describing the methods used to recruit and select board members.
- Attach resumes for any board member added since the Letter of Intent Submission with Response 3(i) - Board Member Credentials.
- Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved. • Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “Board Member – CMO Representative,” etc. STANDARD REQUESTS SUNY Request for Proposals (2018) 12
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve.
- Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the 1st year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; and Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting,” or non-voting and/or “Ex-Officio.”

3D1. Recruitment and Selection of Board Members

Board members were recruited through the professional networks of the team and sources like Leadership Buffalo and Charity Strong - (organizations that match interested professionals with service opportunities in the nonprofit sector). We have a standard progression for identifying and screening potential board members that includes, but may not be limited to, the following phases:

1. *Outreach*: The goal of outreach is to ensure the BCCS (BOT) is comprised of individuals that meet the following criteria:
 - a. *Professional Qualities*
 - i. Interest in the mission of BCCS.
 - ii. Possesses skills needed by our Board.
 - iii. Has connections in the community.

- iv. Interest and willingness to fundraise and/or donate.
 - v. Has prior community involvement.
 - vi. Availability to participate in Board work.
- b. *Personal Qualities*
- i. Ability to listen.
 - ii. Ability to express ideas and opinions clearly.
 - iii. Positive attitude.
2. *Interview:* Interested candidates are invited to an informal interview with one or more current trustees from the governance committee. The candidate’s professional and personal qualities are assessed and rated based upon our criteria.
 3. *Getting to Know the Organization:* Strong candidates are provided institutional documents including but not limited to external application materials, internal strategic planning, and budgets. Candidates are encouraged to volunteer their time by attending a board meeting. Subsequently, they reconvene with their board sponsors. If all agree, the candidate is nominated for selection to the (BOT).
 4. *Selection:* Board candidates are selected by a vote at our monthly board meetings. Prior to the vote, board members are provided with recruitment notes and candidate resumes. Specific rules of selection for the board are outlined in our bylaws (see R-13d).

3D2. Proposed Trustees

BCCS has begun to establish its founding (BOT). Brief details of their expertise or role, potential position and affiliation, and voting status is found in Figure 3.2.

Figure 3.2: BCCS Proposed (BOT)					
Trustee Name	Board Position	Committee Affiliation	Expertise or Role	Voting	Ex Officio
1. Sheri Rodman	Chair	Ex-Officio All Committees	Education, Nonprofit Operations and Finance	YES	NO
2. Alexa Schindel	Vice-Chair	Academic, Governance	Middle School Education, Teacher Preparation	YES	NO
3. Ari Goldberg	Secretary	Governance, Finance	Law, Facilities	YES	NO
4. Michael Mohr	Potential Treasurer	Finance, Governance	Finance	YES	NO
5. Cherish Davis	Trustee	Academic	Early Childhood	YES	NO

			Education		
6. Miriam Kelley	Trustee	Academic, Governance	Creative Problem-Solving, Engineering, Design	YES	NO
7. Melissa Leopard	Trustee	Academic	Elementary and Middle School Curriculum Development, Creative Problem-Solving	YES	NO
8. Bob Lowery	Trustee	Governance, Finance	Leadership and Management, Community Relations, Youth Development	YES	NO
9. Aliesa Adelman	Trustee	Governance, Finance	Facilities, Finance	YES	NO
10. (TBD)	Trustee	TBD	Parent Representative	YES	YES
11 -13. (TBD)	Trustee	TBD	TBD	YES	NO

(e) Description of Community Outreach Efforts

Explain:

- *The methods used to inform stakeholders in the intended community about the proposed charter school;*
- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

3E1. Description of Community Outreach Efforts

Over the past two years, BCCS has conducted outreach initiatives beginning with small focus groups of educators from the district, charter, and private school sectors. Next, we met with small groups of parents prior to creating an initial draft of our key design elements. Subsequently we met with community leaders across the city in a series of one-on-one conversations to further revise our key design elements. Finally, in our outreach we included elected officials at the city and state level. Current initiatives have focused on prospective

families and the general public. Throughout our outreach, the BCCS team fielded comments and concerns raised by the community via direct discussion, emails, and a community survey. A brief description of our efforts is below (see R-03j for a detailed list of our outreach, feedback gathered, and analysis).

Educator Focus Groups: Monthly educator focus groups started in April of 2016. These groups consisted of three to seven educators from the elementary, middle, high school and college levels representing the district, charter and private sectors. The participants varied in experience, gender and race. These groups formulated our vision for curriculum and instruction at BCCS (see R-05ae) and the vision for school culture based upon our core values (see R-09a). Overall these groups included more than 20 local educators.

Parent Focus Groups: Formal and informal parent focus groups were held in applicant group members' homes or out in the community. Generally they began with an interview portion to understand parent concerns and were followed by field testing the key design elements. BCCS representatives took notes on these discussions (see R-03j). Feedback from approximately 25 prospective parents validated our commitments to co-teaching and small group instruction and refined our thinking about creative problem-solving. The parents were supportive of our emphasis on collaboration and a student body that reflected the district demographic. Most parents also understood and approved of our intent to locate along the Main Street corridor, e.g. the Hamlin Park neighborhood. They strongly advocated for bus services.

Community Leader Discussions: Community leaders often suggested having a signature element that would highlight the creative problem-solving program we are developing. Thus, the Innovations course came into being. Our meetings with leaders from the Community Foundation of Greater Buffalo, the Foundry, the Massachusetts Avenue Project, Engineering for Kids, Empire Genomics, PS 64's Gifted and Talented Program, and 43 North were particularly helpful.

A guiding force in our overall work has been Ms. Amber Dixon, former Interim Superintendent of Buffalo Public Schools. She was especially helpful in refining our strategies around community connections and family partnerships.

Elected Official Meetings: Our leadership team has contacted city and state elected officials by post, email, and phone. We have met with three Councilmembers: Ulysees Wingo, David Rivera, and Joel Feroletto as well as City Comptroller Mark Schroeder, and former Deputy Mayor Eva Hassett. At the state level we met with State Senator Tim Kennedy's team and had a phone meeting with New York State Regent Catherine Collins. These meetings enhanced our understanding of the education landscape and provided opportunities to build relationships with area government officials.

Website, Email and Social Media: At the end of November 2016, we launched www.buffalocommonscharter.org and our Facebook page (www.facebook.com/BuffaloCommonsCharter). The website has had over 4,000 pageviews from about 1,000 distinct users. The website provides a view of our mission and key design elements, our educational approach, information about our applicant group, and our events calendar. Page links allow visitors to participate in our community survey or join our email list. So far, of 64 respondents, 93% support additional charter schools in Buffalo, and 88% of respondents would be likely, or very likely, to send their children to BCCS or recommend that

others should. Over 290 people joined our email list. Our Facebook page, which is followed by about 100 people, provides mission-aligned links and BCCS events and updates.

Public Forums: Beginning in mid-December 2016, BCCS held a series of eight community forums at every city library. We advertised the events through our email, social media outlets, and numerous print and electronic media platforms¹, and drew around 100 people in total. We solicited input from the attendees and presented our mission, key design elements, and desire to locate centrally in Buffalo.

Public Outreach: Beginning in March 2017, we expanded our public outreach by joining other public events like a Refugee Roundtable series, a charter school student recruitment fair hosted by Northeast Charter School Network, Western New York Invention Convention, and a number of Buffalo summer festivals. We also targeted potential kindergarten and grade 5 students and families by attending parent meetings at Head Start programs and Boys and Girls clubhouses. We have also begun door-to-door outreach.

Upcoming Outreach: We intend to continue our outreach by 1) tabling at public/prospective-parent events at festivals in Buffalo, 2) engaging additional community leaders through email and personal contacts, 3) continuing our door-to-door outreach near potential school sites, 4) sending monthly updates for email subscribers, and 5) updating elected officials and district leaders on our progress.

(f) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

- *Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:*
 - *The name of the proposed charter school(s) when previously submitted;*
 - *The date(s) of the previous submission(s); and,*
 - *A summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.*
- *Indicate whether the applicant and/or founding team has previously applied for a charter from a charter entity other than the SUNY Trustees, e.g., the Board of Regents. If yes, provide:*
 - *The name of the charter entity;*
 - *The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;*
 - *The status of the application(s);*
 - *If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial. If the charter entity provided any formal written documentation to explain or justify the decision to not move the application forward (resulting in an applicant withdrawal or denial of the application), attach the document as part of this Response. If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,*
 - *Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.*

3F1. Withdrawn, Rejected, and Concurrent Proposals

¹ We sent press releases describing the dates, times and nature of all the community forums.

This is our first proposal to SUNY. It was submitted twice in 2017 to the Board of Regents. Both submissions were well received, and in Round 2 the application was sufficient to advance to the final capacity interview stage in Albany. At the capacity interview, SED determined that while the proposal was sound and would provide a much needed additional school option for Buffalo, the proposed (BOT) required additional capacity to launch. A brief description of the previous proposals are below:

1. *Proposed School Name:* Buffalo Commons Charter School
2. *Dates of Application:* March 2017, August 2017
3. *Status of Application:*
 - a. March 2017 - Withdrawn after full application but before capacity interview
 - b. August 2017 - Withdrawn after capacity interview, but before recommendation
4. *Reasons for Withdrawal:* In both cases the application to open BCCS was withdrawn following counsel from the charter entity that the proposal would not be recommended for approval by the NYSED charter school office. In the most recent application cycle, the charter entity provided feedback about the written application and concerns regarding the capacity of the proposed (BOT).
5. *Feedback and Revision:* Specifics of the charter entity's feedback are detailed in R-03g - Letters of Justification. Revisions have been made to the application that address the feedback from the previous charter entity. Specific modifications address the following areas:
 - a. Ensuring adequate enrollment
 - b. Programmatic impact
 - c. Special populations access and support
 - d. Measuring and reporting educational performance
 - e. Performance, promotion and graduation standards
 - f. Descriptions of board and governance roles and structures
 - g. Qualifications of teachers and non-certified personnel
 - h. Budget priorities
 - i. Additionally, the board has worked to build its capacity to launch by working in consultation with the national charter board development organizations Charter Board Partners and BoardOnTrack as well as local leaders in the field of governance.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

DIRECTOR
CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel: 518/474-1762; Fax: 518/474-3209; charterschools@mail.nysed.gov

Via Electronic Transmission

April 26, 2017

Sheri Rodman
[REDACTED]

Daniel Brink-Washington
[REDACTED]

Thank you for your submission of the charter school application to establish the **Buffalo Commons Charter School (BCCS)**. After a comprehensive review of the application, the New York State Education Department's Charter School Office (CSO) finds that the proposal does not meet the evaluation criteria set forth in the *2017 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP)*.

In accordance with the RFP criteria and review process, your charter school application was evaluated by a peer review panel, which included former and current educators active in public schools (including charter schools) and qualified Department staff members. The review panel identified several areas throughout the plan that did not meet criteria in the RFP. Attached to this letter is a summary of the review panel findings for your consideration.

Your applicant group has the option to withdraw the application from further action by letter or email to charterschools@nysed.gov. If your applicant group chooses to not withdraw your application, the Charter School Office will recommend that the Board of Regents formally deny the application to establish the **Buffalo Commons Charter School** at its June 12-13, 2017 meeting. Your applicant group will have another opportunity to submit your application in Round 2. The portal will open in June for the Round 2 submission of letters of intent by the 3:00 pm deadline on July 7, 2017.

Staff and I acknowledge the enormous amount of time and effort your applicant group/founding trustees have dedicated to design an engaging and viable education program to meet the needs of students in your community. Please take time to thoroughly review the attached summary of findings with the members of your applicant group. If you have questions or wish to discuss these findings, please feel free to contact me at [REDACTED] or at [REDACTED]. Thank you for your commitment to excellent schools.

Thank you for your commitment to excellent schools.

Sincerely,

David Frank
Executive Director

Vickie Smith
New Schools Coordinator

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents
2017 Round 1 Review Panel Summaries of Significant Findings

Buffalo Commons Charter School

The following summary of reviewer findings is intended to provide the applicant group with a better understanding of the rigorous criteria and expectations for approval to establish a high-quality charter school. The findings presented are highlights of specific deficiencies that were noted by the review panel, but should not be viewed as a complete compilation of changes that should be made to the proposal. If the applicant group seeks to submit an application to establish a Regents-authorized charter school in the future, the group should review these findings and consider appropriate modifications to the school design plan in view of the evaluation criteria published in the New York State Education Department Charter School Application Kit.

Summary of Findings:

Generally, the applicant group presented a well-written and well-organized application. However, the applicant group did not address many of the evaluation criteria which made for an incomplete proposal. Additionally, the application lacked specificity and depth in several key areas, most importantly in the education plan and serving diverse learners. More specifically, the written narrative did not provide a solid understanding of “how” the many design, educational, and organizational elements work together to support all students. As a result, the applicant group fails to fully demonstrate the readiness necessary to launch a high performing charter school at this time. The following outlines some of the deficiencies in the planning team’s application:

- **Section 1B Key Design Elements:** The written application did not fully address how the elements connected to provide a cohesive educational program. Specifically, the applicant group fails to fully address the following evaluation criteria:
 - Evaluation Criteria 4. Describe the rationale for selecting these key design elements and provide any supporting research, evidence of effectiveness or examples of existing programs that serve a similar target population that support the use of these key design elements in this school.
 - Evaluation Criteria 5. Demonstrate clear alignment with the school’s mission and all aspects of the full application, including educational, organizational, and fiscal plans;
 - Evaluation Criteria 6. Demonstrate how the key design elements will serve the diverse needs of all students.
- **Section IC Enrollment, Recruitment, and Retention:** The applicant group proposes to serve kindergarteners and fifth graders during their first year of operation but did not provide a compelling enrollment plan to ensure adequate enrollment. The application did not address the following evaluation criteria:
 - Evaluation Criteria 6. Describe how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.
- **Section ID Community to be Served:** The applicant group addressed a few of the evaluation prompts but does not present a full picture of “how” they plan to serve the community. The following evaluation criteria were not fully addressed:

- Evaluation Criteria 3. Discuss briefly the reason for the selection of the community and the applicant group's ability to serve this community;
 - Evaluation Criteria 4. Describe the student population that the proposed charter school would serve, including identification of student needs and how the school will address those needs;
 - Evaluation Criteria 6. Provide a description of how the applicant group has assessed family and community support within the proposed sending district(s)/region for the proposed school and evidence that the community support for and interest in the charter school is sufficient to reach its anticipated enrollment. Explain how community assets will be leveraged and how any challenges presented by opposition will be addressed.
- **Section IIA Curriculum and Instruction:** The applicant group fails to address or fully address the following evaluation criteria:
 - Evaluation Criteria 4. Explain how the curriculum and instruction will further the school's mission and key design elements, when it will be reviewed, how teachers will know what to teach and when to teach it, and the curriculum resources to be used.
 - Evaluation Criteria 6. Describe how the curriculum and instructional practices will address the needs of special populations;
 - Evaluation Criteria 7. Discuss the specific instructional strategies and practices that will be used for successful implementation of the curriculum, particularly for special student populations, and any research or existing models that support the use of these instructional methods; and
 - Evaluation Criteria 8. Describe how the school will meet Benchmark 1 of the Charter School Performance Framework as found on the Charter School Office website.
- **Section IIB Special Populations and Related Services:** The applicant group does not describe a cohesive program that is aligned with the general education program, assessments, school schedule, professional development, management and staffing and the budget. The applicant group failed to respond to or provide specificity needed to satisfy most of the evaluation criteria which includes:
 - Evaluation Criteria 1. Discuss how special student populations will be provided with full and meaningful access to participate and progress in the general education curriculum. Explain how the school will ensure that after school and other extra-curricular programming will be accessible to all students including special student populations;
 - Evaluation Criteria 2. Discuss how the classroom environment and instructional approach will be responsive to the needs of special student populations;
 - Evaluation Criteria 4. Provide a description of the screening process to be used for those students suspected of having a disability, the incorporation of the Child Find process, and teacher participation in CSE meetings;

- Evaluation Criteria 5. Describe the supports, programs, resources, and personnel (including qualifications) that will be used to assist special education students both inside and outside of the general education classroom;
 - Evaluation Criteria 6. Describe the processes and procedures that the proposed school will use to provide specialized instruction to each student in need of special education services that are consistent with the IEP developed by the CSE of the student's school district of residence.
 - Evaluation Criteria 7. Describe the process by which the school will work with the districts of residence to ensure that eligible students receive services consistent with their IEPs and comparable to services provided in other public schools in the district, and ensure fair financing for those services;
 - Evaluation Criteria 9. Describe the process by which general education teachers and those providing supports to special student populations will coordinate and communicate;
 - Evaluation Criteria 10. Describe any ancillary and support services the school expects to offer students and families, for example, counseling, family outreach, and/or relationships with community organizations or service agencies; and
 - Evaluation Criteria 11. Describe the process used to evaluate the effectiveness of the programs employed to support special student populations and how the school will ensure that it is meeting the needs of these students.
- **Section III C Management and Staffing:** The staffing plan outlined in the narrative is not aligned with the tables or proposed budget. For example, page 53 states there will be two teachers in each classroom. Based on the Table 3A, Attachment 8A and the proposed budget, it is not clear who will fill the second teaching position. The description of the residency program on page 54 is unclear and cannot be assessed using the table, attachment or proposed budget. The following evaluation criteria are not included and/or fully addressed:
 - Evaluation Criteria 2. Present a comprehensive staffing plan using **Table 3** that is aligned with the school's enrollment projections, key design elements, education plan, and budget and is likely to achieve the school's mission and goals. The management and staffing plan should present a thorough understanding of how the school will be operated and managed and provide a clear picture of the school's operating structure and priorities.
 - Evaluation Criteria 5. Present a staffing plan that is viable and adequate for effective implementation of the proposed educational program and that includes the number of teachers to be employed at the school in the first year of operation and over the proposed charter term;
 - Evaluation Criteria 7. Provide the hiring and personnel policies and procedures of the school, including the qualifications (experience, professional preparation, training and skills) to be used in the hiring of teachers, school administrators, non-certified instructional personnel and other school employees, and a description of staff responsibilities; Here, the applicant group fails to include special education teachers.

- Evaluation Criteria 11. Explain how individual base salaries and increases will be determined;
 - Evaluation Criteria 12. Describe how the school will address potential human resource challenges as the school grows to scale over the course of the charter term; and
 - Evaluation Criteria 13. Describe how the school will use student assessment data to drive key decisions aimed at the recruitment, evaluation, retention and support of the leaders and teaching staff.
- **Section III E Professional Development:** The applicant group has not articulated a cohesive plan to address the diverse needs of administrators and teachers to implement the charter school's key design features. The applicant group fails to include or fully address the following evaluation criteria:
 - Evaluation Criteria 1. Describe a high-quality professional development and training plan that is likely to support effective development and implementation of the education program and effectively address the needs of administrators and teachers;
 - Evaluation Criteria 3. Describe how the school will ensure that administrators and teachers (new to teaching or experienced) will be prepared to address the needs of all students, particularly those students identified as at-risk of academic failure, students with disabilities, and English language learners;
 - Evaluation Criteria 4. Describe how the school intends to establish a professional climate that results in purposeful teaching and learning and leads to reasonable rates of retention for school administrators and teachers;
 - Evaluation Criteria 6. Describe plans to build organizational capacity, share resources, and best practices.
 - **Section III K Budget and Cash Flow:** The proposed budget does not include sufficient funding in the first two years of operation to cover any unexpected expenses. It is not aligned with all sections of the application. A few examples include; the staffing plan, classroom supplies and materials and staff developments. The following evaluation criteria were not addressed sufficiently:
 - Evaluation Criteria 1. Present a proposed budget and fiscal plan for the school, including supporting evidence that the fiscal plan is sound and that sufficient start-up funds will be available to the charter school;
 - Evaluation Criteria 2. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility;
 - Evaluation Criteria 7. Describe the school's plan for sustainability beyond the start-up period and demonstrate understanding of the funding environment and the authorizer's role for charter schools in New York State.



DIRECTOR
CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel: 518/474-1762; Fax: 518/474-3209; charterschools@mail.nysed.gov

VIA ELECTRONIC TRANSMISSION

December 28, 2017

Ms Sheri Rodman, Proposed Board Chair
[REDACTED]

Mr. Daniel Brink-Washington, Media Contact
info@buffalocommonscharter.org

Dear Ms. Rodman and Mr. Brink-Washington:

Thank you for your submission of the charter school application to establish the **Buffalo Commons Charter School**. After a comprehensive review of the application, the New York State Education Department's Charter School Office (CSO) finds that the proposal does not meet the evaluation criteria set forth in the *2017 Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP)*.

In accordance with the RFP criteria and review process, your charter school application was evaluated by a peer review panel, which included former and current educators active in public schools (including charter schools) and qualified Department staff members. The review panel identified several areas throughout the plan that did not meet criteria in the RFP. Attached to this letter is a summary of the review panel findings for your consideration.

Staff and I acknowledge the enormous amount of time and effort your applicant group/founding trustees have dedicated to design an engaging and viable education program to meet the needs of students in your community. Please take time to thoroughly review the attached summary of findings with the members of your applicant group. If you have questions or wish to discuss these findings, please feel free to contact Vickie at [REDACTED] or at [REDACTED]. Thank you for your commitment to excellent schools.

Sincerely,

David Frank
Executive Director

Vickie Smith
New Schools Coordinator

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents
2017 Round 2 Review Panel Summaries of Significant Findings

Buffalo Commons Charter School

The following summary of reviewer findings is intended to provide the applicant group with a better understanding of the rigorous criteria and expectations for approval to establish a high-quality charter school. The findings presented are highlights of specific deficiencies that were noted by the review panel, but should not be viewed as a complete compilation of changes that should be made to the proposal. If the applicant group seeks to submit another application to establish a Regents-authorized charter school in the future, the group should review these findings and consider appropriate modifications to the school design plan in view of the evaluation criteria published in the New York State Education Department Charter School Application Kit.

Summary of Findings:

The applicant group did not fully address some key evaluation criteria in its written application. When asked specific questions aimed at evaluating the missing components of the application, the applicant group did not provide the level of specificity needed to fully understand how the capacity and readiness to launch the proposed charter school.

Section I- Mission, Key Design Elements, Enrollment, and Community

- **Section 1C: Enrollment, Recruitment, and Retention:** The applicant group fails to fully address how the school will meet evaluation criterion eight, while planning to open with both elementary and middle school grade levels. Specifically, the applicant group fails to fully address the following evaluation criterion:
 - Evaluation Criterion 6: Describe how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.
- **Section 1F: Programmatic and Fiscal Impact:** The applicant group failed to fully address the entire evaluation criterion for this section. References to non-public schools and charter schools in the area is missing as detailed below:
 - Identify the number and type of public and nonpublic schools in the area;
 - Discuss the projected programmatic impact of the proposed school on other public and non-public schools in the area¹; and
 - Present a projected assessment of the fiscal impact of the proposed school on other public and nonpublic schools in the area.²

Section II - Education Plan

- **Section IIB: Special Student Populations and Related Services:** The applicant group failed to address all the required criteria specifically:
 - Evaluation Criterion 1: Discuss how special student populations will be provided with full and meaningful access to participate and progress in the general education curriculum. Explain how the school will ensure that after school and

¹ N.Y. Education Law § 2851(2)(q)

² N.Y. Education Law § 2851(2)(q)

other extra-curricular programming will be accessible to all students including special student populations;

- Evaluation Criterion 5: Describe the supports, programs, resources, and personnel (including qualifications) that will be used to assist special education students both inside and outside of the general education classroom;
- **Section IID: Assessment System:** The applicant group fails to address all the required criteria specifically:
 - Evaluation Criterion 6: Present a clear and credible plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school including valid and reliable measures of student outcomes.
- **Section II E: Performance, Promotion, and Graduation Standards:** The applicant group fails to address all the required criteria specifically:
 - Evaluation Criterion 1: Demonstrate that the promotion and graduation standards are aligned with the school's mission, educational program, and assessment system;
 - Evaluation Criterion 2: Describe the proposed school's policies and standards for promoting students to the next grade, achievement level, of grouping level; and
 - Evaluation Criterion 4: Provide sample promotion/exit standards for each of the school's grade-level groupings (e.g., lower and upper elementary, middle, high school) in mathematics, English language arts, and one other subject areas that are critical to the school's mission. These standards should provide a clear sense of what students will know and be able to do at the end of each grade level.

Section III: Organizational and Fiscal Plan

- **Section IIIB Board of Trustees and Governance:** The applicant group fails to address all the required criteria specifically.
 - Evaluation Criterion 2. Describe ...the processes to be followed by the school to promote parental and staff involvement in school governance. The experience and qualifications of proposed board members should demonstrate the capacity to found and sustain a high-quality charter school; to manage public funds effectively and responsibly; and to develop and strengthen ties to a broad and diverse community from which the school will draw students;
 - Evaluation Criteria 3. Demonstrate a clear understanding of the roles and responsibilities of a charter school board of trustees and its officers, including a clear understanding of the administrative relationship between the charter school governing board and the Board of Regents as the chartering entity;
 - Evaluation criteria 6: Describe recruitment, selection, and development plans for members of the Board of Trustees and information about any critical board seats to be filled in the future (such as a parent representative).

- **Section IIIC. Management and Staffing:** The applicant group fails to address all the required criteria specifically.
 - Evaluation Criterion 7. Provide the hiring and personnel policies and procedures of the school, including the qualifications (experience, professional preparation, training and skills) to be used in the hiring of teachers, school administrators, non-certified instructional personnel and other school employees, and a description of staff responsibilities;
- **Section III Budget:** The applicant group failed to provide a budget that meets all the evaluation criteria. The following is missing from the application or were not described fully during the capacity interview:
 - Evaluation criteria 2: Present budget priorities that are consistent with and support key parts of the plan, including the school’s mission, educational program, staffing and facility;

Capacity Interview Findings:

NYSED CSO staff use a Capacity Interview Scoring Rubric to assess the proposed founding board in following areas: 1) Founding Group and Board Representation; 2) Skill; 3) Will; 4) Capacity; 5) Knowledge of Application and Ability to Address Questions; 6) Governance; and 7) Readiness to Launch. NYSED CSO finds that the proposed founding board did not “Meet the Standard” in the five of the seven areas:

Skill

- Responses demonstrate limited expertise and experience in the fields of education, school governance, fiscal management and charter school start-up and operations.

Capacity

- Responses address most of the questions posed, but lack some meaningful details and require important additional information to be reasonably comprehensive. Demonstrates limited preparedness.

Application Knowledge and Ability to Address Questions

- Interviewees demonstrate basic knowledge of the charter school application, and address most of the questions regarding the proposed charter school and application, specifically in areas where reviewers raised concerns. However, it is unclear if all founding members are fully knowledgeable about the charter application. Some concerns remain.

Governance

- Responses indicate there are some structures, systems, protocols and procedures in place that could allow the Board of Trustees to effectively govern the school.

Readiness to Launch

- The members of the founding board did not demonstrate with confidence their readiness to execute school development activities and launch the proposed school.

REQUEST 3h: FOUNDING TEAM RESUMES

This request is not applicable.

Aliesa M. Adelman, CSDP, LEED AP BD+C

Director of Sustainability

Aliesa Adelman is the Director of Sustainability an account executive at Wendel. Aliesa collaborates with the project teams to integrate sustainable development principles into projects and serves as a client liaison for developing new opportunities that focus on resilience, energy management, and healthy environments. Ms. Adelman is passionate about bringing innovative projects to life that create a sense of place and enhance livability in communities. Ms. Adelman also works closely with k-12 schools and higher education institutions to help promote energy and sustainability into operations and curriculum. Aliesa collaborates with WNY STEM, the P-TECH program, and the U.S. Green Schools Initiative to actively engage students in hands-on learning experiences. Aliesa is a Certified Sustainable Development Professional, LEED BD+C Accredited Professional, with additional training as a Building Analyst, Building Envelope Specialist, and Carbon Reduction Manager. Aliesa currently serves on the Urban Land Institute Women's Leadership Initiative; Vice President Board of Director of the Western New York Sustainable Business Roundtable; and Board of Director for the Partners for a Livable Western NY. Additionally, Aliesa sits on a National Academies of Science Research Panel, Construction Exchange Sustainability Committee, Transportation Research Board Climate Task Force, and co-chairs the Climate Action committee for the American Public Transportation Association.



CERTIFICATIONS

Certified Sustainable Development Professional

LEED Accredited Professional Building Design + Construction

GPRO Fundamentals of Building Green Instructor

EDUCATION

BS, Environmental Science, University at Buffalo

MS, Secondary Education, D'Youville College

RELEVANT TRAINING

Association of Energy Engineers, Certified Carbon & GHG Reduction Manager

GHG Management Institute, Organizational GHG Accounting

GHG Management Institute, Project Level GHG Accounting

Building Analyst Certification

Building Envelope Specialist Certification

AFFILIATIONS and RECOGNITION

Leadership Buffalo

Business First 40 under 40

Buffalo Niagara Partnership

USGBC New York Upstate Chapter

Urban Land Institute

Congress for New Urbanism

VOLUNTEER WORK

City Mission

Hawk Creek

Adaptive Ski Program for

SELECT PROJECT EXPERIENCE

- **New York Power Authority**- Program management and plan development oversight for City of Buffalo Energy Master Plan.
- **Town of Evans, NY**- Program coordination and technical oversight for Greenhouse Gas Emission Report and Climate Action Plan.
- **Finger Lakes Regional Sustainability Plan, Finger Lakes Region, NY** – Development of regional sustainability plan, identifying sustainability targets for energy, transportation, land use, waste, and resource and water conservation.
- **Buffalo and Fort Erie Peace Bridge Authority, Buffalo, NY** – Renovation and new construction of the Peace Bridge Inspection and administrative offices. Project targeting LEED certification.
- **Chatham Area Transit, Savannah, GA** – Major renovation of a historic Greyhound and Chatham Area Transit center. The project has achieved LEED Gold certification.
- **Greater Lynchburg Transit Company (GLTC), Lynchburg, VA** –Design for Intermodal Transfer Facility. The project has achieved LEED Platinum.
- **Cinder Bed Road (Public Private Partnership)** - A complex design for a bus maintenance facility and administration building. The project is targeting LEED Silver certification.
- **Niagara Falls International Intermodal Facility, City of Niagara Falls, NY** - International railway passenger station utilizing energy efficient and sustainable design principles.
- **Chautauqua Institution, Amphitheater Renovation and Restoration Chautauqua, NY** – Renovation and restoration of the historically significant amphitheater and performance area. The project is targeting LEED Silver certification.
- **Blacksburg Transit Virginia Tech Intermodal, Blacksburg, VA**- Design for Intermodal Transfer Facility. The project is targeting LEED Platinum certification.
- **Copiague School District, Copiague, NY**- Master planning and

[REDACTED]

8/04 – 12/06 Boys & Girls Clubs of Buffalo

Buffalo, NY

[REDACTED]

PROFESSIONAL MEMBERSHIPS

- Chairmen, Board of Trustees, True Bethel Baptist Church.
- Former Board President, True Community Development Corporation
- Board member, Buffalo State College President's Community Advisory Board
- Co-Chairmen, Afterschool Network of WNY- Professional Development Committee
- Member, Board of Trustee, True Bethel Baptist Church
- Member, Say Yes Buffalo- Religious Based Task Force
- Member, Boys & Girls Clubs-Society of African American Professionals
- 2004, 2005, 2006, 2007 – Association of Boys & Girls Clubs Professionals
- 9/04 – Academy of Boys & Girls Clubs of America
- Youth Development category at the Professional level
- 5/06 – Academy of Boys & Girls Clubs of America
- Youth Development category at the Distinguished level
- 9/06 – Academy of Boys & Girls Clubs of America
- Management category Professional level
- 5/07 – Academy of Boys & Girls Clubs of America
- Management category Distinguished level

CERTIFICATIONS

- Administrative Certificate Program at the University of Buffalo.
- National Trainer for Boys & Girls Clubs of America.
- American Red Cross –CPR-Adult & Child Instructor

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Commons Charter School

2. Full name: Aliesa Adelman
Home Address: [REDACTED], Lancaster NY 14086
Business Name and Address: [REDACTED]
[REDACTED] Williamsville, NY 14221
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
 - a. WNY Sustainable Business Roundtable
 - b. Vision Long Island
 - c. Partners for a Livable WNY
 - d. US Green Building Council

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

The situation would need to be brought to the attention of both the school director as well as the board. Subsequent actions would include speaking with the board member in question, reviewing bylaws and legal considerations once the details have been ascertained. If the situation is deemed not to be in the best interest of the school, the board member may be asked to resign.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Aliesa Adelman, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Buffalo Commons Charter School is true and correct in every respect.

Aliesa Adelman

Signature

_____ March 1, 2018

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207

(518) 445-4250 (phone)

(518) 320-1572 (fax)

charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: Cherish Davis
Home Address: [REDACTED]
Business Name and Address:
Home telephone No. [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business.
 Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If I believe one or more members of the board were involved in self-dealing I would bring it to the attention on the board chair and SUNY Charter Schools inst

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Cherish Davis, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Buffalo Commons Charter school is true and correct in every respect.


Signature

2/2/2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Bugala Commons Charter School

2. Full name: *Ari Micah Goldberg*

Home Address: [REDACTED] *Clarence Center, NY 14032*

Business Name and Address: [REDACTED]

Home telephone No.: [REDACTED] *Bugala, NY 14202*

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

Does not apply to me. Yes, [REDACTED]

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I know all trustees through board meetings, and through prior meetings unrelated to the charter, I know [REDACTED].

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, my wife and I are friendly with proposed [REDACTED].

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, I previously [REDACTED] also a proposed employee.

11. Please indicate whether you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, [redacted]

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Pursuant to our conflict of interest policy ~~the trustee~~ ~~disclose~~ ~~the conflict~~ and abstain from voting. the trustee must disclose the conflict and abstain from voting.
Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Ari M. Goldberg, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the [redacted] corporation is true and correct in every respect.

Ari M. Goldberg
Signature

2.27.18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

Ari M. Goldberg

[REDACTED], New York 14032
[REDACTED]

EDUCATION

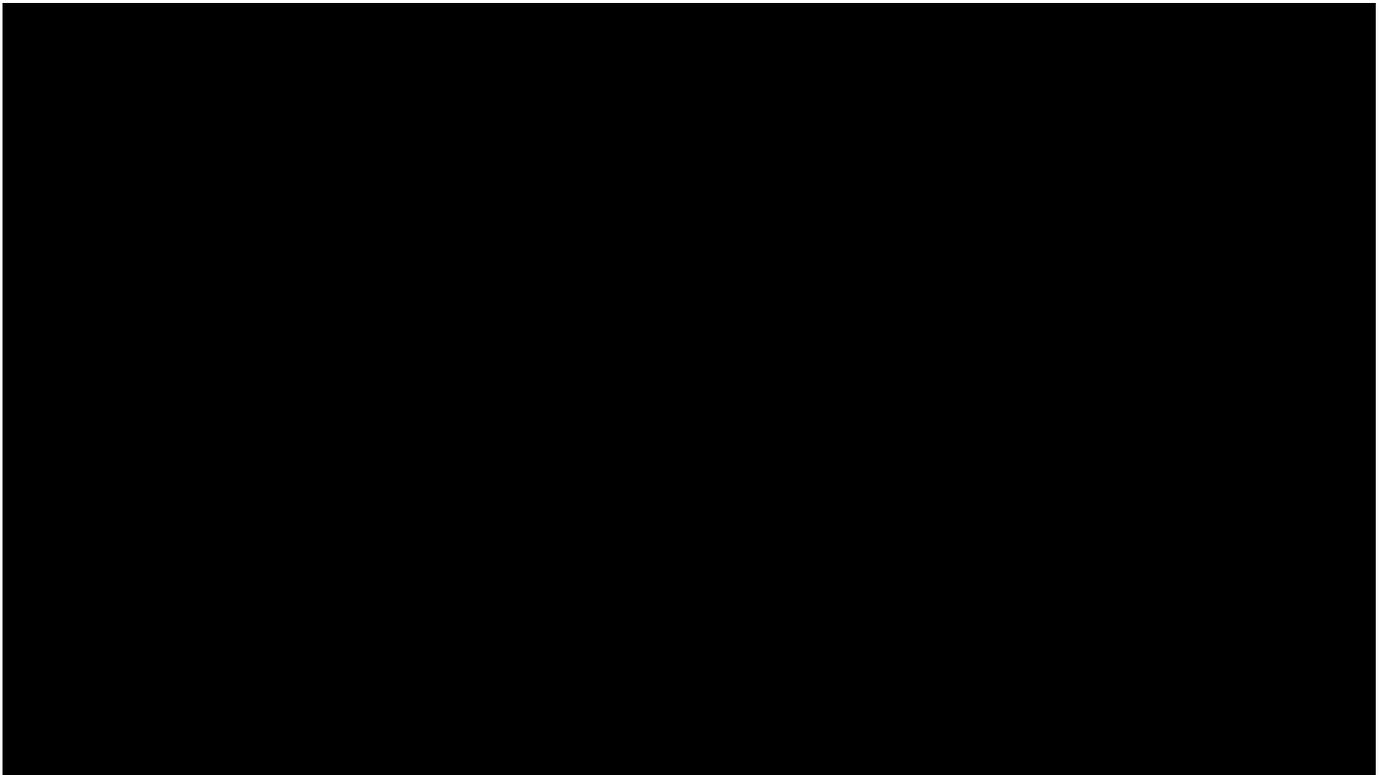
State University of New York at Buffalo Law School 2014-present

- *Juris Doctor* expected May 2017; 3.57 GPA
- *Buffalo Law Review*: Executive Editor; Placed in 2016 Top 10 Student written articles
- *Recipient*: Merit Scholarship; George Kannar Award for Best Overall Appellate Advocate at Desmond Moot Court 2016; CALI Award for Excellence in Insurance Law
- *Participant*: Affordable Housing and Community Development Clinic (Fall 2015); Tortfeasors Softball Team (Spring 2016); Desmond Moot Court (Fall 2016); Trial Technique (Fall 2016)

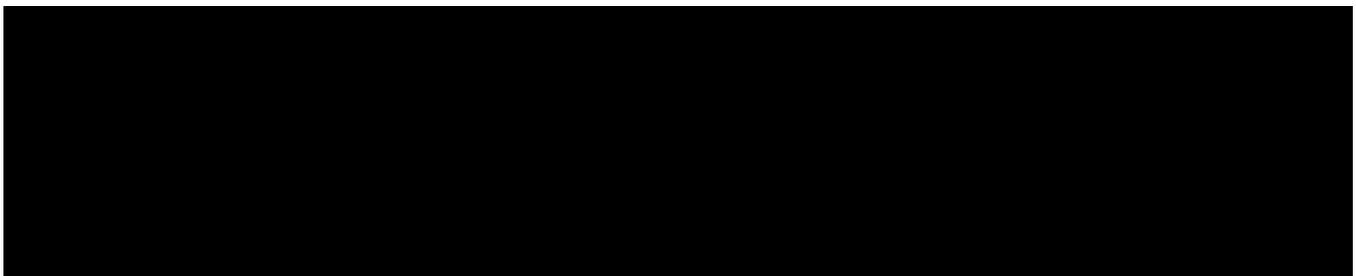
State University of New York at Buffalo Undergraduate 2010-2013

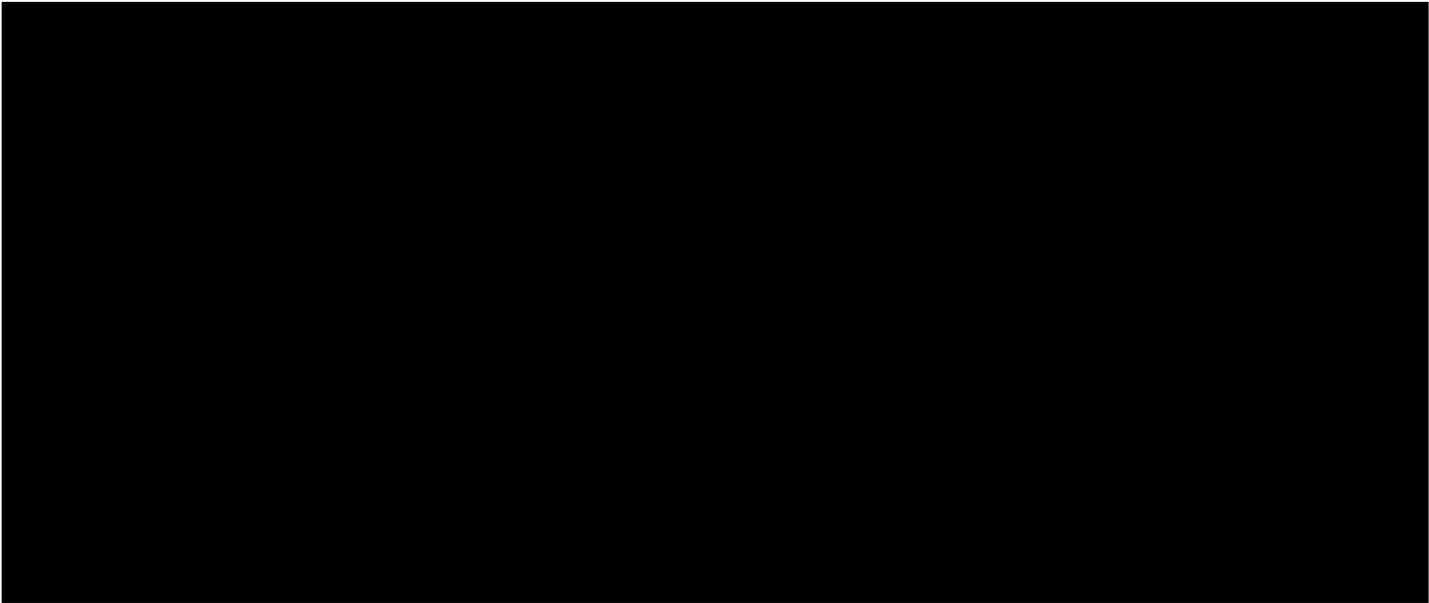
- *Bachelor of Arts* in History with highest honors; 3.42 GPA
- *Recipient*: John T. Horton Research Paper Prize; Milton Plesur Merit Scholarship

PROFESSIONAL EXPERIENCE



ADDITIONAL EXPERIENCE





PUBLICATIONS

- *Compensating the Castle: How Just Compensation Calculations Under the Fifth Amendment Lack Fair Consideration for Homeowners* (in progress)

REFERENCES



INTERESTS

- *Buffalo, urban, Jazz, land use, and American Frontier history; hiking; cycling and running; playing basketball, baseball, softball, and ultimate frisbee; cinematography; cartography.*

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Commons Charter School
2. Full name: **Miriam Kelley**
Home Address: [REDACTED] **Buffalo, NY 14213**
Business Name and Address: [REDACTED] **Buffalo, NY 14202**
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, [REDACTED].
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, [REDACTED]
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

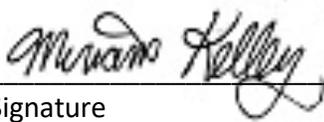
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. [REDACTED]

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, **Miriam Kelley**, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **Buffalo Commons Charter School** is true and correct in every respect.



 Signature

February 26, 2018

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Commons Charter School

2. Full name: Melissa J. Leopard
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
X Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. I / we or my family do not anticipate conducting any such business.
 Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, _____.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, _____.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would contact the educational corporation as to how to proceed.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Melissa J. Leopard, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Buffalo Commons Charter School is true and correct in every respect.

Melissa J. Leopard 2/28/18
Signature Date _____

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Commons Charter School

2. Full name: Robert Lowery
Home Address: [REDACTED], Hamburg, NY 14075
Business Name and Address: [REDACTED]; Hamburg, NY 14075
Home telephone No.: [REDACTED]
Work telephone No.: n/a
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would inform the officers of the Board and the head of School. We would then identify next steps by consulting with our bylaws and seeking legal counsel.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Robert Lowery, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Buffalo Commons Charter School is true and correct in every respect.


Signature

3/2/2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Commons Charter School

2. Full name: **Michael Mohr**
Home Address: [REDACTED] **Clarence NY**
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, I serve as a board member for Community Connections of New York (CCNY) Inc. CCNY does not currently have any relationship or conflicts of interest with Buffalo Commons Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. **I would take immediate action to take any possible steps to halt any activity which has the appearance of self-dealing. In accordance with our conflicts of interest policy the situation would be brought to our audit committee for review and a recommendation of action made to the full board of trustees. I would ensure a zero tolerance policy for any inappropriate self-dealing, and if applicable laws need to be considered would seek the appropriate channels for further investigation.**

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. **None**

Certification

I, **Michael Mohr**, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **Buffalo Commons Charter School** is true and correct in every respect.


Signature

3/1/2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Buffalo Commons Charter School

2. Full name: *Sheri Rodman*
Home Address: [REDACTED] *Amherst, N.Y. 14226*
Business Name and Address: [REDACTED] *New York, N.Y. 10001*

Home telephone No.: [REDACTED]
Work telephone No.: *N/A*
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
See attached resume.
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me.

Yes, I currently serve on the Board of Directors for the Buffalo Jewish Federation and the Buffalo Bureau of Jewish Education and I am the immediate past president of the board for a young professionals organization.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees.

Yes, another prospective trustee, Ari Goldberg, and I are both members of a young professionals group in Buffalo. He and I have met in a social setting several times over the last two years.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would immediately bring my concern to the board secretary and the head of school. Together, we would determine appropriate next steps, which may include further investigating the situation, having a conversation with the board member in question, consulting our bylaws, and seeking legal counsel. The situation may ultimately result in asking the board member in question to resign.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Sheri Rodman, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Buffalo Commons Charter School is true and correct in every respect.

<i>Sheri Rodman</i>	1/21/18
Signature	Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute

R-03j: Buffalo Commons Public Outreach: Meetings, Events, and Feedback

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
11/10/2015	Community leaders	Met with community leaders and charter advocates Steve Polowitz and Amy Friedman to introduce the school idea and learn more about the charter landscape in Buffalo	Spot Coffee 765 Elmwood Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Our project was characterized as being “far ahead of the curve” when it comes to new Buffalo charter schools ● A number of important members of the local education sector were discussed, and the importance of being in touch with them was stressed 	<ul style="list-style-type: none"> ● Made appointments with many of the community leaders 	Two (2) community leaders
01/25/2016	Community leader(s)	Met with the head of the District Parent Coordinating Council (DPCC) to introduce the school idea, understand the role of the DPCC, and make connections with other community leaders	Sam Radford’s DPCC Office, Buffalo, NY	<ul style="list-style-type: none"> ● DPCC generally supports school choice ● There is a great interest in more Community School models ● There is deep frustration and dissatisfaction amongst parents of Buffalo district school students ● Mr. Radford believes there is more room for new charters 	<ul style="list-style-type: none"> ● Agreed to meet again when the school concept is further along ● In the meantime, will connect with a number of Mr. Radford’s recommended community leader connections 	One (1) community leader

3/06/2016	Local educators	Focus groups with local educators	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> ● Mission was verbose and somewhat unclear 	<ul style="list-style-type: none"> ● Revised mission statement to more accurately reflect the ideas of the school 	
03/22/2016	Local (and prospective) parents	Focus group with local parents hearing their wants and needs, and introducing our proposed school model for feedback	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of the mission and vision ● Wondering how to get involved at this point ● Want to make sure that the social/emotional needs of students are systematically addressed through dedicated personnel 	<ul style="list-style-type: none"> ● The leadership will consider putting a full-time social worker in the budget for operational year one 	Three (3) prospective parents
4/03/2016	Local educators	Focus group with local educators around draft of school schedule	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> ● There is interest in a block schedule at the middle school level that would allow for deeper investigations ● There is interest in an alternative yearly schedule that would have week-long “project periods” interspersed between more traditional trimesters 	<ul style="list-style-type: none"> ● Block scheduling was researched by the leadership, and found to provide slight gains in achievement in some studies. Other studies showed no difference between block scheduling and more traditional schedules – we will tentatively adopt a block schedule for grades 5-8 	Six (6) local educators
04/19/2016	Financial expert, community leader	Met with an M&T vice president in order to introduce the school idea,	The Saturn Club 997 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission of the school ● Interest in helping our team better understand 	<ul style="list-style-type: none"> ● We agreed to set up a meet and greet for the school leadership 	One (1) community leader

		better understand the finances of charters, and make connections with other community leaders		the financial and operational needs of new charter schools	and local financial professionals	
04/26/2016	Community leader(s)	Met with the executive director of the Teach for America local chapter to introduce the school idea, understand the role of TFA in the city, and make connections with other community leaders	Teach for America Offices 345 W. Ferry St., Buffalo, NY	<ul style="list-style-type: none"> ●The ED was very supportive of the mission and vision for the proposed school ●It is unclear, with a diverse student body, whether any formal partnership could be pursued 	<ul style="list-style-type: none"> ● We agreed to stay in touch and help one another in whatever ways appropriate 	One (1) community leader
05/01/2016	Local educators	Focus group with local educators around revised school schedule	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ●There was strong support for the middle school block schedule, and for the accompanying teacher schedule that was presented ●The elementary school schedule was thought to lack sufficient time in specific English and Math skill instruction 	<ul style="list-style-type: none"> ● The elementary schedule was revised to include more time for targeted English and Math skill instruction 	Six (6) local educators

05/10/2016	Community leaders, higher education leaders	Met with the Dean of Canisius College education department and Director of The School of Community Partnerships to introduce the school idea, understand the role Canisius in local teacher preparation, and discuss the possibility of a more formal connection	Canisius College 2001 Main St., Buffalo, NY	<ul style="list-style-type: none"> ● Very positive overall regarding mission and vision of the school ● High level of interest in a more formal partnership regarding resident teachers later in the life of the school 	<ul style="list-style-type: none"> ● Agreed to stay connected as we continue in the process 	Two (2) Canisius education department leaders
05/20/2016	Local (and prospective) parents	Focus group with local parents hearing their wants and needs, and introducing our proposed school model for feedback	7 Windsor Ave., Buffalo NY	<ul style="list-style-type: none"> ● Mixed feelings about the charter school movement in general ● Great support for the mission and vision of the school, though some questions about how to ensure academic rigor with such a diverse range of student abilities 	<ul style="list-style-type: none"> ● Realized the need to inform audiences about what charter schools are, who they serve, and how they operate compared to traditional district schools ● Need to more clearly articulate how our supports will help all students meet the demands of a 	Five (5) local parents

					rigorous academic program	
05/31/2016	Community leader(s)	Met with business development manager at Invest Buffalo/Niagara to introduce the school idea, understand the broader economic landscape of Buffalo, and make connections with other community leaders	Perks Café 448 Elmwood Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of the mission and vision ● Great need for improved K-12 sector in order to draw successful businesses and employees to the area, and specifically into the city limits 	<ul style="list-style-type: none"> ● Agreed to stay connected as we move forward in the process of application 	One (1) community leader
06/05/2016	Local educators	Focus group with local educators around curriculum and instruction frameworks	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● These local educators wanted a framework for teaching that would be mission-aligned, standards-driven, and research-based but allow for autonomy 	<ul style="list-style-type: none"> ● The school leadership determined that we would avoid “canned” curricula, in favor of an internally developed framework for instruction based on the most successful programs and/or strategies 	Three (3) local educators
07/16/2016	Local educators	Focus group with local educators around curriculum and teaching frameworks	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● Teachers responded very well to the overarching vision for curriculum and teaching at the school, but believed that a greater level of structure was needed to move 	<ul style="list-style-type: none"> ● We are developing shared lesson and unit templates that can be used throughout the school that will help guide teachers to a 	Four (4) local educators

				toward a “way of teaching”	shared set of mission-aligned, standards-driven, and research-based practices when designing and implementing curricula	
07/18/2016	Community Leader	Met with board member of the Cullen Foundation to introduce the school and understand the foundation’s role in the local educational landscape	325 Essjay Road, Suite 405 Williamsville, NY	<ul style="list-style-type: none"> ●Cullen is looking to support initiatives that have a proven track record at this point in their philanthropy ●They are especially interested in working with schools that have clear a devotion to supporting students living in poverty ●They do work with some diverse schools in their “Beating the Odds” program ●They’d like to introduce our leadership to their program director 	<ul style="list-style-type: none"> ● Connect with their program director ● As we know more about our student demographics and build a track record of success, we’ll be back in contact with the foundation 	One (1) community leader
07/19/2016	Local (and prospective) parents	Focus group with local parents hearing their wants and needs, and introducing our	159 Baynes St., Buffalo NY	<ul style="list-style-type: none"> ●Strong support for the mission and vision of the school ●Emphasis on the importance of excellent leadership 	<ul style="list-style-type: none"> ● Continue to help the community get to know our school leader by planning outreach events where families can 	Three (3) local parents

		proposed school model for feedback			interact directly with him	
07/25/2016	Legal expert, community leader	Met with an associate in education law at Harris Beach LLP to introduce the school project, and understand more about legal representation for charter schools	Harris Beach @ Larkin Square 745 Seneca St., Buffalo, NY	<ul style="list-style-type: none"> ● Supported the mission of the school ● Explained Harris Beach's presence in the local education sector with both districts and charters ● Advised our leadership that they would explore the possibility of pro bono services, but a more likely avenue of work together would be delayed payment for services 	<ul style="list-style-type: none"> ● Will follow up with Harris Beach to find out about pro bono services and/or after talking with a greater number of legal experts 	One (1) legal expert
07/26/2016	Community leader(s)	Met with the executive director of the Buffalo Center for Arts and Technology to introduce the school idea, understand the larger education and non-profit landscape, and make connections with other community leaders	BCAT 1221 Main St., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision of the school ● Desire to see more school options that are of a high quality and connect students to their passions and their communities ● Special interest in parent involvement that goes beyond the typical outreach efforts 	<ul style="list-style-type: none"> ● Agreed to continue to meet, informally, to get feedback on the school materials 	One (1) community leader

07/28/2016	Elected officials	Met with the Buffalo city comptroller to introduce the school idea, understand the larger education and non-profit landscape, and make connections with other community leaders	City Hall 65 Niagara Square, Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for better school options ● General support for the mission and vision of the school ● Stressed the importance of being in touch with the school board, common council, and other elected officials before beginning community outreach in earnest 	<ul style="list-style-type: none"> ● Altered our community outreach project plan to address the comptroller's feedback ● Made appointments with a few community leaders that were suggested as contacts 	One (1) elected official
08/06/2016	Community leaders, prospective parents, general public	Soft launch of initial website	Online	<ul style="list-style-type: none"> ● Need more pictures of students ● Need to be clearer about what the asks of the consumer are 	<ul style="list-style-type: none"> ● Addressed these issues in revisions 	See below
08/07/2016	Local educators	Focus group with local educators around revised curriculum and teaching frameworks	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> ● Educators responded very positively to our "way of teaching" presentation 	<ul style="list-style-type: none"> ● Continue to make small adjustments and deepen the work that we've done in this area 	Four (4) local educators
08/12/2016	Community leader	Met with the executive director of the International Institute to introduce the school idea, understand the larger landscape of immigrant and	Sweet_Ness 7 220 Grant St., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of the vision and mission of the school ● Desire to see some level of specific and special support for students that are new to the country 	<ul style="list-style-type: none"> ● Made appointments with recommended contacts 	One (1) community leader

		refugee populations in Buffalo, and make connections with other community leaders		<ul style="list-style-type: none"> ● Provided a number of contacts to follow up with 		
08/23/2016	Financial expert, community leader	Met with an M&T vice president of business and professional banking in order to introduce the school idea, better understand the finances of charters, and make connections with other community leaders	Tipico Coffee 128 Fargo Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission of the school ● Interest in helping our team better understand the financial and operational needs of new charter schools 	<ul style="list-style-type: none"> ● We agreed to continue informally meeting in order to draft and revise the initial budget and cash flow for the school ● Made appointments with some of the community leaders that we discussed 	One (1) community leader
08/25/2016	Community leader(s)	Met with program officer of the Cullen Foundation to introduce the school and understand the foundation's role in the local educational landscape	Spot Coffee 225 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong personal support of the mission and vision ● Reiterated the Cullen Foundations priorities and their desire to stay abreast of what we are doing 	<ul style="list-style-type: none"> ● Make sure to keep the program officer updated on our progress 	One (1) community leader
08/30/2016	Charter school sector leader(s)	Met with the managing director of the Northeast	Hampton Inn Hotel 220 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of the mission and vision of the school 	<ul style="list-style-type: none"> ● Revised the letter of intent to be more balanced between 	One (1) charter sector leader

		Charter School Network to introduce the school and understand the organization's role in the local educational landscape		<ul style="list-style-type: none"> ● A desire to see more concrete description of the school in the letter of intent 	philosophy and concrete details	
9/11/2016	Local educators	Focus group with local educators around potential name change for the school	159 Baynes St., Buffalo, NY	<ul style="list-style-type: none"> ● The group was split as far as whether or not to change the name from "Perspectives Academy Charter School" to something else ● Some felt that the name was vague and somewhat inaccessible ● Others felt that it really matches what we are trying to create 	<ul style="list-style-type: none"> ● We will seek additional input from others in the community about the name of the school 	Six (6) local educators
9/27/2016	Real estate developers, community leaders	Met with McGuire Development to introduce Buffalo Commons, source properties, and discuss their business model for helping charter schools with facilities	McGuire Development 560 Delaware Ave., Buffalo	<ul style="list-style-type: none"> ● McGuire can source a number of properties, both former schools, as well as sites that would require adaptation for school use ● The McGuire team believes that the near east side might be a good place to locate the school 	<ul style="list-style-type: none"> ● Set follow-up meeting ● Agreed to have McGuire introduce Buffalo Commons leadership to a number of other developers and properties 	Three (3) McGuire team members (current and former)

9/27/2016	Real estate experts, community leaders	Met with CBRE Managing Director and team to introduce the school, source properties, and discuss their business model for helping charter schools with facilities	CBRE 257 W Genesee St. Suite 160, Buffalo	<ul style="list-style-type: none"> ● CBRE thinks that there are facilities to be looked at along the Main St. corridor ● They are especially interested in a potential mixed-use match 	<ul style="list-style-type: none"> ● Set up appointments through CBRE for leadership to meet a number of landlords and see a number of properties 	Three (3) CBRE team members
10/02/2016	Local educators	Focus group with local educators around support for “at-risk” students	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● Educators thought that a system that is consistent yet flexible was key ● They desired a system that provided for both academic remediation and enrichment as well as social-emotional support ● The educators were adamant that the academic support groups be capped at no more than 8 students per group 	<ul style="list-style-type: none"> ● This validated much of the leadership’s thoughts about having a small group tutorial and enrichment each day in the middle school ● It also validated a leveled groups literacy and math time in the elementary school 	
10/12/2016	Real estate experts, community leaders	Met with Plaza Group representative to introduce the school, gather information about	Potential School Site Ellicott District Buffalo, NY	<ul style="list-style-type: none"> ● Plaza Group feels that the Ellicott district property is ideal given the needs of the school and the fact that the 	<ul style="list-style-type: none"> ● The property has limited parking, outside space, and no possibilities for expansion; at this 	Two (2) CBRE and Plaza Group team

		Plaza Group's business, and tour a potential school site		building's last usage was also for a charter school	point we'll table these negotiations	
10/12/2016	Real estate developers, community leaders	Met with CEO of Tri-Main building to introduce the school, gather information about Tri-Main's business	Tri-Main Building 2495 Main St., Buffalo, NY	<ul style="list-style-type: none"> • Tri-Main is interested in the project, but wants to wait until we are further along in the application process 	<ul style="list-style-type: none"> • We will reach out again should we reach the next phase of the application process 	
10/17/2016	Law expert, community leader	Met with partner at Barclay Damon LLP to introduce school project, understand more about charter school representation, and make connections to other community leaders	Spot Coffee 225 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> • Strong support of the mission and vision of the school • Desire to connect our leadership with a number of young, talented Barclay Damon professionals as potential board members 	<ul style="list-style-type: none"> • Agreed to do a meet and greet event at Barclay Damon on a date TBD 	One (1) community leader
10/18/2016	Community leaders	Met with CEO and Vice President of Community Impact of the Community Foundation of Greater Buffalo (CFGB) to introduce the school idea, understand the role of the foundation in the non-profit and education	CFGB Larkin at Exchange 726 Exchange St., Buffalo, NY	<ul style="list-style-type: none"> • CFGB is heavily invested in improving the non-profit sector in the area, including education • Many of their efforts in education are currently bundled in the Say Yes support program for students that attend Buffalo district and charter schools 	<ul style="list-style-type: none"> • We will definitely locate the school within the Buffalo City School District so that our students can benefit from the offerings of the say Yes program • We have created an online account with Charity Strong as a way to support the 	Two (2) community leaders

		landscape, and make connections to other community leaders		<ul style="list-style-type: none"> ●The leadership was very positive about the mission and vision that we shared ●The CEO offered to connect us with a board support venture that the foundation has helped move forward – Charity Strong 	growth and development of our board of trustees now and in the future	
10/20/2016	Real estate developers, community leaders	Met with Cedarland Development CEO and team to introduce the school idea, gather information about Cedarland’s business, and tour a potential school site.	Potential School Site Fillmore District Buffalo, NY	<ul style="list-style-type: none"> ●Cedarland has a number of projects working on the east side of Buffalo ●They were excited by the mission and vision of Buffalo Commons and would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> ●The site is a former commercial property that has been vacant for a number of years and would provide a largely blank slate to build a school into ●BCCS asked to see potential plans for what a 50,000 sq. ft. portion of the building might look like 	Three (3) Cedarland and McGuire team members
10/21/2016	Community leader, maker space expert	Met with the executive director and various artists of the Foundry to introduce the school, gather information about the youth programming at	The Foundry 298 Northampton St., Buffalo, NY	<ul style="list-style-type: none"> ●Strong support for the mission and vision of the school ●A lot of excitement about the potential for artist entrepreneurs working out of the Foundry to work with our students in 	<ul style="list-style-type: none"> ●Keep the foundry abreast of our progress ●Check in about a more formal partnership further along in the process 	Four (4) community leaders

		the Foundry, and tour the Foundry's facilities		their Innovations class projects		
10/24/2016	Real estate developers, community leaders	Met with Catholic Charities CEO to introduce the school, gather information about Catholic Charities real estate, and tour a potential school site.	Potential School Site Fillmore District, Buffalo, NY	<ul style="list-style-type: none"> •Catholic Charities has a nearly move-in-ready property on the east side •They were excited by the mission and vision of Buffalo Commons and would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> • The site is a former school, so it has many desired amenities • BCCS determined that between a smaller than ideal square footage, and an inability to significantly expand, we would table the deal for the time being asked to see potential plans for what a 50,000 sq. ft. portion of the building might look like 	Two (2) Catholic Charities and McGuire team members
10/27/2016	Regent Collins	Sent letters introducing the school project and requesting a meeting.	Email	<ul style="list-style-type: none"> •None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again 	One (1) education official
10/27/2016	Buffalo Public Schools Superintendent and School Board Members	Sent letters introducing the school project and requesting a meeting.	Post	<ul style="list-style-type: none"> •None as yet 	<ul style="list-style-type: none"> • Resolved to reach out again at next phase of the process 	Ten (10) city officials

10/27/2016	Buffalo City Mayor and Common Council Members	Sent letters introducing the school and requesting a meeting.	Post	<ul style="list-style-type: none"> ● Received response from three Common Council Members (Rivera, Feraletto, Wingo) 	<ul style="list-style-type: none"> ● Scheduled face-to-face meetings with each of those council members 	Ten (10) city officials
10/27/2016	Buffalo Assembly-people and Senators	Sent letters introducing the school and requesting a meeting.	Post	<ul style="list-style-type: none"> ● Received response from 1 elected official (Kennedy) 	<ul style="list-style-type: none"> ● Scheduled face-to-face meeting with Senator Kennedy's office 	Three (3) state officials
11/04/2016	Buffalo Public Schools Superintendent and School Board Members	Sent follow-up emails introducing the school and requesting a time to meet.	E-Mail	<ul style="list-style-type: none"> ● None as yet 	<ul style="list-style-type: none"> ● Resolved to reach out again at next phase of the process 	Ten (10) city officials
11/04/2016	Buffalo City Mayor and Common Council Members that had yet to respond	Sent follow-up emails introducing the school and requesting a time to meet.	E-Mail	<ul style="list-style-type: none"> ● None as yet 	<ul style="list-style-type: none"> ● Resolved to reach out again at next phase of the process 	Ten (10) city officials
11/04/2016	Buffalo Assembly-people and Senators	Sent follow-up emails introducing the school and requesting a time to meet.	E-Mail	<ul style="list-style-type: none"> ● None as yet 	<ul style="list-style-type: none"> ● Resolved to reach out again at next phase of the process 	Two (2) state officials
11/06/2016	Local educators	Focus group with local educators around building a culture of excellent	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● Educators love the name "Buffalo Commons" ● They wanted a culture rooted in high 	<ul style="list-style-type: none"> ● We will likely adopt the name "Buffalo Commons" 	

		character and discipline systems to support that culture		<p>expectations, student empowerment, and strong relationships between adults and students</p> <ul style="list-style-type: none"> ●Furthermore, they wanted a disciplinary system that had clear boundaries and consequences, but that was instructive in nature as opposed to punitive 	<ul style="list-style-type: none"> ●The leadership will draft a disciplinary system that has clear boundaries, but also includes elements of the Responsive Classroom approach and/or the Restorative Justice approach, both of which are research-based systems that are mission-aligned in this case 	
11/08/2016	Real estate developers, community leaders	Follow-up meeting with McGuire development team	McGuire Development 560 Delaware Ave., Buffalo, NY	<ul style="list-style-type: none"> ●McGuire set up a number of walk-throughs of potential school sites ●The McGuire team was unsure whether the school sites we've seen so far would effectively draw students from all over the city as per our mission 	<ul style="list-style-type: none"> ●Buffalo Commons' leadership asked McGuire to concentrate on properties centrally located enough to draw a student body from all over the district 	Three (3) McGuire team members (current and former)
11/16/2016	Regent Collins	Follow-up email introducing the school and requesting a meeting.	Email	<ul style="list-style-type: none"> ●None as yet 	<ul style="list-style-type: none"> ●Resolved to reach out again by phone 	One (1) education official

11/18/2016	Council-member and, by extension, community leaders on the Westside	Met with Joel Feroletto, Common Councilmember to introduce Buffalo Commons, understand the Councilmember's view on charter schools, and discuss the Delaware District	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> ● Mr. Feroletto was generally positive about the school project ● He was unsure about the level of interest for a new charter school within the Delaware District 	<ul style="list-style-type: none"> ● Plan specific outreach/recruitment events in the Delaware District ● Keep the council-member updated on the progress of the school 	One (1) councilmember
11/18/2016	Council-member and, by extension, community leaders on the Westside	Met with David Rivera, Common Councilmember to introduce Buffalo Commons, understand the Councilmember's view on charter schools, and discuss the Niagara district	Sweetness 7 Café 220 Grant St., Buffalo	<ul style="list-style-type: none"> ● Mr. Rivera was positive in all regards and pledged to offer a letter of support when appropriate. 	<ul style="list-style-type: none"> ● Will request letter of support when appropriate 	One (1) councilmember
11/20/2016	Real estate developers, community leaders	Met with Ellicott Development Vice President to introduce Buffalo Commons, gather information about Ellicott's business, and tour a potential school site.	Potential School Site Masten District, Buffalo, NY	<ul style="list-style-type: none"> ● Ellicott has a number buildings that might be of interest ● At this site they need to check the fit of the program as well as the financial feasibility ● They were excited by the mission and vision of Buffalo Commons and would be interested in 	<ul style="list-style-type: none"> ● BCCS asked to see potential plans for what a renovation of the building might look like 	Four (4) Ellicott and McGuire team members

				<p>talking more about a potential lease</p>		
11/22/2016	Community leader	Met with 43 North Communications Director to introduce Buffalo Commons, learn more about 43 North's youth programming, and determine how we might work together in the future	43 North 640 Ellicott St., Buffalo, NY	<ul style="list-style-type: none"> ● 43 North runs a startup for schools program that BCCS would be welcome to participate in 	<ul style="list-style-type: none"> ● We will stay connected moving forward, and when Buffalo Commons has a student body enrolled we'll figure out how to get them involved with 43 North 	One (1) community leader
11/27/2016	Interested Community Members, Prospective Families	Launched new website (www.buffalocommonscharter.org)	Online	<ul style="list-style-type: none"> ● Informal feedback from parents, teachers, web developers indicated a desire for clear and concise copy, strong and large images, and a smooth user experience 	<ul style="list-style-type: none"> ● Those elements undergo ongoing revision and development 	To date, over 600 distinct users, over 3,000 page views
11/27/2016	Parents and Community Members willing to send (or recommend that others send) their children to Buffalo Commons	Launched online petition	Online	<ul style="list-style-type: none"> ● Strong support for the overall mission and vision of the school ● A desire amongst some to see an extended day program 	<ul style="list-style-type: none"> ● We are investigating to what extent we can offer an extended school day if we also want to offer student bussing 	To date, 102 signatures

11/29/2016	Community leader, maker space expert	Met with the education director of the Foundry to introduce the school, gather additional information about the youth programming at the Foundry	The Foundry 298 Northampton St., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision of the school ● A lot of excitement about the potential for artist entrepreneurs working out of the Foundry to work with our students in their Innovations class projects 	<ul style="list-style-type: none"> ● Agreed to try and map our Innovations class curricula/projects to some of the areas of expertise that the Foundry has, as a first step in what could be a long term partnership 	One (1) community leader
11/30/2016	Elected Official	Met with Councilmember Ulysses Wingo's legislative assistant to introduce Buffalo Commons, understand the Councilmember's role as Chair of the education committee, and discuss Masten district as a potential location for BCCS	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> ● Strong support for the overall mission ● Interest in potential location in Masten district 	<ul style="list-style-type: none"> ● Scheduled a follow-up meeting with the Councilmember 	One (1) assistant to the councilmember
12/03/2016	Prospective Families	Hosted a meet/greet at a community member's home to introduce team, current vision, and	163 Taunton Pl., Buffalo	<ul style="list-style-type: none"> ● Strong support for design-based learning class ● Need to be located within reasonable distance of highways 	<ul style="list-style-type: none"> ● Added feedback to ideal facility profile 	Six (6) parents with students between the ages of 2 and 6.

		to solicit feedback on school plan				
12/04/2016	Local educators	Focus group with local educators around parent outreach activities	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● Educators loved the idea of using a mission-aligned, design style activity to jumpstart a discussion amongst parents moving forward ● Thoughts were that the survey was too long 	<ul style="list-style-type: none"> ● Revised the survey to be more succinct 	Six (6) local educators
12/07/2016	Local preschool leaders	Met with the lead administrator of the CAO Head Start Academy to introduce Buffalo Commons, understand more about the CAO program, and connect with individual head start providers	CAO Head Start 45 Jewett Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision of Buffalo Commons ● Offer to connect the BCCS leadership with the education leadership of CAO Head Start Academy, as well as individual school site leaders 	<ul style="list-style-type: none"> ● Set up appointments with the contacts suggested by the lead administrator 	One (1) community leader
12/07/2016	Prospective Families	Hosted a meet/greet at a community center to introduce team, current vision, and to solicit feedback on school plan	Jewish Community Center – Holland Building Delaware Ave., Buffalo	<ul style="list-style-type: none"> ● Strong support for design-based learning class ● Strong support for advanced coursework 	<ul style="list-style-type: none"> ● Cemented the idea we'd had to offer a flexible skill instruction band for all students in the middle school schedule that would allow for deeper learning, and potential access to 	Six (6) parents with students between the ages of 2 and 4

					<p>accredited advanced coursework (i.e. Regents courses and tests)</p> <ul style="list-style-type: none"> ● Due to strong positive response, agreed to offer another session in coming months 	
12/07/2016	Elected Official	Met with members of Senator Tim Kennedy's team in order to introduce Buffalo Commons, understand the Senator's position on charter schools, and discuss South Buffalo as a potential location for BCCS	Sen. Kennedy Office 2239 South Park Ave., Buffalo	<ul style="list-style-type: none"> ● The Senator is supportive of public district schools, though he is not against charter schools categorically ● South Buffalo Charter School exhibits a strong influence in the portion of the city represented by the Senator 	<ul style="list-style-type: none"> ● Agreed to keep the Senator's office updated on our progress 	Two (2) assistants to the Senator
12/07/2016	Area Regent	Met via teleconference with Regent Collins to introduce Buffalo Commons, better understand the charter landscape in Buffalo, and understand her educational vision for the area	Phone	<ul style="list-style-type: none"> ● The Regent was interested in our project, and agreed that Buffalo was in need of excellent schools for all students ● She recommended that we reach out to the SED charter office to make sure that Buffalo was able to support further growth of new charter schools 	<ul style="list-style-type: none"> ● Our leadership followed up with the charter school office at SED, and found that they were supportive of applications for new schools from the Buffalo area ● We reached back out to the Regent in hopes of following up 	One (1) Regent

				<ul style="list-style-type: none"> ● If the charter office was positive about the prospect of new charters in Buffalo, the Regent expressed interest in learning more about Buffalo Commons as a potential option for Buffalo area students 	on her willingness to learn more about Buffalo Commons	
12/08/2016	Interested Community Members, Prospective Families	<p>Launched Social Media Outlets</p> <ul style="list-style-type: none"> ● Facebook ● Twitter ● Instagram 	Online	<ul style="list-style-type: none"> ● None as yet 		Over 100 followers
12/08/2016	Buffalo News, Buffalo Rising, The Challenger, Karibu News, Buffalo Rocket, Public Magazine, WBFO	Launched press release and event listing campaign with local media outlets	Print, Online, Radio	<ul style="list-style-type: none"> ● Interview with WBFO that was not picked up for release 	<ul style="list-style-type: none"> ● Continue outreach ● Expand number of outlets 	Approx. 145,000 daily readers and listeners (with at least 138,00 distinct users)
12/09/2016	Subscribers to the email list	Launched Buffalo Commons Newsletter to update subscribers on happenings and progress	Email	<ul style="list-style-type: none"> ● Very positive reactions to the five campaigns that we have sent out so far 	<ul style="list-style-type: none"> ● Continue this outreach on a bi-weekly basis 	To date, 150 subscribers
12/10/2016	Interested Community Members,	Hosted a public community forum to introduce team,	North Park Library 975 Hertel Ave. Buffalo	<ul style="list-style-type: none"> ● Strong support for design-based learning class 	<ul style="list-style-type: none"> ● Added Google Translator widget to website 	Five (5) community members

	Prospective Families	current vision, and to solicit feedback on school plan		<ul style="list-style-type: none"> ● Need for afterschool ● Need for translation of school materials 	<ul style="list-style-type: none"> ● Will begin to offer flyers, etc. in multiple languages 	
12/12/2016	Afterschool administrator, maker space expert	Met with Program Director at Engineering for Kids Buffalo to introduce Buffalo Commons, understand Engineering for Kids as a potential afterschool component, and maker spaces in education more broadly	Tipico Coffee 128 Fargo Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of the mission and vision of the school ● Directed us toward Invention Convention as a solid framework for creative problem-solving in schools ● Recommended finding a structured creativity program for the Innovations class 	<ul style="list-style-type: none"> ● Agreed to continue to work together to plan the Innovations curriculum, especially for the elementary age range 	One (1) afterschool administrator
12/14/2016	Elected Official	Met with Councilmember Ulysses Wingo to introduce Buffalo Commons, understand the Councilmember's role as Chair of the education committee, and discuss Masten district as a potential location for BCCS	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> ● Strong support for the overall mission ● Interest in potential location in Masten district 	<ul style="list-style-type: none"> ● Agreed to keep the councilmember abreast of our progress ● Seek more public support during next phase 	Two (2) team members from the councilmember's office

12/14/2016	Elected Official	Met with the Buffalo city comptroller to follow up on meeting from the summer	City Hall 65 Niagara Square, Buffalo	<ul style="list-style-type: none"> ● Stressed the importance of connecting with the current Regent, Dr. Collins ● Positive reaction to our positive forward movement over the past months 	<ul style="list-style-type: none"> ● Validated our thinking about making sure to understand the Regent's viewpoint and seek her substantive feedback on our proposal 	One (1) elected official
12/17/2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Crane Library 633 Elmwood Ave. Buffalo	<ul style="list-style-type: none"> ● Strong support for more school options in general 	<ul style="list-style-type: none"> ● Due to strong positive response, agreed to offer another session in coming months 	Eighteen (18) community members
12/19/2016	Community leader	Met with the Massachusetts Avenue Project's (MAP) Youth/Education Director to introduce Buffalo Commons, find out more about the way that MAP includes the community in their work, and discuss potential work together in the future	Tipico Coffee 128 Fargo Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision ● Strong support for the Innovations course ● Uncertainty about how the school will systematically work to connect with the community ● Concerns about diversity of the board of trustees ● Concerns about charter schools effect on district schools 	<ul style="list-style-type: none"> ● Agreed to work together informally on strategies for systematic inclusion of the community, recruiting a diverse board and faculty 	One (1) community leader

12/20/2016	Community leader, higher-ed leader	Met with the JUSTICE Project (JP) administrator from Canisius College to introduce Buffalo Commons, learn more about the JP, and determine if there is a chance of working more closely together	Tipico Coffee 128 Fargo Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of school's mission and vision ● Interest in having Canisius undergraduate education majors fulfill some service or credit hours through mentorship of BCCS students in Innovations class 	<ul style="list-style-type: none"> ● Agreed to follow-up about potential partnership at next phase of application 	One (1) community leader
12/22/2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Dudley Library 2010 South Park Ave. Buffalo	<ul style="list-style-type: none"> ● Desire for specialized programming for children on the autism spectrum ● Desire for bussing ● Desire for school to be active in the hyper-local community 	<ul style="list-style-type: none"> ● Due to strong positive response, agreed to offer another session in coming months ● Validation of the plan for bussing ● Validation of the assumption that community members would want the school to play a meaningful role in its geographic community 	Ten (10) community members
12/27/2016	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Porter Library 280 Porter Ave. Buffalo	<ul style="list-style-type: none"> ● Strong support for design-based learning ● Some community members felt unclear about how the school would help students make "meaningful 	<ul style="list-style-type: none"> ● Revised elements of the application to more clearly describe the relationship between the school and the community at large 	Five (5) community members

				connections” with the community.		
12/29/2016	Real estate experts, community Leaders	Follow-up meeting with Ellicott Development Vice President	295 Main St., Buffalo	<ul style="list-style-type: none"> ● Ellicott Development believes that the site in the Masten district will fit the program of BCCS 	<ul style="list-style-type: none"> ● BCCS will furnish Ellicott with further materials ● Ellicott will determine the financial feasibility of the project 	Two (2) team members from Ellicott and McGuire
01/03/17	Family involvement experts, community leaders	Met with the leadership of Every Person Influences Children (EPIC) to introduce Buffalo Commons, understand more about family involvement with at-risk populations, and determine in what ways we might work together in the future	EPIC Office 1000 Main St. Buffalo, NY	<ul style="list-style-type: none"> ● Family involvement efforts should be differentiated for different groups of parents – EPIC could be helpful in sharing that framework and assisting in the creation and/or delivery of accompanying professional development 	<ul style="list-style-type: none"> ● 	Three (3) members of EPIC’s leadership team
01/12/2017	Local (and prospective) parents	Focus group with local parents	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● Strong support for the mission and vision of the program 	<ul style="list-style-type: none"> ● Validated much of the work that we’ve done 	Three (3) local parents
01/19/2017	Local preschool leaders	Met with the education director of the CAO Head Start Academy to introduce Buffalo	CAO Head Start 45 Jewett Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision of Buffalo Commons – they believe that our vision for Kindergarten will mesh 	<ul style="list-style-type: none"> ● Set up appointments with the contacts suggested by the lead administrator 	One (1) community leader

		Commons, understand more about the CAO program, and connect with individual head start providers		extremely well with how they are preparing students in head start <ul style="list-style-type: none"> ● Offer to connect the BCCS leadership with individual school site leaders 		
1/14/2017	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Riverside Library 820 Tonawanda St., Buffalo	<ul style="list-style-type: none"> ● Strong support for design-based learning ● Desire to leverage that kind of learning into career-readiness ● Interest in a gifted and talented style program that is not Olmsted (PS 64) 	<ul style="list-style-type: none"> ● Due to strong positive response, agreed to offer another session in coming months ● In response to career-readiness we'll look to design the Innovations class so that it exposes students to some of the Buffalo Area's best CTE disciplines ● The desire for a gifted and talented approach fits well with the proposed Innovations class 	Fifteen (15) community members
01/15/2016	Local educators	Focus group with local educators around drafts of curriculum descriptions for the application	159 Baynes St., Buffalo	<ul style="list-style-type: none"> ● Educators were very positive about the middle school portions ● Wanted greater clarity about the elementary portions 	<ul style="list-style-type: none"> ● Revised elementary portions accordingly 	Six (6) local educators

01/21/2017	Interested Community Members, Prospective Families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	Frank E. Merriweather Library 1243 Jefferson Ave, Buffalo	<ul style="list-style-type: none"> ● Strong support for design-based learning ● Desire to leverage that kind of learning into career-readiness ● Parents articulated need for afterschool, sports, and enrichment opportunities 	<ul style="list-style-type: none"> ● Validated the idea to design Innovations in a way that maps well to local CTE high school programs ● We have begun to outreach to afterschool providers in order to find a potential partner 	Seven (7) community members
01/26/2016	Afterschool administrator	Met with Assistant Director at University of Buffalo Liberty Partnership (UBLP) to introduce Buffalo Commons, understand their afterschool and summer programming for at-risk youth, and determine how we might work together in the future	Amy's Place 3234 Main St., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of the mission and vision of the school ● Thought that while we might not have services provided directly, we could learn from what UBLP has done with college readiness and access in middle and high school at-risk populations 	<ul style="list-style-type: none"> ● Agreed to stay connected as we progress in the application process 	One (1) afterschool administrator
1/28/2017	Interested community members, prospective families	Hosted a public community forum to introduce team, current vision, and to solicit feedback on school plan	East Clinton Library 1929 Clinton St., Buffalo	<ul style="list-style-type: none"> ● Very supportive of the whole-child approach ● Some confusion about the "personal reflection" ● Strong support of the Innovations class 	<ul style="list-style-type: none"> ● Revisit how we are framing the personal reflection time 	Seven (7) community members

				<ul style="list-style-type: none"> ● Strong desire to see the program expand to offer high school 		
1/31/2017	Prospective families	Hosted a meet/greet at a community member's home to introduce team, current vision, and to solicit feedback on school plan	Sun Restaurant Williamsville, NY	<ul style="list-style-type: none"> ● Strong support for the Innovations class ● Strong desire to see the program expand to offer high school ● Desire for a focus on character education 	<ul style="list-style-type: none"> ● Find ways to more clearly emphasize our school-wide character values 	Five (5) prospective parents
02/02/2017	Real estate experts, community leaders	Met via teleconference with the executive director of the Richardson-Olmsted Complex Restoration (ROCR) to introduce Buffalo Commons, better understand phase two of the redevelopment of the complex, and determine if there could be a potential match for facility	Phone	<ul style="list-style-type: none"> ● Strong mission alignment between Buffalo Commons and the ROCR ● They would like to do a walk-through of a couple potential sites on the campus later in the month 	<ul style="list-style-type: none"> ● Followed up with the ROCR executive director to schedule the walk-through 	Three (3) community leaders
02/4/2017	Interested community members, prospective families	Hosted a public community forum to introduce team, current vision, and	East Delavan Library 1187 E. Delavan Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision of BCCS 	<ul style="list-style-type: none"> ● Continue outreach efforts in this micro-community that feels starved for better options 	Thirteen (13) community members

		to solicit feedback on school plan		<ul style="list-style-type: none"> ● General desire for more high quality school options 		
2/11/2017	Prospective families	Hosted a meet/greet at a community member's home to introduce team, current vision, and to solicit feedback on school plan	600 Elmwood Ave., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of Innovations class ● Strong support of vision for community engagement ● Desire to see mission streamlined 	<ul style="list-style-type: none"> ● Validates much of what the team has done ● BCCS leadership will review the mission statement 	Five (5) prospective families
02/23/2017	Buffalo Public Schools Superintendent and School Board Members	Sent emails or letters informing the Superintendent and the school board of our progress on to the second phase, and requesting a meeting	Email/Post	<ul style="list-style-type: none"> ● Scheduled a meeting with representatives of the Superintendent's staff, Dr. Mauricio, and Dr. Fitzgerald ● No response from the school board members as yet 	<ul style="list-style-type: none"> ● Meeting with Superintendent's cabinet scheduled for 3/24/17. ● Resolved to reach out again to the school board at next phase of the process 	Ten (10) city officials
02/22/2017	Refugee Community and Service Providers	Introduced Buffalo Commons and distributed literature at an event that brings together Buffalo's refugee population and service providers	Jericho Road Community Center Buffalo, NY	<ul style="list-style-type: none"> ● Refugee population is in great need of better school options that take their needs into account ● The population feels relegated to a few of Buffalo's public schools ● The programs offered at those schools aren't acknowledging student strengths – they are only 	<ul style="list-style-type: none"> ● Agreed to post updates to the Refugee Roundtable listserv, thereby reaching a more targeted audience electronically ● Connected with numerous resettlement agency representatives and will follow up in order 	Approx. 100 community members and leaders

				<p>focused on English language weaknesses</p> <ul style="list-style-type: none"> ● Strong support of BCCS design, and “over the counter” admissions clause (see admissions policy) 	<p>to set up opportunities to connect directly with those families</p>	
02/23/2017	Buffalo City Mayor and Common Council Members that had yet to respond	Sent follow-up emails introducing the school and requesting a time to meet.	E-Mail/Post	<ul style="list-style-type: none"> ● None as yet 	<ul style="list-style-type: none"> ● Resolved to reach out again at next phase of the process 	Ten (10) city officials
02/23/2017	Real estate developers, community leaders	Met with Richardson-Olmsted Complex Representatives and Lead Architects to introduce Buffalo Commons, gather information about the ROC, and tour a potential school site.	Potential School Site Delaware District, Buffalo, NY	<ul style="list-style-type: none"> ● ROC is in the middle of phase two, and thinks that Building 13 could be a good fit for a charter school ● They had a strong positive reaction to Buffalo Commons mission, vision and program and would be interested in talking more about a potential lease 	<ul style="list-style-type: none"> ● Both parties agreed to exchange the information necessary to move the project to the next step 	Five (5) Ellicott and McGuire team members
03/01/2017	Local preschool leaders	Met with the education lead CAO Head Start Academy to follow up about Buffalo	CAO Head Start 909 E. Ferry St., Buffalo, NY	<ul style="list-style-type: none"> ● Strong support for the mission and vision of Buffalo Commons 	<ul style="list-style-type: none"> ● Next step is to choose dates over the course of the spring and summer to attend each of the parent 	One (1) community leader

		Commons and be connected to individual centers' parent groups.		<ul style="list-style-type: none"> ●Connecting BCCS with 15 area preschool parent groups 	groups to give them more information about Buffalo Commons	
03/11/2017	Prospective Parents and Charter Sector Leaders	Introduced Buffalo Commons and distributed literature at a Charter Student Recruitment Fair that brought together prospective parents and charter school representatives from around the city	St. John Baptist Church Family Life Center 833 Michigan Ave. Buffalo, NY	<ul style="list-style-type: none"> ●Strong support for the mission and vision of Buffalo Commons from both parents and educators alike ●Importance of sibling preference was mentioned by more than one parent 	<ul style="list-style-type: none"> ● Validates our work on the school program ● Will follow up with individual parents 	Approx. 40 parents and charter sector members
03/15/2017	Regent Collins	Sent email updating the Regent on our progress and requesting a meeting.	Email	<ul style="list-style-type: none"> ●None as yet 	<ul style="list-style-type: none"> ● Resolved to reach out again at next phase 	One (1) education official
04/05/2017	Helene Kramer	Introduced the school, understood the opening experience of Charter School of Inquiry	Phone	<ul style="list-style-type: none"> ●Helene spoke about the need to get the school leader right from the beginning ●Helene pledged to be of whatever support possible, especially with some similarities between inquiry and innovations 	<ul style="list-style-type: none"> ● Resolved to reach out again at next phase ● Differentiate from CSI around problem-solving teaching versus inquiry, and consider a location somewhat removed from CSI 	One (1) education official

04/07/2017	Non-profit finance consultant	Met to discuss financial planning for the school	Spot Coffee Elmwood Buffalo, NY	<ul style="list-style-type: none"> ● Discussed the idea of a “Friends of” foundation at length ● Especially interesting was the idea of helping start something around creative problem-solving, not just the school 	<ul style="list-style-type: none"> ● Resolved to pursue as a candidate for the board 	One (1) finance consultant
04/20/2017	Charter school legal expert	Met to discuss process of choosing legal representation for charter schools	Spot Coffee Elmwood Buffalo, NY	<ul style="list-style-type: none"> ● Discussed timeline ● Discussed approximate costs 	<ul style="list-style-type: none"> ● Resolved to reach out again once charter approval is imminent 	One (1) legal consultant
05/06/2017	Prospective families	Hosted a meet/greet at a community member’s home to introduce team, current vision, and to solicit feedback on school plan	Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of Innovations class ● Questions about whether city students get a preference 	<ul style="list-style-type: none"> ● Validates much of what the team has done ● Need to clarify message about who is eligible to enroll 	Five (5) prospective families
06/01/2017	Interested Community Members	Began a at least weekly Facebook postings	Online	<ul style="list-style-type: none"> ● Increasing reach ● Increasing follows and likes 		Approx. 150 people per week
06/03/2017	Prospective families and community members	Co-sponsored a Pop-Up-Park event on Buffalo’s eastside. Introduced team, current vision, and solicited feedback	Jesse Clipper Square	<ul style="list-style-type: none"> ● Strong support of creative problem-solving ● Frustration with lack of school choices ● Creative problem solving shouldn’t be just for students labeled as gifted and talented 	<ul style="list-style-type: none"> ● Validates much of what the team has done 	20 prospective families and community members

06/04/2017	Prospective families and community members	Sponsored a table at WNY Invention Convention. Introduced team, current vision, gave out swag, solicited feedback	Buffalo Museum of Science	<ul style="list-style-type: none"> ● Strong support of creative problem-solving in a daily class ● Strong support of Main Street corridor as location ● Strong support of K-5 opening 	<ul style="list-style-type: none"> ● Validates much of what the team has done 	250 prospective families and community members
06/13/2017	Prospective families (targeting 5 th grade specifically)	Met with families at Beecher Boys and Girls Clubhouse. Introduced part of the team, described program and took input.	180 10 th St. Buffalo, NY	<ul style="list-style-type: none"> ● Busing was a big issue for parents ● K & 5 opening was a big plus for a number of parents ● Generally positive response to more better choices 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	13 prospective parents
06/14/2017	Prospective families (targeting 5 th grade specifically)	Met with families at Masten Boys and Girls Clubhouse. Introduced part of the team, described program and took input.	397 Northland Ave. Buffalo, NY	<ul style="list-style-type: none"> ● Generally positive reception of the program and team ● Questions about location, dress code, busing 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	16 prospective parents
06/15/2017	Prospective families (targeting 5 th grade specifically)	Met with families at Babcock Boys and Girls Clubhouse. Introduced part of the team, described program and took input.	282 Babcock St., Buffalo, NY	<ul style="list-style-type: none"> ● Generally positive reception of the program and team ● Questions about high school possibilities 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	28 prospective parents

06/17/2017	Prospective families and community at large	Sponsored a table at Buffalo's Juneteenth Festival. Introduced team, current vision, gave out swag, solicited feedback.	Martin Luther King Park	<ul style="list-style-type: none"> ● K & 5 opening was a big plus for a number of parents ● Generally positive response to more better choices 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	Hundreds of community members; approx. 40 prospective families
06/20/2017	Prospective families (targeting 5 th grade specifically)	Met with families at Baird Boys and Girls Clubhouse. Introduced part of the team, described program and took input.	2061 Bailey Ave. Buffalo, NY	<ul style="list-style-type: none"> ● Generally positive reception of the program and team 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	10 prospective families
06/24/2017	Prospective families and community at large	Sponsored a table at Buffalo's Taste of Diversity Festival. Introduced team, current vision, gave out swag, solicited feedback.	Buffalo's Westside (Grant Street)	<ul style="list-style-type: none"> ● K & 5 opening was a big plus for a number of parents ● Generally positive response to more better choices ● Questions about afterschool ● Questions about busing 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected ● Highlighted need to connect with after school program operator 	Hundreds of community members; approx. 40 prospective families
06/30/2017	Local Human Resources Expert	Met with Michael Osciak, HR Manager at Life Storage, to solicit feedback on the Management and	Amherst, NY	<ul style="list-style-type: none"> ● Suggested we add system for employees to confide in leadership about HR-related issues to our application to address Evaluation Criteria 12 	<ul style="list-style-type: none"> ● Incorporated feedback into Management and Staffing section of application 	1 (one) Human Resources Expert

		Staffing section of application.		<ul style="list-style-type: none"> ● Offered to serve as an HR advisor to school leadership 		
06/30/2017	Care Coordinator for Immigrants and Refugees	Met with Amela Soteli, Care Coordinator at Jewish Family Services to learn how we can inform newcomers to Buffalo about Buffalo Commons and best meet the needs of the immigrant community.	Spot Coffee Hertel Buffalo, NY	<ul style="list-style-type: none"> ● Immigrant families are concerned because their children are oftentimes placed into a grade level with students the same age, rather than the same ability level. ● It would be best/most efficient for Buffalo Commons to attend an orientation for immigrants. 	<ul style="list-style-type: none"> ● Connected with local orientation leader to learn more about the orientation programs 	1 (one) Care Coordinator
07/07/2017	Prospective families and community at large	Co-sponsored a Pop-Up-Park event on Buffalo's west side. Introduced team, current vision, and solicited feedback.	Lafayette and Hoyt Buffalo, NY	<ul style="list-style-type: none"> ● Strong support of creative problem-solving ● Frustration with lack of school choices ● Creative problem-solving shouldn't be just for students labeled as gifted and talented 	<ul style="list-style-type: none"> ● Validates much of our work 	20 prospective families and community members
07/11/2017	Babcock Boys and Girls Club Executive Director	Met with Kevin Glover, Executive Director of the Babcock Boys and Girls Club, to learn about after school programming and potential	Spot Coffee Hertel Buffalo, NY	<ul style="list-style-type: none"> ● Gained understanding of school-based Boys and Girls Clubs ● Discussed potential volunteer roles 	<ul style="list-style-type: none"> ● Kevin will consider volunteer opportunities 	1 (one) community leader

		community partnerships.				
07/19/2017	Prospective families and community at large (targeted toward kindergarten)	Met with families at the CAO Head Start screening. Introduced team, current vision, and solicited feedback.	Drexel 122 Schiller Buffalo, NY	<ul style="list-style-type: none"> ● Generally supportive of new school option 	<ul style="list-style-type: none"> ● Invited back for their orientation ● Follow up with individuals that signed up to stay connected 	20 prospective families
07/22/2017	Neighbors of potential school site and community at large	Went door-to-door in the neighborhoods near potential school site. Spoke with residents about the school and left information for folks who were not home. Introduced team, current vision, and solicited feedback.	Main Street Corridor and Masten District Buffalo, NY	<ul style="list-style-type: none"> ● Overwhelmingly positive about a new school nearby 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	Approximately 15 conversations with neighbors and provided information for 30 additional households
07/22/2017	Community leader	Met with Charley Fisher, candidate for Erie County 2 nd District Legislator, and his staff. Introduced team, current vision, and solicited feedback.	208 East Delavan Buffalo, NY	<ul style="list-style-type: none"> ● Supportive of charter schools ● Supportive of a new school option nearby 	<ul style="list-style-type: none"> ● Follow up with other community leaders that Charley recommended 	1 community leader and 2 staff members

07/24/2017	Community leaders	Met with CAO Head Start site directors. Introduced team, current vision, and solicited feedback.	Langfield 175 Oakmont Buffalo, NY	<ul style="list-style-type: none"> ● Provided positive feedback 	<ul style="list-style-type: none"> ● We were invited to meet with families during orientation 	3 site directors
07/24/2017	Prospective families and community at large (targeted toward kindergarten)	Met with families at the CAO Head Start screening. Introduced team, current vision, and solicited feedback.	Drexel 122 Schiller Buffalo, NY	<ul style="list-style-type: none"> ● Generally supportive of new school option 	<ul style="list-style-type: none"> ● Invited back for their orientation ● Follow up with individuals that signed up to stay connected 	20 prospective families
07/26/2017	Prospective families and community at large (targeted toward kindergarten)	Met with families at the CAO Head Start screening. Introduced team, current vision, and solicited feedback.	Ferry Academy Buffalo, NY	<ul style="list-style-type: none"> ● Generally supportive of new school option 	<ul style="list-style-type: none"> ● Follow up with individuals that signed up to stay connected 	10 prospective families
08/05/2017	Neighbors of potential school site and community at large	Went door-to-door in the neighborhoods near potential school site. Spoke with residents about the school and left information for folks who were not home.	Masten District Buffalo, NY	<ul style="list-style-type: none"> ● Overwhelmingly positive about a new school nearby 	<ul style="list-style-type: none"> ● Validated much of our work ● Follow up with individuals that signed up to stay connected 	Approximately 30 conversations with neighbors and provided information for 50 additional households

10/06/2017	Elected Official and Community Leaders	Met with Councilmember Wingo and board officers from the Hamlin Park Taxpayers' Association	Masten District	<ul style="list-style-type: none"> ● Pledged support for Buffalo Commons' design and overall impact on the city ● Shared concerns about the potential location of the school vis-a-vis concentration of schools, and traffic ● Shared concerns about not contacting their organization - an important community group in the area ● Invited us to come present at an upcoming meeting of the HPTA 	<ul style="list-style-type: none"> ● Informed them that we were glad for their support of our design, and would carefully consider their concerns ● Stressed that we were still looking at a number of possible locations ● We agreed that we would be in touch when it made sense to present to HPTA 	Councilmember Wingo, Assistant, 3 HPTA board officers
11/07/2017	Charter Entity Leader	Met with David Frank to discuss BCCS, the local landscape and next steps	Ashkers' on Elmwood	<ul style="list-style-type: none"> ● Shared enthusiasm for BCCS, board chair and proposed ED; hopes that we will put the school forward again ● Shared concerns about the overall capacity of the trustees as displayed in the capacity interview in October 	<ul style="list-style-type: none"> ● We will evaluate strengths and weaknesses of the board ● Schedule calls with Charter Board Partners and Board OnTrack 	1 Charter Entity
1/08/2018	Community Leader	Met with ED of Leadership Buffalo with short term goal of being connected to board	500 Seneca St.	<ul style="list-style-type: none"> ● Supportive of charters generally, and seemingly intrigued by the mission of BCCS 	<ul style="list-style-type: none"> ● Conducted follow up meetings with all interested candidates for the board 	7 community leaders

		candidates that could increase our capacity, and long term goal of developing a relationship that could supply a steady pipeline of leadership		<ul style="list-style-type: none"> ● Offered to forward around our board service opportunity immediately ● Invited BCCS to partner more directly with LB after authorization 		
1/10/2018	Community Leader; Past Charter Board Chair	Our board chair met with James Neimeier as part of a series of meetings with people in that role to help gain insight into how to best develop our board's capacity.	Spot Coffee Elmwood Ave.	<ul style="list-style-type: none"> ● Offered insight into role of board officers, especially time commitment ● Encouraged us to make sure that board recruitment remained a top priority 	<ul style="list-style-type: none"> ● Board chair and proposed ED discussed setting appropriate time commitments for board officers ● Reviewed and revised board recruitment, development and selection 	1 Community Leader
1/12/2018	Community Leader; Past Charter Board Chair	Our board chair met with Helene Kramer as part of a series of meetings with people in that role to help gain insight into how to best develop our board's capacity.	Spot Coffee Hertel Ave.	<ul style="list-style-type: none"> ● Importance of choosing the right school leader ● Importance of creating a working environment where faculty are engaged and morale stays high ● Importance of community outreach as a ramp to student recruitment 	<ul style="list-style-type: none"> ● Reviewed school leader qualifications, and discussed ways to improve DBW's early elementary capacity ● Reviewed plans for compensation and benefit packages ● Reviewed outreach and enrollment goals 	1 Community Leader

1/23/2018	Community Leader	Met with Nancy Wallace, Associate Dean and Director of School and Community Partnerships	Canisius College School of Education and Human Services	<ul style="list-style-type: none"> • Supportive of BCCS and DBW as proposed ED • Interested in connecting trustees with training and talent • Interested in connecting school leadership with PD • Interested in exploring long term partnership in teacher residencies 	<ul style="list-style-type: none"> • Followed up with all suggested contacts • Will make board aware of teacher residency program 	1 Community Leader
1/29/2018 & Ongoing	Community Leaders	Sent emails to leaders not previously contacted at many Buffalo-based non profits, community-based organizations, and faith-based organizations	Online	TBD	TBD	Approximately 50 New Leaders by 3/01/2018

Buffalo Commons Public Outreach: Meetings, Events, and Feedback

Public Official Outreach Letter (October 2016)

159 Baynes Street
Buffalo, NY 14213

October 27, 2016

Ms. Paulette Woods
Buffalo Public Schools
712 City Hall
Buffalo, NY 14202

Dear Ms. Woods:

My name is Rachel Beerman. [REDACTED]
[REDACTED] relocated to Buffalo last year from Brooklyn, NY. We are reaching out to you to let you know about a project that we are working on to create a new charter school in Buffalo.

I grew up in Buffalo, NY and attended Buffalo public schools from kindergarten through high school. After pursuing my post secondary education, I returned to Buffalo and taught at Tapestry Charter School for 4 years. From there, I relocated to Brooklyn, NY, where I was a founding faculty member at Brooklyn Prospect Charter School. [REDACTED]
[REDACTED]

Spending 6 years at Brooklyn Prospect, a high performing diverse charter school, was a pivotal experience in both our professional lives. We had the opportunity to participate in the creation of a school that has come to represent the best in what charter education has to offer. Working with exceptional faculty under dedicated and inspirational leaders, we experienced the effect a strong school can have on its community.

While leaving was difficult, we moved to Buffalo in 2015 in order to rejoin family and, inspired by Brooklyn Prospect, to continue our careers as educators while working toward the creation of a new charter school. [REDACTED]

[REDACTED] and we have spent the last year learning about Buffalo's educational landscape, building a strong team of educators, and beginning to draft our charter school application for Buffalo Commons Charter School (tentatively titled). Buffalo Commons is committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community. We envision beginning with

Public Official Outreach Letter (October 2016)

a K-8 school located in the heart of Buffalo that will serve a student body which mirrors the diverse demographics of Buffalo's school district. We believe that every child in Buffalo deserves a world-class education.

We are excited to work closely with members of the community, including district and public officials, to ensure that Buffalo Commons Charter School complements the existing landscape of district and charter schools in the city. Giving Buffalo another high quality school option for families and students is our highest priority. We believe in Buffalo's greatness, and we know that education and equity are essential for promoting our city's renaissance.

We would be interested in telling you more about the proposed school and getting your feedback. Please let us know if and when you might have time to meet.

Sincerely,

Rachel Beerman

A black rectangular redaction box covering the signature of Rachel Beerman.A black rectangular redaction box covering the signature of the sender.

Initial Outreach to Area New York State Regent

mail.com>

Buffalo Teacher Hoping to Open New Charter School 2018: Danny Brink-Washington

1 message

Daniel Brink-Washington [REDACTED]

Thu, Oct 27, 2016 at 1:21 PM

To: [REDACTED]
Bcc: [REDACTED]

Good Afternoon Dr. Collins,

My name is Danny Brink-Washington. We have never met, but I know, as the Regent representing the Buffalo area, you work tirelessly on behalf of our city and our children. Thank you for that service.

[REDACTED]
have spent the last year learning about Buffalo's educational landscape, building a strong team of educators, and beginning to draft our charter school application for Buffalo Commons Charter School (tentatively titled). Buffalo Commons would be committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community. We envision beginning with a K-8 school located in the heart of Buffalo that will serve a student body which mirrors the diverse demographics of Buffalo's school district. We believe that every child in Buffalo deserves a world-class education.

We are excited to work closely with members of the community to ensure that Buffalo Commons Charter School complements the existing landscape of district and charter schools in the city. Giving Buffalo another high quality school option for families and students is our highest priority. We believe in Buffalo's greatness, and we know that education and equity are essential for promoting our city's renaissance.

We would be interested in telling you more about the proposed school and getting your feedback. Please let us know if and when you might have time to meet.

Sincerely,

Danny Brink-Washington

PS: If you are interested in my background, please check out the website of [REDACTED] the school that I helped found seven years ago. I served as their K-12 Dean of Student Support Services before making the move to Buffalo a year and a half ago.



Buffalo Commons offers a world-class education to a student body that reflects the diversity of our great city.

The future is bright with Buffalo Commons...

- Planned opening Fall 2018
- Located in the heart of Buffalo
- Initially serving grades K and 5
- Offering K-8 by 2022

Stay Connected...

- Subscribe to updates at www.buffalocommonscharter.org
- Connect with us on social media

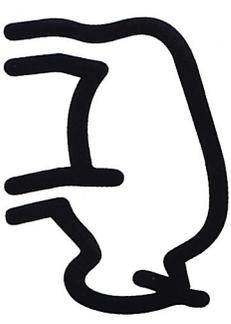


Buffalo Commons
Charter School

Building the future, together.

www.buffalocommonscharter.org

info@buffalocommonscharter.org



Buffalo Commons
Charter School

Building the future, together.



Each day, students receive individually tailored academic instruction in small groups.



Rigorous Academics

Our students are held to the highest academic standards in all subjects. We use research-based teaching techniques to promote academic achievement.



Excellence in Teaching

We hire, develop, and retain excellent teachers. Every teacher on our team is devoted to professional growth, collaboration, and accountability.

Our Mission

Buffalo Commons prepares

Brochure Sample #1 (December 2016)

open-minded citizens of our democracy. We are committed to providing a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community.



Students engage in creative problem-solving every day in our signature Innovations class.



Design-Based Learning

Every day our students use critical thinking and cutting-edge methods for creative problem-solving to take on exciting and important community problems.



A Whole-Child Approach

We want students to be well balanced. Our students spend time each day in physical activity, artistic expression, and personal reflection.



Tailored Instruction

We tailor instruction to each student. Daily small-group instruction ensures that children receive the support and enrichment they deserve.



Family Partnerships

We believe connections between home and school are vital for student success. We work closely with families to support every student's growth.

BUFFALO COMMONS

Charter School

COMMUNITY FORUMS WINTER 2016-17

We want your input!

Buffalo Commons is an innovative proposed charter school that will open in the fall of 2018, initially serving Kindergarten and 5th Grade. We are seeking input from families in every community of Buffalo in order to offer the best possible school for our students.

Join us at any of the public meetings at the Buffalo and Erie County Libraries listed on the right to share your point of view and to offer feedback on our innovative school design. Contact us online to show your support and offer your ideas electronically.

We look forward to connecting with you soon.

DECEMBER 2016

North Park Branch

- December 10, 2016 @ 1:00 pm
- 975 Hertel Ave.

Crane Branch

- December 17, 2016 @ 4:15 pm
- 633 Elmwood Ave.

Dudley Branch

- December 22, 2016 @ 6:30 pm
- 2010 South Park Ave.

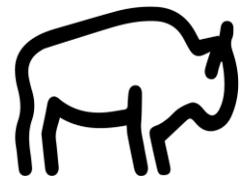
Niagara Branch

- December 27, 2016 @ 5:15 pm
- 280 Porter Ave.

JANUARY 2017

Dates and Times TBD

- Merriweather Branch
- East Delavan Branch
- East Clinton Branch
- Riverside Branch



Buffalo Commons
Charter School

www.buffalocommonscharter.org

info@buffalocommonscharter.org

Community Forum Announcement Sample (January 2017)

Buffalo Commons Update: Saturday Community Forum at Frank E. Merriweather Branch Library

1 message

Buffalo Commons Charter School <info@buffalocommonscharter.org>
Reply-To: Buffalo Commons Charter School <info@buffalocommonscharter.org>
To: [REDACTED]

Thu, Jan 19, 2017 at 1:13 PM



This Saturday afternoon will be the sixth event in our Winter Community Forum series. We will be at the Frank E. Merriweather Branch Library. We are excited to share the vision for Buffalo Commons with parents and community members from all over our great city. Hope to see you there!

Share Your Opinions: Take Our Quick Survey

Community Forum Announcement Sample (January 2017)



COMMUNITY FORUMS

Winter 2017

We want your input.

Buffalo Commons is an innovative proposed charter school that will open in the fall of 2018, initially serving kindergarten and 5th grade. We are seeking input from families in every community of Buffalo in order to offer the best possible school for our students.

Join us at any of the public meetings at the Buffalo and Erie County Libraries listed below to learn more about our innovative school design and share your ideas.

We look forward to seeing you.

Make Buffalo Commons a Reality: Sign the Petition

Community Forum Announcement Sample (January 2017)

Merriweather
Branch
Library

East Clinton
Branch
Library

East Delavan
Branch
Library

January 21st
@ 4:00 pm

January 28th
@ 12:00 pm

February 4th
@ 11:00 am

[1324 Jefferson Ave.](#)

[1929 Clinton St.](#)

[1187 E. Delavan Ave.](#)



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You are receiving this email because you expressed interest in Buffalo Commons on our website, in person, or at one of our events.

Our mailing address is:

Buffalo Commons Charter School
159 Baynes St.
Buffalo, NY 14213

[Add us to your address book](#)

Want to change how you receive these emails?

You can [update your preferences](#) or [unsubscribe from this list](#)

MailChimp

Correspondence with Volunteer Focus Group Leader om>

QQ: How did the event go with your sister, et. al.?

Alexandra Helfer [REDACTED]

Thu, Feb 2, 2017 at 8:48 PM

To: Daniel Brink-Washington [REDACTED]

Hey Danny,

It went really well. There were 5 women. I did a modified version of the 'build your ideal school' activity- all 5 chose 'critical thinking & problem solving skills' as an attribute they'd want to see in their ideal school. Small class sizes and restorative justice were popular choices too. As for feedback on Buffalo Commons, they *loved* the idea of the Innovations class, although one question was how design-based learning differs from problem-based learning or inquiry learning. When they expressed that it is important to them that their children develop strong interpersonal skills, I was able to point out that the Innovations class is a class where we hope to hone in on just that. They like that we value community connections and said they like when their children actually get out in the community. They also liked our goal of growing into a high school that uses the IB program.

They seemed to want to know more about character education and be assured that the focus wasn't just on grades, but on character development as well, especially in the younger grades. They mentioned they'd like to see older students and younger students working together, perhaps as some sort of buddy system? Two of the women also said they would want to see foreign language in the curriculum, beginning in Kindergarten.

Overall, it went really well and our server at the restaurant actually happened to be a [REDACTED] [REDACTED] believe. I have paper copies of the survey results so I'll be sure to input those electronically. Let me know if you need anything else! Also, I wish I could help this Saturday but we will be in Ellicottville. [REDACTED]

Allie

On Thu, Feb 2, 2017 at 1:03 PM, Daniel Brink-Washington [REDACTED] wrote:
| Number of people, feedback, etc?

Internal Board Communication Re: Community Outreach

Follow up from 2 B&G Club meetings

Sheri Rodman

Fri, Jun 16, 2017 at 9:38 AM

To: Daniel Brink-Washington

Hi guys, good morning -

Wanted to shoot you a quick message (that actually turned out quite long, apologies!) with some thoughts and takeaways after my first two community outreach events.

Reach

On Wednesday at the Masten B&G club there were 15 adults in attendance and yesterday in South Buffalo there were 28. Are we keeping track of our reach somewhere? I think these numbers will likely grow much faster than our sign-ups, and may be worth tracking.

Sign-Ups

I was a bit disappointed by the number of actual sign ups. I only got 1 the first night and 3 + the director of the program last night. I think we need to spend some time strategizing about this. Is the goal to get as many people to sign up as possible? I and the message were well received both nights, but many people didn't sign up for a plethora of reasons - their kids aren't the right ages, they are happy with their current school, they are moving, they don't live in the city of Buffalo, etc. The sign ups are at the end of this message.

The Pitch

When we spend time at the retreat talking about the pitch, I think we need to have two different strategies - one for an event where we have a table and people approach us, and one for an event where we speak to a group of people. On Wednesday I simply spent a few minutes talking to the group and answered one question. Yesterday I tried to make it more engaging - asked for a show of hands how many people have a 3 or 4 year old who will go to kindergarten next year, and 8 or 9 year old who have a kid going into 4th this year and 5th next, and how many are in BPS v charters. Then I gave my brief pitch. Then answered many more questions. The second approach seemed to go much better. I also tried to convince them that they should sign up even if the school may not be a good fit for them because they could share the information with a neighbor, cousin, etc. Not sure if this actually enticed anyone.

Questions for the FAQ

Here are some questions I received - we may want to add them to the FAQ sheet.

- Do you plan to have a high school too?
- Will you accept students with IEPs?
- Do you have a location yet?
- Will there be a dress code?
- My kids aren't the right age, should I still sign up?

Location

I was excited to attend the Masten one because I know it's closer to our desired location... But I was really impressed with the diverse group of parents last night in South Buffalo. Of the 28 adults, there were 9 African Americans, 12 white, 6 Latino, and 1 Arab American. I may be off base, but I wonder if we should reconsider our ideal location.

Following up with Directors

I was pretty impressed with Kevin Glover, the director from the South Buffalo club. He used to be the after school coordinator at Buffalo United. I obviously don't know him well, but think he may be worth trying to have another conversation with to gauge his interest in getting involved with the project - either as a board member or some sort of partner. , but it's probably worth following-up with her too to just to thank her again and see if she can recommend anyone who we may want to connect with. If you guys agree, I'm happy to do that follow-up.

Misc. thoughts and questions

- Both meetings had a sign-in system for the parents in attendance. I was wondering if it would've been appropriate for us to put ours out next to the official one with a little sign that says "sign up for more information about a new charter school in Buffalo!" or something like that. What do you think? Not sure if that would have yielded more sign ups.
- Want to note that the Coca Cola Bottling Company of Buffalo and General Mills sponsored projects at the clubs. We should make a list somewhere of potential sponsors for a BC project - like building a gym :)

Sheri

Sharocca Cilston [REDACTED]
Bernice Colon [REDACTED]
Linda Masluh [REDACTED]
Latasha Smith [REDACTED]
Kevin Glover [REDACTED]

Internal Board Communication Re: Community Outreach

Sample Community Contact and Response

Introduction

6 messages

Rebecca L. Schaeffer [redacted] Wed, Feb 15, 2017 at 12:08 PM
To: [redacted]

Hi-
I know about the school through Rose Garden where my [redacted] is a Sweet Pea. I understand that at least one of the organizers of the school is (or was) also a parent there.
In my professional life I am a child psychiatrist very interested in working in and with schools and doing preventative psychiatry by intervening early. I wonder whether we could talk about what you are doing with the school and whether there might be a place for some of my energy and ideas about this stuff.
Email, text and phone all work for me!
Thanks,
Rebecca

Rebecca L. Schaeffer, MD



Daniel Brink-Washington [redacted] Thu, Feb 16, 2017 at 10:30 AM
To: "Rebecca L. Schaeffer" [redacted]

Good morning, Rebecca,

Thanks for reaching out! My son, [redacted] is in the Sunflower room. I am the proposed Executive Director for Buffalo Commons. I'd be very interested talking more about the school, your work with preventative psychiatry, and how we might work together. Perhaps we could meet for a coffee some day next week? Let me know what would be convenient for you, as next week is pretty flexible for me.

Best,

Danny
[Quoted text hidden]

Rebecca L. Schaeffer [redacted] Thu, Feb 16, 2017 at 4:22 PM
To: Daniel Brink-Washington [redacted]

Danny-
Yay!
We are going to FL for some sun next week but not until Tuesday. Could we meet at Sweetness before pick up time at TRG? We do extended day so 4 or even 4:30 would work and my schedule is flexible and could meet earlier if that is better for you.
cheers!

Rebecca L. Schaeffer, MD
716.544.1788



[Quoted text hidden]

[redacted] Sun, Feb 19, 2017 at 11:17 AM
To: "Rebecca L. Schaeffer" [redacted]

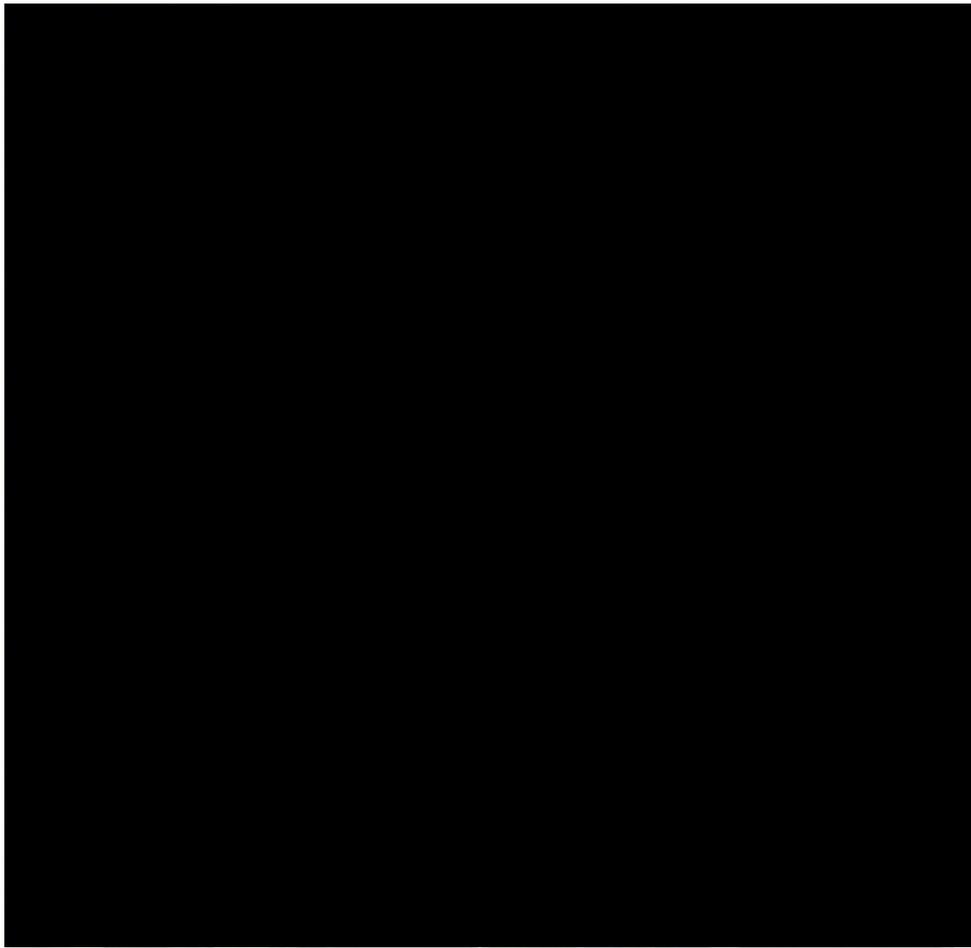
Facebook Sample #1



Buffalo Commons Charter School added 3 new photos.

June 3 at 5:53pm · 🌐

Had a great time today helping give kids a chance to be creative and think critically at Jesse Clipper Square. Thanks, Pop-Up-Park and American Legion!



👍 Like

💬 Comment

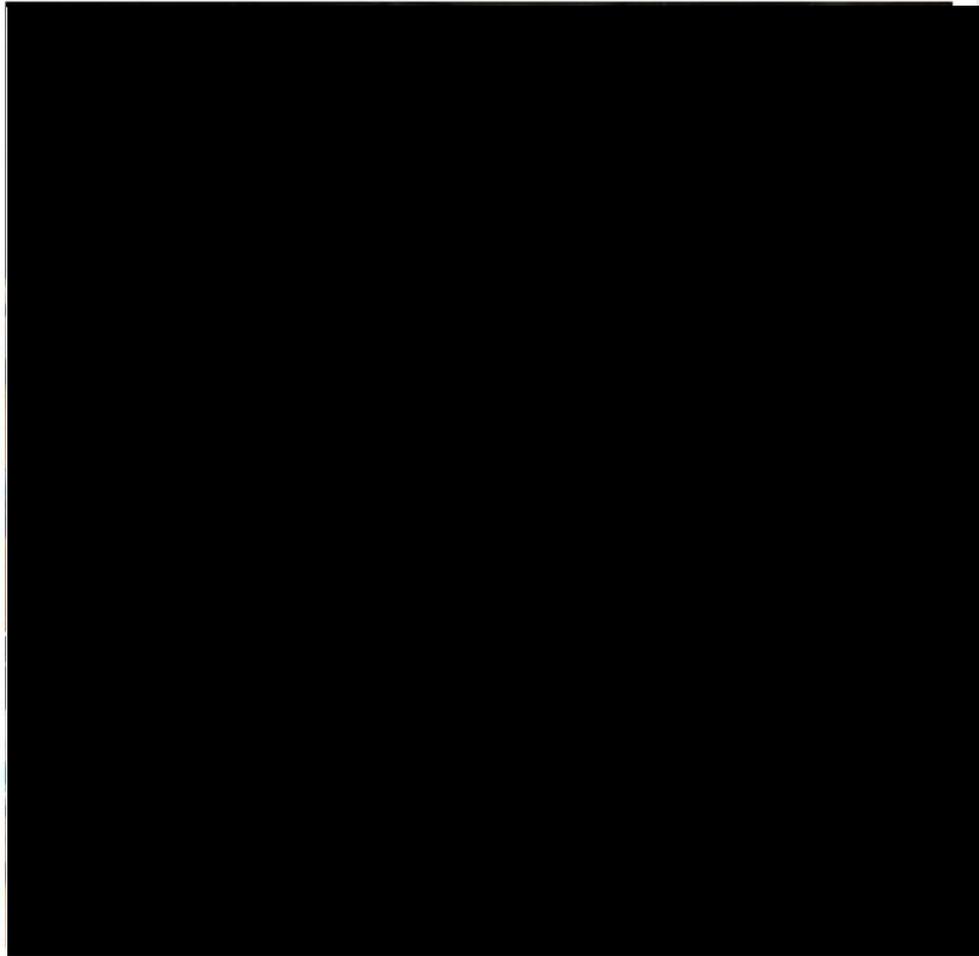
Facebook Sample #2



Buffalo Commons Charter School added 4 new photos
— at [Buffalo Museum of Science](#).

June 4 at 10:36am · Buffalo · [Public](#)

Big props to all the young inventors that showcased their creative problem solving at Invention Convention this morning! Buffalo Commons was proud to co-sponsor this awesome annual event.



Like

Comment

Facebook Sample #3



Buffalo Commons Charter School added 3 new photos.

June 24 at 5:28pm · 🌐

Taste of Diversity was fantastic today! We were thrilled to be out celebrating Buffalo's rich and varied cultures!



👍 Like 💬 Comment



Sample Sign In Page #2

MEETING SIGN-IN SHEET

Project: Buffalo Commons Charter School

Meeting Date: 6/17/2017

Facilitator: Multiple: DBW, MK, SR, MM

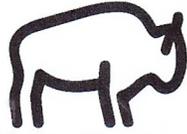
Place/Room: Juneteenth Festival

Name	Email	Zip Code
Rubul Wlam		
Tequoyah Newkirk		
Rob Fetter		
Jim Grande		
Wendy Richards		
CLIFTON NASH		
Sheik Eldridge		
harryc Casow		
Fredricka Bantow		
Linda Page		
Marshall Quinney		
Caitlin Miller		
Rawa' Shiri		
Iman Abdul		
ERONRODI@AOL		
Latasha Washington		
Natasha Simmons		

up
Class
chool

RYAN THORNTON

Sample Sign In Page #3



Buffalo Commons
Charter School

Event: Taste of Diversity

Date: 6/24/17

BCCS Representative:

Alexa Schindel,
Matt Pitarresi
Rachel Beaman
Chensh Davis

Name	Email	Zip Code
Homad Mezalel		
ARION BANKS		
SERGIO LA LACA		
Capucine Phulsin		
Heather Nouak		
Jason Pulawsky		
Patty Schwartz		
DILL KEREZTES		
Alexis Nuhuis		
Janet Potter		
Tasha Washington		
Mariam Bakari		
Kathy Santiago		
Tatiana Salim		
Lisa Cino		
Julie Carter		
Devi Rajan		
Zee Edwards		

reunited
eg



Buffalo Commons offers a world-class education to a student body that reflects the diversity of our great city.

The future is bright with Buffalo Commons.

- Planned opening Fall 2018
- Located in the heart of Buffalo
- Initially serving grades K and 5
- Offering K-8 by 2022

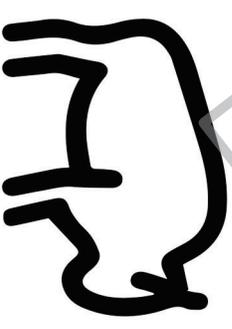


Buffalo Commons
Charter School

Building the future, together.

www.buffalocommonscharter.org

info@buffalocommonscharter.org



Buffalo Commons
Charter School

Building the future, together.

Our Mission

Buffalo Commons prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Each day, students receive individually tailored academic instruction in small groups.

Our Approach

Students engage in creative problem-solving every day in our signature Innovations class.



Rigorous Academics

Our students are held to the highest academic standards in all subjects. We use research-based teaching techniques to promote academic achievement.



Excellence in Teaching

We hire, develop, and retain excellent teachers. Every teacher on our team is devoted to professional growth, collaboration, and accountability.



Creative Problem-Solving

Every day our students use critical thinking and cutting-edge methods for creative problem-solving to take on exciting and important community problems.



A Whole-Child Approach

We want students to be well balanced. Our



Tailored Instruction

We tailor instruction to each student. Daily small-group instruction ensures that children receive the support and enrichment they deserve.



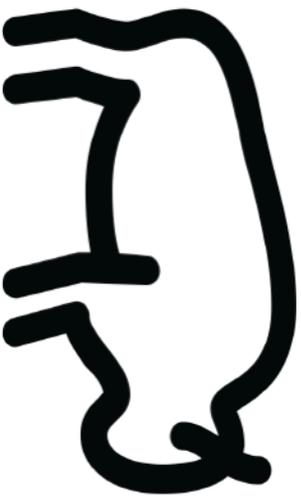
Family Partnerships

We believe connections between home and school are vital for student success. We work with families to support every student's growth.

Revised Brochure (Proof June 2017)

Neighborhood Walk Half Sheet Flyers

Opening Fall 2018
Grades K & 5



Buffalo Commons

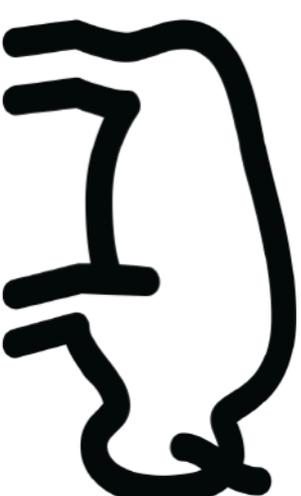
Charter School

www.buffalocommonscharter.org

Building the future, together.

Buffalo Commons Charter School prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Opening Fall 2018
Grades K & 5



Buffalo Commons

Charter School

www.buffalocommonscharter.org

Building the future, together.

Buffalo Commons Charter School prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Who? When? Where?

We will serve students in kindergarten and Grade 5 in the fall of 2018. After that, we will add a grade each year until we serve students in grades K-8. We will be centrally located along Buffalo's Main St. corridor with busing available from day one.

Our Approach

BCCS combines rigorous and engaging academics with creative problem-solving opportunities in a supportive and well-rounded environment. We are committed to:

 Rigorous Academics	 Creative Problem-Solving
 A Diverse Student Body	 Individualized Instruction
 A Whole-Child Approach	 Family Partnerships

Stay Connected

Go to our website, www.buffalocommonscharter.org, and sign up for email updates so you stay connected!

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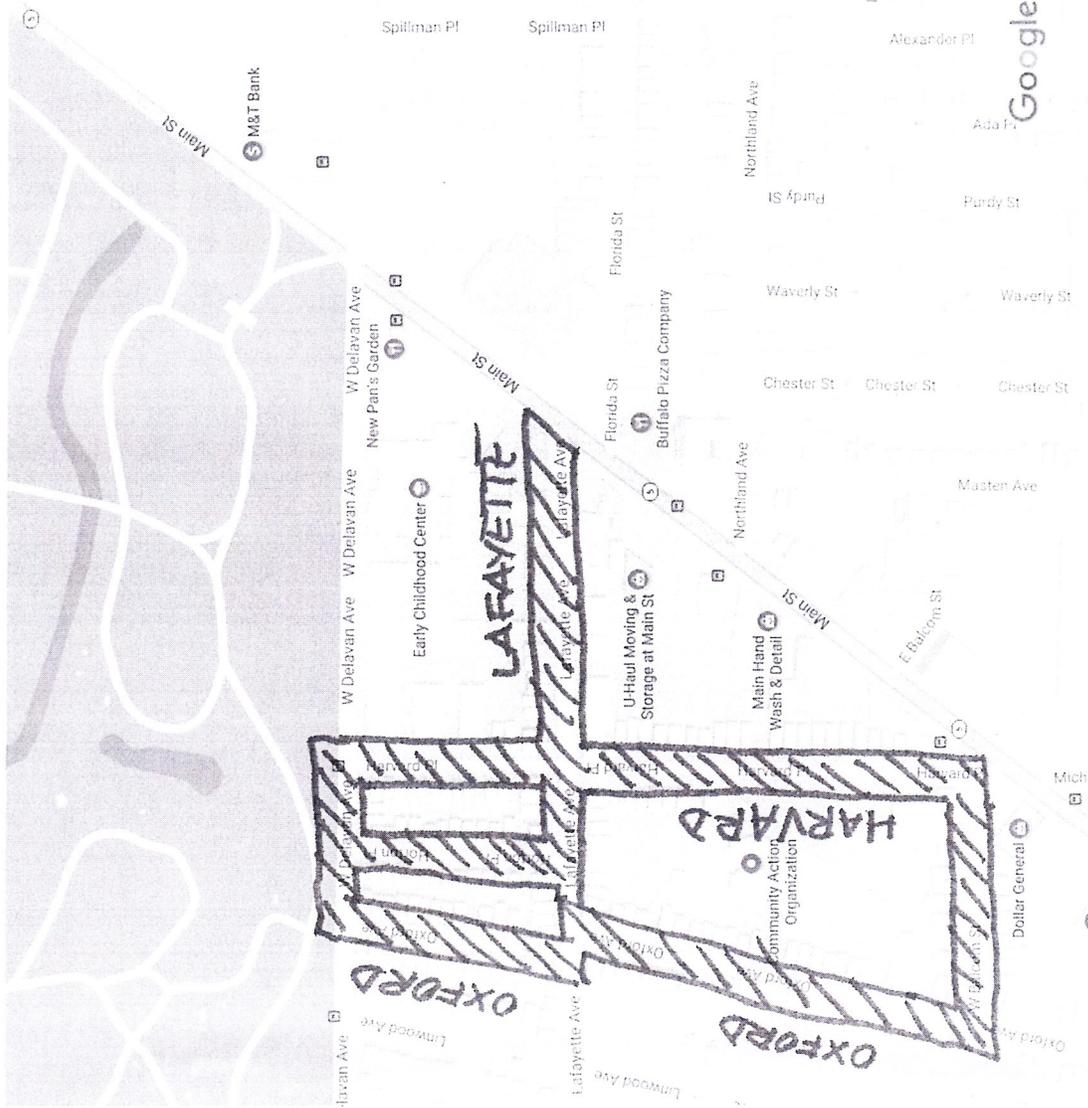
 Rigorous Academics	 Creative Problem-Solving
 A Diverse Student Body	 Individualized Instruction
 A Whole-Child Approach	 Family Partnerships

Stay Connected

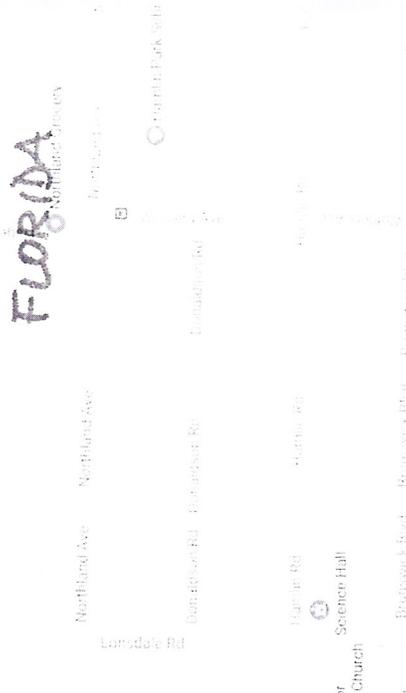
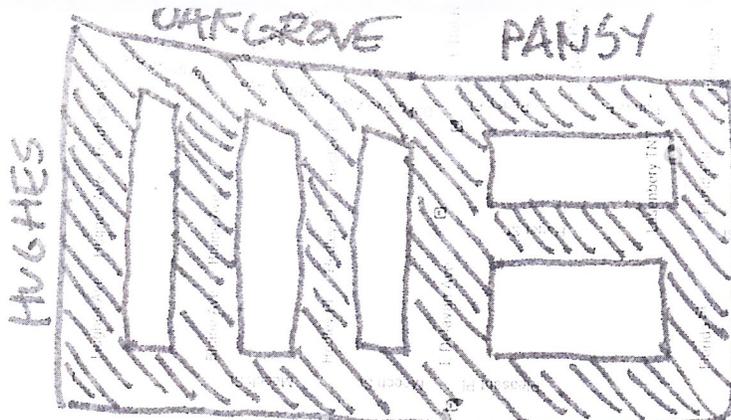
Go to our website, www.buffalocommonscharter.org, and sign up for email updates so you stay connected!

Neighborhood Walk Half Sheet Flyers

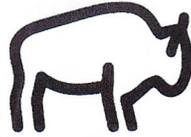
Google Maps BCCS Neighborhood Walks 7/22/2017



Sample Neighborhood Walk Map



Sample Sign In Page #4



Buffalo Commons
Charter School

Event: Neighborhood Walk Date: 8/5 BCCS Representative: Cherish Davis

Name	Email	Zip Code
Destinee Brown		
QUIN JONES		
10 yr old Sheree Reed		
JESSICA ANDERSON		
9 Desma McFarlane		
Rochelle Kerr		
8/9 Lucy Smith		
4 yrs ERIC DAVIS		
Sedae Young		

0

Community Leader Outreach Letter Template Winter 2018

Buffalo Commons Charter School Seeks Your Perspective

1 message

Daniel Brink-Washington [REDACTED]

Mon, Jan 29, 2018 at 3:57 PM

To: [REDACTED]

Good Afternoon, Ms. Parker,

I hope this finds you well. My name is Daniel Brink-Washington, and I am the proposed executive director of a new charter school called Buffalo Commons Charter School. Buffalo Commons prepares a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills. We will be submitting an application for authorization through the state later this year with the goal of opening doors to a diverse group of kindergarten and fifth grade students in August 2019. While we don't have a location yet, we intend for the school to be centrally located within the city of Buffalo. You can read more about our academic program and share your feedback on our [website](#)!

I'm reaching out specifically to you today because as the executive director at Open Buffalo you are a leader in our community and we believe that our team could benefit from meeting with you, and, ultimately, children and families would benefit from your voice in launching this new school option. Open Buffalo's work to expand social and economic equity and justice in our city is something that Buffalo Commons will be working for as well. I am hoping that we could set up a time to chat about how we might work together to increase the high-quality education options for students and families of Buffalo. If you are interested, let's set up a time in the coming weeks!

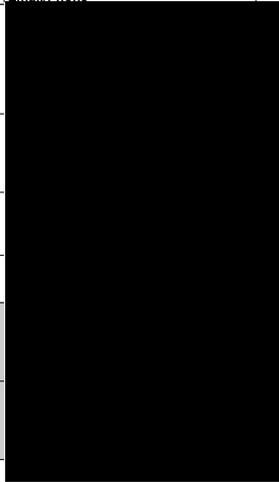
Warm Regards,

Daniel Brink-Washington

Working Draft of Leader Contact List Winter 2018

Organization	Type	Priority Level	Mission	Contact	Role	Email/Phone
Blackstone LaunchPad	NonProfit	1	Blackstone LaunchPad is a campus-based entrepreneurship program designed to introduce entrepreneurship as a viable career path.	Hadar Borden	Program Director	
Buffalo Hearing and Speech	NonProfit	1	Buffalo Hearing & Speech Center enriches lives through our caring collaborations, innovative programs and dynamic approaches that successfully impact educational, therapeutic and communication needs of children, adults and families.	Christine Battaglia	Program Director	
Buffalo Urban League	NonProfit	1	To empower African Americans, other minorities and disadvantaged individuals to secure economic self-reliance, parity, power and civil rights.	Grace Tate	Executive VP	
Hispanic Heritage Council of Western New York, Inc.	NonProfit	1	inspire awareness, understanding, and appreciation of past, present, and future contributions of the Hispanic Community in Western New York.	MARITZA VEGA	Vice President	
Jericho Road Community Health Center	NonProfit	1	Jericho Road Community Health Center provides a culturally sensitive medical home, especially for refugee and low-income community members, facilitating wellness and self-sufficiency by addressing health, education, economic and spiritual barriers in order to demonstrate Jesus' unconditional love for the whole person.			
Journey's End Refugee Services, Inc.	NonProfit	1	Journey's End Refugee Services, Inc. is a Christian community-based organization with the mission of welcoming refugees without regard to ethnic origin or creed and to assist them to become healthy, independent, contributing members of the community.	Karen M. Andolina Scott	Executive Director	
The Service Collaborative of WNY, Inc	NonProfit	1	Every day, individuals go out into our communities to serve. The Service Collaborative is proud to give opportunities to people who choose to dedicate this time in their lives to service. We believe that service truly is the rent we pay for our time here on earth. The programs of The Service Collaborative focus on four very straight-forward areas that make an impact everyday: Education, Economic Opportunity, Youth Development and Volunteering. Outcomes are not only seen on paper, but out in our communities. Change is happening daily and The Service Collaborative gives the opportunity to individuals and community partners to make this change happen in their communities.	Kate Sarata	ED	
WEDI Buffalo	NonProfit	1	The Westminster Economic Development Initiative (WEDI) began as a mission of Westminster Presbyterian Church to improve the quality of life for the residents of Buffalo's West Side, but became a separate 501(c)3 organization by 2007.	Patrick Ishimwe	Capacity Building Specialist	
Aspire of Western New York	NonProfit	2	Aspire's mission is to support children and adults with developmental and similar disabilities, helping them to live their lives to the fullest by providing individualized assistance based on personal choices.			
People Inc.	NonProfit	2	People Inc. exists so that individuals with disabling conditions or other special needs have the supports they need to participate and succeed in an accepting society.		Education Advocate	
1415 Community Organizations Inc	NonProfit	2	Our mission is to help youth strengthen their social skills and restore community pride. 1415 offers educational and community events to help our community members develop SOCIAL and NETWORKING skills, DEVELOP RELATIONSHIPS and FRIENDSHIPS with people from different backgrounds and gain RESPECT for their peers and their COMMUNITY.	Geraldine Griffin	Executive Director	
Access of WNY	NonProfit	2	The mission of Access is to bridge the gap for families and communities by providing education, youth development, immigration and support services to improve their quality of life.	Gamileh Jamil	Executive Director	
Assembly House 150	Government	2	ASSEMBLY HOUSE 150 brings together practitioners and students from diverse disciplines and backgrounds: architects, artists, designers, tradespeople and apprentices, in order to work collaboratively on projects that teach skills in construction while also leading to the production of inspiring spaces for contemplation and celebration.	Dennis Maher	Founder/Director	
Big Brothers Big Sisters of Erie County	NonProfit	2	Big Brothers Big Sisters is the largest provider of one-to-one youth mentoring services in the United States. In Erie County, we have been matching caring adults with local children for more than 40 years and have impacted the lives of over 10,000 youth. These quality relationships are built on friendship and trust, and are proven to be a significant positive influence in the life of the child, and the volunteer.	Sara Vernon	Vice-Chairperson	
Boys & Girls Clubs - Erie County	NonProfit	2		Bob Lowery	Chief Program Officer	
Catholic Charities	NonProfit	2	Catholic Charities of Buffalo is the most comprehensive human service provider in Western New York, reaching all eight counties with 61 professionally staffed locations, plus a presence in many area schools. Catholic Charities serves people in need and those who are most vulnerable without regard to age, race or religious affiliation.	Dennis C. Walczyk	CEO	
Children's Future Foundation	NonProfit	2	There is no skill more vital than as a foundation for a child's future than the ability to read and the ability to learn. With the established and methods used in our Community Study Skill Program, no child has to face a life of misery.	Kate Uzarowski	Program Director for Administration	
Parent Network of WNY	NonProfit	2	Parent Network of WNY is a not-for-profit agency that provides education and resources for families of individuals with special needs (birth through adulthood) and for professionals.	Amanda Baumler	Director of Development	
Say Yes Buffalo	NonProfit	2	The Say Yes Buffalo partnership is a landmark collaboration that brings together the Buffalo Public School District, the District Parent Coordinating Council, the Buffalo Teachers Federation, the Buffalo Association of Administrators and Supervisors, the City of Buffalo, Erie County, higher education and Say Yes to Education, Inc., with a diverse group of Buffalo area corporate, non-profit, and philanthropic organizations. Their mission is to increase high school and postsecondary completion rates by organizing people, time, money and resources to remove social, behavioral, health, financial and academic barriers to student achievement. Say Yes Buffalo partners believe every student can graduate high school and college when given the proper supports, resources, and opportunities.	Allie Newman	Scholarship Director	
United Way of Buffalo & Erie County	NonProfit	2	Helping children reach their full potential preschools. Helping people rise from crises to self-sufficiency. Helping people improve from crises to well-being.	Michael Weiner	President & CEO	
University District Community Development Association	NonProfit	2	We're a community center serving University District located at 3242 Main Street, Buffalo, NY 14214. We offer after school programming for children, teen girls and teen boys, senior citizens, and have an on-site infant/child care center.			
WNY STEM Hub	NonProfit	2	The WNY STEM Hub of the Empire State STEM Learning Network facilitates collaboration among business, education, community organizations, arts and cultural organizations, and government entities to advance the interdisciplinary teaching and learning of science, technology, engineering, the arts, and mathematics in support of sustained economic and intellectual vitality in our five-county region.	Dr. Michelle Kavanaugh	President	
Belle Center	NonProfit	2	Our Mission: To offer innovative educational, social and community building services for children, youth, senior citizens and families living in Western New York.	Lucy Candelario	Executive Director	
B Team Buffalo	NonProfit	3	The B Team is a community of young leaders who create and execute high-impact projects aimed at creating a sense of pride and civic engagement in the City and Region of Buffalo, NY. We are a 501(c)(3) non-profit organization.			
Junior Achievement of WNY	NonProfit	3	Our volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential. Junior Achievement of WNY serves the eight counties of Western New York: Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, and Wyoming- and has volunteer opportunities in schools in each county.	Justine Waldron	Education & Public Relations Manager	

Organization	Type	Priority Level	Mission	Contact	Role	Email/Phone
National Board Council of NY - Far West Region	NonProfit	3	The National Board Council of New York (NBCNY) is an affiliate network of the National Board for Professional Teaching Standards (NBPTS). We strive to provide awareness and establish support structures for teachers and school districts to pursue the National Board Certification process. We also work to increase the number of teachers that pursue national certification and develop effective NBC support programs across the state. We strive to improve student learning through our over 1700 NYS NBCTs. Our aim is to increase the number of NBCTs in teacher leader roles and to provide a positive voice for P-20 education.	Lori Mancuso	Co-regional Coordinator- Far West	
Seneca Street Community Development Corporation	NonProfit	3	The Seneca Street Community Development Corporation (Seneca Street CDC) partners with our neighbors in the Seneca Babcock community to provide a supportive environment to overcome educational, social and economic barriers. We provide opportunities for the entire community to acquire skills that build resiliency, self-reliance, and confidence, enhancing the quality of life and potential for current and future generations in our neighborhood.	Kristin Cook	Youth Programs Director	
Seneca-Babcock Community Association, Inc.	NonProfit	3	The Seneca-Babcock Community Association, Inc. (SBCA) is committed to developing and enhancing the quality of life for the Lovejoy Community at large, including youth at-risk, family needs and senior citizen issues. Our goal is to advocate a strong sense of empowerment through education, economic, social and health related opportunities.	Brian Pilarski	Executive Director	
The Teacher's Desk	NonProfit	3	The Teacher's Desk is the store in Buffalo where teachers shop free for students in need. Our mission is to distribute free school supplies to students in need, encourage teachers and provide purpose through volunteerism.			
The Foundry	NonProfit	Complete	The Foundry is a non-profit product-related small business incubator focused on serving low-income, minority, and women owned businesses. The Foundry is also home to member-based makerspaces featuring metal, wood, tech, and fiber labs. In addition, The Foundry runs hands-on community workshops which are taught by local craftsman and artists. The Foundry collaborates with several youth job training programs to facilitate learning in construction, woodworking, and metal working.	Tamera Knight	Volunteer Coordinator	
Open Buffalo	NonProfit	Complete	Open Buffalo's mission is to create systemic changes leading to an "open" city for residents of Buffalo, N. Y., through the measures of equality, justice, and freedom. Open Buffalo provides leadership development, media and policy strategy and coordination, direct support, and assistance to social and economic justice organizations and campaigns, facilitates action-oriented community research, and raises the profile of and mobilizes funding for this important work.	Franchelle Parker	ED	



Working Draft of Leader Contact List Winter 2018

Sample Correspondence with Head Starts Winter 2018

[Redacted]

[Redacted]

[Redacted]

[Redacted]

You are most welcome, and thank you for accepting our invitation. We would like for you to bring in some flyers, business cards, brochures or whatever you have that has your school's information because the parents may have some questions. You also talk to the parents about the school and what they offer. You can stay the whole time but if you can't it's okay. We are so happy that you can make it though. We appreciate it!

Best,

Joyce

On 2018-01-31 22:01, Daniel Brink-Washington wrote:

Hi, Ms. Adiges,

This sounds great. We would love to share some information about Buffalo Commons on February 15th! Thank you for thinking of us. Let me know if we should plan on attending for the entire window from 3-4:30, and what we should bring with us!

Talk soon,

Daniel Brink-Washington and the BCCS Team

On Wed, Jan 31, 2018 at 12:01 PM, Joyce Adiges

Hello Mr. Washington,

I am writing to you to let you know about the extravaganza that our school will be having and I was wondering if you or anyone from your team will be able to come out and take part in sharing the school information. I have attached a flyer, just let me know if this will work.

Best,

--

Joyce Adiges
CAO/King Urban Life
Family Partner

Links:

[1] tel:%28716%29%20245-6900%20X1117

[2] tel:%28716%29%20568-7356

[Quoted text hidden]

Sample Correspondence with Head Starts Winter 2018

REQUEST 4ab: ENROLLMENT

(a) In a narrative response, describe the following aspects of the school's enrollment plan including:

- *The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and*
- *A statement regarding whether the school might seek to apply for a full-day universal pre-K program. (Note, pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.)*

4A1. Planned Enrollment Pattern

During the course of the first charter term, Buffalo Commons Charter School (BCCS) will become a K-8 school for 450 students. Initially BCCS seeks to enroll 50 students at kindergarten and fifth grade, adding successive grades each year until the school reaches its K-8 capacity. One of the reasons for selecting this enrollment pattern is to stay aligned to the Buffalo City School District's (BCSD) dominant grade configurations. Kindergarten and fifth grade are transition years in BCSD, when families typically seek new school options. For approximately 3,000 kindergarteners, BCCS could be a child's first school. For the fifth grade spots, each year about 25% of Buffalo Public Schools' fourth graders (around 600) must seek a fifth grade placement after completing study at one of seven K-4 Buffalo Public Schools.¹ Because these are natural transition years, our enrollment plan is synchronized with these school transition points so that recruitment of families will be the least disruptive to peer schools. The Main Street Corridor is home to 50% of Buffalo's non selective K-4 schools, providing a natural annual pool of potential fifth grade students within our targeted geographic area.

Additionally, the BCCS team sees an immediate need for fifth grade seats in Buffalo as the achievement gaps between students of different subgroups become wider throughout their enrollment. We aim to arrest those gaps and work to close them entirely at BCCS.² While we could modify our enrollment pattern and serve fifth graders five years from now (assuming a K-1 opening pattern), that would leave thousands of families without the option of a school like BCCS. We believe there is some urgency in this regard.

Importantly, we have programmatic reasons for desiring this enrollment pattern. The immediate implementation of the key design element of cross-age mentorship relies upon this opening strategy. Cross-age mentorship can boost student's academic achievement, sense of belonging, and is an important part of creating the school culture that we envision (see R-9a).³ Our team has contemplated other means of replicating this structure, but has determined that

¹ Retrieved from Data.nysed.gov (Accessed February 2018).

² *Ibid.*

³ Garringer, Michael and Patti MacRae. (2017) *Cross-Age Peer Mentorship Programs in Schools*. UCLA.

running cross-age mentorships through another school or organization would give us a relatively weak locus of control, and would likely be inefficient.

BCCS understands that while this configuration does not reflect a misalignment with the district, the configuration will affect student recruitment during the first charter term. BCCS will need to enlarge the applicant pool for 5th grade seats beyond those 600 students and families making a natural transition. We expect to devote additional time and resources to that outreach (see R-21e). We will focus on building strong relationships with the K-4 programs, as well as developing strong lines of communication with area nonprofits, community-based organizations, and faith-based organizations that have youth and/or family programming (see R-15abd for further details on recruitment strategies).

Our enrollment plan is similar to other recently opened schools in terms of the number of students (100), and the number of grades served (2). However, our plan is unique in that it draws on two different developmental ranges (e.g. K, 5 rather than a more common K-1). We understand that having those two different ranges of students will provide some benefits as noted above, but will also offer some challenges. We have addressed those needs throughout this application, but especially in four sections:

1. In R-05ae - Academic Success, we highlight our use of proven curriculum and instruction, schoolwide co-teaching and a Daily Skills Block (see R-05ae).
2. In R-08ad - Instructional Leadership we highlight the role our Academic Directors (AD) will play, our methods for coaching teachers and our professional development plan. In that section we also highlight the fact that in year one of the charter our proposed Executive Director, Daniel Brink-Washington, will carry out the role of AD for the fifth grade. Mr. Brink-Washington was a founding member of the team that built a highly successful new middle school program at Brooklyn Prospect in 2009 where they started in sixth grade.
3. In R-09ac we discuss in more detail the role of the School Culture Director in creating a positive school culture that gives students a sense of belonging, and holds them accountable with a school-wide disciplinary system.
4. In R-10ab we delineate the roles and responsibilities of the Leadership Team that will lead to a strong, sustainable program for for years to come.

4A2. Differences in Age Ranges

There are no planned differences in BCCS' eligibility and age requirements for each grade level. They are listed as part of the enrollment and growth pattern in Figure 4.1.

4A3. Pattern of Growth in Enrollment

In years one through four, the school will add 100 net students per year. In year five, the school will add 50 students per year. After year five the school will have reached capacity. The net gains in students reflects an anticipated attrition rate of 7-10%,⁴⁵ which is comparable to

⁴ Fertig, Beth and Jenny Ye (2016). *NYC Charters Retain Students Better Than Traditional Schools*. Schoolbook/WNYC with NYC DOE Data.

⁵ New York City Independent Budget Office (2015). *Comparing Student Attrition Rates at Charter Schools and Nearby Traditional Public Schools*.

documented attrition rates in other New York charter schools, and also an admissions policy that includes “backfill” of vacated seats in all grade levels served at least every fall (see R-15f).⁶

4A4. Future Growth in Enrollment

The BCCS team is focused on building a diverse, high performing K-8 school and has no immediate plans for expansion upon renewal. In terms of the future, should we regularly meet the goals in our accountability plan, there is some long-term interest in a replication of the K-8 model and eventual expansion to offer a 9-12 program.

4A5. Universal Pre-K (UPK) Full Day

As explained in the section above, BCCS’ first priority is a K-8 school that regularly meets or exceeds the goals in our accountability plan. Should we achieve that, or if we determined that a UPK program would help to achieve that, we have some interest in becoming a site for a UPK program. During the initial charter term the board of trustees will gather information about the requirements and process, and evaluate the implications on facility, budget, and personnel. Also, it is our understanding that at this time, the BCSD is not approving charters as providers of UPK and that the state does not have an active grant to approve charters directly. Therefore we will continue to monitor the feasibility of providing a UPK site.

(b) Complete the student enrollment table provided in the budget template and include a copy of it here.

4B1. Student Enrollment Table.

Figure 4.1 shows our enrollment over the course of the initial charter.

Figure 4.1: BCCS Charter Enrollment By Grade							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	4-5
1st Grade	Elementary School		50	50	50	50	5-6
2nd Grade	Elementary School			50	50	50	6-7
3rd Grade	Elementary School				50	50	7-8
4th Grade	Elementary School					50	8-9
5th Grade	Middle School	50	50	50	50	50	9-10

⁶ The proposed budget conservatively allows for the possibility of a 3% net attrition rate should our attempts to backfill seats be less efficient than we anticipate.

6th Grade	Middle School		50	50	50	50	10-11
7th Grade	Middle School			50	50	50	11-12
8th Grade	Middle School				50	50	12-13
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	200	300	400	450	

REQUEST 4c: STATISTICAL OVERVIEW

This request is not applicable.

REQUEST 5ae: CURRICULUM AND INSTRUCTION

(a) Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- *Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- *Discussion of how the school's curriculum is aligned to New York State standards;*
- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;*
- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,*
- *The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

5A1. Curriculum Overview

Buffalo Commons Charter School's (BCCS) educational philosophy furthers our mission to prepare students to lead successful and impactful lives by providing students strong skills in each discipline, the ability to apply those skills, and opportunities to work together while creatively solving authentic problems that draw on skills from multiple disciplines. Our curriculum and instruction align directly with our key design elements (see R-02ab). We describe the selection/design, creation, and review of our teacher-made, standards-based curricula. Our core subject areas sections describe the resources, frameworks, and instructional time allotted to the critical components of our program.

5A2. Curriculum Selection/Design and Processes at BCCS

BCCS curricula have research-based curricula as their foundations. Our foundation curricula were selected for proven results, alignment to the applicable standards, and their alignment to BCCS' mission. We have selected curricula with high levels of rigor and critical-thinking, creative elements that allow for students to solve authentic problems, and ones that offer opportunities for collaboration (see specific foundational curricular selections in 5A3 below). Our teachers will then adapt those foundation curricula to further advance our mission and tailor instruction to our students. The resulting teacher-designed curricula share a number of important characteristics, listed below and explained in the following pages:¹

- Alignment to the NYSLS, with emphasis on "priority standards"
- Use of Universal Themes to guide the creation of units' essential questions and help instill core understandings of interdisciplinary generalizations
- Use of the Elements of Depth and Complexity to foster rigor and interdisciplinary connections for students in daily lesson plans

¹ Adapted from the work of Van Tassel-Baska (2003), Sandra Kaplan (1985), and Joseph Renzulli (1977).

- Creative Problem-Solving (CPS) Task(s) in the adaptation range² of the Rigor-Relevance Framework that offer the opportunity to use creative problem-solving techniques taught in our Innovations course
- An emphasis on effective teaching techniques that promote engagement and critical thinking (see 5c, below)
- Use of our co-teaching model to scaffold and differentiate instruction to promote student growth and identification of students needing additional support (see R-07ad)

The rationale for selection of the tools is based on their ability to be effective for students at a wide range of levels. Drawing from principles of gifted education, best practices for students with special needs, and rooted in research-based programs, our integrated curricula can be effective for the diverse community of students we intend to serve.³

Priority Standards: Our curricula are aligned with the New York State Learning Standards (NYSLS). While providing students an education with sufficient breadth, our curricula emphasize depth of understanding and applications of our priority standards. Our priority standards focus curriculum on the highest-leverage skills and concepts. Priority standards are chosen by the faculty according to the established criteria of 1) endurance, 2) leverage, 3) readiness for the next level of learning, and 4) appearance on recent statewide assessments.⁴ The curriculum sequence, along with focus on priority standards, prepares students to build the foundational skills and critical-thinking abilities to be successful on both internal and statewide assessments.

Universal Themes: To foster interdisciplinary learning, we use Universal Themes linked to each grade level (see Figure 5.1). Teachers use these Universal Themes to craft essential questions for units of study. Systematically overlapping themes in our unit questions across disciplines, promotes opportunities for students to make connections between their classes/subjects. Also, each Universal Theme has important “generalizations” within it, which teachers utilize to help develop students’ interdisciplinary understandings. These generalizations can be highlighted across the subject areas throughout the year (see typical student days in R-06ac).

Figure 5.1: Draft Universal Themes and Generalizations by Grade Level		
Grade Level	Universal Theme	Sample “Generalizations”
K	Relationships	<ul style="list-style-type: none"> ● Everything is related in some way. ● All relationships are purposeful. ● Relationships change over time. ● Relationships lead to new relationships.

² According to Dagget’s Rigor-Relevance Framework mentioned above.

³ Van Tassel-Baska, J., & Brown, E. *Towards best practice: An analysis of the efficacy of curriculum models in gifted education*. *Gifted Child Quarterly*. 51, 342-358. 2007

⁴ Ainsworth, Larry. *Prioritizing the Common Core: Identifying Specific Standards to Emphasize the Most*. (2013). Lead and Learn Press.

1	Exploration	<ul style="list-style-type: none"> • Exploration requires recognizing purpose and responding to it. • Exploration confronts "the unknown." • Exploration may result in "new findings" or the confirmation of "old findings."
2	Patterns	<ul style="list-style-type: none"> • Patterns have segments that are repeated. • Patterns allow for prediction. • Patterns can be ordered internally or externally. • Patterns are enablers.
3	Change	<ul style="list-style-type: none"> • Change generates additional change. • Change can be either positive or negative. • Change is inevitable. • Change is necessary for growth. • Change can be evolutionary or revolutionary.
4	Conflict	<ul style="list-style-type: none"> • Conflict is composed of opposing forces. • Conflict creates change. • Conflict may be natural or human made. • Conflict can be helpful or harmful. • Conflict may be intentional or unintentional. • Conflict may allow for synthesis and change.
5	Structure	<ul style="list-style-type: none"> • Structures have parts that interrelate. • Parts of structures support and are supported by other parts. • Smaller structures may be combined to form larger structures. • A structure is no stronger than its weakest component parts.
6	Order and Chaos	<ul style="list-style-type: none"> • Order may be natural or constructed. • Order has a purpose. • Order may allow for prediction. • Order is a form of communication. • Order may have repeated patterns. • Order and chaos are reciprocals. • Order leads to chaos and chaos leads to order.
7	Power	<ul style="list-style-type: none"> • Power is the ability to influence. • Power may be used or abused. • Power is always present in some form. • Power may take many forms (chemical, electrical, political, mechanical). • Power may be natural or constructed.
8	Systems	<ul style="list-style-type: none"> • Systems have parts that work to complete a task. • Systems are composed of subsystems.

	<ul style="list-style-type: none"> • Parts of systems are interdependent upon one another and form symbiotic relationships. • A system may be influenced by other systems. • Systems interact. • Systems follow rules.
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*Elements of Depth and Complexity:*⁵ The Elements of Depth and Complexity provide a mechanism to increase student content knowledge, to develop the ability to apply that knowledge, and to strengthen the understanding of interconnections across disciplines. Depth is defined as the exploration within a discipline.⁶ Complexity is the understanding both within and across the disciplines.⁷ BCCS teachers use a shared instructional vocabulary to increase both depth and complexity of students’ learning experiences (see Figure 5.2). Like the generalizations that accompany the Universal Themes, each of the Elements of Depth and Complexity has guiding questions that are used across disciplines. For example, teachers in all subject areas discuss patterns with children by asking developmentally appropriate versions of the questions, “What elements recur?” and “What is the sequence or order of events?”. Our students will hear those key questions being asked throughout each day.

Figure 5.2: Elements of Depth and Complexity with Key Questions	
Elements of Depth	Key Questions for Students (differentiated for developmental stage)
Language of the Discipline	<ul style="list-style-type: none"> • What vocabulary terms are specific to the content or discipline?
Details	<ul style="list-style-type: none"> • What are the defining features or characteristics?
Patterns	<ul style="list-style-type: none"> • What elements recur? • What is the sequence or order of events?
Trends	<ul style="list-style-type: none"> • What ongoing factors created influence?
Unanswered Questions	<ul style="list-style-type: none"> • What information is unclear, missing, or still not known?
Ethics	<ul style="list-style-type: none"> • What ethical principles are involved in the subject? • What debate could emerge from discussion?

⁵ These strategies are used routinely in gifted education settings, and studies show that they are successful in mixed ability classrooms too. A two-year study by the National Research Center for Creativity and Gifted Education found that using these strategies with all students yielded positive results and responses for both teacher expectations and student engagement.

⁶ Rosedale Union School District. *Differentiation for Gifted Students*. [Handbook]. Bakersfield, CA: Rosedale Union School District.

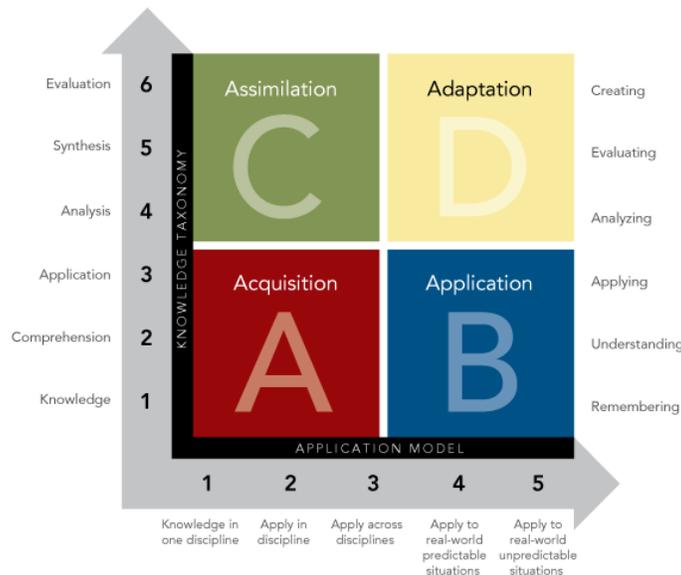
⁷ *Ibid.*

Big Ideas	<ul style="list-style-type: none"> ● What overarching statement best describes what is being studied? ● How do these ideas relate to broad concepts such as change, relationships, etc.?
Rules	<ul style="list-style-type: none"> ● What structure underlies this subject? ● What guidelines, regulations, hierarchy, or ordering principles are at work?
Elements of Complexity	Key Questions for Students (differentiated for developmental stage)
Over Time	<ul style="list-style-type: none"> ● How are elements related in terms of the past, present, and future?
Across Disciplines	<ul style="list-style-type: none"> ● Relate the area of study to other subjects within, between, and across disciplines.
Multiple Perspectives	<ul style="list-style-type: none"> ● What are the opposing viewpoints? ● How do different characters/people or disciplines see this event or situation?

Rigor-and-Relevance Framework: The framework helps teachers plan instruction that moves students along continuums for both thinking level and application level. The thinking continuum is similar to Bloom’s taxonomy, ranging from “knowledge” to “evaluation.” The application continuum ranges from “knowledge in one discipline” to “apply to real-world unpredictable situations” (see Figure 5.3).⁸ The result is a framework for learning that includes four major task types: acquisition, application, assimilation, and adaptation.

⁸ Dagget, William (2013). *Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance*. International Center for Leadership in Education.

Figure 5.3: Rigor-and-Relevance Framework



Each task type emphasizes a different intersection of thinking and application. Below is an example of how these task types might help organize a science unit of study about nutrition.

- Acquisition*: At the beginning of the unit a teacher knows students need to gather and store information. An acquisition objective might be for students to be able to label foods by nutritional groups.
- Application*: Next, the teacher might have students use knowledge they have acquired to solve a problem. An application objective might be to have students rank foods by nutritional value.
- Assimilation*: Subsequently, our teacher may include learning experiences that ask students to extend and refine their acquired knowledge to automatically and routinely analyze and solve problems as well as create unique solutions. For example, an assimilation objective could be for students to analyze the results of their own eating habits over time and create personalized nutritional goals.
- Adaptation*: This is the most rigorous type of learning activity at BCCS; adaptation tasks are often reserved for the culminating assignment of a unit. We call these tasks “creative problem-solving tasks” (CPS) and help students complete them by teaching and practicing the CPS skills of clarifying, ideating, developing, and implementing in our Innovations course. In creative problem-solving tasks, students have to think in complex ways and apply knowledge and skills they have acquired to novel situations. For example, a creative problem-solving task in our nutrition unit could be for students to devise a sound nutritional plan for a group of three-year-olds who are picky eaters.⁹

⁹ *Ibid.*

Creative Problem-Solving Tasks: The BCCS CPS problem-solving method of clarifying, ideating, developing, and implementing is taught explicitly in our Innovations courses, but is applied across subject areas to provide opportunity for students to improve their creative and critical thinking. Subject-specific creative problem-solving tasks are presented in most units, often at the end of their other learning experiences. These tasks present students with an authentic and complex problem or question that will require application of the knowledge and skills built throughout the unit. The students, either individually or collaboratively, use the four-step CPS method to design a novel solution to the problem. Planning CPS tasks will often involve simply modifying an existing lesson or project from our base curriculum. A few examples of CPS tasks are below.

- *Kindergarten Math:* Students participate in a number fair requiring manipulatives to create multiple representations of their special number and present their creations to other students.¹⁰
- *Third Grade Social Studies:* Students design and create a model of a monument that honors a local community leader from Buffalo’s past or present.¹¹
- *Seventh Grade Science:* Students investigate an original experimental question and design, conduct, analyze, and report on an experiment to answer that question.
- *Eighth Grade ELA:* Students engage in a neighborhood study wherein they craft a survey, conduct interviews, analyze the results, and write a feature article.¹²

Creating Curricula: BCCS will begin curriculum development during the 2018-19 planning year. An academic planning team led by the Executive Director (ED) will use the foundational curriculum for each subject (see 5A3 below) and the elements above to create sample units of study and lesson plans using our shared templates (see Figure 5.14 for an example of our lesson template). Our full faculty will use the sample materials as a starting place to create full, aligned curricula. Annual curriculum maps are due to the Academic Director (AD) by the end of the Summer Intensive professional development series. Faculty creation of curriculum will draw on the same creative problem-solving steps that we use with students (see Figure 5.4).

Figure 5.4: BCCS Curriculum Creation Cycle	
CPS Steps	BCCS Curriculum Creation Steps
Clarify (Jun-Jul)	<ol style="list-style-type: none"> 1. Review the course-specific standards; choose priority standards. 2. Review scope and sequence provided by foundational curriculum. 3. Review annual curriculum maps of highly effective NYS schools such as Brooklyn Prospect. 4. Review available student and teacher unit surveys, and student performance data from the previous year’s curriculum.

¹⁰ Eureka Math. Kindergarten. Module 1, Lesson 37.

¹¹ Adapted from *History Alive!*

¹² Adapted from Brooklyn Prospect Charter School.

Ideate (Jun-Jul)	<ol style="list-style-type: none"> 1. Considering the foundation curriculum, and the BCCS Universal Theme for the grade level, draft a viable scope and sequence of units for the year, and map standards to each of those units. 2. Draft essential question(s) for each unit, making sure to include at least one that references the Universal Theme for the grade. 3. Draft possible creative problem-solving tasks for each unit of study that allow students to use our creative problem-solving model to show high-level mastery of the priority standards addressed in the unit.
Develop (Aug)	<ol style="list-style-type: none"> 1. Collaborate with subject area colleagues to ensure proper skill progression throughout consecutive grades (eventually K-4 and 5-8). 2. Collaborate with grade-level team to share progress in earlier steps. Together, begin finalizing key aspects of the shared annual curriculum maps: <ol style="list-style-type: none"> a. Finalize scope and sequences. b. Finalize essential questions. c. Finalize creative problem-solving tasks. 3. Independently craft lessons that will facilitate student progress toward mastery of priority standards, as well as increased understanding of the Universal Theme.
Implement (Aug-Jun)	<ol style="list-style-type: none"> 1. Implement annual curriculum with appropriate modifications for special populations. 2. Revise curriculum as needed in response to formative, summative and interim student data.

Reviewing Curricula: Our curricula are reviewed and improved by our teaching teams in five main structures:

1. *Collaborative Planning Meetings:* Teachers have three hours per week for collaborative planning meetings wherein subject area teachers, special education teachers, and ENL teachers build the scaffolds, differentiation and modifications for students in response to classroom data and teacher observations.
2. *Curriculum and Instruction Meetings:* On a weekly basis, at the Curriculum and Instruction Meeting, teachers in the same grade level reflect on the efficacy of our curriculum based on formative assessments or our universal screening data which is analyzed three times per year in those meetings (see 5B2 below).
3. *Data Days:* Following each interim assessment, as part of our Data Days, subject area departments analyze student data and make reteaching plans and adjust Daily Skills Block content and groupings for the short-term, and note broader curriculum changes for the long-term (see 5B2 below).
4. *End of Year Reflection:* Annually, during the end-of-year professional development time, horizontal grade teams convene to review data highlights from student surveys and personal reflections that have been collected after each unit of study. Teachers can collaborate on the redesign of any units, concentrating on improving alignment to the grade level Universal Theme.

Resulting revised curriculum maps are submitted to the AD for feedback before the following school year begins.

5. *Summer Intensive*: As shown in Figure 5.4, our teaching teams revisit curriculum at the beginning of each academic year. They will have ideated over the summer months and upon return will also consider the New York State Testing Program (NYSTP) data and accompanying school goals, as well as the Torrance Tests of Creative Thinking (TTCT) data and accompanying goals. These data points will help teachers make targeted curriculum revisions during the weeks preceding the beginning of school.

Any change in foundational curricula would be rooted in poor student performance data over time, the elimination of other variables as the root cause, and carefully considered by the ADs. With those things in mind an AD can recommend a change to the ED who will consider the merits and ultimately present any proposed changes to foundation curriculum to the Board of Trustees.

5A3. Core Subjects at BCCS

The following subsection describes an overview of each core subject area (including Innovations and Daily Skills Block), the resources we intend to use, and the instructional framework and time allotments.

Overview of ELA at BCCS: A balanced ELA program is critical to prepare students to interact with the world through all forms of language, but particularly reading and writing. Our reading program is rooted in the NYSLS and emulates successful programs of successful NYS charter schools.¹³ Our reading program emphasizes student progression from learning to read to reading to learn. Instruction in the elementary grades helps students master phonics and decoding skills, build vocabulary and continuously improve fluency and comprehension skills. Middle school instruction focuses on vocabulary development, improving comprehension, and more sophisticated analysis of text. At all levels we teach the techniques of close reading,¹⁴ accompanying text annotation, and academic discussion in guided, partner, and independent reading activities. Our writing program encompasses student progression through encoding, sentence construction and mechanics, paragraph writing, and longer-form analytical and creative writing. Students are taught writing skills explicitly and have opportunities to practice and get teacher feedback. Also, students learn authentic writing formats and do long-form writing when completing creative problem-solving tasks. Our flexible teacher-made curriculum draws on anchor resources listed below.

ELA Resources: The resources listed below are used as the foundation of our balanced literacy program. They are mission-aligned and research-based.

- a. *Wit and Wisdom*: Developed by Great Minds, Wit and Wisdom provides comprehensive literacy curriculum to schools nationally. Their emphasis on students' reading authentic, complex texts closely, explicit writing instruction,

¹³ Our program draws tools and frameworks from successful programs at Uncommon Schools, Achievement First Charter Schools, and Brooklyn Prospect Charter School, all of which routinely outperform their district and state peers on ELA assessments.

¹⁴ Close reading includes multiple readings of a complex text. For example, students might read first for details and then for word choice or text structure, and finally for comparison to another text.

and structured learning routines fits our philosophy and framework. Wit and Wisdom provides the blueprint for annual curriculum maps, unit plans, and daily lessons.

- b. *Foundations*: Foundations is a nationally recognized, research-based program that provides structured, multisensory instruction around phonemic awareness, phonics, high frequency words, reading fluency, and spelling in early elementary grades. Our elementary teachers will use Foundations materials during the Word Work portion of the Daily 5 (see ELA frameworks below).¹⁵
- c. *Fountas and Pinnell’s Literacy Continuum and Leveled Library Sets*: Though they are not a specific curriculum, teachers use Fountas and Pinnell (F&P) resources to provide students with literature choices on their level, and offer a resource for planning and teaching our guided reading groups.
- d. *Supplemental Resources*: Our teachers will use supplemental resources to tailor curriculum to student needs. Some examples of supplemental resources include 1) F&P’s Leveled Literacy Intervention that provides teachers with systematically designed guided reading texts and lessons for underperforming students, 2) Wilson Reading System that provides a more intensive intervention for students in grades 2-8 who are having difficulty mastering phonics, 3) subscriptions to platforms like Newsela, which allow teachers to seamlessly bring leveled versions of authentic and current nonfiction texts into content area and allow for annotation, assessment, and progress monitoring.

ELA Instructional Frameworks: Elementary (K-4) instructional blocks in ELA are 60 minutes each day and follow the Daily 5 structure.¹⁶ In the middle school (grades 5-8) we use a workshop model for 50-minute instructional blocks. Both Daily 5 and the workshop model are widely used frameworks for structuring ELA time so teachers have flexibility and students develop conceptual understanding and ELA skill proficiency (see Figure 5.5). These frameworks provide opportunity for teachers to differentiate instruction, to closely observe student work, and to provide additional support for underperforming students. Both frameworks begin with whole-group mini-lessons that could include, for example, a read-aloud, a shared reading, or a writing demonstration. The mini-lesson is followed by student practice time, and finally a share/exit ticket. During the student practice time, the Daily 5 in elementary levels offers a more structured, station-based approach, while the middle school workshop model allows for more flexibility, including increased long-form writing opportunities and individual or collaborative project-based work.

Figure 5.5: English Language Arts Instructional Frameworks, Elementary and Middle		
	Elementary (K-4)	Middle (5-8)
Time	Daily 5 Model	Workshop Model

¹⁵ BCCS also leverages Foundations as part of its RTI system.

¹⁶ Developed by Gail Boushey and Joan Moser. The Daily 5 is used in numerous districts nationally.

10 Minutes	Whole Group Mini-Lesson	Whole Group Mini-Lesson
30-45 Minutes	Small-Group Teacher Led Instruction	Flexible work-time for guided practice, independent practice, small-groups, or extended project work
	Station-Based Instruction <ul style="list-style-type: none"> ● Reading to Self ● Reading with Someone ● Listen to Reading ● Word Work ● Work on Writing 	
5-10 Minutes	Sharing/Formative Assessment	Sharing/Formative Assessment

*Elementary Daily 5 ELA Stations:*¹⁷ Daily 5 was selected for the elementary grades for its ability to raise student achievement and its mission alignment in emphasizing both independent skill and student collaboration. After the mini-lesson, Daily 5 uses five stations that allow teachers to pull small groups for targeted guided reading activities.

1. *Reading to Self:* Reading to Self provides independent reading practice, essential to improving reading achievement, while also allowing student choice of appropriate reading material.¹⁸ Having choice leads to increased effort, task performance, learning, and understanding of the material.¹⁹ For readers below grade level, or those who fall into special populations categories, BCCS ELA teaching teams may employ structured choices of reading material through Fountas and Pinnell’s Leveled Literacy Intervention system.
2. *Reading with Someone:* Reading with Someone helps readers increase their comprehension, accuracy, fluency, and prosody as well as reading involvement, attention, and collaboration. Students in this station engaged in activities modeled directly on the Peer Assisted Learning Strategies developed at Vanderbilt University. For example, students will collaborate on passage reading, summarizing, and predicting.²⁰
3. *Listen to Reading:* Listen to Reading provides pronunciation and expression models that promote fluent and expressive readers. Our listening libraries’ technology puts thousands of titles at our students’ fingertips.²¹ Additionally,

¹⁷ Retrieved from <https://www.thedailycafe.com/daily-5> (Accessed February 2017).

¹⁸ Allington, R. L. (2014). How reading volume affects both reading fluency and reading achievement. *International Electronic Journal of Elementary Education*, 7(1), 13–26.

¹⁹ Miller, D. (2012). *Creating a classroom where readers flourish*. *Reading Teacher*, 66(2), 88–92.

²⁰ What Works Clearinghouse Intervention Report. (2012).

²¹ For example, we might use Tumble Book Library, a national leader in online audio books for schools and public libraries.

supporting reading with listening activities benefits underperforming readers, English language learners, and students with learning disabilities.

4. *Word Work*: During Word Work, students engage in curriculum modeled on Wilson Foundations. Students experiment with spelling patterns, memorize high-frequency words, and develop curiosity and interest in new words. By playing with words, word patterns, word families, prefixes, suffixes, and so on, students increase their knowledge of words and hone their writing skills.²²
5. *Working on Writing*: In Working on Writing time, students split time between engaging in specific writing tasks to improve their sentences and paragraphs, and longer-form expressive writing.

Middle School ELA Workshop Model: The workshop model is a well-established framework for instruction across subject areas and fits well in with BCCS co-teaching models. Composed primarily of a mini-lesson, student work time, and a share out, the workshop model provides a framework for the rituals and routines necessary for seamless classroom instruction. In the mini-lesson, teachers deliver explicit skill instruction. For example, a teacher might conduct a shared reading to model a reading strategy or might demonstrate a specific writing strategy. The teacher concludes the mini-lesson by outlining how to apply the concept or skill learned to the student work time that follows. During work time, students work individually, in pairs, or in small groups, on tasks that implement the skill or concept from the mini-lesson.²³ Concurrently, teachers may spend time conferring with individual students or pulling targeted small groups of students for guided reading, direct instruction, or reteaching.

ELA Instructional Time: There are differences in implementation between each developmental age span (see Figure 5.6). In the elementary grades we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and project-based work.

Figure 5.6: ELA Instructional Time, Elementary and Middle School

Elementary School ELA (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice ELA Station	Grade Level Teacher	1 x 15 mins./week*
ELA Block	Grade Level Teacher	5 x 60 mins./week*
Skills Block	Grade Level Teacher	5 x 15 mins./week
Total		390 mins./week

²² Retrieved from <https://www.thedailycafe.com/daily-5/word-work> (Accessed February 2017).

²³ Calkins' version of the workshop prominently features student-selected independent books during this time, but our approach will include a mix of teacher-provided materials, structured student choice and student-selected materials.

*These sessions can be split up into shorter station activities between 10 and 15 minutes in duration.

Middle School (5th) ELA

Activity	Personnel	Time and Frequency
Block Class*	ELA Teacher	2 x 100 mins./week
Single Class	ELA Teacher	1 x 50 mins./week
Skills Block	Grade Team Teacher	5 x 30 mins./week
Total		400 mins./week

*ELA and Math classes are backed against each other in our schedule to allow teachers to choose to either meet a class every day for 50 minutes, or to see them three times per week in two 100-minute blocks and one 50-minute period. During block classes, teachers can decide whether to run two workshop rotations, or to extend the middle portion that includes guided and independent practice and small-group work.

Overview of Mathematics at BCCS: The teaching and learning of math is guided by the NYSLS. The K-8 mathematics curriculum at BCCS includes computational fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition. BCCS mathematics curriculum support students in procedural fluency, conceptual understanding, and the application of skills. Learning is sequenced from concrete to visual to abstract, giving students multiple opportunities and contexts in which to master skills and concepts. The use of manipulatives, diagrams, tables, graphs, and flowcharts helps make abstract concepts concrete for a wide range of learners. Students are taught, when appropriate, to use technology and mathematical tools. Collaboration is another key component of the mathematics curriculum as students engage in mathematical discourse and apply mathematics creatively and in conjunction with other disciplines to solve authentic and complex problems. Our curriculum is teacher-made, which provides the necessary flexibility to meet our students’ needs; however, the curriculum draws on the following anchor resources.

Math Resources: The resources listed below are used as the foundation of our math program. They are mission-aligned and research-based.

- a. *Eureka Math:* Produced by the education nonprofit Great Minds, in conjunction with NYSED, Eureka Math is the most widely used²⁴ and highest rated K-8 math program in terms of focus and coherence, rigor and mathematical practices, and

²⁴ Rand Corporation. (2016)

usability.²⁵ The curriculum emphasizes skill development and the application of mathematics to real-world situations. Eureka Math includes curriculum overviews and maps for teachers, as well as day-to-day lesson materials to fit inside our frameworks.

- b. *Supplementary Materials:* We anticipate the use of supplemental resources to ensure meeting student’s needs. Examples of supplemental math resources include 1) Bridges in Mathematics Intervention is a skill-based intervention system for use with students who are experiencing significant difficulty with foundational skills. 2) Mathalicious is a standards-aligned set of units and projects middle school teachers can use to bolster our creative problem-solving tasks in the middle school.

Math Instructional Frameworks: Elementary (K-4) instructional blocks in math are 60 minutes each day and follow the general structure of the Daily 3: practicing math independently, engaging in math collaboration, and practicing mathematical writing. In the middle school (5-8), we utilize a workshop model for 50-minute instructional blocks. Both Daily 3 and the workshop model are frameworks for structuring math time so teachers have flexibility and students develop conceptual understanding and mathematical proficiency (see Figure 5.7). These frameworks allow faculty to differentiate instruction, closely observe student work, and provide support for students in need. They each emphasize whole-group mini-lessons, followed by small-group and/or independent work time, and sharing. The Daily 3 in elementary levels offers a more structured station-based middle portion of the lesson, while the workshop model allows for increased flexibility for including extended project-based work.

Figure 5.7: Math Instructional Frameworks, Elementary and Middle

Figure 5.7: Math Instructional Frameworks, Elementary and Middle		
	Elementary (K-4)	Middle (5-8)
Time	Daily 3 Model	Workshop Model
10 Minutes	Whole Group Mini-Lesson	Whole Group Mini-Lesson
30-45 Minutes	Small-Group Teacher Led Instruction <hr/> Station-Based Instruction <ul style="list-style-type: none"> ● Math by Myself ● Math with Someone ● Math Writing 	Flexible work-time for guided practice, independent practice, small-groups, or extended project work

²⁵ Retrieved from Edreports.org. (2015).

5-10 Minutes	Sharing/Formative Assessment	Sharing/Formative Assessment
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*Elementary Daily 3 Math Stations:*²⁶ As with the Daily 5 in ELA, the Daily 3 is a framework for instruction. Teachers conduct a whole-class mini-lesson before breaking students into station-based activities. While students work in these structured stations, teacher teams can pull small, targeted groups for specific modeling or reteaching. The structured stations for math are as follows.

1. *Math by Myself:* Math by Myself provides time for kinesthetic practice of math concepts that are primarily activity based. At the beginning of a new math unit, the activities review skills from prior units of study. As a student progresses, the activities become practice and reinforcement related to the current unit of study. Math by Myself station work may include the use of tools, technology, or manipulatives.
2. *Math with Someone:* This station allows students to have experience with talking and writing about mathematics as they describe and explain their thinking to peers. Collaboration about mathematical concepts helps students identify, simplify, organize, express, and extend their thinking. Math with Someone tasks often utilizes content provided in our core curriculum, *Eureka Math*. Partners will work with the Peer-Assisted Learning Strategies for “Coaching” and “Practice.”²⁷
3. *Math Writing:* In Math Writing, students express and articulate their thinking and understanding by working on a particular math problem or math concept through pictures, numbers and words, and occasionally by creating problems of their own.

Middle School Math Workshop Model: The workshop model in math largely mirrors our model in ELA. It pairs well with our co-teaching models and features a mini-lesson, student work time, and a share out. In the mini-lesson portion, teachers deliver explicit instruction. For example, a teacher might conduct a demonstration of a specific computational strategy. The teacher concludes the mini-lesson by outlining how to apply the concept or skill learned in the mini-lesson to the student work time that follows. During work time, students work alone, in pairs, or in groups on tasks that require them to apply the skill or concept from the mini-lesson. As students work, teachers may confer with individual students or meet small groups of students for targeted instruction or reteaching.

Math Instructional Time: Daily instructional time in math has differences in implementation for each developmental age span (see Figure 10A and Figure 10B). In the elementary grades, we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and project-based work.

²⁶ The following station descriptions are adapted from <https://www.thedailycafe.com/math-daily-3> (Accessed February 2017).

²⁷ PALS Math Strategies. Retrieved from <http://vkc.mc.vanderbilt.edu/pals/math.html> (Accessed February 2017).

Figure 5.8: Math Instructional Time, Elementary and Middle School

Elementary School Math (Kindergarten)

Activity	Personnel	Time and Frequency
Open Choice Math Station	Grade Level Teacher	1x15 mins./week*
Math Block	Grade Level Teacher	5x60 mins./week*
Skills Block	Grade Level Teacher	5x15 mins./week
Total		390 mins./week

*These sessions can be split up into shorter station activities between 10 and 15 minutes in duration.

Middle School Math (5th Grade)

Activity	Personnel	Time and Frequency
Block Class*	Math Teacher	2x100 mins./week
Single Class	Math Teacher	1 x 50 mins./week
Skills Block	Grade Team Teacher	5 x 30 mins./week
Total		400 mins./week

*ELA and Math classes are backed against each other to allow teachers to choose to either meet a class every day for 50 minutes, or three times per week in two 100-minute blocks and one 50-minute period. During block classes, teachers can decide whether to run two workshop rotations, or to extend the middle portion that includes guided and independent practice and small-group work.

Overview of Social Studies at BCCS: The teaching and learning of social studies is guided by the New York State K-12 Social Studies Framework and supplemented by standards from the National Curriculum Standards for Social Studies. BCCS' social studies curriculum supports our mission by developing students' literacy and research skills and helps students understand and apply social science concepts. In the skills-focused portion of social studies, students spend time building course-specific content knowledge, learning research skills, practicing reading and

analysis of both primary and secondary sources, and improving communication skills through their writing and speaking. Students apply these skills through daily lessons and creative problem-solving tasks that require them to consider the world through social science lenses including history, anthropology, political science, and economics. There are also opportunities for collaborative partner and group work to develop an ability to interact with, learn from, and solve problems alongside, students of all backgrounds and abilities.²⁸ This balanced approach is created by our teachers but draws on the following resources.

Social Studies Resources: We draw on a number of resources to build a tailored and mission-aligned curriculum in each grade level:

- a. *TCI History Alive!:* History Alive! is based on well-researched theories of teaching and learning and is used by districts across the country. The curriculum can increase student achievement and engagement,²⁹ and its emphasis on applying knowledge through interactive lessons, projects, and creative and complex problem-solving tasks is mission-aligned. The publisher has made a core commitment to “enable educators to improve their ability to engage students in a diverse classroom,”³⁰ offering ways for teachers to differentiate readings and lessons using their online materials.
- b. *Supplemental Resources:* To augment History Alive! and meet students’ needs while realizing our mission, teachers may use supplemental materials that include 1) Facing History and Ourselves offers content-specific units that can improve academic engagement and skills, civic attitudes and awareness, and social-emotional skills and attitudes.³¹ 2) Stanford History Education Group’s Reading Like a Historian provides middle school teachers with resources to enrich students’ intellectual experience in the history classroom, while developing their critical thinking skills.³² 3) Teaching Tolerance by the Southern Poverty Law Center has been shown to strengthen students’ literacy skills, reduce prejudice and increase engagement.³³

Social Studies Instructional Frameworks: Social studies instruction takes place in 60-minute blocks twice a week for lower elementary school students, along with choice and structured stations each week that reflect social studies themes. Each week middle school students have two 100-minute blocks and one 50-minute period of social studies. All social studies instruction uses a workshop model to facilitate whole-group instruction, guided practice, independent practice, station-based work, small groups, and extended project work in the middle school (see right-hand column of Figures 5.5 and 5.7).

Social Studies Instructional Time: There are differences in implementation for each developmental age span (see Figure 5.9). In the elementary grades we primarily use station-

²⁸ Retrieved from <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> (Accessed 2017).

²⁹ Retrieved from <https://www.teachtc.com/social-studies-textbook-results.html> (Accessed 2017).

³⁰ Retrieved from <https://www.teachtc.com/about-us/> (Accessed 2017).

³¹ Retrieved from <https://www.facinghistory.org/our-impact/evaluation-studies-and-research> (Accessed 2017).

³² Retrieved from <https://sheg.stanford.edu/history-sheg> (Accessed 2016).

³³ Retrieved from <http://www.tolerance.org/sites/default/files/general/PDA%20Pilot%20Study.pdf> (Accessed 2016).

based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and project-based work.

Figure 5.9: Social Studies Instructional Time, Elementary and Middle

Elementary School Social Studies (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice SS Station	Grade Level Teacher	1x15 mins./week
Social Studies Block	Grade Level Teacher	2 x 60 mins./week*
Structured Play SS Stations	Grade Level Teacher	1x15 mins./week
Total		150 mins./week
*These sessions can be split up into shorter station activities between 10 and 15 minutes in duration.		
Middle School Social Studies (5th Grade)		
Activity	Personnel	Time and Frequency
SS Block Class	Social Studies Teacher	2x100 mins./week
SS Single Class	Social Studies Teacher	1 x 50 mins./week
Total		250 mins./week

Overview of Science at BCCS: The teaching and learning of science is guided by the Next Generation Science Standards (NGSS) as adopted by the NYS P-12 Science Framework. Our science curriculum support students’ acquisition and application of scientific knowledge and skills. Our science program balances critical content reading, writing, and discussion with student engagement in scientific inquiry practices. Students develop scientific inquiry skills such as answering problems through investigation and solving problems through engineering design. This approach balances knowledge, skills, and inquiry and helps connect scientific problems to students’ lives. Our science curriculum is teacher-made, but relies on the foundational resources listed below.

Science Resources: We draw on a number of resources to build the most tailored and mission-aligned curriculum in each grade level.

- a. *TCI Bring Science Alive!*: Bring Science Alive! is a mission-aligned, comprehensive K-8 science curriculum used nationally that can increase student achievement and engagement.³⁴ It matches well with our mission insofar as it prioritizes applying knowledge through interactive lessons, projects, and creative and complex problem-solving tasks. Importantly, the curriculum has direct ties to NGSS and engineering skills.
- b. *Supplemental Resources*: When necessary, our teachers supplement the core curriculum with Classroom Sample Tasks and Project Based Inquiry Science. The Classroom Sample Tasks blend content, practice, and concepts from NGSS and NYSLS. Teachers across the disciplines have collaborated to write sample tasks designed to integrate science, engineering, and mathematics for classroom use.³⁵ The Project Based Inquiry Science is particularly useful for creative problem solving tasks and has the students conduct investigations, make models, collect and analyze data, weigh evidence, write explanations, and discuss and present findings.³⁶

Science Instructional Frameworks: All science instruction utilizes a workshop model to provide the flexibility for whole-group instruction, guided practice, independent practice, station-based work, small groups, and extended project work in middle school (see Figure 5.5 and Figure 5.7).

Science Instructional Time: Science instruction at BCCS is 60 minutes twice a week for elementary school students, along with choice and structured stations each week. Each week middle school students have two 100-minute blocks and one 50-minute period of science. In the elementary grades we primarily use station-based instruction with small groups of students. The middle school program uses a block schedule to allow for the inclusion of whole-group, small-group, and in-depth project-based work (see Figure 5.10).

Figure 5.10: Science Instructional Time, Elementary and Middle

Elementary School Science (Kindergarten)		
Activity	Personnel	Time and Frequency
Open Choice Science Station	Grade Level Teacher	1x15 mins./week
Science Block	Grade Level Teacher	2 x 60 mins./week*
Structured Play Science	Grade Level Teacher	1x15 mins./week

³⁴ Retrieved from <https://www.teachtci.com/social-studies-textbook-results.html> (Accessed 2016).

³⁵ Retrieved from <http://www.nextgenscience.org/classroom-sample-assessment-tasks> (Accessed 2016).

³⁶ Retrieved from <https://www.iat.com/courses/middle-school-science/project-based-inquiry-science/?type=introduction> (Accessed 2016).

Stations		
Total		150 mins./week
*These sessions can be split up into shorter station activities between 10 and 15 minutes in duration.		
Middle School Science (5th Grade)		
Activity	Personnel	Time and Frequency
Block Class	Science Teacher	2x100 mins./week
Single Class	Science Teacher	1 x 50 mins./week
Total		250 mins./week

Innovations at BCCS: Innovations is rooted in the New York State Technology Learning Standards and the New York State P-12 Learning Standards for the Arts.³⁷ Co-taught by an engineering/design teacher and an art teacher, Innovations integrates creative problem-solving, arts, and technology. Its primary focus is to develop students' creative problem-solving skills and provide opportunities to collaborate and apply skills to develop innovative solutions to real-world challenges, especially those in their communities. The curriculum balances divergent and convergent thinking and treats problems as questions to be investigated and redefined. Students learn to defer judgment and increase flexibility of thought, while producing novel and valuable ideas that can lead to innovative solutions. We facilitate this by teaching students the explicit stages and steps of the creative problem-solving method:³⁸ clarify, ideate, develop, and implement (see Figure 5.11). The course also teaches students strategies to enhance creativity, critical thinking, collaboration, and communication.³⁹ When crafting their solutions to challenges, students apply the CPS method and skills, along with what they have learned in the integrated arts and technology portion of the curriculum. Courses structured like Innovations can increase student achievement⁴⁰ and promote positive social behaviors among students.⁴¹ Because diverse groups can produce better solutions than homogeneous groups,⁴²

³⁷ Currently in draft form, but anticipated to be rolled out in our opening year 2018-19.

³⁸ CPS was developed right here in Buffalo by Alex Osborn and Sid Parnes in the latter half of the 20th century.

³⁹ As outlined by the Partnership for 21st Century Skills. Retrieved from <http://www.p21.org/> (Accessed February 2017).

⁴⁰ Hembree, R. (1992). Experiments and relational studies in problem solving: A meta-analysis. *Journal for Research in Mathematics Education*, 23(3), 242-273.

⁴¹ Denham, S.A., and Almeida, M.C. (1987). Children's social problem-solving skills, behavioral adjustment, and interventions: A meta-analysis evaluating theory and practice. *Journal of Applied Developmental Psychology*, 8(4), 391-409.

⁴² Retrieved from <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/> (Accessed March 2017).

Innovations at BCCS has the additional advantage of allowing students to experience and reflect on the benefits of a diverse school environment.

Figure 5.11: BCCS' Creative Problem Solving Method⁴³

Stages	Steps	Description
CLARIFY	Explore the Vision	Identify the goal, wish, or challenge.
	Gather Data	Describe and generate data to enable a clear understanding of the challenge.
	Formulate Challenges	Sharpen awareness of the challenge, and create challenge questions that invite solutions.
IDEATE	Explore Ideas	Generate ideas that answer the challenge questions.
DEVELOP	Formulate Solutions	Move from ideas to solutions. Evaluate, strengthen, and select solutions for best "fit."
IMPLEMENT	Formulate a Plan	Explore acceptance, and identify resources and actions that will support implementation of the selected solution(s).

Innovations Instructional Framework: Innovations is taught to elementary and middle school students in a workshop model that positions the problem to be solved at the beginning of the learning sequence. In addition to skill-based mini-lessons, students take part in STEAM-based design challenges, individual invention projects, and collaborative creative problem-solving tasks. Innovations challenges are frequently designed to require use of arts or technology skills, so the teaching team will organize units to allow the art/design teacher to lead students' necessary skill development, either in a set-aside period of days or intermittently throughout the unit. For example, if middle school students need to build a website as part of a solution, the art teacher takes the lead on facilitating lessons in graphic design, web design, and photography. Similarly, if the kindergarten needed to create a mural as a solution, first, the art teacher would lead a lesson about mural painting. As a teacher-made curriculum that integrates different disciplines, Innovations does not have a single foundational resource like our other core subjects do, but rather a number of resources that instructors will use to design the curriculum.

Innovations Resources: Innovations teachers draw on a number of resources to build an integrated problem-solving, arts, and technology curriculum at each grade level. The list includes, but is not limited to, the following features.

⁴³ Learner's Model based on work of G.J. Puccio, M. Mance, M.C. Murdock, B. Miller, J. Vehar, R. Firestien, S. Thurber, & D. Nielsen (2011).

- a. *Future Problem-Solving Program International (FPSPi)*: Problem solving using critical and creative thinking develops the ability of young people to design and promote positive futures.⁴⁴ Starting in grade four, FPSPi’s Global Issues Program offers creative problem curriculum at different developmental levels as well as long-form practice problems in social design challenges along the way to state, national, and international competitions. In grades seven and eight our students participate in the Community Problem-Solving category to design solutions to problems in their local community (see R-15e for a letter of support from FPSPi).⁴⁵
- b. *Stanford K-12 Lab at the D.School*: A leader in creative problem-solving, Stanford’s D.School has developed curriculum centered around design challenges at various developmental levels. Their work includes elements of traditional STEAM-based projects and community-oriented, empathy-based projects.⁴⁶
- c. *Western New York Invention Convention (WNYIC)*: This annual competition promotes creative thinking and encourages scientific problem-solving for students in grades K-8. Participation of our K-4 students promotes creative and critical thinking and will showcase the hard work of our K-4 community and celebrates young inventors from public, private, and charter schools.⁴⁷ In addition, WNYIC provides schools with resources to help facilitate participation (see R-15e for a letter of support from WNYIC).
- d. *Supplemental Resources*: Our teachers will draw on many design and entrepreneurial curricula/challenges and/or accompanying curricula from organizations including, but not limited to, Engineering for Kids, Future Cities Competition, and Design for Change.

Innovations Instructional Time: Innovations classes are 45 minutes per day in elementary school and 50 minutes per day in middle school (see Figure 5.12). In middle school Innovations is followed by PE, and allowing for longer block classes up to twice a week.

Figure 5.12: Innovations Instructional Time		
Elementary School Innovations (Kindergarten)		
Activity	Personnel	Time and Frequency
Innovations	Innovations Teachers	5x45 mins./week*

⁴⁴ Founded by creativity pioneer, Dr. E. Paul Torrance, Future Problem Solving Program International (FPSPi) stimulates critical and creative thinking skills, encourages students to develop a vision for the future, and prepares students for leadership roles.

⁴⁵ Retrieved from <http://www.fpspi.org/> (Accessed February 2017).

⁴⁶ Retrieved from https://dschool-old.stanford.edu/groups/k12/wiki/332ff/Curriculum_Home_Page.html (Accessed 2017).

⁴⁷ Retrieved from <http://wnykidsinvent.org/> (Accessed February 2017).

Total		225 mins./week
Middle School (5th Grade)		
Activity	Personnel	Time and Frequency
Innovations	Innovations Teachers	5x50 mins./week*
Total		250 mins./week
*These sessions include art, technology, and library learning standards.		

Overview of Daily Skills Block (DSB) at BCCS: Students have daily small-group instruction in literacy and math skills. This approach combines both the effective direct and reciprocal teaching models for learning skills, while retaining the benefits from an integrated curricular approach.⁴⁸ DSB groupings are data-driven based on our interim and/or diagnostic assessments and are capped at six students per group, with every BCCS teacher taking a daily literacy and a math group. Depending on student needs, DSB is a time for remediation, reinforcement, or extension.

Daily Skills Block Resources: Teachers use different materials depending on the needs of their groups. For students in need of intervention, established programs like Wilson Reading System, F&P Leveled Literacy Intervention, or Bridges Math Intervention will be used. For students in need of reinforcement, teachers will use additional content from our core curricula, Wit and Wisdom and Eureka Math, or our supplemental resources. Students who require extension will have teachers adapt project-based resources from organizations such as the Buck Institute or Expeditionary Learning.

Daily Skills Block Instructional Framework and Times: How DSB is taught depends on the group. For instance, a structured intervention will follow the program recommendations; a reinforcement group would likely be taught with direct instruction, whereas an extension group might be more student driven. DSB is 30 minutes in grades K-4 and 60 minutes in grades 5-8 (DSB instructional times are included in the ELA and Math sections above).

(b) Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment’s purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessments and collecting and analyzing the results;*
and,

⁴⁸ Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. (2009). Routledge.

- Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
- Explain how the following stakeholders will have access to and be able to use assessment results:
 - Teachers;
 - School leaders;
 - The education corporation’s board of trustees; and,
 - Students and parents; and,
- Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the feedback.

5B1. Overview of Assessment System at BCCS

We use data to monitor the progress of our students, adjust instruction and support as needed, and to keep stakeholders informed. Assessments are multifaceted and include nationally normed universal screenings, established diagnostics, standards-based formative and summative classroom assessments, external grade-wide interim assessments, and statewide standardized assessments. To promote student’s academic success it is important that data and analyses are readily available. Most BCCS assessment results are imported to a shared data platform, such as our student information system, or private Google Docs, so that teachers and administrators have a single place where they can view multiple data points and take action accordingly. Details are below.

5B2. Assessment Descriptions and Calendar

Universal Screenings: BCCS uses the Renaissance STAR 360 Suite (STAR) of screening tools for literacy and math with all students.

- *Frequency:* Three times annually.
- *Purpose:* To identify students’ relative strengths and weaknesses, identify students who are not making adequate progress in a given area, and to predict where students’ performance will be at the end of the year.
- *Rationale:* STAR earns high marks in screening and progress monitoring from both the National Center on Response to Intervention⁴⁹ and the National Center for Intensive Intervention.⁵⁰ Additionally, the STAR’s efficient 20-minute group administration allows minimal class time to be devoted to screening assessments. Its adaptive capabilities maximize efficiency by adjusting to students’ answers to previous questions, thereby reducing time, limiting frustration from items that are too difficult, and boredom from items that are too easy.
- *Design/Format:* Self adjusting multiple choice.
- *Administration:* Classroom teachers administer the STAR on student chromebooks.
- *Collection and Analysis:* Collection is automatic, and the ability to view reports according to student subgroups is built into the product. Additional analysis and

⁴⁹ Retrieved from <http://www.rti4success.org/resources/tools-charts/screening-tools-chart> (Accessed February 2017).

⁵⁰ Retrieved from <http://www.intensiveintervention.org/chart/progress-monitoring> (Accessed February 2017).

action planning are done by teachers at the Curriculum and Instruction Meeting following each administration (see R-08ad). They complete three types of analyses:

- a. An analysis of standards-based results to understand relative strengths and weaknesses of students and classes,
- b. An analysis of student growth percentile to determine whether or not students are progressing compared to students at a similar level (see R-02c), and
- c. An analysis of students predicted NYSTP level that informs teachers where the school should anticipate students performance at the end of the year, and allows us to intervene if necessary

These analyses are used to determine which students require further diagnostic testing, to inform instructional groups in classes, and to adjust DSB groups and/or content.

- *Reporting:* Results and accompanying analysis and action plans are communicated to the AD(s), and ED via our shared electronic platform. Screener data is subsequently communicated to the BOT through the ED's regular reports.

Diagnostic Assessments: BCCS uses diagnostic assessments in literacy and mathematics for students who exhibit less than anticipated progress via the STAR universal screening tool described above. For English Language Arts, BCCS will use the Fountas and Pinnell suite. For students struggling with math the Scholastic Math Inventory is used.

- *Frequency:* As identified by the STAR universal screener.
- *Purpose:* Provides a second data point to more fully understand the factors limiting a student's performance who was flagged by the universal screener as having gaps in one or more areas. It also helps guide the creation of supports or interventions for those students.
- *Rationale:* Both diagnostic tools are widely used nationally and are reliable and comprehensive in diagnosing student needs.
- *Design/Format:* Varies (Multiple choice, running record/interview, short response).
- *Administration:* Either a special education teacher or the Student Support Director (SSD) who has been trained in administration of the diagnostic.
- *Collection and Analysis:* Either a trained special education teacher or the SSD collects and analyzes the data by skill and sub skills so that subsequent intervention can be specifically targeted. The resulting analysis is used to plan more intensive Response to Intervention (RTI) Tier II interventions for these students, likely to occur in the DSB (see R-07ad for details on our RTI system).
- *Reporting:* Findings are communicated to students' family along with any next steps. Diagnostic results are shared with relevant teachers at the following Student Needs Meeting (see R-08ad). Any resulting intervention recommendations are added to our RTI tracking documents and students are evaluated again 5-6 weeks later (see R-07ad). Additionally, results are communicated to the AD(s) and ED via our shared electronic platform.

Formative Classroom Assessments: Standards-based formative classroom assessments are a daily part of our lesson plans which are reviewed by the AD. Formative assessment questions are often taken from foundational curricula materials to ensure proper rigor and alignment for use in instructional decision-making.

- *Frequency:* Daily.
- *Purpose:* To inform teachers about student mastery of taught material, and adjust subsequent lessons accordingly.
- *Rationale:* We want to be able to differentiate our instruction for individuals, small groups, and classes as nimbly as possible. Formative assessments that are linked to standards allow teachers to meet the needs of students on a day-to-day basis.
- *Design/Format:* Do nows, class work, exit tickets, etc. Formats may vary, but most often include multiple choice and short response.
- *Administration:* Classroom teachers administer formative assessments.
- *Collection and Analysis:* Classroom teachers collect and analyze formative assessments for student strengths, areas of weakness and misconceptions. They use findings to differentiate subsequent daily instruction, and to know if they need to revisit a topic or skill for an entire class.
- *Reporting:* Shared with teaching teams at collaborative planning meetings. Shared with grade level faculty at weekly Curriculum and Instruction Meetings (see R-08ad).

Internal Summative Classroom Assessments: Standards-based summative assessments are created and administered by classroom teachers and occur at the end of a prescribed period of instruction—often at the end of a unit, a semester, and a course of study. Like formative assessments above, summative assessments draw from material that are reliably aligned with the level of rigor that will be required of students on the NYSTP assessments.

- *Frequency:* Varies.
- *Purpose:* To inform teachers and administrators of cumulative progress of students in mastery of taught material, and help adjust curriculum design at the unit and course level.
- *Rationale:* Having assessments at the end of units, semesters and courses allows our faculty to backwards plan effective curriculum design and modification.
- *Design/Format:* Multiple choice, short response.
- *Administration:* Classroom teachers administer summative assessments.
- *Collection and Analysis:* Classroom teachers collect and analyze data from end of semester and end of course summative assessments using the same protocol as our interim assessments (see below).
- *Reporting:* End of semester and end of course assessment results are communicated to the AD(s), and ED via our shared electronic platform, and are included in the annual Internal Program Audit (see R-05f).

External Interim Assessments: BCCS interim assessments are provided by Anet or a similarly recognized assessment organization. This helps ensure validity of results and reliability for decision-making.

- *Frequency:* Four times per year.

- *Purpose:* To identify students' strengths and deficits and inform our teaching teams' instructional choices, groupings, and Daily Skills Block content. Additionally, to provide a comparative measure of progress against similar schools statewide. Lastly, to offer another data point in terms predicting student proficiency on NYSTP assessments.
- *Rationale:* We desire an interim that provides known reliability. Using an external provider, like Anet, allows comparisons of our student performance to other district, state, and similar schools (as per our accountability plan, R-02c).
- *Design/Format:* Multiple choice, short response, and extended response.
- *Administration:* Classroom teachers administer the interim assessments.
- *Collection and Analysis:* Collection and initial analysis is performed by the external provider, including reports by student subgroups. Further analysis and action planning is carried out by classroom teachers at Data Days using an established protocol like the one below (see also R-08ad):
 - a. Select priority standards based on foundational and/or heavily assessed skills combined with student performance.
 - b. Break down priority standards/skills into subskills or prerequisites.
 - c. Analyze the assessment items to identify possible misconceptions for each distractor answer.
 - d. Identify student response trends and misconceptions on individual questions within the priority standards.
 - e. Group students based on differentiated need according to the data.
 - f. Create an action plan that includes reteaching of priority standards, sub skills and instructional strategies for whole and small student groupings.
 - g. Reflect on larger implications for curriculum in subsequent iterations.
- *Reporting:* Results and analysis are communicated to the AD(s), and ED via our shared electronic platform. The BOT are updated on interim scores through the ED's regular reports.

Torrance Test of Creative Thinking (TTCT): To measure the effect of our program on students' creative abilities, we use the TTCT.

- *Frequency:* Upon admission, end of 4th grade, end of 8th grade.
- *Purpose:* to measure student progress in creative abilities and compare them to same age/grade peers.
- *Rationale:* The TCTT is the longest running and most widely used measure of creative ability in educational settings.⁵¹ It breaks creative abilities into five indicators that can be used to determine student strengths and deficits, and inform curriculum and instruction. Also, the TTCT shows a significant positive correlation between its measure of creative thinking and personal and professional achievement.⁵²

⁵¹ Kaufman, J. C., Plucker, J. A., & Baer, J. (2008). *Essentials of Creativity Assessment*. New York: Wiley.

⁵² Runco, M.A., Millar, G., Acar, S., & Cramond, B. (2010). Torrance Tests of Creative Thinking as Predictors of Personal and Public Achievement: A Fifty-Year Follow-Up. *Creativity Research Journal*, 22(4), 361- 368.

- *Design/Format:* Group-administered, pictorial responses. It requires students to use their imagination, solve problems, think of new ideas, and elaborate on their ideas.
- *Administration:* The AD administers the TTCT to incoming students. Innovations teachers administer the TTCT to students at the end of fourth and eighth grade.
- *Collection and Analysis:* Externally scored by the Scholastic Testing Service, the results are analyzed by the Innovations teachers. Analysis includes breaking out results by creative indicators and disaggregating students by subgroup. The teachers develop action plans in response.
- *Reporting:* TTCT scores are shared with families directly. The action plan developed by the Innovations teachers is approved by the ADs and is shared with faculty at the Summer Intensive professional development.⁵³ Results are added to our electronic platform and reported annually to the BOT.

New York State Testing Program (NYSTP): NYSTP provide our primary academic accountability measures. In our first year, only fifth grade will participate in the math and ELA portions of NYSTP, but by the end of the initial charter term, grades 3-8 will participate, and we will likely offer the Algebra and Living Environment Regents exams as well.⁵⁴

- *Frequency:* Annually.
- *Purpose:* To identify program strengths and deficits that can be leveraged into improvements for the whole school, specific cohorts, and each subgroup.
- *Rationale:* NYSTP assessments are linked directly to students' college readiness and our accountability plan.
- *Design/Format:* Multiple choice, short response, extended response.
- *Administration:* Classroom teachers administer the NYSTP.
- *Collection and Analysis:* New York State collects, scores and does initial analysis. AD and ED analyze further according to skills and subgroups. They develop academic priorities and an annual action plan in response.
- *Reporting:* NYS shares individual results directly with families. BCCS shares results and analysis with teachers in Summer Intensive professional development. Results are added to our electronic platform and reported annually to the BOT.

Adapted American Association of Colleges and Universities' Teamwork Rubric: We measure students' collaborative skills throughout each year.

- *Frequency:* Four times annually.
- *Purpose:* To measure student's progress on collaborative skills.
- *Rationale:* The AACU's rubric measures indicators that together address the two aspects of collaboration that we want to develop in students: 1) a student's collaborative skills during the process, and 2) the individual outcomes for students inside of their collaborative work.
- *Design/Format:* Rubric based on teacher observations and student work portfolios.

⁵³ Innovations teachers may meet separately with the AD to adjust curriculum as well.

⁵⁴ K-2 students identified as ELL will participate in the NYSESLAT as well.

- *Administration:* Classroom teachers administer the adapted teamwork rubric.
- *Collection and Analysis:* Classroom teachers collect and analyze data from the indicators on the adapted teamwork rubric for students and cohorts. Analysis is used to adjust curricula, CPS tasks, and work with individual students.
- *Reporting:* Rubric scores are shared quarterly with students and families alongside classroom grades. Scores are added to our electronic platform and reported quarterly to the BOT.

Assessment Calendar: Our assessments occur throughout the year. Figure 5.13 offers a month-by-month view of our formal assessments.

Figure 5.13: Draft K-8 Assessment Calendar⁵⁵	
Month	Assessment
September	STAR 360 - Fall
September	Fountas & Pinnell/Scholastic Math Inventory - Fall*
October	Anet Interim Assessment 1
December	STAR 360 - Winter
January	F&P/Scholastic Math Inventory - Winter*
January	Anet Interim Assessment 2
March	Anet Interim Assessment 3
March	New York State ELA
April	New York State Math
May	NYSESLAT Reading, Writing, and Speaking for ELLs
May	STAR 360 - Spring
May	Grade 4 and Grade 8 Science Performance Test
May	Torrance Test of Creative Thinking*
June	F&P/Scholastic Math Inventory - Spring**
June	Anet Interim Assessment 4

⁵⁵ Adapted from best practices at Brooklyn Prospect Charter School, The Network Accelerator at Achievement First, and Elmwood Village Charter School.

June	Grade 4 and Grade 8 Science Written Test
June	Algebra Regents***
June	Living Environment Regents***
June	STAR 360 - New Incoming Students Only
* applies to fourth and eighth grade students ** applies only to students flagged by STAR or recommended by teachers *** applies only to identified eighth grade students	

5B3. Data Reporting to Stakeholders

Below we outline our data reporting with students, families, teachers, administrators, the Board of Trustees, and the community at large.

Students and Families: Students and families receive regular updates on their class grades at the middle and end of each quarter, or about every 5-6 weeks. At the end of each quarter they also receive an update on final classroom grades and student collaborative skill progress at parent-teacher conferences. Along the way, families have access to published grades through our parent portal. Finally, the school may contact families to share data, such as low universal screening results and subsequent diagnostic testing results. At the end of fourth and eighth grade TTCT scores are shared with families. Teachers and/or administrators help families and students understand reported data, and make action plans for students outside of school when appropriate.

Faculty: Teachers have access to data of students in whom they have a vested academic interest. Most data is housed on our electronic shared data platform and is used to advance student achievement. Flexible groupings, reteaching plans, and DSB rosters are examples of decisions that teachers make using data.

Administrators: Administrators have access to data for all students. They use data at weekly Leadership Team Meetings to inform decisions about programming, curriculum, and staffing. The ED uses data to create a monthly academic update for the Board of Trustees as part of a larger dashboard.

Board of Trustees: The Academic Excellence Committee receives monthly academic updates from the ED that include screening, interims, NYSTP, TTCT, and Teamwork Rubric data. They make a quarterly report to the larger board about the academic health of the school, and hold the school leader accountable for meeting the annual achievement goals.

Community at Large: BCCS NYSTP data is public. Additionally, our annual report (see R-05f) will be sent to SUNY and posted on our website each year.

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*

- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 5(a); and,*
- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

5C1. BCCS General Instructional Methods

Teachers use proven instructional strategies proven to develop students' academic, creative, and collaborative skills. These strategies are drawn from research⁵⁶ and practical application at successful schools, and will be adapted by teachers to be developmentally appropriate. The strategies described below will be introduced and developed in our summer professional development and listed on our shared lesson-planning template (see Figure 5.14). Evaluation of teachers' instruction is based largely on their effective use of these methods. Below they grouped by their alignment to our mission:

1. *Methods to Increase Academic Skills:* Our shared instructional strategies will increase students' time spent using higher-level thinking skills. These strategies have been shown to raise student achievement in populations similar to the one we anticipate.
 - a. *Identifying Similarities and Differences:* The ability to parse a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a simpler way. Teachers either directly present similarities and differences, accompanied by discussion and inquiry, or ask students to identify similarities and differences on their own. For example, teachers might design activities and ask questions in classroom instruction so that students are comparing, classifying, or creating metaphors.
 - b. *Summarizing and Note Taking:* Teachers can promote greater comprehension by asking students to identify what is essential and put it in their own words. At each developmental level students have ample opportunities to summarize and/or take notes with different tools and in different modalities. For example, students in kindergarten could summarize in a lesson by creating storyboards with pictures, while fifth grade students might be working on written paragraph summaries.
 - c. *Generating and Testing Hypotheses:* This strategy helps teachers get students to analyze evidence, note patterns, and develop conclusions. Whether a hypothesis is induced or deduced, students are asked to explain their hypotheses and conclusions. Teachers use this strategy whenever making predictions is appropriate. For example, a science teacher might use this strategy before an experiment, and an English teacher could use it before reading a text.
 - d. *Nonlinguistic Representations:* Knowledge is stored in two forms: linguistic and visual, therefore teachers use consistent visual support, as well as models, demonstrations, and kinesthetic reinforcement. For example, in our English classrooms vocabulary might be introduced using pictures to generate student definitions and/or synonym lists even before the word is introduced to the class.

⁵⁶ Antonetti, John, and Garver, James. (2015) *17,000 Classroom Visits Can't be Wrong: Strategies that engage students, promote active learning, and boost achievement*. ACSD: Alexandria, VA.

- e. *Cues, Questions, and Advance Organizers*: This strategy helps teachers guide students to use prior knowledge and to keep their thinking organized. For example, a teacher might use a K-W-L chart before a new unit, include guiding questions to go with a reading, or provide students a graphic organizer to complete as they engage in a jigsaw reading activity with classmates.
 - f. *Teach Like a Champion (TLAC) Techniques*:⁵⁷ These are concrete, actionable and successful techniques, proven at schools all over the country, including the Uncommon Schools network where they originated, and Prospect Schools, where our proposed ED was a founder. Our teachers will use many of these, though for academic engagement we will especially focus on “Break It Down,” “Right is Right,” “Stretch It,” “Work the Clock,” “Cold Calling,” “Pepper,” “Call and Response,” “Wait Time,” and “Everybody Writes.”
2. *Methods to Improve Creative Skills*: Besides promoting intellectual and academic engagement, BCCS believes that learning comes alive when students are creatively and personally engaged.⁵⁸ BCCS’ teaching philosophy fosters a learning environment where students apply skills to create meaning and value from their learning. Teachers employ four shared strategies to facilitate creative engagement.
- a. *Personal Response*: This strategy offers open-ended questions or tasks without one right answer. Students can react and bring to bear their unique perspective while stressing the importance of evidence.
 - b. *Authentic Audiences*: Whenever possible, teachers provide examples or connections to the community or the world at large. In some cases this may be part of a larger creative problem-solving task or be inside individual lessons.
 - c. *Novelty and Variety*: While teachers will rely on classroom routines for entry, general lesson structure, student participation and exit, it is important for students’ personal engagement to vary procedures for learning, products created, perspectives, and places.
 - d. *Academic Choice*: When possible, BCCS teachers use choice to differentiate process or products. For instance, fifth grade students might be offered the choice between reading an interview or an informational article to access content, and then choose how they present their findings. This gives students control over their work without affecting other students’ learning.⁵⁹
3. *Methods to Improve Collaborative Skills*: Our instruction creates environments where students can practice collaboration. We employ two core strategies to facilitate students’ collaborative skill development.⁶⁰
- a. *Emotional and Intellectual Safety*: Teachers create environments in which students are comfortable taking academic risks in front of one another. We use

⁵⁷ Lemov, Doug and Uncommon Schools. (2010). *Teach Like a Champion*. Jossey-Bass.

⁵⁸ Antonetti, John, and Garver, James. *17,000 Classroom Visits Can’t be Wrong: Strategies that engage students, promote active learning, and boost achievement*. (2015) ACSD: Alexandria, VA. (These strategies were originally put forward in *Working on the Work: An action plan for teachers, principals, and superintendents*. San Francisco: Jossey-Bass. 2002).

⁵⁹ *Ibid*. These four strategies are found throughout the book.

⁶⁰ As defined by the Partnership for 21st Century Learning. *P21 Framework Definitions*. (2015)

specific teaching techniques from TLAC developed by Uncommon Schools network and used nationally.⁶¹

- b. *Learning with Others*: Teachers engage students socially by planning for frequent, structured peer interactions. Students can share and analyze ideas with others, deepening their own learning.⁶² Examples include the use of PALS structures in ELA and Math and cross-age mentorships.

Figure 5.14: Draft BCCS Shared Lesson Plan Template			
Course	Subject/Grade	Universal Theme	
Unit #		Lesson # and Title	
Standard(s)	What do students need to know or do?		
Language Objective	What academic language or usage target will be incorporated?		
Co-Teaching Model(s)			
Learning Objectives			
Design strong objectives with students in mind: <ul style="list-style-type: none"> ● What will students be able to do when we are done? (verb) ● What will the task(s) look like? (context) ● How well do students need to do the task? (criteria) Also consider the following questions: <ul style="list-style-type: none"> ● How will the objective be communicated to students? Can they personalize it? ● How can students be clear about what they need to do to show mastery? 			
Opening/Do Now			
Design a short, engaging, activity that addresses one or more of the following questions: <ul style="list-style-type: none"> ● What do students already know about this content? ● Why do students need to know this today? ● Why do students need to know this in the future? ● What will grab students' attention and frame their thinking? 			
Mini-Lesson <u>or</u> Grapple and Debrief			

⁶¹ Teachers will use “Positive Framing,” “Precise Praise,” “Warm/Strict,” “J-Factor,” “Emotional Constancy,” and “Normalize Error.”

⁶² Antonetti, John, and Garver, James. *17,000 Classroom Visits Can't be Wrong: Strategies that engage students, promote active learning, and boost achievement*. (2015) ACSD: Alexandria, VA.

Design a lesson that addresses the following questions:

- What needs to be explicitly taught to students?
- Is there a “grapple” task that students could engage in that would reveal what students know? How can you debrief that “grapple” to help make the big idea clear to students?
- How does this content relate to the Universal Theme?
- What Elements of Depth and Complexity are present?
- Are there any key terms that students need to know to be successful?
- Is there modeling that needs to be done for students to be successful?

Guided Practice (Part of Daily 5 and Daily 3 in Kindergarten)

Design an activity using one or more of our instructional methods for students do with peers or with the teacher:

- Identifying Similarities and Differences
- Summarizing and Notetaking
- Non-Linguistic Representation
- Generating and Testing Hypotheses
- Advance Questions and Organizers

Formative Assessment

- How can students display their progress toward mastery of the lesson objective?

Independent Practice (Part of Daily 5 and Daily 3 in Kindergarten)

Design an activity using one or more of our instructional methods for students to do by themselves to help achieve mastery:

- Identifying Similarities and Differences
- Summarizing and Notetaking
- Non-Linguistic Representation
- Generating and Testing Hypotheses
- Advance Questions and Organizers

Share/Exit Ticket

- How can students display, summarize or reflect on their learning from the lesson?

Teacher Reflection

- How did students do?
- What may need to be retaught?
- What changes may need to be made to this lesson in the future?

5C2. Instructional Methods and Special Populations

Teacher teams receive professional development and ongoing coaching in how to scaffold and differentiate our curriculum for a wide range of students (see R-08ad). Additionally, DSB, mentioned above, offers students daily tailored, small-group instruction. Below we outline examples of how our curriculum and instructional practices address the needs of our special populations:

Meeting the Needs of Students with Individualized Education Programs: BCCS has designed a model for curriculum and instruction that yields positive results for students with disabilities. Research shows that students with IEPs benefit from direct skill instruction, learning strategy instruction, and multisensory approaches.⁶³ Our instructional frameworks (Daily 5, Daily 3, and workshop model) and commitment to co-teaching ensure that our classroom structures support students with disabilities. In our frameworks, daily instruction generally has direct instruction mini-lessons followed by individual, partner, or small-group work time before ending with a share. At any point in the framework, a teaching team can increase the use of direct instruction, learning strategy instruction, and multisensory learning experiences by leveraging our co-teaching models (see R-07ad).⁶⁴ For example, a teaching team might group students with IEPs together during a Daily 3 math lesson so that the special education teacher could teach the same lesson as the students' general education teacher, but with the use of manipulatives to add a multisensory dimension to the lesson. Or in a middle school ELA context, a small group of students with IEPs might participate in direct instruction around a modified version of a text from *Wit and Wisdom*, while their general education peers might engage in a small group that uses a more inquiry-based discussion to help students comprehend what they have read.⁶⁵

Our frameworks and primary curricular resources also support peer-based collaborative learning opportunities during literacy and math blocks. For example, students use content from our foundational curricula to engage in protocols modeled after the Peer-Assisted Learning Strategies (PALS) developed at Vanderbilt University. PALS can increase ELA achievement at all levels, but especially for students with learning disabilities and English Language Learners.⁶⁶ PALS' effects in math are promising, particularly in helping elementary students better understand math concepts.⁶⁷

⁶³ Learning Disabilities Association of America. (2017)

⁶⁴ We utilize the co-teaching models developed by Marilyn Friend.

⁶⁵ According to multiple studies between 2010 and 2015 by the Center for Research in Educational Policy at the University of Memphis, Leveled Literacy Intervention has been shown to significantly increase achievement for struggling readers.

⁶⁶ Fuchs, D., Fuchs, L.S., Mathes, P.G., & Simmons, D.C. (1997). *Peer-Assisted Learning Strategies: Making classrooms more responsive to diversity*. *American Educational Research Journal*, 34, 174-206.

⁶⁷ Fuchs, L.S., Fuchs, D., Hamlett, C.L., Phillips, N.B., Karns, K., & Dutka, S. (1997). *Enhancing students' helping behavior during peer-mediated instruction with conceptual mathematical explanations*. *Elementary School Journal*, 97, 223-249.

Meeting the Needs of Students Classified as ELLs: Students identified as ELLs are provided with a structured English immersion program based on the Sheltered Instruction Observation Protocol (SIOP), which was developed by the Center for Applied Linguistics. SIOP principles help ELL students benefit from three broad research-based instructional practices: explicit instruction, ample practice opportunities, and adjustment of the language of instruction.⁶⁸ ELL students benefit from our Daily 5 and workshop frameworks and our co-teaching model for instruction, as they allow the teaching team and the English as a New Language teacher to design and implement lessons that include explicit teaching and ample practice opportunities. Additionally, SIOP includes vocabulary for each lesson and develops specific language-use objectives alongside learning objectives. For example, the learning objective of a lesson might be to “identify the basic needs of living things and what they need to survive.” The language-use objective for that same lesson might be to “explain to a partner why food, water, shelter, and air are important for survival” or “to write about how water, food, shelter, and air are important for survival.”⁶⁹ Teachers receive turnkey professional development on best practices from SIOP and coaching around the use of clear, explicit, and consistent language in the classroom. Additionally, ELL students sometimes receive service outside of the general education classroom (see R-07ad).

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum:

- *A general description of the content and skills that would be addressed in the course; if known;*
- *The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;*
- *Essential course specific assessments (e.g., the state’s 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,*
- *If serving students in 12th grade, provide an outline of course sequences leading to graduation.*

5D1. Subject and Course Overview

In the section below, we summarize our course offerings over the course of the initial charter term. Throughout the school we use research-based foundational curriculum that is adapted to meet the needs of our students. All curriculum is connected to state and/or national standards.

English Language Arts: Our ELA curriculum promotes students’ reading, writing, listening and speaking skills, and instills a lifelong love of words, literature and information. Rooted in the NYSLS, our ELA courses offer students a balanced approach to literacy. Our base curriculum comes from Great Minds’ Wit & Wisdom and was recently given the top score possible by edreports.org. Each grade level is composed of four modules, and each module explores a specific topic to develop depth of understanding and inspire curiosity. At the core of each module is a selection of authentic literary works, informational texts, and visual art. In our elementary grades (K-4), there is emphasis on discreet reading skills of phonics, vocabulary development, oral reading fluency, and reading comprehension. Additional phonics support is

⁶⁸ Linan-Thompson, Sylvia and Sharon Vaughn. (2007) *Research-Based Methods of Reading Instruction for English Language Learners, Grades K–4*. ASCD.

⁶⁹ Center For Applied Linguistics. (2016).

provided by Wilson Foundations. Writing instruction is text-based, and slowly moves from students constructing pictorial representations to writing claims with evidence over the course of the grade span. Additionally, our teachers adapt the foundational curriculum using the Universal Themes, Elements of Depth and Complexity, Rigor-Relevance Framework, and CPS tasks.

In the middle grades (5-8) we reinforce skills learned previously and help students make the transition from learning to read to reading to learn. Close reading begins to take the place of guided reading as students’ skills develop. Provided with authentic texts and focus questions drawn from Wit and Wisdom, students are taught to annotate texts using a variety of analytical reading skills (e.g., character development, cause-and-effect relationships, main idea, etc.). Writing becomes more sophisticated in the middle grades, including narrative and expository essays, research papers, as well as creative formats that include genre specific narratives, poems, and plays.

Figure 5.15: BCCS ELA Course Overviews	
Course/Level	Description
Kindergarten ELA	In Kindergarten ELA, students begin their studies with explicit phonics instruction, read-alouds, oral fluency practice, and pictorial writing. Sample core texts include <i>Last Stop on Market Street</i> by Matt De La Peña, <i>The Year at Maple Hill Farm</i> by Alice and Martin Provensen, <i>The Little House</i> by Virginia Lee Burton, and <i>Why Mosquitoes Buzz in People’s Ears</i> by Verna Aardema.
First Grade ELA	First Grade ELA builds upon the skills from kindergarten, and students gradually take on more reading and writing responsibilities. Sample core texts include <i>That Book Woman</i> by Heather Henson and David Small, <i>Seven Blind Mice</i> by Ed Young, <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba, and <i>The Rough Face Girl</i> by Rafe Martin and David Shannon.
Second Grade ELA	Second Grade ELA asks students to become more independent in basic reading and writing skills. Read-alouds and guided reading continue, but greater text demands for students are located in the independent reading portions of the course. The habit of close reading is introduced. Writing instruction focuses around strong simple sentence construction, conjunction use, and eventually compound and complex sentence structure. Sample core texts include <i>A Color of His Own</i> by Leo Lionni, <i>John Henry: An American Legend</i> by Ezra Jack Keats, <i>Ruby Bridges Goes to School: My True Story</i> by Ruby Bridges, and <i>Bone Button Borscht</i> by Aubrey Davis.
Third Grade ELA	Third Grade ELA continues to develop more nuanced literacy skills. Close

	<p>reading expectations increase to become more focused, and writing instruction includes claim and evidence structures in sentences and paragraphs. Sample core texts include <i>Fantastic Undersea Life of Jacques Cousteau</i> by Dan Yaccarino, <i>Moonshot</i> by Brian Floca, <i>The Keeping Quilt</i> by Patricia Polacco, and <i>Alvin Ailey</i> by Andrea Davis Pinkney.</p>
Fourth Grade ELA	<p>Fourth Grade ELA helps students make the transition from learning to read to reading to learn. Demands on student reading stamina increase and whole- class novels are introduced. The level of close reading annotations increases as well. Writing begins to focus on explicit instruction around longer forms, such as paragraph writing, short essay writing and longer, more purposeful narrative pieces. Sample core texts include <i>Love That Dog</i> and <i>Walk Two Moons</i> by Sharon Creech, <i>Hatchet</i> by Gary Paulsen, and <i>Colonial Voices: Hear Them Speak</i> by Kay Winters.</p>
Fifth Grade ELA	<p>Fifth Grade ELA has students delving further into whole-book studies, and their discussion begins to drive a greater amount of ELA instructional time. Explicit instruction is still present in helping to guide and deepen students' comprehension and analysis, and make connections between texts. Writing instruction focuses on increased production and emphasizes audience and author's voice. Sample core texts include <i>Thunder Rolling in the Mountains</i> by Scott O'Dell and Elizabeth Hall, <i>The Phantom Tollbooth</i> by Norton Juster, <i>The River Between Us</i> by Richard Peck, and <i>We Are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson.</p>
Sixth Grade ELA	<p>Sixth Grade ELA continues to hone students' skills as readers and writers. The amount of reading and writing required continues to increase. Some guided reading of specific texts or excerpts continues, but more class time is more focused on discussion. Writing instruction becomes more nuanced, focusing on cohesion, concision and word choice, while continuing to build student repertoires of products. Sample core texts include <i>Bud, Not Buddy</i> by Christopher Paul Curtis, <i>The Odyssey</i> by Gillian Cross and Neil Packer, <i>Blood on the River: Jamestown, 1607</i> by Elisa Carbone, and <i>I Am Malala (Young Readers Edition)</i> by Malala Yousafzai and Patricia McCormick.</p>
Seventh Grade ELA	<p>Seventh Grade ELA requires students' increasingly independent application of previously learned skills. Conversations are driven more by guidelines, and are less teacher directed. Students are increasingly expected to connect ideas across multiple texts as their understanding of theme matures. Writing instruction focuses on the revision process as a means to a better final product. Sample core texts include <i>The Midwife's Apprentice</i> by Karen Cushman, <i>Code Talker</i> by Joseph Bruchac, <i>Animal Farm</i> by George Orwell, and <i>Fever 1793</i> by Laurie Halse Anderson.</p>

Eighth Grade ELA	In the culminating year at BCCS, students in Eighth Grade ELA are expected to bring all their skills to bear. Texts continue to become more rigorous, while the expectations for students to independently comprehend, analyze, respond, and revise are routine. Sample core texts include <i>The Crossover</i> by Kwame Alexander, <i>All Quiet on the Western Front</i> by Erich Maria Remarque, <i>A Midsummer Night's Dream</i> by William Shakespeare, and <i>Claudette Colvin: Twice Towards Justice</i> by Phillip Hoose.
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Math: BCCS' Math curriculum adheres to the New York State Next Generation Mathematics Learning Standards, and it promotes students' proficiency in mathematics while building a strong foundation for problem-solving. Each course, regardless of content, is rooted in the shared Standards for Mathematical Practice. Our K-8 base curriculum is Great Minds' Eureka Math, which was originally developed as Engage NY in collaboration with NYSED, and is now widely used nationally. This base curriculum is adapted using the Universal Themes, Elements of Depth and Complexity, Rigor-Relevance Framework, and CPS tasks. Throughout the elementary grades (K-4) and the middle grades (5-8), students are learning both processes for how to solve problems, and why those processes work. Figure 5.16A provides a course description for our K-6 math courses.

Figure 5.16A: BCCS K-6 Math Course Overviews	
Course/Level	Description
Kindergarten Math	Kindergarten Math focuses on students' mastery of counting, ordering and comparing numbers 1-10, identifying and classifying two- and three-dimensional shapes, comparison of various measurements, and it ends the year with addition and subtraction of numbers 1-10.
First Grade Math	First Grade Math is comprised of sums and differences of numbers 1-40, place value, and ordering and comparing measurements. Word problems begin to feature more prominently.
Second Grade Math	Second Grade Math builds upon understandings from grade 1 with students investigating addition and subtraction to 200, place value, and counting and comparison of numbers to 1,000.
Third Grade Math	Third Grade Math sees the addition of multiplication and division with units 0-10, problem solving with units of measure, area of figures, fractions as numbers on the number line, and the collection and display of data. Word problems continue, and begin to incorporate geometry and measurement.
Fourth Grade	Students in Fourth Grade Math study algorithms for addition and

Math	subtraction, rounding, multi digit multiplication and division, unit conversions, angle measures, and plane figures.
Fifth Grade Math	Students in Fifth Grade Math work throughout the year to master place value and basic operations with fractions and decimals. With the ability to manipulate fractions and decimals, students become able to solve various authentic real-world problems that may also include measurement.
Sixth Grade Math	In Sixth Grade Math students continue to build number sense and fluency with fractions and decimals; they also study ratios and unit rates, rational numbers, and are introduced to expressions and equations.

Accelerated Math Track Option: After sixth grade, we envision two tracks for mathematics. Students will either continue with a normal seventh and eighth grade course of progress, or an opportunity to take a two-year accelerated course sequence that concludes with Regents-level Algebra in eighth grade. It is our intention to enroll all students who would reasonably benefit from this sequence, as determined by multiple data points including assessment scores, classroom grades, and teacher recommendations. Students who are not originally identified for the accelerated sequence, but who perform well in Seventh Grade Math may have the opportunity to use a summer school class to join the accelerated track. The course descriptions in Figure 5.16B outlines both tracks.

Figure 5.16B: BCCS 7-8 Math Course Overviews	
Course/Level	Description
Seventh Grade Math	Students who take Seventh Grade Math class will delve into ratios and proportional relationships, further study of expressions and equations, an in- depth look at percents, statistics and probability, as well as further work in geometry.
Eighth Grade Math	Eighth Grade Math class prepares students for Algebra in high school. There is an emphasis on exponent rules, scientific notation and operations, the concepts of similarity and congruence, along with different transformations, and significant time spent on writing, graphing, and solving linear equations and systems of equations.
Accelerated Seventh Grade Math	Our Accelerated Seventh Grade Math class is the first in a series of two courses that compact three years of math into two years. Accelerated 7 prepares students for 8th Grade Algebra 1 in eighth grade. The course

	sequencing is drawn from Common Core’s Accelerated Traditional Pathway. ⁷⁰ Students in the accelerated course study content from seventh and eighth grade, including extending previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; working with radicals and integer exponents; understanding the relationships between proportions, lines and linear equations; developing, using, and evaluating probability models; and understanding similar and congruent figures.
Eighth Grade Algebra (Regents)	Our Eighth Grade Algebra course is the second year of the accelerated track, and is also mapped from the same Accelerated Traditional Pathway. ⁷¹ It combines elements of eighth grade math with the requirements of a high school algebra course. Students spend the year mastering content in areas of relationships between quantities, reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratics functions and modeling.

Social Studies: The BCCS social studies curriculum are rooted in the New York State Social Studies K-12 Framework. At BCCS social studies promotes student mastery of individual course content and students’ social science, historical thinking, and literacy skills, which prepare students for civic engagement, college, and the workplace. These skills are embodied in the NYS Social Studies Practices. Our academic foundation is the Teacher Curriculum Institute’s *History Alive!* which embodies our mission of developing students’ academic, creative, and collaborative skills. *History Alive!* helps students build these skills with primary and secondary source analysis, individual and group experiential learning activities (including role plays, scenarios, and simulations), and problem-solving tasks. The foundational curriculum is then adapted by teachers using the Universal Themes, Elements of Depth and Complexity, Rigor-Relevance Framework, and CPS tasks. Below are brief descriptions of our social studies courses (see Figure 5.17).

Figure 5.17: BCCS Social Studies Course Overviews	
Course/Level	Description
Kindergarten Social Studies	Kindergarten Social Studies curriculum explores the relationships in students’ lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world. Students gain academic skills through the investigation of primary sources (with an emphasis on artifacts, art,

⁷⁰ *Common Core State Standards for Mathematics Appendix A: Designing High School Mathematics courses based on the Common Core State Standards.*

⁷¹ *Ibid.*

	photos, and oral histories). They participate in supported readings and writing as well as experiential activities throughout each unit. They also gain basic collaborative skills and learn to demonstrate respect for the views of others.
First Grade Social Studies	In First Grade Social Studies, students explore structures, needs and wants of their own families, other families, and our school community. Academic skill practice continues to emphasize analysis of primary and secondary sources, introducing basic maps and graphs.
Second Grade Social Studies	Second Grade Social Studies teaches students the basics of geography, economics, and citizenship in the context of learning about their local community and others around the United States. Throughout the year, students continue their analysis of primary and secondary sources and begin to see a greater number of written texts. They use those sources, and experiential learning activities, to build background knowledge about different types of resources (i.e., human, physical, natural), how goods and services are produced and brought to market, as well as how communities grow and change over time. Writing emerges as a more frequent response modality during this year.
Third Grade Social Studies	In Third Grade Social Studies students broaden their awareness about the local and global communities in which they live. There is an emphasis on economic systems, cultural identity, and the role of community leaders and public servants. Students are analyzing increasingly sophisticated primary and secondary sources, and writing is beginning to follow the claim- and-evidence structure. Comparison and understanding cause and effect skills are more prominent.
Fourth Grade Social Studies	Fourth Grade Social Studies explores our local region and four other regions of the United States through the lens of four social sciences: economics, geography, political science, and history. The reading and writing requirements mature with students' growing abilities, and independent research is introduced. Students begin to see the interconnection of the social sciences as they explore those elements in the different regions of our country. Comparison now includes multiple perspectives, and students begin to understand that there are often multiple causes and/or effects between events.
Fifth Grade Social Studies	Now that students have been introduced to the social sciences, Fifth Grade Social Studies content focuses on The Ancient World through those lenses. Students are introduced to how those elements affected people since the start of human history. As they explore the early civilizations of Egypt and the Near East, India, China, Greece, Rome, and the Americas, students

	discover how these ancient cultures continue to influence the modern world. Students’ analysis now requires them to describe, compare, and evaluate multiple historical developments (within societies, across and between societies, and in various chronological and geographical contexts). Close reading, experiential activities, class discussion, paragraph writing, debate preparations, and expository essays are among learning experiences for fifth grade students.
Sixth Grade Social Studies	Sixth Grade Social Studies explores United States history, from the first peoples to migrate to North America up through the American Civil War. Students examine primary and secondary sources to see how economy, geography, and politics intersect to create dynamics of power and oppression, and how our history is, at least in part, the collection of decisions by people and societies to reinforce or resist those dynamics. Students continue to build academic and collaborative skills by increasing the level of academic discourse with more significant reports, essays, and collaborative projects.
Seventh Grade Social Studies	Seventh Grade Social Studies builds directly upon the sixth grade curriculum, spanning American history from the Civil War through modern times. The analysis of documents that offer multiple perspectives is central to the course. Students analyze the story of an American republic founded on the ideals of liberty and equality and the civic struggles that people engage in to realize that vision. They look at both national and international events of the 20th century that shape our world today.
Eighth Grade Social Studies	Eighth Grade Social Studies offers a case-study approach to social studies that asks students to put together the skills they have developed in previous years. Students progress through each continent and complete studies centered around ethical issues involving the social sciences. There is emphasis on identifying and analyzing how environments affect human activities and how human activities affect physical environments.

Science: At BCCS science adheres to the Next Generation Science Standards as adopted in the P-12 NYS Science Framework. Our courses promote student mastery of disciplinary core ideas, science and engineering practicing within individual courses, and use the cross-cutting concepts to help students see interconnections between disciplines. Our academic foundation is the Teacher Curriculum Institute’s *Science Alive!* which embodies our mission of developing students’ academic, creative, and collaborative skills. *Science Alive!* helps students build those skills with in-depth texts paired with hands-on science and engineering activities and laboratory experiments. Our teachers adapt the foundational curriculum using the Universal Themes, Elements of Depth and Complexity, Rigor-Relevance Framework, and CPS tasks. Below are brief descriptions of our science courses (see Figure 5.18).

Figure 5.18: BCCS Science Course Overviews

Course/Level	Description
Kindergarten Science	Kindergarten Science students learn to observe ways that plants and animals—including humans—impact their environments. Students also investigate how forces affect the way objects move and how weather changes over time in recognizable patterns.
First Grade Science	First Grade Science invites students to discover relationships between plant and animal parts and their functions. They investigate how light and sound travel and make predictions based on patterns in the apparent movement of the sun, moon, and stars.
Second Grade Science	Second Grade Science introduces students to the diversity and interdependence of living things in ecosystems. Students compare the properties and functions of different kinds of matter and analyze the processes that shape Earth over long and short periods of time.
Third Grade Science	Third Grade Science explores the variations in traits of different organisms and the factors in changing environments that affect survival today and in the past. Students quantify and predict weather conditions in different areas and at different times, and investigate the effects of balanced and unbalanced forces on motion.
Fourth Grade Science	Fourth Grade Science begins with growth, reproduction, and information processing. Students explore the roles of weathering, erosion, and deposition in shaping Earth’s surface. They analyze patterns in wave motion, and how energy is transferred by sound, light, heat, and electric currents.
Fifth Grade Science	Fifth Grade Science guides students in understanding the role of decomposers, consumers, and producers in a healthy ecosystem. They study the geosphere, hydrosphere, atmosphere, and biosphere and learn how these systems interact. They develop models to examine patterns caused by the relative positions of Earth and the sun, and identify matter as particles of matter too small to be seen.
Sixth Grade Science (Earth Science)	Sixth Grade Science investigates Earth science. Students model cause-and-effect relationships involving Earth’s rotation, revolution, and tilted axis; lunar phases and eclipses; the solar system, galaxies, and the universe. They construct explanations about Earth’s natural resources, the rock and water cycles, rock layers, fossils, geologic time, plate tectonics, and natural hazards using varied time scales. Finally,

	students investigate the atmosphere and energy transfer, the water cycle, air pressure and air masses, weather prediction, climate factors and patterns, and Earth’s changing climate.
Seventh Grade Science (Physical Science)	In Seventh Grade Science, students apply the concepts of conservation of matter and energy transfer to model atoms, molecules, particle motion, state changes, and chemical reactions; and explore engineering solutions involving chemical reactions. Students explore mechanical waves and their properties by looking at patterns in data, waves in different mediums, the wave model of light, properties of light waves, and technologies using waves to transfer information. Lastly, students solve engineering problems and plan investigations about forces and Newton’s Laws of Motion; kinetic and potential energy; thermal energy, heat, and the thermal properties of matter.
Eighth Grade Science (Liv. Env. Regents)⁷²	Eighth Grade Science explores traits, survival, and reproduction; the structure and functions of body systems and cells; genes and inheritance of traits, mutations, and engineering and genetics. Students identify cause-and-effect relationships between Earth’s history and the fossil record; natural selection and changes in species; genes and patterns of inheritance; and humans, evolution, and heredity. Students also model interdependence in ecosystems, photosynthesis and cellular respiration, energy flow and cycling of matter, and biodiversity, and explore the human impacts on ecosystems and biodiversity.

Innovations: Innovations, a course unique to BCCS, is rooted in the New York State Technology Learning Standards and the New York State P-12 Learning Standards for the Arts. The curriculum is created internally by teaching teams of engineering and art instructors. Brief descriptions of the course sequence are below in Figure 5.19.

Figure 5.19: BCCS Innovations Course Overviews	
Course/Level	Description

⁷² Because our Eighth Grade Science Curriculum naturally meets the classroom and lab requirements and addresses the topics that students would be accountable for on a Regents’ Living Environment exam, we intend to invite students who are performing well to take the Regents’ exam in June. Instructors will assess and supplement any gaps in curriculum between TCI and the Regents’ exam during the regular school day. Students can receive additional support from the course instructors before and after school as necessary.

<p>Beginning Innovations (K-3)</p>	<p>Beginning Innovations introduces students to our framework for CPS and other strategies for problem-solving and collaboration. Students are expected to identify and clarify needs/problems with guidance; investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members; generate ideas for possible solutions, individually and through group activity; evaluate the ideas and determine the best solution; and explain reasons for the choices; plan and build, under supervision, a model of the solution; discuss how best to test the solution; perform the test under teacher supervision; record and portray results through narrative and/or numerical means; discuss orally why things worked or did not work; and by third grade summarize results in writing, suggesting ways to make the solution better. From an arts perspective, students are responding, connecting, creating, and presenting artwork in various modalities that are linked to each problem-based learning sequence. Each year students participate in Western New York's Invention Convention as a culminating learning experience.</p>
<p>Intermediate Innovations (4-6)</p>	<p>The skills and strategies that students were introduced to in Beginning Innovations are built upon in the intermediate course. The CPS process becomes more nuanced. With some scaffolding, students begin identifying needs and opportunities of general or social interest. They also begin to independently locate and utilize a range of printed, electronic, and human information resources to obtain ideas. In our intermediate course, students learn multiple ideation techniques and improve their ability to defer judgment until a number of ideas have been generated. They regularly develop detailed plans and construct a model of their solutions. They present and evaluate their results, describe how the solution might have been modified for different or better results, and discuss tradeoffs that might have to be made. The arts portion of the course continues to feature prominently in the fabric of problems, and more frequently students are learning skills that will improve the quality of their solutions. Students at this level begin work with Future Problem Solving Program International (FPSPI), meeting the challenges of the Global Issues curriculum and participating in those competitions.</p>
<p>Advanced Innovations (7-8)</p>	<p>Advanced Innovations picks up where the Intermediate course leaves off. At this level, students participate in both the Global Issues and the Community Problem-Solving components of FPSPI. As students' problem-solving skills continue to improve, they begin to focus on authentic problems within our community. Their definition and clarification of the problems are largely independent as is their ideation phase. Instructors continue to support the development of student solutions and help to</p>

	structure and guide the reflection cycle. The arts portion of the course becomes more student driven, in line with their original problems and solutions.
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Physical Education: BCCS physical education (PE) program is internally created and guided by the New York State Physical Education Standards. We offer PE as often as we can while balancing other mission priorities. PE has many benefits and can 1) improve academic achievement, including grades and standardized test scores, 2) positively impact cognitive attitudes and academic behavior (including enhanced concentration, attention, and improved classroom behavior), and 3) can reduce stress in students.⁷³ Our PE courses are detailed in Figure 5.20, below.

Figure 5.20: BCCS Physical Education Course Overviews	
Course/Level	Description
Beginning PE (K-4)	Students work on improving their endurance, strength, and flexibility through workouts and collaborative games. In younger grades, activities are geared toward developing fine and gross motor skills and collaboration. Skills for individual and team sports are introduced toward the end of the Beginning PE sequence.
Advanced PE (5-8)	Advanced PE continues to improve students' general fitness and culminates in a personal fitness plan. Collaboration continues to develop through deeper investigations and practice of individual sports and team sports.

Health Education: BCCS' health curriculum is linked to the New York State Learning Standards for Health. Our elementary health courses are embedded in our PE classes, and our seventh and eighth graders take separate Health courses. Our course curriculum is developed internally to promote student understanding of human growth and development, to help students recognize the relationship between their behaviors and health, and to develop students' ability to respect and care for themselves and others. Course descriptions for health are found in Figure 5.21.

Figure 5.21: BCCS Health Course Overviews⁷⁴

⁷³ Centers for Disease Control and Prevention. (2010). *The association between school-based physical activity, including physical education, and academic performance*. Department of Health and Human Services.

⁷⁴ Elementary Health education is embedded inside the Beginning PE course.

Course/Level	Description
Seventh Grade Health	Seventh Grade Health develops students' understanding of basic health concepts (physical, mental, and emotional) and helps students to develop attitudes and decision-making skills that lead to healthful personal lives.
Eighth Grade Health	Eighth Grade Health expands on the previous offering. The course explores relationships, personal growth, and good decision-making. Students work to develop self-awareness and self-acceptance, as well as coping with and empathizing with others during difficult life situations. Additionally, students learn about sexuality, reproduction, birth control, health, communicable diseases, and substance abuse.

World Languages: BCCS will likely offer Spanish to its upper middle school students and provide a strong foundation for high school study. All our foreign language courses will align to the New York State Department of Education Content Standards for World Languages. Our course will be internally created. Courses will emphasize speaking and comprehension and will include instruction in grammar, vocabulary, reading, composition, and culture. A sample course description is below in Figure 5.22.

Figure 5.22: World Language Course Overviews	
Course/Level	Description
Spanish I	Spanish I students study the basic language and culture of the Spanish speaking world. In an immersive setting, students acquire listening and speaking skills through activities centered on real-life situations involving everyday common topics.

(e) Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

5E1. Promotion and Retention Policy

BCCS has a policy for promotion and retention of its students to ensure student learning. The section below outlines the academic and attendance criteria BCCS students are expected to meet, and the school's response in the event those criteria are not met.

Academic Criteria: Students in the elementary general education program (K-4) are expected to meet the skill and/or content benchmarks at their grade level in English, Math, Social Studies, Science and Innovations as measured holistically by multiple data points, tied to the New York State Learning Standards. These data points include but are not limited to classroom grades, work portfolios, interim assessment results, and statewide exams (when applicable). Students in the middle school program (5-8) must achieve an overall grade of 70% in each of their courses to be promoted.

Modified Academic Criteria: Students with IEPs, and those in the process of evaluation for such services, may be promoted at the ED's discretion. This decision will be based on individualized promotion criteria, in addition to the indicators stated above.

Attendance Criteria: Students are expected to attend 95% of school days (10 absences per year; see R-06ac). Attendance has a strong correlation to achievement in school and success later in life.⁷⁵ The BCCS leadership will contact the families of students who attend less than 95% of school days in the first semester, and set up a face-to-face meeting to intervene on the student's behalf. While students will not fail a course or be retained for attendance issues alone, attendance is likely to significantly affect students' performance and/or grades, and may indirectly cause a students' failure. The school may also consider attendance in cases where retention is being discussed and/or develop consequences around insufficient attendance.

Promotion In-Doubt Policy: At BCCS we do not anticipate grade retention to be a common occurrence, as our clear and concrete RTI system (see R-07ad) will alert faculty and parents to intervene early on if a child is struggling to make adequate progress. Should intervention prove repeatedly unsuccessful, BCCS' school leader will contact families no later than the end of the first semester to make them aware of our concern, and a face-to-face meeting will be scheduled to both discuss the student's academic progress and create an action plan. This meeting will likely include the family, teaching team, any interventionists involved, and the school leader.

Retention Policy for K-4 Students: Should the academic goals of the action plan be unmet by the time agreed upon, the school leader will contact the family to gain permission to administer Light's Retention Scale before a final Promotional Meeting takes place. Light's Retention Scale is a criterion-referenced assessment tool developed by H. Wayne Light that measures 19 different aspects of a child's life that have been shown to predict the likelihood of success should a student be retained. At the Promotional Meeting that follows, the child's promotion from one grade to the next will be based on a range of indicators, including the results of the Light's Retention Scale, and whether the student has met specific grade-level benchmarks in English Language Arts, Math, Social Studies, Science, and Innovations. The school understands that students may meet these benchmarks in a variety of ways, and so a range of indicators will be used to make the determination of academic performance. These sources may include formative and summative assessment data, anecdotal observations and notes, attendance record, standardized test data, RTI data, and examples of student work (portfolios).⁷⁶

⁷⁵ The Attendance Institute. (2015). *Memo: To Students*

⁷⁶ While BCCS understands that this process is lengthy, we insist upon it, because the decision whether to retain a student is a serious one. The wrong decision can negatively impact students and potentially increase their likelihood of not completing high school.

Retention Policy for 5-8 Students: Students who do not meet the criteria of at least 70% classroom grades must attend summer school. A student cannot attend summer school for more than two courses per year. At the end of summer school, students will have the opportunity to display mastery through a comprehensive exam. Generally, students who pass the comprehensive exam(s) will be promoted to the next grade. Students who do not pass the comprehensive exam(s) are, generally, retained.

REQUEST 5f: PROGRAMMATIC AUDIT

(f) Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- *Purpose and objectives;*
- *Areas to be audited;*
- *Schedule of events;*
- *Responsible persons, which may include outside consultants;*
- *Description of written end product;*
- *How and to whom such written end product will be disseminated; and,*
- *Any plans to hire outside consultants to perform such audits.*

5F1. Programmatic Audit Overview

In accordance with Education Law § 2851(2)(f), Buffalo Commons Charter School (BCCS) conducts annual audits to understand the health of the organization, identify necessary adjustments, and ultimately ensure the effectiveness of our educational programming. These audits include a formal internal audit, an administrative review, and an external fiscal soundness audit. The findings will be published in an Annual Review, which will be made available to the Board of Trustees (BOT), the State University of New York (SUNY), and will be available to the public via our website. Its components are detailed below.

5F2. Internal Program Audit

Each year the Executive Director (ED) leads the organization in an internal program audit that reviews the following areas:

1. Academic Performance Data (including New York State Testing Program, STAR, Torrance Tests of Creative Thinking, and Teamwork Rubric Scores)
2. Enrollment Data
3. Special Education Data
4. English Language Learner Data
5. 504 Data
6. Employee Evaluation Data
7. 360 Satisfaction Survey Data (students, parents, school staff)

The ED will present a summary and analysis of the findings of the internal program audit to the Academic Excellence Committee of the BOT. The Committee will analyze the results, summarize, and then present their findings to the full BOT for discussion of adjustments to the program in the coming year. The ED will propose an action plan and oversee any agreed-upon changes in the following year.

5F3. Internal Administrative Audit

In addition to reviewing and discussing the Internal Program Audit, the BOT conducts an annual Internal Administrative Audit, including the following:

1. BOT self-assessment
2. Executive Director (ED) evaluation

The Internal Administrative Audit allows the BOT to evaluate its progress toward the annual goals that it set, identify areas of relative strength and weakness, and strategize for the following year.

5F4. External Fiscal Soundness Audit

BCCS will engage an external auditor to annually conduct a review of the fiscal health of the organization, including the accuracy and reliability of the financial statements, accounting systems, and methods of financial control for the school (see R-21ad). The BOT and ED will comply with all requests to ensure that auditors are provided all necessary information and that our organization creates both internal and external controls to provide for sound fiscal management and prevent any financial malfeasance. The auditor will deliver a comprehensive review of their findings to the school at the conclusion of the audit process. The Finance Committee will review any audit exceptions or deficiencies and report to the BOT with recommendations on how to resolve the deficiencies. Whenever necessary, the BOT will report a corrective plan to SUNY detailing the resolution.

5F5. Annual Reporting:

BCCS submits an annual report to SUNY and the Board of Regents that includes the following information:

1. Financial Health
 - a. Enrollment
 - b. Revenues compared to expenditures
 - c. Monthly financial reports
2. Academic Health
 - a. Student mastery results
 - b. Student growth results
 - c. Attrition rates
 - d. Detention and suspension rates
 - e. Performance of special populations of students (students with an IEP, 504 plan, and/or students identified as ELLs)

Annual Reports will be available on the Buffalo Commons website, as well as provided to SUNY and available on its website.

REQUEST 6ac: CALENDAR AND SCHEDULES

(a) School Calendar

- *Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:*
 - *Total number of days of instruction for the school year including whole and half days;*
 - *Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;*
 - *First and last day of classes;*
 - *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
 - *All planned holidays and other days off, as well as planned half days; and,*
 - *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*
- *Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.*

6A1. Annual Calendar

Our 2019-20 school year, divided into quarters, begins in early September and runs through late June, and has 185 instructional days. A typical school day runs 7 hours, 15 minutes, e.g., 7:45 a.m. to 3:00 p.m. Our calendar also reflects eight early release days for parent-teacher conferences and professional development days, which include both “Data Days” and “Innovation Days” (see R-08ad). In the K-4 division that results in 1,086 instructional hours per year. In the middle school there will be 1,131 instructional hours per year. This schedule provides our students with approximately two additional instructional weeks relative to their district peers.¹ Longer both in minutes per day and days per year than the district, this schedule is meant to provide our students with the time needed to excel academically, creatively, and collaboratively.

Our teachers’ school year begins in mid-August and includes approximately 203 days. This includes our summer professional development before students arrive, a new student orientation day, and end-of- year professional development after students complete their studies. We believe that this additional time for preparation and reflection will help create a strong professional culture and increase teacher performance. Teacher hours will be daily from 7:30 a.m. to 4:00 p.m., with grade level and/or department collaborative professional development on Mondays and Wednesdays from 3:00 p.m. to 4:00 p.m. (see teacher schedules below for details).

Beginning in the summer of 2020 we intend to offer a summer school for students that demonstrate a need for additional instructional time to master skills and concepts. It will likely run for four weeks each year from early July through early August (see R-21e for teacher stipends for summer school). Buffalo Commons Charter School (BCCS) annual calendar is in Figure 6.1

¹ According to the approved 2017-18 Calendar on BPS’ website, they will have 183 instructional days each lasting 6 hours, 55 minutes.

Figure 6.1: BCCS Draft Annual Calendar 2019-2020

DRAFT BUFFALO COMMONS CHARTER SCHOOL 2019-2020 CALENDAR																			
JULY 2019						JANUARY 2020						DAYS IN SESSION							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Month	Teacher	Student	Month	Teacher	Student
	1	2	3	4	5	6				1	2	3	4	JUL	0	0	JAN	21	21
7	8	9	10	11	12	13	5	6	7	8	9	10	11	AUG	13	0	FEB	15	15
14	15	16	17	18	19	20	12	13	14	15	16	17	18	SEP	20	20	MAR	22	22
21	22	23	24	25	26	27	19	20	21	22	23	24	25	OCT	22	22	APR	16	16
28	29	30	31				26	27	28	29	30	31		NOV	18	18	MAY	20	20
														DEC	16	16	JUN	20	15
																	TOTALS	203	185
AUGUST 2019						FEBRUARY 2020						SCHOOL HOURS							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	Daily from 7:45 – 3:00					
				1	2	3	2	3	4	5	6	7	8						
4	5	6	7	8	9	10	9	10	11	12	13	14	15						
11	12	13	14	15	16	17	16	17	18	19	20	21	22						
18	19	20	21	22	23	24	23	24	25	26	27	28	29						
25	26	27	28	29	30	31													
SEPTEMBER 2019						MARCH 2020						IMPORTANT DATES							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	July	January				
1	2	3	4	5	6	7	1	2	3	4	5	6	7	4 - Independence Day	1 - New Year's Day				
8	9	10	11	12	13	14	8	9	10	11	12	13	14	August	10 - Early Dismissal for Data Day #2				
15	16	17	18	19	20	21	15	16	17	18	14	15	16	14-30 - Teacher Workdays	17 - End of 2nd Quarter				
22	23	24	25	26	27	28	22	23	24	25	21	22	23	30 - New Student Orientation	20 - Martin Luther King, Jr. Day				
29	30						29	30	31					September	31 - Early Dismissal for Parent-Teacher Conferences				
														2 - Labor Day	February				
OCTOBER 2019						APRIL 2020						6 - Open House (6:00 PM)							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	13 - Open House (8:30 AM)					
		1	2	3	4	5			1	2	3	4	17-21 - Midwinter Recess						
6	7	8	9	10	11	12	5	6	7	8	9	10	11	March	13 - Early Dismissal for Data Day #3				
13	14	15	16	17	18	19	12	13	14	15	16	17	18	22 - End of Third Quarter					
20	21	22	23	24	25	26	19	20	21	22	23	27	28	April	9 - Early Dismissal for Parent-Teacher Conferences				
27	28	29	30	31			26	27	28	29	30			10-17 - Spring Recess					
														TBD - Grades 3-8 ELA Testing	May				
NOVEMBER 2019						MAY 2020						TBD - Grades 3-8 Math Testing							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	22 - Early Dismissal for Innovation Day #1					
					1	2	3	4	5	6	7	8	9	25 - Memorial Day					
3	4	5	6	7	8	9	10	11	12	13	14	15	16	June	12 - Fourth Quarter Grades Close				
10	11	12	13	14	15	16	17	18	19	20	21	22	23	18 - EOY Celebration of Progress					
17	18	19	20	21	22	23	14	15	16	17	18	19	20	19 - Last Day of School					
24	25	26	27	28	29	30	21	22	23	24	25	26	27	22-24 Early Dismissal Make-Up Days (inclement weather closings)					
							24	25	26	27	28	29	30	22-26 - Teacher PD & Workdays Including Data Day #4					
DECEMBER 2019						JUNE 2020						KEY							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	 Teacher Workday					
1	2	3	4	5	6	7	31	1	2	3	4	5	6	 Schools Closed					
8	9	10	11	12	13	14	7	8	9	10	11	12	13	 Early Dismissal (12:30 PM)					
15	16	17	18	19	20	21	14	15	16	17	18	19	20	 School Event					
22	23	24	25	26	27	28	21	22	23	24	25	26	27	 End of Term					
29	30	31					28	29	30					 NYS Assessments					

(b) Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

6B1. Sample Student Schedule Overview

The following two subsections describe a typical day at the school for a kindergartener and a fifth grader, including key design elements. Sample schedules are provided in accompanying figures (see Figures 6.2 and 6.3). A typical school day begins with students’ arrival between 7:30 and 7:45 a.m. and lasts until 3:00 p.m. Students are greeted by name by a member of school leadership as they enter the building. Students move quietly through the hallway, which is lined with pictures of diverse Buffalonians past and present. The school’s core values are displayed on the walls: Courageous, Caring, Principled, and Engaged (see R-09a). As students reach their classrooms, they are greeted by a teaching team member.

6B2. A Typical Kindergarten Day at BCCS

Below we offer a daily schedule followed by a brief explanation of what each instructional component could look like.

Figure 6.2: Sample Kindergarten Daily Schedule	
Time	Activity
7:45-8:15	Open Choice Stations
8:15-8:30	Morning Meeting
8:30-9:30	ELA Block
9:30-10:15	Innovations
10:15-10:30	Snack
10:30-11:30	Math Block
11:30-12:00	Lunch
12:00-12:30	Daily Skills Block
12:30-1:15	PE
1:15-2:15	HUM/SCI Block

2:15-2:45	Recess
2:45-3:00	Afternoon Meeting

A typical kindergarten day (see Figure 6.2) begins with Open Choice Stations. Students work in Open Choice Stations to complete one standards-based activity per day in each of the core subjects throughout the week (including an Innovations station). For example, if a student is working at an ELA station, it might feature a listening activity where students listen to *Ada Twist, Scientist* by Andrea Beatty. Students might also read along on accompanying copies. Afterward students might be asked to use a magnetic board to match a series of five magnetic illustrations to a series of events from the story that are read on the audio track.² Next, during morning meeting, one teacher might record data from the stations while the other facilitates a greeting, an activity, a share, and lastly reading of the morning message that reviews the day’s classes with students and reminds them of the universal theme for the year³— in kindergarten: Relationships (see R-05ae). During the ELA Block, students engage in the Daily 5 framework with activities from their standards-based ELA curriculum, Wit and Wisdom. This includes a mini-lesson with the whole group, often centered around a read aloud, followed by rotations through five stations: Listen to Reading, Read to Self, Read to Someone, Working on Writing, and Word Work. In many of the stations students might talk about relationships they see between characters in books or stories. In Math Block, students will work on lessons based on Eureka Math with mini-lessons to start, followed by the Daily 3 station rotations: Math by Myself, Math with Someone, and Writing About Math. Most of kindergarten math focuses on the relationships between numbers 1-100. After Math Block might come Innovations class, where students work on creative problem-solving challenges. For example, students might be in the midst of a superhero belt project where they conduct empathy interviews to learn what bothers their partner. Later in the week, students design a superhero belt that offers solutions to help their partner. Once they have a version of the belt designed, they would get feedback from their partners on what was successful and what they could improve. After that, they would create a prototype of a final belt design that they would present to the class. Part of the debrief would include discussion of how developing a strong relationship with their partner through the empathy interview affected their design. After lunch, all students participate in Daily Skills Block, where teachers use data to form small groups of students based on needs in math and literacy. Student groups are capped at six students per teacher,⁴ allowing intensive remediation, reinforcement, or extension of classroom learning. In their PE class, students might be studying collaborative games and the way teamwork can be affected by relationships. Students would continue their day with either Science or Social Studies Block, depending on the day. If it were a Science Block day, they might conduct an experiment that explores the relationships between water, light, and plant growth. If it were a Social Studies day, students might rotate through Social Studies Stations that help build their understanding of the

² CCSS.ELA-LITERACY.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

³ BCCS’ morning meetings are based on the successful Responsive Classroom model.

⁴ To reach this student-teacher ratio, all teachers take groups during daily skills block.

relationship between humans and the Earth through investigations of the impact of trash and recycling. Finally, the school day might end with time for physical activity in recess and then a reflective afternoon meeting.

6B3. A Typical Fifth Grade Day at BCCS

Below we offer a daily schedule followed by a brief explanation of what each instructional component could look like.

Figure 6.3: Sample 5th Grade Daily Schedule	
Time	Activity
7:45-8:00	Homeroom
8:00-8:50	ELA 5
8:53-9:43	Math 5
9:46-10:36	SCI 5
10:39-11:29	SS 5
11:29-12:09	Lunch/Recess
12:12-1:02	PE 5
1:05-1:55	Innovations 5
1:58-2:28	Daily Skills Block (Literacy)
2:31-3:01	Daily Skills Block 2 (Math)

The typical Grade 5 day has many similarities to our kindergarten day, but has been designed to meet different developmental and academic needs (see Figure 6.3). Fifth grade students begin with homeroom, for taking attendance, handing in homework, getting organized for the day, and reconnecting with their school community. Teachers engage students in greetings and activities to provide team-building opportunities, and review the daily schedule, and the universal theme—for fifth grade: Structure (see R-05ae). After homeroom, students might go to ELA, which begins with a warm up followed by an ELA workshop using Wit and Wisdom as the foundational curricula. In grade 5 ELA there will be more long-form tasks. For example, students might be mastering the structural layout of a research paper, persuasive essay, or hero narrative. In math, students use Eureka Math and often begin with a challenging, “sticky” problem that leads into the mini-lesson and subsequent workshop. As a creative problem-solving task, students might be trying to solve the problem, “How do you determine the best scorer in basketball?” Using materials adapted from Mathalicious, students would compare LeBron James and Tyson Chandler in various statistical structures, from total points,

points per game, points per minute, to a new measure called “net points.”⁵ After Math would come science, where you might see students investigating the structure of food webs through an owl pellet dissection activity. Social studies might include a lesson examining the structure of social classes in ancient China. After a break for lunch and recess, students would have PE, where they could be learning about how to structure an effective workout that includes endurance, strength, and flexibility elements. Following PE could be Innovations, where students might be in the middle of an externally scored group problem-solving project trying to envision solutions to educational disparities. Students might clarify the problem by conducting research about different school models around the world, then ideate as many creative solutions as possible before choosing one to develop further. After Innovations, the day might end with Daily Skills Block, which offers students targeted instruction in literacy and math (see Figure 6.3).

6B4. A Sample Kindergarten Schedule at BCCS:

See Figure 6.4 for a sample weekly schedule at the kindergarten level.

Figure 6.4: Sample Kindergarten Weekly Schedule

Day	7:45	8 - 9 AM	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12 - 1 PM	1 - 2 PM	2 - 3 PM				
Monday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	HUM Stations (60)	Recess (30)	MTG (15)
Tuesday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	HUM Stations (60)	Recess (30)	MTG (15)
Wednesday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	Structured Stations (60)	Recess (30)	MTG (15)
Thursday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	SCI Stations (60)	Recess (30)	MTG (15)
Friday	Open Choice (30)	MTG (15)	ELA Block (60)	Innovations (45)	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	PE (45)	SCI Stations (60)	Recess (30)	MTG (15)
Notes												
Open Choice	Open Choice Stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.											
Morning Meeting	Morning meeting is based on the Responsive Classroom model and includes a greeting, a group activity, personal share, and a message that describes what will happen that day.											
ELA Block												
Math Block												
SS Block	Unit Study blocks include whole group lessons, stations work, and elements of content-related structured play.											
SCI Block												
Daily Skills Block	Targeted small group instruction in Literacy and Math.											
Structured Stations	Structured stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.											
Afternoon Meeting	Afternoon meeting includes a quiet time, a group reflection, and a group affirmation. Students are dismissed from their afternoon meeting.											

⁵ CCSS.MATH.CONTENT.5.NBT.B.7

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

6B5. Total Kindergarten Instructional Time

See Figure 6.5 for total weekly instructional time in kindergarten.

Figure 6.5: Kindergarten Weekly Instructional Time	
Courses	Total Weekly Minutes
English Language Arts	390
Math	390
Science	150
Social Studies	150
Total Weekly (Including PE, Innovations, etc.)	1800

6B6. Sample Fifth Grade Schedule at BCCS:

See Figure 6.6 for a sample weekly schedule in fifth grade.

Figure 6.6: Sample Fifth Grade Weekly Schedule

	Time	Mon	Tues	Wed	Thurs	Fri
All Students	7:45 - 8:00	Homeroom (same instructor as period 1)				
	Time	Mon	Tues	Wed	Thurs	Fri
5A	8:00-8:50	ELA 5A	ELA 5A	ELA 5A	ELA 5A	ELA 5A
	8:53-9:43	Math 5A	Math 5A	Math 5A	Math 5A	Math 5A
	9:46-11:26	SCI 5A	SS 5A	SCI 5A	SS 5A	SCI 5A
	11:29-12:09	Lunch/Recess				
	12:12-1:02	PE 5A	PE 5A	PE 5A	PE 5A	PE 5A
	1:05-1:55	Innovations 5A	Innovations 5A	Innovations 5A	Innovations 5A	Innovations 5A
	1:58-2:28	Daily Skills Block 1				
	2:31-3:01	Daily Skills Block 2				
	Time	Mon	Tues	Wed	Thurs	Fri
5B	7:45 - 8:00	Homeroom (same instructor as period 1)				
	8:00-8:50	Math 5B	Math 5B	Math 5B	Math 5B	Math 5B
	8:53-9:43	ELA 5B	ELA 5B	ELA 5B	ELA 5B	ELA 5B
	9:46-11:26	SS 5B	SCI 5B	SS 5B	SCI 5B	SCI 5B
	11:29-12:09	Lunch/Recess				
	12:12-1:02	Innovations 5B	Innovations 5B	Innovations 5B	Innovations 5B	Innovations 5B
	1:05-1:55	PE	PE	PE	PE	PE
	1:58-2:28	Daily Skills Block 1				
	2:31-3:01	Daily Skills Block 2				

6B7. Total Fifth Grade Instructional Time

The total fifth-grade instructional minutes per week by subject are shown in Figure 6.7.

Figure 6.7: Fifth Grade Weekly Instructional Time	
Courses	Total Weekly Minutes
English Language Arts	400
Math	400
Science	250
Social Studies	250
Total (Including electives, Arts, etc.)	1875

6C1. Sample Elementary Teacher Schedule (Kindergarten)

Below we provide a sample kindergarten teacher's schedule in Figure 6.8.

Figure 6.8: Sample Kindergarten Teacher’s Weekly Schedule

Kindergarten Teacher													
Day	7-7:45	8 - 9 AM	9 - 10 AM	10 - 11 AM	11 AM - 12 PM	12 - 1 PM	1 - 2 PM	2 - 3 PM	3 - 4 PM				
Monday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	HUM Stations (60)	Recess (30)	MTG (15)	Student Needs Meeting (60)
Tuesday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	HUM Stations (60)	Recess (30)	MTG (15)	Academic Planning Meeting (60)
Wednesday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	Structured Stations (60)	Recess (30)	MTG (15)	Planning (60)
Thursday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	SCI Stations (60)	Recess (30)	MTG (15)	Planning (60)
Friday	Open Choice (30)	MTG (15)	ELA Block (60)	Planning	SNK (15)	Math Block (60)	Lunch (30)	Daily Skills Block (30)	Planning	SCI Stations (60)	Recess (30)	MTG (15)	Planning (60)
Notes													
Open Choice	Open Choice Stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.												
Morning Meeting	Morning meeting is based on the Responsive Classroom model and includes a greeting, a group activity, personal share, and a message that describes what will happen that day.												
ELA Block													
Math Block	Unit Study blocks include whole group lessons, stations work, and elements of content-related structured play.												
SS Block													
SCI Block													
Structured Stations (60)	Structured stations will rotate throughout the week allowing students to choose between activities that are based in each of the four major subjects. They will often include art connections.												
Afternoon Meeting	Afternoon meeting includes a quiet time, a group reflection, and a group affirmation. Students are dismissed from their afternoon meeting.												

6C2. Sample Kindergarten Teacher Scenario

Most kindergarten teachers arrive on the BCCS campus between 7:00 and 7:30 a.m. which gives them time to settle in and check their setups for Open Choice activities, the Morning Meeting, and the ELA block. The Open Choice activities are set up for students to complete one in each subject area throughout the week. The Morning Meeting is based on the work of Responsive Classroom and incorporates a shared message, a community greeting, a personal share, and a group activity. In ELA block, students move through the Daily 5 progression of station-based tasks adapted from Wit and Wisdom. Their groups and tasks in each station are driven by data and classroom observations. With two teachers facilitating student learning, often different combinations of Marilyn Friend’s co-teaching models are implemented. After ELA comes the first of two daily planning periods. With students at an elective class for 45 minutes, both the subject area teacher and the special education teacher or teaching assistant are able to plan collaboratively. This time is also used for lesson planning and modification, assessment analysis, and setup for snack and the Math block. As students enter the classroom, they pick up a healthy snack before Math begins. Using Eureka Math as an academic base, the teachers have designed activities to fit within the Daily 3, BCCS’ instructional framework for elementary math. Just as in ELA, younger students rotate through a mix of teacher-led and independent tasks. Their groups and content are differentiated and various co-teaching models may be employed. With half the day complete, teachers take lunch at the same time as their students, often eating in the same cafeteria. Directly after lunch, teachers work with small groups of students on targeted literacy and math skills for 30 minutes in the Daily Skills Block. After that, they have a second shared planning period while students are at afternoon electives. The final academic block is either science or social studies, where lessons are based on either Science Alive! or History Alive! The day for early elementary students ends with recess and an Afternoon

Meeting. The Afternoon Meeting is a time for reflection, celebration, and affirmation. From there, students are released to dismissal, and teachers have a final hour of planning time from 3:00 to 4:00 p.m. On Mondays that time is spent in Students Needs Meetings and on Tuesdays on an Academic Planning Meeting (see R-08ad). Wednesday, Thursday and Friday are used for shared planning between teaching teams, ENL instructors, service providers, etc.

(c) Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

6C3. Sample Middle School Teacher Schedules (5th Grade)

The schedules below depict the fifth grade English and Social Studies teachers' schedule as well as the Math and Science teachers' schedule (see Figure 6.9).

Figure 6.9: Sample Fifth Grade ELA/SS and Math/Sci Teachers' Weekly Schedule

5th Grade ELA/SS Teacher					
Time	Mon	Tues	Wed	Thurs	Fri
7:45-8:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:00-8:50	ELA 5A	ELA 5A	ELA 5A	ELA 5A	ELA 5A
8:53-9:43	ELA 5B	ELA 5B	ELA 5B	ELA 5B	ELA 5B
9:46-11:26	SS 5B	SS 5A	SS 5B	SS 5A	SS 5B SS 5A
11:29-12:09	Lunch	Lunch	Lunch	Lunch	Lunch
12:12-1:02	Planning	Planning	Planning	Planning	Planning
1:05-1:55	Planning	Planning	Planning	Planning	Planning
1:58-2:28	Daily Skills Block 1				
2:31-3:01	Daily Skills Block 2				
3:01-4:00	Student Needs Meeting	Academic Planning Meeting	Planning	Planning	Planning
Grade 5 Math/Sci Teacher					
Time	Mon	Tues	Wed	Thurs	Fri
7:45-8:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:00-8:50	Math 5B	Math 5B	Math 5B	Math 5B	Math 5B
8:53-9:43	Math 5A	Math 5A	Math 5A	Math 5A	Math 5A
9:46-11:26	SCI 5A	SCI 5B	SCI 5A	SCI 5B	SCI 5A SCI 5B
11:29-12:09	Lunch	Lunch	Lunch	Lunch	Lunch
12:12-1:02	Planning	Planning	Planning	Planning	Planning
1:05-1:55	Planning	Planning	Planning	Planning	Planning
1:58-2:28	Daily Skills Block 1				
2:31-3:01	Daily Skills Block 2				
3:01-4:00	Student Needs Meeting	Academic Planning Meeting	Planning	Planning	Planning

6C4. Sample Middle School Teacher Scenario

Like elementary teachers, our middle school teachers begin at 7:30 a.m. and end at 4:00 p.m. Core teachers are responsible for teaching a homeroom, four class periods in their subject areas, and a Daily Skills Block in math or literacy. ELA and Math are backed against one another, as are Social Studies and Science. The backing of these courses allows for a weekly schedule that can accommodate a block schedule or a more traditional schedule, at the discretion of the grade-level team. In a block schedule, classes could meet every other day for double the time. We built in this flexibility to allow for longer learning experiences whenever necessary. Just as in early elementary school, ELA/Social Studies teachers use Wit and Wisdom and History Alive! as their respective academic bases for curriculum planning, and Math/Science teachers use Eureka Math and Science Alive!. Also similar to elementary level, middle school teachers have two planning periods during the day and one planning period after school. The Monday and Tuesday after-school periods are reserved for team meetings, but the remaining planning periods are common times, so that teachers can together develop curricula, build interdisciplinary connections, modify tasks, etc.

REQUEST 7ad: SPECIFIC POPULATIONS

(a) Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

7A1. Overview of Specific Populations at Buffalo Commons Charter School (BCCS)

In accordance with all applicable laws, students with Individualized Educational Programs (IEP), English Language Learners (ELL), those with 504 Plans, or those who are at-risk academically participate in all aspects of the school environment: curriculum and instruction, lunch, recess, as well as any after school or extracurricular programming. The Student Support Director (SSD), who, in conjunction with the Academic Director (AD), oversees the programs, services, and instruction that the school provides to its special student population, and liaises with before- or after-school providers to ensure full accessibility of programming. In this section we describe our classroom environment and instructional approaches for special student populations; our processes for identifying, assessing, and serving special student populations; our structures for teacher collaboration, ancillary school-based services, and our accountability and evaluation process around our special populations' programming.

7A2. Identifying Struggling Students

As a diverse school, BCCS understands that we will serve a variety of learners. If our population mirrors that of Buffalo City School District (BCSD) we anticipate a significant number of students that could be classified as struggling. At BCCS we define "struggling students" as those students that fit one or more of the following criteria:

1. Performed at a level far below the state standards on the statewide assessments in the previous school year
2. Do not display an adequate trend line toward grade level mastery through our universal screening program
3. Have been removed from class for behavioral reason three times or more in a single quarter
4. Have three or more unexcused absences in a quarter

Students that are identified as struggling will be supported through a variety of ways in the general classroom, and may be recommended for appropriate interventions either inside, or outside the classroom.

7A3. Supporting the Needs of Struggling Students

BCCS' support is built into the fabric of our school through Daily Skills Block which offers daily targeted small group instruction and cross-age mentorships which increase students' sense of belonging and confidence. Additionally, our classroom instruction is designed to provide access, support, and challenge for learners with a variety of needs and abilities. Our teaching team is trained in implementing differentiated instructional strategies such as flexible grouping, chunking of content, and modifying assignments. Additionally, our faculty design curricula to provide access and support to all students. We train teachers in Universal Design for Learning (UDL) which utilizes three principles that promote access for students, regardless of ability:¹

1. *Multiple Means of Engagement*: This principle uses students' differing interests and abilities, to increase engagement. For example in a middle school history class, the topic for a research project might be up to the student to choose, and there might be special "challenge opportunities" in addition to the basic project that students could opt into.
2. *Multiple Means of Representation*: This principle allows students to acquire information in different ways. In our history example, even if students had very similar topics, some students might conduct their research exclusively from written sources that they read independently, while others might use audio- or video-based sources.
3. *Multiple Means of Expression*: This principle provides students with multiple ways to demonstrate what they know. In our example, the final project for those two history students might be different: one student might write a research report, while the another might create an oral presentation.

Complimenting our differentiated classroom instruction and use of UDL, our Response to Intervention (RTI) system promptly identifies struggling students and provides structured interventions. Our RTI system screens students, diagnoses outliers, provides targeted academic intervention, and monitors student progress before submitting a request for formal educational evaluation. Should an evaluation request be required, our SSD works with families and Committees on Special Education (CSE) throughout the process. In section 7B, below, we describe that process in greater detail.

RTI at BCCS: Our RTI system allows the school to identify students at risk of poor academic outcomes early and provide those students with targeted interventions at increasing levels of intensity to support their academic growth within the general education setting. In implementation of RTI, we follow the procedures outlined by Margaret Searle and described in greater detail below:²

1. Assess students with a universal screener three times annually (see R-05ae)
2. Diagnose reasons for any problems flagged by the screener (see R-05ae)
3. Select research-based interventions for the specific problems identified

¹ Rose, DH, & Meyer, A (2002) *Teaching Every Student in the Digital Age: Universal Design for Learning* Alexandria, VA: ASCD.

² Searle, Margaret. (2010). *What Every School Leader Needs to Know About RTI*. ASCD.

4. Implement the selected plans and monitor them for positive effects
5. Adjust intervention plans in response to the progress-monitoring data collected

The three tiers of our RTI system are outlined below:

- I. *Tier One:* All Tier One supports are conducted by classroom teachers, special education teachers and teaching assistants. Students in Tier One receive research-based instruction, differentiated to meet their needs (see R-05ae for more detail). Additionally, students are regularly screened using the STAR 360 assessment to identify students who need additional support. Support also includes reteaching within the classroom and targeted small-group literacy and math instruction in Daily Skills Block tailored to students' needs as identified by assessment data. Daily Skills Block groups are formed by teachers as part of our faculty data-analysis meetings following each screening and interim assessment. In line with RTI research, we expect 80% of students to only require Tier One supports. The other 20% of students are moved into Tier Two supports.
- II. *Tier Two:* Tier Two supports and diagnostic assessments (see R-05ae) are administered by appropriate faculty (typically a special education teacher). The resulting data are used to uncover specific academic difficulties that can be addressed by Tier Two supports.³ Tier two supports are typically carried out by special education teachers, intervention teachers, or by appropriately trained general education teachers. We follow what Searle refers to as a protocol model, wherein a specific intervention is implemented for students who exhibit similar problems. For example, elementary students whose diagnostic testing indicates significant difficulty in decoding might be enrolled in additional time with Wilson Foundations program in a small group. Middle school students with decoding difficulty might be enrolled in a Wilson Reading System intervention. Students that are struggling with meeting behavior expectations might be assigned a regular check-in with a trusted adult, or a daily tracking sheet with incentives that would help them meet more specific behavioral goals. Interventions for specific difficulties are chosen based on available evidence of alignment, rigor, usability and success with similar populations. Likely sources for intervention selection include but are not limited to *EdReports.org*⁴, *Best Evidence Encyclopedia*⁵ and Hawthorne's *Pre-Referral Intervention Manual*⁶. Whenever possible interventions take place during Daily Skills Block and/or in the general education classroom. The effects of interventions are monitored and reported out to the AD, SSD, and the student's teachers approximately every five weeks, or twice per quarter. If students do not show an adequate trend toward proficiency, they are moved into Tier Three supports.

³ These findings are shared with the family if any Tier Two interventions are being recommended.

⁴ Retrieved from <https://www.edreports.org/#!?f=&b=title&o=0> (Accessed 2017).

⁵ Retrieved from <http://www.bestevidence.org/> (Accessed 2017).

⁶ McCarney, Stephen & Kathy Cummins Wunderlich, M.Ed. (2014) *Pre-Referral Intervention Manual* 4th Ed. Hawthorne.

- III. *Tier Three*: Tier Three interventions are used with approximately 5% of BCCS students. These are the most intensive supports offered to students before evaluation for special education programming is recommended. At this level, our RTI system transitions toward what Searle calls a “problem-solving” model. This model moves to a team of experts that customize intervention plans to suit individual needs. This team is referred to as the Tier Three Problem-Solving Team, and may include the AD (or ED in year one), SSD, any related service providers and relevant teachers of the student. This team reviews all available data and crafts an appropriate intervention plan based upon a broad array of research-based interventions and may include the student’s family. These plans are highly individualized and may occur during the Daily Skill Blocks, in the general education classroom, and/or at other times throughout the day (including before and after school). For a student struggling with behavior this would be an appropriate time to conduct a Functional Behavior Assessment and put an informal Behavior Intervention Plan in place. Tier Three Plans are monitored for effectiveness, and data are shared twice per quarter. An inability to demonstrate adequate progress in Tier Three may lead to an IEP request for evaluation being sent to the CSE.

7A4. Evaluation of the Program for Struggling Students

Led by the SSD, BCCS evaluates the effectiveness of its special population programming annually to make any necessary adjustments. The school evaluates the effectiveness of its program with the following metrics: 1) Percentage of students within each tier of the RTI model, 2) struggling student performance on universal screening assessments before and after Tier Two or Tier Three intervention, 3) struggling student performance on statewide exams against that of other BCCS general education students and 4) struggling student performance on statewide exams against scores of similar populations at the city, state and peer school level.

(b) Students with Disabilities

Discuss the school’s methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*
- *The process for identifying students with disabilities (child find), especially within the context of the school’s RTI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (“CTT”), Special Education Teacher Support Services (“SETSS”), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student’s residency or through a third party contract (pursuant to the Act);*

- *Any research or evidence that supports the appropriateness of the school’s approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- *Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans (“BIPs”) in the classroom.*

7B1. Students with Disabilities Overview

BCCS intends to serve a diverse student body that includes students of all abilities, and those identified with learning differences that require an IEP. The school will work closely with the relevant Local Education Authorities (LEA) and CSE to provide services to students that, whenever possible, are comparable to services received at a district school. In so doing, BCCS agrees to abide by all special education laws, regulations and practices as outlined in Appendix B of the SUNY 2018 RFP.

7B2. Serving Students with Disabilities in Accordance with the Law

BCCS adheres to federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA). We, consistent with applicable law, work with the LEA school district(s) to ensure that all students with disabilities that qualify under the IDEA have the right to:

- a free appropriate public education (FAPE)
- access to all necessary parts of the school building
- be appropriately evaluated
- be provided with an IEP
- receive an appropriate education in the least restrictive environment
- participate in the development of and decisions regarding the IEP, with their parents
- have access, along with their parents, to appropriate procedures and mechanisms to resolve any disputes or disagreements related to the provision of FAPE

7B3. Identifying Students with Disabilities

Students at BCCS may be identified as having a disability either at the time of their enrollment, or during their tenure at the school. The methods for identification in each case are outlined below:

At Time of Enrollment: BCCS complies with the Federal Child Find requirements (34 CFR §300.125) requiring schools to have a procedure for identifying, locating, and evaluating students with disabilities. Upon new student enrollment, BCCS requests student records from students’ home district. The SSD ascertains if a student had been previously identified as having a disability. Identified students will be programmed accordingly, and services outlined in the

student's IEP will begin promptly. The SSD works directly with the student's home district CSE to secure any missing documentation or information necessary for providing services.

Existing Students: If a BCCS student progresses through the three tiers of RTI and is not showing an adequate trend toward proficiency, that student's family is notified, and the case is referred to their home district CSE by the SSD in a request for evaluation for special education services. This CSE then engages the family.⁷ Once the family has received the Procedural Safeguards Notice explaining their rights and have signed the Consent to Test release form from the home district, a formal evaluation by a school psychologist, social worker and special education teacher commences. Their process culminates in an initial CSE meeting. BCCS' SSD ensures that the relevant individuals are present for the CSE meeting, including the classroom teacher, special education teacher, the parent/guardian (and their advocate, if necessary). If the findings of the evaluation determine that the student fits one of the classifications for disability, the CSE develops an IEP. BCCS assists appropriately in a manner defined by the CSE. This may include actions such as providing student performance data and RTI documentation, or offering teacher observations.

Child Find at BCCS: In some situations the school needs to act on behalf of the student. Faculty are specifically trained on what to look for in student data and classroom behaviors that might suggest the need for further investigation through diagnostic academic testing or a Functional Behavior Assessment. Whenever appropriate, BCCS complies with its obligations under the Child Find requirements of IDEA, including 34 I.E. § 300.111, and provides notification to families in connection therewith, including notification prior to providing a child's name to a CSE for potential evaluation.

7B4. Implementing IEPs at BCCS

IEPs are implemented within 60 school days of either consent to evaluate a student not previously identified or the referral for review of a student with a previously identified disability. We also work with districts of residence to ensure similar service and fair funding.

After CSE Meetings: After an initial meeting, annual review, or triennial reevaluation has convened, the BCCS SSD makes sure to take any of the the following steps not addressed at the CSE meeting:

1. Identify staff responsible for providing the recommended services, accommodations, program modifications and supports in accordance with the IEP
2. Provide hard copies of the finalized IEP to staff providing supports, services, accommodations or modifications to the student
3. Plan how resources and materials necessary to implement the IEP are obtained (for example, instructional materials alternative formats; order assistive technology devices)
4. Provide any necessary training to faculty and/or staff (such as with a Behavior Intervention Plan, or a specific academic strategy)
5. Arrange for necessary testing accommodations

⁷ BCCS will work to incorporate the families in this process whenever possible. However, the school will, in rare occasions, recommend evaluation without prior parental consent.

6. Coordinate with other necessary agencies

Subsequently, the providers implement the IEP with coaching and oversight from the SSD. Throughout the year, providers help students meet individual goals, with necessary changes in programs, services, and accommodations going through the SSD who liaises with the appropriate district CSE.

Working with Districts of Residence: The SSD is the main point of contact for districts with students with IEPs enrolled at BCCS, and takes the following actions each year:

1. Provide the CSE chair with a list of all BCCS students with IEPs, their programs, services, and accommodations
2. Collaboratively build an annual review and triennial schedule each year with representatives from each district CSE
3. Attend any relevant district trainings or informational meetings that would impact students with IEPs in those districts
4. Maintain a working relationship with the chairpersons of each of the district CSEs

These actions help ensure services to students at a similar level as services provided by the home district and ensure fair funding.

IEP Access, Privacy, and Confidentiality: Student IEPs and related files are confidential documents and are maintained in a secure location with access limited to school officials and direct service providers of the students. The files are under the supervision of the SSD. BCCS' SSD prepares reports as needed for each student's school district of residence or the State Education Department to comply with federal law and regulations. In line with the Family Education and Privacy Rights Act (FERPA), the records are always available upon request to a parent/legal guardian, and the school releases student records to external parties only with parent/guardian consent.

However, in accordance with FERPA, BCCS releases records without consent to school officials and teachers within the school who the school has determined to have legitimate educational interests. Teachers and related service providers who work directly with students with IEPs are given copies of those IEPs annually at the start of the school year. Those copies are reviewed by the teaching teams during their collaborative planning in the summer and throughout the school year for the purposes of executing the IEP for each student. Those copies are kept confidential from students and adults who do not work with the student with an IEP. When the school year ends, teachers and service providers return all IEP copies to the SSD.

7B5. BCCS Programs of Service for Students with Disabilities:

BCCS meets the needs outlined on all student IEPs and advocates that children be placed in the least restrictive environment possible. Based on BCSD data, we anticipate approximately 22% of our students will have an IEP. We plan to offer the continuum of special education services outline in Figure 7.1 below.

Figure 7.1: Anticipated Special Education Service Programs	
Service Program	Description

Related Services Only	Related services aid student development and are either corrective or supportive in nature. Related Services include but are not limited to speech-language therapy, counseling, occupational therapy, and physical therapy.
Consultant Teacher Services	Consultant teachers can either be direct or indirect in their service. For direct service, teachers provide instruction to the student to support the general education curriculum. For indirect service, consultant and general education teachers together adjust or modify instructional plans to best meet student needs.
Resource Room Services	Resource room provides supportive small-group instruction. This is in addition to the classroom instruction, not a pull-out in place of that instruction.
Integrated Co-Teaching	Integrated co-teaching pairs a general education teacher and a special education teacher who collaborate on planning differentiated instruction to an integrated group of students. The teachers share responsibility for planning, instruction, and assessment of students.

These service models promote student growth toward meeting the requirements of the general education curriculum. Each student’s IEP details how these services are provided either alone or in combination. Services take place either in the general education classroom or in discreet pull-out sessions at the school.

7B6. Supports, Programs, and Resources for Students with Disabilities

At BCCS, students with disabilities are supported inside and and outside the classrooms:

- i. *In-Class Supports:* Within the general education classroom, students can be supported through our ICT model. At each grade level there is an ICT section that pairs a general education teacher with a certified special education teacher.⁸ This configuration allows our teaching teams to use Marilyn Friend’s six models for co-teaching.⁹ While these models are not instructional strategies, they allow for more differentiation and flexible grouping so that students consistently get more targeted instruction. Having students taught in smaller focused groupings, promotes using research-based strategies and modifications. For example, during a math lesson in a co-taught class, the teachers could use Friend’s alternative teaching model to split the students into a larger and smaller group, teach the same content or skill, but the smaller, targeted group could include more direct instruction, chunking, and manipulatives— all techniques that have

⁸ This is based on an anticipated enrollment of students with IEPs that is similar to that of BPS.

⁹ Friend, Marilyn (2013). Co-Teach! A Handbook for Creating and Sustaining Classroom Partnerships in Inclusive Schools. Example Product Manufacturer.

been shown to be successful for teaching students with learning disabilities. This model also allows our faculty to offer differentiated instruction to students and makes sure that classroom tasks are aligned with students' IEP goals. This is done during shared weekly planning time between the general education and the special education teachers (see R-06ac). During instruction, the teaching team uses the co-teaching models outlined by Marilyn Friend to maximize individualization. Additionally, any preferential seating, assistive technology, or testing accommodations that students are entitled to on their IEP is provided in-class and overseen by the special educator. Finally, related service providers offer push-in services to students whose goals would be best met in that manner.

- ii. *Out-of-Class Supports:* When students are not in the general education classroom, a number of supports are available. Daily Skills Block provides targeted, small-group literacy and math instruction. The rosters for those small groups are determined by screening and interim assessment data so that instructors can work with students on skills they need to improve. Whenever possible BCCS matches students with disabilities with certified special education. Daily Skills Block can also be used for the implementation of Tier Two and Tier Three RTI interventions (see 7A, above). In addition to Daily Skills Block, students with disabilities have access to related services outside of the classroom, including but not limited to speech and language therapy, occupational therapy, and counseling services. These services will be delivered in push-in or pull-out models at the discretion of the related service provider.
- iii. *Programs for Students with Disabilities:* Students with disabilities are served along a continuum of programs that are comparable to support in their home districts. These include Related Services, Consultant Teacher Services, Resource Room Services, and Integrated Co-Teaching (see 7B5 above).
- iv. *Personnel for Students with Disabilities:* Students with disabilities are served by certified special education teachers and licensed related service providers in a manner that meets or exceeds the mandates in their IEPs (see 7B7, below).
- v. *Resources for Students with Disabilities:* BCCS uses federal funding under IDEA part B and state funding to provide a free and appropriate public education to students with disabilities that includes the in and out of class supports described above. BCCS provides the personnel, personnel training, facilities, programs, curricular supports, and technology that students with disabilities need to achieve their individual goals within our inclusive setting. Some examples include having at least one ICT section in every grade; having well defined planning time for teachers to strategize to meet the needs of students; having adequate space and equipment for related services to be provided to all students according to their individual mandates; purchasing research-based intervention curriculum materials such as Wilson Foundations and Reading System, Fountas and Pinnell Leveled Literacy Intervention, Bridges Math Intervention, and the appropriate trainings and planning time for teachers.

7B7. Faculty Collaboration for Students with IEPs

BCCS builds time into the schedule for general, special and ENL teachers to collaborate each week.¹⁰ Teacher collaboration at BCCS has four core components:

- a. *Beginning of Year Team Meeting:* Teaching teams meet each summer to set professional norms, define a meeting schedule, share personal strengths and weaknesses, and delineate professional responsibilities for the year.
- b. *Student Profile Meeting:* Before the start of school, the teaching team meets to review the needs of their students. IEPs, achievement data, and prior teachers' comments are used to generate a shared profile for each student and to aid subsequent planning sessions. The team also analyzes class-wide trends and creates a class profile.
- c. *Weekly Co-Planning Meetings:* Teaching teams meet 1-2 times per week to review students' progress and plan instruction accordingly. The teaching team reviews student data and lesson plans for any necessary re-teaching in the whole group, small groups, or individually. They review upcoming lessons and make plans for integrating individual students' goals, either directly in the content of the lesson or in a small group using our different co-teaching models. Any modifications to content are discussed and agreed upon. The teaching team also assigns responsibilities for the coming week.
- d. *End of Year Team Meeting:* Teaching teams meet at the end of each school year to reflect on their work by reviewing the year unit by unit for trends in student data, revising creative problem-solving tasks, and highlighting opportunities to increase the curriculum's connection to the universal theme.

7B8. Ancillary/Related Services

There are a number of ancillary/related services that students and families can take advantage of or may be recommended for:

- a. *Counseling:* Counseling from a licensed provider is available onsite for individual and group sessions for students with mandated services through their IEPs. Students without IEPs who experience trauma, or are experiencing repeated academic failure, but who have not been deemed eligible for special services, may be eligible for contracted at-risk counseling services on the recommendation of the AD and with the approval of the ED. Contracted counseling services help students stabilize until they can be referred for evaluation or to professional mental health services.
- b. *Speech and Language Therapy:* A licensed speech pathologist is onsite to provide individual and group speech and language services for mandated IEP students.
- c. *Occupational Therapy:* A licensed occupational therapist is onsite to provide individual and group speech and language services for all mandated IEP students.
- d. *Additional Services:* Additional related services such as physical therapy, audiology, or hearing services may or may not be available onsite. If the school is

¹⁰ There are also collaborative meetings between teachers and related service providers at least once per quarter to share progress reports and discuss content.

unable to provide them onsite, the SSD works with families and service providers to ensure access to all mandated services.

- e. *Transition Services:* Middle school students who are 12 years or older, with IEPs, receive transition services from special education teachers within the school. A special education teacher conducts student and family interviews, collects faculty reports, and conducts activities aimed at exposing students to a variety of careers. These steps are repeated, documented and added to student IEPs.
- f. *Family Support Services:*¹¹ The school helps connect all students and families to health care, mental health services, after school programs and assistance with meeting basic needs. Additionally, BCCS can assist with individual and group mentoring/matching through programs such as Big Brothers/Big Sisters. The school may also conduct home visits (in addition to the initial one by the school leader as described in R-09a) to help families navigate school processes such as parent-teacher conferences or re-registration. Responsibility for implementing these services is shared among the school nurse and school leadership.

7B9. Special Education Personnel

BCCS' special education services are overseen by the SSD, who is a certified special education teacher. In addition to his/her teaching duties, the SSD ensures the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the ADA . These responsibilities include coordinating with CSEs, providing information to and obtaining information from CSEs as needed, determining if entering students have IEPs, and working with CSEs and school districts to ensure that all required special education and related services are being provided and that IEPs are appropriate to the BCCS setting. The school will also employ enough certified special education teachers to ensure proper implementation of student IEPs. We anticipate this number to be one special education teacher per grade. The school will, initially, collaborate with the CSE to use appropriately licensed or certified providers for related services that students require (see R-11ac for full staffing plan).

7B10. Progress Monitoring for Students with Disabilities

Progress Reporting: BCCS monitors the progress of students with disabilities as a subgroup and as individuals. In addition to the assessments that BCCS conducts for all students (see R-05ae), the school assesses and reports progress to the state and parents in the form of IEP progress reports. In an IEP progress report, each student's special education teacher(s) and/or related service provider(s) documents progress made toward the student's individualized goals through provider observations, class work, and tests and other formal assessments. These reports are made in parallel with our grade reporting cycle and occur four times annually. Additionally, students engage in annual reviews and triennial reviews with the CSE and relevant BCCS teachers.

Ongoing Annual Review and Triennial IEP Meetings: Students with IEPs are provided annual reviews and triennial reevaluations where certain aspects of the IEP can be revised. At annual reviews and triennial reevaluations BCCS makes available the student's general and

¹¹ Our Family Support Services are modeled after the successful work of Say Yes Buffalo.

special education teachers (and any other required school personnel) to share quantitative and qualitative data about the student's progress in line with the present levels of performance section of the IEP, and make recommendations for goals, services, and accommodations. However, we understand that the final draft of the IEP is at the discretion of the CSE of the child's district of residence. BCCS uses all of its available supports, programs, and resources to meet the needs outlined in the finalized IEP, knowing that the team can reconvene if necessary.

7B11. Evaluation of Special Education Program

The special education program at BCCS is evaluated annually by the SSD and the AD using student outcomes and family and staff perceptions as primary metrics. Student outcomes are disaggregated into subgroups by grade cohort, disability classification, and program recommendation. Within these subgroups, students' absolute performance is monitored, as well as their individual growth, and how they compare with similar students. Whenever possible this subgroup data is compared to the district and state outcomes. The program is also evaluated annually using family and special education staff surveys that measure satisfaction with processes, communication, and support. Areas in which the school's student performance or survey data does not meet the annual goals established by the BOT and ED will be addressed with an action plan developed by the SSD and the AD, and presented to the ED and BOT for approval.

7B12. Serving Students with 504 Plans

To comply with Section 504 of the Rehabilitation Act of 1973, BCCS designates a Section 504 Officer and has a Section 504 Committee. The school's 504 Officer may also serve as the SSD. The 504 Officer is responsible for addressing any 504 requests or changes, including, when appropriate, convening the 504 Committee. BCCS also makes accommodations for physically disabled students by following the applicable provisions of the federal ADA.

(c) English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*
- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*

- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

7C1. Students Identified as ELL

BCCS serves students identified as ELLs using a model that draws primarily on structured English language immersion, while allowing some native-language instruction when necessary. BCCS complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended), the federal Equal Educational Opportunities Act of 1974, and Commissioner's Regulation Part 154.

Students identified as ELLs achieve proficiency in the English language as quickly as possible through the school's services and teaching methods. ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and ELL students are not assigned to special education because of their lack of English proficiency. BCCS is committed to partnering with the families of ELL students as well. To the extent possible, families whose English proficiency is limited receive notices and information from the school in their native language to encourage participation at BCCS by all members of the school community. If possible, the school helps families of ELLs to navigate their unique situation with services such as evening workshops/language classes, a staff liaison, or other appropriate initiatives. Below we describe the ELL identification process, our levels and programs of service, and our progress monitoring and exit criteria.

Identification of ELL Students: BCCS uses the New York State Education Department's process for identifying students who are ELLs:

1. Home Language Questionnaires screen new students for limited English proficiency.
2. If the home language is other than English, or the student's native language is other than English, qualified staff conduct an informal interview in the student's native language and English (if the school does not employ a staff member who can speak the family's home language, other arrangements are made).
3. If the student speaks a language at home other than English, and might be identified as an ELL, the school administers the NYSITELL within 10 days. A score below the designated cut score for the child shall determine eligibility for services. The NYSITELL is administered only once to each incoming student.

Child-find Notification: The school's teachers are responsible for observing students to detect limited English proficiency. Teachers receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with and teaching content to students designated as ELLs. Any student suspected of having limited English proficiency is referred to the appropriate faculty and tested in the manner described above to determine what level of services, if any, is necessary.

ENL Personnel and Programs: BCCS provides sufficient certified ENL teachers to facilitate the programming outlined below. In year one we anticipate one full-time ENL teacher (see R-11ac). The day-to-day duties of our ENL teachers may include both direct and indirect service to students depending on our student needs. In many cases ELLs receive the same academic content as those students who are native English speakers. The vast majority of instruction is in English. However, the level of English used for instruction—across all English modalities (reading, writing, listening, speaking)—is appropriately modified for ELLs. Teachers receive

professional development on best practices for communicating with and teaching students designated as ELL. A student’s level and type of service program depends on his or her classified level of English (see Figure 7.2). Students can be classified along a spectrum , according to their NYSESLAT scores:

Figure 7.2: ELL Classifications and Level of Service	
Classification	Services Provided
Entering Students	Two units of study, equating to 360 minutes, of English language instruction per week. Students at this level receive a mix of stand-alone, “pull-out” ENL services and integrated language instruction in ELA and other subject areas. Some pull-out services likely take place during Daily Skills Block. BCCS will consider implementing additional pull-out before/after school or over school vacations.
Emerging Students	Two units of study, equating to 360 minutes, of English language instruction per week. Students may receive a mix of stand-alone, “pull-out” ENL services and integrated language instruction in ELA and other subject areas. These students also have a supplemental pull-out service once per day during Daily Skills Block.
Transitioning Students	One unit of study, equating to 180 minutes, of English language instruction per week. Students receive integrated language instruction in ELA and other subject areas, and they may have a supplemental pull-out service up to once per day during Daily Skills Block.
Expanding Students	One unit of study, equating to 180 minutes, of English language instruction per week. Students at this level receive integrated language instruction in ELA and other subject areas, and they may have a supplemental pull-out service up to once per day during Daily Skills Block.
Commanding Students	One half unit of study, or 90 minutes per week, of ENL support in ELA or other core subject areas. A plan for gradual decline in service and accommodations is facilitated by an appropriate team of teachers, and includes NYS Commissioner-approved former ELL services.

ELL In-Class Support: Just as BCCS faculty differentiate instruction for students with and without documentable learning differences, all teachers must be able to modify teaching strategies to accommodate ELL students’ language development. BCCS does not take a prescriptive, one-size-fits-all approach, but rather uses a framework for effective instruction, based on the tenets of the Sheltered Instruction Observation Protocol (SIOP) program,¹² which

¹² Retrieved from <http://www.cal.org/siop/about/> (Accessed February 2017).

brings together best practices for teaching content and academic literacy to English language learners. SIOP offers best practices for teaching content and academic literacy to students classified as ELL. These practices include concrete language use objectives in all classes and an emphasis on language scaffolds and leveled texts wherever appropriate. Our general and special education teachers collaborate with an English as a New Language (ENL) instructor each week to effectively implement the SIOP practices in units and daily lessons. When implemented faithfully, SIOP principles improve performance among students classified as ELL.¹³ Furthermore, BCCS believes that pedagogically addressing the needs of students identified as ELLs improves the planning and instruction of the entire faculty.

ELL Out-of-Class Support: In addition to a school-wide, team-based approach by the faculty as a whole, BCCS employs qualified teachers to construct a comprehensive language-development curriculum used in pull-out classes for ELL students at all levels. This curriculum is developed in collaboration with a team of educators, including classroom ELL teachers, university linguistics specialists, ELL coaches, and English Language Arts and content-area teachers. It addresses the full range of English language competencies (grammatical and structural, sociolinguistic, pragmatic, discursive, and semantic) while focusing on language for social integration and on language for academic achievement.

ELL Progress Monitoring and Exit Criteria: The proficiency of an identified ELL student in the English language is measured at least annually to determine whether continued special services are warranted. BCCS uses the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department. It is used in lieu of administering the state English Language Arts assessment for any student in their first year of classification.

7C2. Accountability and Evaluation of ELL Programming

Led by the SSD, BCCS evaluates the effectiveness of its ELL programming annually to make any necessary adjustments. The school evaluates the effectiveness of its program with the following metrics: 1) ELL performance on the NYSESLAT exam, 2) ELL student performance on statewide exams against that of general education students and 3) ELL student performance on statewide exams against ELL population scores of the city, state and peer schools. Additionally, BCCS will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once identified as ELL and those who never were, as measured by standardized assessments.

(d) Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

¹³ Echevarria, J., Short, D., & Powers, K. (2006). *School Reform and Standards-Based Education: An Instructional Model for English Language Learners*. *Journal of Educational Research*, 99 (4), 195-210.

7D2. Identifying Gifted and Talented Students

Gifted and Talented students are initially identified at BCCS using multiple assessments, including, but not limited to, universal screeners, statewide assessments, classroom grades and work portfolios.¹⁴ Students that consistently perform above grade level in one or more of these assessments may proceed to a second level of identification that can include teacher and parent checklists, and cognitive and/or aptitude tests. Students that receive responses and/or scores on these that suggest giftedness will be recommended to the CSE for formal evaluation.

7D3. Meeting the Needs of Students Classified as Gifted and Talented

Gifted and talented students (G&T) have skill-based instruction supplemented by an emphasis on real-world application of those skills. Our use of Universal Themes and the Elements of Depth and Complexity originated as tools for working with the G&T population, which we now know are beneficial for everyone. The creative problem-solving structure for learning in the Innovations class also aligns with best practices for G&T students. The faculty also uses differentiation strategies such as compacting curricula to further address the needs of this population. Lastly, Daily Skills Block is time each day where G&T students can have targeted instruction, including extensions of classroom learning.

¹⁴ Johnsen, Susan (2009). Best Practices for Identifying Gifted Students. Principal, May/June.

REQUEST 8ad: INSTRUCTIONAL LEADERSHIP

(a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
- The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,
- How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

8A1: Instructional Leadership Roles Overview

Curriculum and instruction are the key drivers of our mission fulfilment at Buffalo Commons Charter School (BCCS). In this section we outline the members of the leadership team who participate in instructional leadership, their roles and responsibilities, the criteria and process for their selection, and how they monitor the effectiveness of the academic program for students generally, and with particular attention to struggling students. Hiring for each of the founding team members will be led by our proposed Executive Director (ED), who successfully hired excellent leadership team members at Brooklyn Prospect Charter School. Over the long term, whenever possible, BCCS envisions internal development of candidates for instructional leadership positions.

8A2: Instructional Leadership Roles and Responsibilities

We believe in structured roles and responsibilities with strong collaborative ties between our instructional leadership positions. Figure 8.1 outlines the roles and responsibilities for each instructional leader.

Figure 8.1: BCCS Instructional Leadership Roles and Responsibilities		
Role	Description	Key Instructional Leadership Responsibilities
Executive Director	The ED is the overall leader of the day-to-day operations of the school, reporting directly to the Board of Trustees (BOT). The ED supervises the leadership team. In Y1 the ED also takes on the role and responsibilities of	<p><u>General</u></p> <ul style="list-style-type: none"> • Advance the school's overall mission and vision, by ensuring that all aspects of day-to-day operations and long-term plans are taken into account when making instructional and curriculum decisions • Approves the school's annual instructional priorities and goals in concert with the ADs • Develops and evaluates the ADs and the Student Support Director (SSD) along with the other directors of the school by facilitating an annual

	<p>Academic Director (AD) for the fifth grade. In Y2 an AD for the middle school is brought on.</p>	<p>goal-setting process for each director and subsequent 1:1 bi-weekly meetings to monitor progress, increase capacity, and proactively problem-solve any challenges the directors face</p> <ul style="list-style-type: none"> • Partners with the Academic Excellence Committee to monitor and report academic progress regularly to the BOT <p><u><i>In Year 1</i></u></p> <ul style="list-style-type: none"> • Sets the instructional priorities and goals for fifth grade • Facilitates annual fifth grade curriculum design that aligns with our mission and goals, including reflection and revision processes for faculty • Collects, reviews, and offers feedback to fifth grade faculty around annual curriculum maps, units, and lesson plans to improve rigor, engagement, and interdisciplinary connections • Develops and evaluates the fifth grade general education teaching faculty and assistant teachers by facilitating an annual goal-setting process, regular classroom observations and debriefings, and mid-year and end-of-year evaluation conferences • In collaboration with the AD, determines the annual professional development calendar, and leads many of the sessions on instruction and organizational culture • Monitors the effectiveness of the fifth grade academic program by leading faculty in analysis and action planning in response to assessment data
<p>Academic Director(s)</p>	<p>As a member of the leadership team, the AD works closely with the ED, SSD, and SCD to promote the academic vision for the school, ensure quality curriculum and instruction for students, make data-</p>	<ul style="list-style-type: none"> • Sets the instructional priorities and goals for kindergarten through fourth grade • Facilitates annual K-4 curriculum design that aligns with our mission and goals, including reflection and revision processes for faculty • Collects, reviews, and offers feedback to K-4 faculty around annual curriculum maps, units, and lesson plans to improve rigor, engagement, and interdisciplinary connections • Develops and evaluates the K-4 general

	<p>driven decisions about improving teaching and learning, and create a collaborative and collegial work environment.</p>	<p>education teaching faculty and assistant teachers by facilitating an annual goal-setting process, regular classroom observations and debriefings, and mid-year and end-of-year evaluation conferences</p> <ul style="list-style-type: none"> • In collaboration with the ED, determines the annual professional development calendar, and leads many of the sessions on instruction and organizational culture • Monitors the effectiveness of the K-4 academic program by leading faculty in analysis and action planning in response to assessment data
<p>Student Support Director</p>	<p>As a member of the leadership team, the SSD works with the ED, AD, and School Culture Director (SCD) to ensure access, support and growth for students in special populations.</p>	<ul style="list-style-type: none"> • Develops and evaluates the special populations teaching faculty by facilitating an annual goal-setting process, regular classroom observations and debriefings, and mid-year and end-of-year evaluation conferences • Ensures the functioning of an academic program that is in compliance with all special education, ELL and 504 laws • Schedules onsite related services, IEP meetings, etc. • Leads many of the professional development sessions on differentiated instruction, co-teaching, and SIOP • Monitors the effectiveness of special populations programs by leading faculty in analysis and action planning in response to assessment data
<p>School Culture Director</p>	<p>As a member of the leadership team, the SCD works with the ED, AD, and SSD to create a school culture that models our core values, celebrates our achievements, and holds students accountable to our expectations.</p>	<ul style="list-style-type: none"> • Leads the creation and maintains the school culture BCCS envisions • Leads many of the sessions on behavior management and disciplinary systems • Supervises most student disciplinary actions • Facilitates restorative circles whenever necessary • Designs and facilitates our cross-age mentorship program • Monitors the effectiveness of disciplinary systems, and culture more broadly, by leading faculty in analysis and action planning in

candidate’s capacity, strengths, areas for growth, and mission alignment. The process draws on the work of Geoff Smart, a leading thinker in recruitment and selection, as well as practices from successful education organizations such as Brooklyn Prospect Charter School and Ed Pioneers, among others.

Figure 8.2: BCCS Hiring Process for Instructional Leaders ¹			
Steps		Owner	Activities
1	Develop Final Scorecard	Hiring Manager (HM) or ED	A “scorecard” ² is customized to include core values, responsibilities, specific short- and long-term objectives, and particular competencies
2	Application	HM/ED	Applications require the following components: <ul style="list-style-type: none"> ● Cover Letter ● Resume ● A Recent Evaluation ● 3 References
3	Initial Screening (Phone)	HM/ED	Candidate is contacted and a “screening interview” ³ is conducted over the phone
4	Creative Problem-Solving Task	HM/ED	Applicants are asked to complete one or more of the following tasks electronically: <ul style="list-style-type: none"> ● Data Set Analysis and Goal Setting ● Video Lesson Critique ● Submission of Professional Development Plan and Materials
5	Reference Check	HM/ED	The “reference interview” ⁴ conducted
6	School Visit	HM/ED	Candidates come to the school and complete the following activities: <ul style="list-style-type: none"> ● Observe Classrooms and Debrief with ED ● Student Panel Interview ● Families Panel Interview ● Teacher Panel Interview ● Director Panel “administrative interview”⁵

¹ Elements of Figure 10.3 from *Who*, by Geoff Smart and Randy Street are fully explained in Request 11ac.

² Adapted from Smart, Geoff and Randy Street. *Who*. Ballantine Books: New York. 2008.

³ Adapted from *Ibid*.

⁴ Adapted from *Ibid*.

⁵ Adapted from *Ibid*.

7	Extend Offer	HM/ED	Offer is extended to candidate pending additional or final reference checks
8	Candidate Decision	HM/ED	Candidate accepts or rejects the offer

8A6. Monitoring Effectiveness of the Academic Program

The ED and the leadership team work in concert to monitor the effectiveness of the academic program. Our program is results-oriented, and our goal is to move students toward proficiency at a greater rate relative to both similar peer districts and state-wide. The instructional leadership team monitors progress by analyzing results of our three universal screeners, diagnostic testing for students identified as potentially struggling, interim assessments for all students, and students’ New York State Testing Program results. For special needs students, progress against their IEP goals will be reported quarterly in the form of a special IEP progress report along with their other assessment data. Similarly, students identified as English Language Learners will have their NYSESLAT results analyzed each year, in addition to other assessment results. The ED, in conjunction with the AD and SSD, makes monthly reports to the BOT that summarize progress against the school’s annual goals and accountability plan (see R-13ac).

(b) Teacher Support and Supervision

Describe the school’s approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

8B1. Teacher Support and Supervision

The instructional leadership team begins each summer looking at the available student data from the end of the previous school year. This includes the universal screener data from the STAR, final interim exams, and the New York State Testing Program. From this data, specific annual goals are set for the coming year around proficiency and growth in math, ELA and science. Areas of relative strength and weakness are noted in each grade cohort.

The AD (and the ED in Year 1) work as divisional instructional leaders with faculty to develop curricula in line with the applicable standards and that is tailored to the students, based on their prior year data. Faculty submit their curriculum maps to their instructional leader for approval before the beginning of each school year, and subsequently make specific unit and lesson plans available to the coach throughout the year in accordance with their annual plans. Each instructional leader reviews and helps to strengthen that curriculum through electronic and face-to-face feedback. Each AD meets with the ED biweekly to review projects and priorities and strategize for the future.

Throughout the year the AD (and the ED in Year 1) engage in cycles of observation and feedback with each teacher in their division. The year begins with a goal-setting process based on initial observation, available student data, and any previous performance evaluations. Individual teacher goals may map directly to school goals, or be in the service of the annual

goals established by the AD and ED. Once goals are established, teachers are observed by their instructional leader formally and informally, at least once every two weeks. We anticipate using a researched-based evaluation rubric mounted on an electronic platform, such as Teachboost, for recording observations and feedback and allowing teachers to quickly improve their practice. Electronic observations establish patterns of strengths and areas for growth within the rubric, and inform individuals' formal mid-year and end-of-year evaluations as well as school-wide professional development.

Observation-and-feedback cycles will occur more frequently when a teacher is not making progress toward their goals for student performance or instructional technique. Such interventions help support teachers in progressing toward their goals and may include modeling by the leader. Should a teacher continue to fall short, he/she may be placed on an official action plan that lays out specific benchmarks and timeframes for improvement. Failure to meet these benchmarks may result in additional interventions or, potentially, nonrenewal of the teacher's contract.

(c) Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,*
- *The process for evaluating the efficacy of the professional development program.*

8C1. Professional Development Overview

BCCS believes professional development is a crucial way to further our mission. Our Leadership Team designs and implements a professional development calendar based on furthering our key design elements and making progress toward meeting and exceeding our accountability goals (see R-02ab and R-02c respectively). Whether educators are beginners or seasoned veterans, BCCS professional development will improve their professional practices. Development is carried out through 1) our New Teacher Orientation, 2) the Summer Intensive, 3) annual development activities, and 4) professional development for school-based leaders. In each of these structures, BCCS uses best practices for professional development:⁶

1. The duration of professional development is significant and ongoing.
2. There is support for educators during the implementation stage.
3. Initial exposure to a concept is engaged through varied approaches.
4. New concepts are modeled, when possible, to help educators understand the practice.

⁶ Gulamhussein, Allison. (2013) *Teaching the Teachers: Effective Professional Development in the Era of High Stakes Accountability*. Center for Public Education.

5. The content presented is grounded in the educator’s discipline or grade level.
6. All professional development activities and resulting notes and products are housed online to build shared organizational knowledge and capacity.

8C2. Professional Development Plan

The New Teacher Orientation: Teachers new to BCCS report the week before returning teachers to be introduced to BCCS’ core practices and values. Topics for new faculty may include those listed in Figure 8.3.

Figure 8.3: Draft New Teacher Orientation Schedule	
Sample Topics	Leader(s)
Google for Education	OD
The Together Teacher (Getting Organized)	AD, (ED Y1)
BCCS School Culture Philosophy	SCD
BCCS Disciplinary System	SCD
BCCS Curriculum Design	AD, (ED Y1)
BCCS Instructional Strategies	AD, (ED Y1)
BCCS Teacher Evaluation System	AD, (ED Y1)
Human Resources Onboarding	OD
1:1 Meetings For Faculty and Supervisors	ED, AD, SSD
Analyzing Current and Incoming Student Data	AD, (ED Y1)
Team-Building Activities	ED, AD, SSD, SCD, OD

The Summer Intensive: BCCS returning faculty report to school for the Summer Intensive two weeks before the arrival of students to ensure quality preparation. In year one, the Summer Intensive will be led primarily by the AD, ED, SSD, SCD and Operations Director. Subsequently, returning faculty will take on more leadership. There may be times when BCCS brings in outside experts to conduct Summer Intensive sessions. The content in the Summer Intensive is based on student data and our internal teaching and satisfaction evaluations. It continues to build on past success and address areas of relative weakness to support the school mission. A potential Summer Intensive schedule might look as follows (see Figure 8.4):.

Figure 8.4: Draft Summer Intensive Schedule

Summer Intensive Week One Topics	
Sample Whole-Group Topics (New and Returning Faculty (RF))	Leader(s)
Presentation of Annual School Goals	ED, AD
Creating a Data-Driven School	ED, AD
Analyzing Current and Incoming Student Data	AD
Team-Building Activities	ED, AD, SSD, SCD, OD
Sample New Faculty Topics	Leader(s)
Subject Area Academic Programs (e.g., Wit and Wisdom, Foundations, Eureka Math, History Alive!, and/or Science Alive!, or Future Problem Solving Institute)	AD, (ED Y1)
Intervention Programs (e.g., Leveled Literacy Intervention, Wilson Reading System, or Bridges Math Intervention)	AD, (ED Y1)
Creating Assessment Calendars	AD, (ED Y1)
Teach Like a Champion Core Skills	AD, SCD
Universal Design for Learning and Principles of Differentiated Instruction	AD, SSD
Effective Co-Teaching	AD, SSD, (RF)
ELL SIOP Strategies	SSD, ENL
Principles of Trauma Informed Care	SCD
Effective Morning Meetings	AD, (RF)
Using Our Purchasing System	OD
Sample Returning Faculty Topics	Leader(s)
Increasing Rigor and Relevance Within Curriculum	AD
Increasing Quality of Universal Themes and Elements of Depth	AD
Improving Creative Problem-Solving Tasks Within Curriculum	AD

Improving Differentiation Within Curriculum	AD, SSD
Leading Sessions for New Faculty	(AD/ED Mentors)
Summer Intensive Week Two Topics	
Sample Whole-Group Topics (New and Returning Faculty)	Leader(s)
Grade/Department and Individual Goal-Setting	AD, ED, SSD
Planning the First Days of School	AD, (ED Y1)
IEP, BIP, 504 Implementation Review	SSD
Beginning of Year Co-Teaching Meetings	Faculty w/ Protocol
Parent-Teacher Meetings	Faculty w/Protocol
Classroom Setup	SSD
Open-Door Office Hours	All Directors
Sample New Faculty Topics	
Grading Expectations and Report Cards	AD, (ED Y1)
Additional Systems such as Homework Expectations; Print/Copy; Emergency Coverage, etc.	As Necessary
Creating Curriculum	AD, (ED Y1), RF
Sample Returning Faculty Topics	
Curriculum Revision	AD
Leading Sessions for New Faculty	RF

Annual Development Activities: Throughout the school year, BCCS faculty and leaders engage in the following forms of professional development.

1. *School-Wide Development:* Each year the leadership team uses student performance, teacher observation, family and student survey data, plus feedback from the BOT to produce a school-wide development agenda for monthly sessions of professional development for the faculty.
2. *Supervisory Coaching:* Teachers are observed bi-weekly by the AD (or ED in Year 1), formally and informally, approximately 20 times per year. These observations result in timely feedback on strengths and areas for growth, and help inform our

- mid-year and end-of-year formal evaluations. Teacher observations also help define individual and school-wide goal-setting around teaching practice.
3. *Weekly Team Meetings:* Grade-level teacher teams will meet twice each week after students are dismissed, led in year one by the ED (fifth grade) and the AD (kindergarten). The two weekly meetings center around Student Needs and Teaching and Curriculum:⁷
 - a. *Student Needs Meetings:* Student Needs meetings begin with a short personal reflection in which teachers document what has worked during the week and what problems arose. Next, time is allocated for reaching out to families via phone or e-mail to highlight student successes. Finally, teachers collaborate using the CPS method to address the needs of individual students of concern. For example, concerns could be about a behavior or a learning issue. There is a pre populated agenda of students, and for each student the team uses CPS to clarify the problem, ideate possible solutions, develop the best of those solutions, and create a plan for implementation. These plans are part of our student Tier One supports. This group can also refer students for appropriate diagnostic testing that could result in Tier Two intervention.
 - b. *Curriculum and Instruction Meetings:* Teaching and Curriculum meetings begin with a short personal reflection where teachers document 1) how they have used the Universal Theme and the Elements of Depth and Complexity, and 2) what students mastered and what they had difficulty with based on formative assessments such as do nows, classwork, and exit tickets (see R-05ae). The remaining time teachers use the CPS method to address the academic needs of groups of students. Each teacher presents an initial problem; for example in fifth grade English, many students might be unable to effectively choose relevant evidence for their claims. The teachers collaborate using the steps of CPS to create a plan for implementation that becomes part of our Tier One supports.
 4. *Collaboration and Co-Planning:* Faculty will also have three weekly sessions from 3:00 p.m. to 4:00 p.m. devoted to collaborative planning. During these times, general education, special education, and ENL teachers work to strengthen the differentiation and scaffolding within their classrooms and subjects. These sessions can also be used to debrief classroom observations and convene the Tier Three Problem-Solving Team or the school's 504 Committee, etc.
 5. *Data Days:* Following each interim assessment, faculty participate in an in-depth analysis of the resulting data. The protocol for this follows the recommendations of the Achievement Network (see R-05ae).
 6. *Innovation Days:* Faculty will participate in two annual "Innovations Days," where like our students, faculty work collaboratively to uncover problems or

⁷ Three times per year meetings are devoted to analyzing universal screening data.

inefficiencies facing the school community, generate ideas, and develop and implement solutions.⁸

7. *Off-Campus Professional Development:* Also noteworthy is that BCCS' budget allocates funds to allow teachers to apply for off-campus professional development locally and nationally.
8. *Professional Development for Instructional Leaders:* Although school leaders may participate in or lead the Summer Intensive and annual development activities, they will also have access to professional development that is tailored to their unique roles. Some examples of Leadership Team professional development topics include: 1) norming on classroom observation, 2) best practices in faculty coaching, and 3) analyzing results and leading data meetings. Additionally, each year, school-based directors meet with the ED to determine individual goals that are aligned with their spheres of influence and the school's annual goals. External professional development opportunities to further these goals are established with the ED. For example, the AD might attend conferences or webinars put on by the National Association of Elementary School Principals or might attend the Creative Problem-Solving Institute hosted by the Creative Education Foundation. Reflection on these development activities and progress against these goals are monitored in biweekly 1:1 meetings with the ED.

8C3. Evaluating Professional Development Activities

The ED observes and offers feedback on the professional development sessions delivered by the AD and other directors in biweekly 1:1 meetings. Also, faculty and staff will complete short feedback surveys after each group professional development session. The weekly meetings in grade teams and/or subject areas will be evaluated by the faculty each year for efficiency and helpfulness. School-based directors will offer feedback about their individualized professional development in an annual survey that is reviewed by the ED and the BOT.

(d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,*
- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

8D1. Teacher Evaluation and Accountability Overview

BCCS uses transparent and rigorous evaluation and accountability systems to promote excellent teaching. We communicate our expectations and observations to teachers from recruitment throughout their tenure at BCCS.

⁸ We know that our proposed ED used this structure at Brooklyn Prospect Charter School effectively. It is modeled after things like Google's "20% Time" where employees are given the autonomy to create solutions to benefit the company.

8D2. Establishment and Communication of Performance Expectations

Our results-oriented approach is apparent to faculty from the moment they apply for a job. Our final “scorecards” for positions will include student achievement targets as part of the “key responsibilities” section. Upon hiring, faculty members will be introduced to the teacher evaluation system during the new faculty orientation. Subsequently faculty will set additional goals drawn from our comprehensive evaluation tool. They will focus on and receive feedback in service of these goals throughout the first two quarters, at which point they will have a formal mid-year evaluation. The cycle then repeats throughout the third and fourth quarters, culminating in an end-of-year evaluation.

8D3. Process and Criteria for Evaluating Teacher Performance

The AD (and ED in Y1) evaluates teaching faculty using a comprehensive, tailored rubric that will be adapted from a well established rubric such as the Danielson Framework or the Marshall Teacher Evaluation. Teacher evaluation is a four-step process that utilizes an electronic platform such as Teachboost⁹ to increase efficiency and data collection on teacher performance at the school. The steps in our evaluation system for faculty are outlined below. This method was used successfully by Mr. Brink-Washington for six years at Brooklyn Prospect Charter School.

1. Each year the teachers and their direct supervisor collaborate on crafting individual goals to improve student performance, teaching technique, and professional practice.
2. Throughout the year, teachers will be regularly engaged in a cycle of observation and feedback with their direct supervisor that addresses their individual goals as well as their performance against the rubric for their comprehensive evaluation. These cycles will occur at least bi-weekly, with supervisors visiting classrooms for between 10 minutes to an entire class period, providing written feedback via the online platform Teachboost, and debriefing the observation with the teacher in a face-to-face meeting.
3. A formal mid-year check-in is conducted to mark progress against the established goals and comprehensive rubric. Action plans are made to address any performance deficiencies.
4. A comprehensive end-of-year evaluation is conducted including self, peer, and supervisor evaluations.¹⁰ Our comprehensive evaluation tool for teachers will have established domains, criteria, and performance levels. It draws upon research-based tools like the Danielson Framework and Marshall Teacher Evaluation Rubrics. Any teacher may be placed on an action plan for

⁹ Teachboost is used by major urban districts and charter school organizations of many sizes. Mr. Brink-Washington, our proposed ED, was an early pioneer of its use at Brooklyn Prospect in 2011. Teachboost “streamlines the observation and coaching process; incorporates a school’s rubrics, forms, and templates; allows educators to set professional goals, build a portfolio of evidence, and create an action plan; adds transparency and encourages dialog among educators; enables progress tracking via reporting and analytics” Retrieved from (<http://connect.teachboost.com/kipp-san-antonio-case-study>).

¹⁰ Teachers may also voluntarily submit artifacts to support their performance.

improvement based on the results of his/her evaluation (see Request 8B1, above).

REQUEST 9a: CULTURE AND DISCIPLINE

(a) Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- *How the school will maintain a safe and orderly environment; and,*
- *If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.*

9A1. School Culture and Discipline Overview

BCCS creates a structured school environment where teaching and learning thrive, and students feel free to discover their interests and be themselves. To create that school culture, we have developed school-wide programs, specific behavior management and discipline practices, and we are committed to a system that involves families as stakeholders. Together, these elements form a learning environment that research suggests will further improve academic outcomes for our students.¹ The rationale for our philosophy and accompanying systems comes from three main sources.

1. *Responsive Classroom:* For the past three years our proposed Executive Director (ED) has implemented Responsive Classroom during his tenure at Elmwood Village Charter School (EVCS); The Responsive Classroom approach is associated with higher academic achievement, improved teacher-student interactions, and higher quality instruction.²
2. *Proven School Models:* Many of the systems that we use for establishing and maintaining school culture are the same ones that our proposed ED helped to establish at Brooklyn Prospect Charter School; Brooklyn Prospect's most recent aggregate proficiency scores on the NYSTP 3-8 ELA and Math exams were 62% and 61% respectively, well above the state averages.³
3. *Restorative Justice Practices:* Restorative Justice has proliferated in urban schools in recent years and has been linked to reducing violence, improving relationships, and increasing achievement.⁴ These practices can be both proactive and reactive. They prioritize creating and sustaining strong relationships collaboratively and problem-solving ruptures to the cultural norms of the organization.⁵

9A2. Establishing and Maintaining a Culture That Promotes Learning and Achievement

¹ Durlack, Joseph, et. al. (2011). The Impact of Enhancing Students' Social Emotional Learning. *Child Development*, 82 (1).

² Rimm-Kaufmann, Sarah (2011). US Department of Education.

³ Retrieved from www.data.nysed.gov (Accessed 2018).

⁴ Ortega, Lilyana, Mikhail Lyubansky (2016). *Outcomes of a Restorative Circles Program in a High School Setting*. University of Maine.

⁵ Wachtel, Ted. *Defining Restorative*. International Institute for Restorative Practices. (Accessed February 2018).

Below we explain our approach to creating and sustaining an environment that fosters learning and achievement. We briefly describe our school programs, our commitment to involving families, and a comprehensive school-based disciplinary system (for disciplinary items not covered in this brief description, see Request 9B and Request 9C).

9A3. School Programming That Supports Culture

Core Values: BCCS' school culture is rooted in a shared understanding of our core values (see Figure 9.1). These values ask our community to be Engaged, Principled, Courageous, and Caring and are posted throughout the school and within each classroom. Faculty teach these values at the beginning of each school year and refer to them frequently in their daily interactions with students, especially when offering praise or redirection. Teachers, administrators, and staff embody these core values to strengthen our positive school culture and allow academics, creativity, and collaboration to flourish.

Figure 9.1: BCCS Core Values	
Core Value	What This Looks Like...
Engaged	<p><u>Engaged</u> students...</p> <ul style="list-style-type: none"> ● Value academic curiosity ● Participate actively in their own learning ● Participate positively in our school and communities ● Continuously reflect on their own learning and experiences
Principled	<p><u>Principled</u> students...</p> <ul style="list-style-type: none"> ● Take responsibility for their actions, and the consequences of those actions ● Consider how their actions and words might impact our community ● Do what they say, and say what they do ● Work to their best of their abilities at all times ● Meet deadlines for their work ● Respect the physical space of our school and world
Courageous	<p><u>Courageous</u> students...</p> <ul style="list-style-type: none"> ● Work to understand the feelings and perspectives of others ● Are willing to explore new strategies, roles, and ideas in the classroom ● Are willing to do the right thing for themselves and others ● Are willing to be vulnerable as learners and citizens in order to grow ● Are ready to ask for or offer help
Caring	<p><u>Caring</u> students...</p> <ul style="list-style-type: none"> ● Work to be the best version of themselves they can ● Show respect and empathy to themselves and members of our school ● Treat others the way they want to be treated

Cross-Age Mentorship: Using curriculum developed by the ED and the School Culture Director (SCD), BCCS will implement a cross-age mentorship program matching older and

younger students. This program is a furtherance of the successful “class buddy” system that our proposed ED has worked with at EVCS. Throughout the year, students in our cross-age mentorships will participate in approximately 10 sessions. These sessions will include:

1. Team-building activities used as opportunities to reaffirm our core values, build positive relationships.
2. Creative problem-solving tasks in mixed age groupings to promote creativity and collaboration, and
3. Academic tutoring activities that place our older students in positions of leadership and help our younger students build academic skills.

Cross-age mentorships continue throughout a student’s K-8 tenure, with students first becoming mentors as they enter the middle grades (5-8). The benefits for both mentors and mentees include an increased sense of belonging that leads to a positive school culture where learning is paramount.⁶

9A4. Building School Culture Through Family Involvement

BCCS seeks to promote student success through building a strong partnership between families⁷ and the school,⁸ and engaging families in meaningful ways around the learning and development of their student, and around school programming.⁹ This includes home visits, beginning of year family conferences, progress updates, and school events.

Home Visits: We start building a relationship with families right away by using an adapted version of the Caregiver/Teacher Home Visit Project model, which can increase student attendance, increase student achievement, and decrease suspension and expulsion rates.¹⁰ Either the ED or the AD (or their designee) visits the home of new students before the start of school. While we prefer to go to the home of each student, alternative meetings can be at the school. The initial visit is centered on relationship building and understanding the needs of the student and the family.¹¹ The leader focuses on getting to know the family and explaining BCCS’ core values and the universal theme for the student’s grade level. The leader also leaves the student and family with a Student Handbook and a small collection of developmentally appropriate books (at a range of reading levels) that reinforce the core values and the universal theme for that year. They answer questions the family may have.

Beginning-of-Year Conferences: The family next meets with the student’s homeroom teacher(s) at the beginning of each school year during the teacher’s Summer Intensive (see R-08ad). The emphasis is again on relationship building and qualitative data gathering. This is a time for our teachers to follow up on the home visit, and understand more about the family

⁶ We are exploring the possibilities of matching our older students with cross-age mentors from a local nonprofit, college, or university in conjunction with their Innovations classes, but at the time of writing this have not made a final decision on the best partner in this work.

⁷ “Families” is meant to include parents, guardians, families, etc.

⁸ *Engaged Parents, Successful Students*, 2012.

⁹ Retrieved from <http://www.hfrp.org/family-involvement/informing-family-engagement-policy2/principles> (Accessed October 2016).

¹⁰ Parent-Teacher Home Visit Project. Retrieved from <http://www.pthvp.org/> (Accessed December 2017).

¹¹ The school representative takes notes to capture the visit that will be shared with the appropriate faculty via an electronic platform like Google Docs.

values, what families' expectations are for their students, and what the best modes of communication are to keep building the relationship.

Throughout the School Year: There are three additional parent-teacher conferences throughout the year, following the end of each marking period. Expectations are reviewed, and academic progress is discussed. With trust established, teachers, students, and families are able to set meaningful academic goals for the remainder of the year. We try to offer meeting times to accommodate families' varying work schedules, but if necessary, we can conduct video or phone calls. Whenever possible, we provide a translator for families whose first language is not English.

Between face-to-face visits, BCCS ensures that communication takes multiple formats and is respectful of families' linguistic preferences. Each family receives updates on their students' progress at least eight times per year in the form of progress reports and report cards. Additionally, a weekly newsletter from each classroom in the elementary school is sent home with children in hard copy, emailed to families, and posted to the school's website. In middle school, teachers will maintain "teacher pages" that allow electronic access to class updates as well as downloadable course materials. The school also uses phone calls, text messages, social media, and mail to communicate with students' families. In order to facilitate communication, the school will also post active email and phone numbers for faculty members, so that families can initiate conversations with anyone at the school.

School Events: BCCS encourages families' participation in larger school-hosted events as well as complementary learning activities for their students. The newsletters and calendars feature invitations to an annual curriculum night, classroom share-days, and school events like parent workshops, potlucks, celebrations, etc. Additionally these communications contain notifications about opportunities in the community that would complement students' learning at school. If appropriate, these events will have secure remote access so that families unable to attend can still participate.

9A5. School-Based Discipline Structures

In a small school with small classes, every student is known to every staff member. In this small community environment, BCCS' system of discipline focuses on learning rather than punishment, and is explicit and transparent to all stakeholders. The school-based discipline system is used for minor to moderate infractions of our behavioral expectations. Our system and strategies, outlined briefly below, create an environment in which learning is rarely interrupted. However, students often need to learn self-discipline and appropriate social behaviors. Our discipline system provides those learning opportunities, while prioritizing the sanctity of our classrooms.

1. *Effective Classroom Management:* These strategies and protocols, as well as the expectations that surround them, are taught to students during their summer orientation, as well as the first days of each school year in their homerooms. Teachers use a variety of strategies for reminders and redirections before there are consequences for student misbehavior. Strategies such as elements from

Teach Like a Champion can be effective.¹² Should those strategies be ineffective, teachers in the classroom will use established consequences such as Take-a-Break, Fix-it-Plan, and Team Meeting.¹³

2. *Take-a-Break*: All classrooms have a Take-a-Break area when the need to reflect and change a behavior arises. The Take-a-Break space is located within the classroom so the student will still be a part of the learning. Students return to the larger group when invited or, for older students, once they feel ready.
3. *Fix-it-Plan*: If a student continues to be disruptive, he/she will visit a predetermined adjoining classroom. There the student will complete a Fix-it-Plan, either with a staff member for younger students, or as a written reflection for older students. Upon completion of the Fix-it-Plan and a quick reentry conference, the student is welcomed back into the original classroom. If the student does not follow the Fix-it-Plan, the next step is a behavioral plan formulated during a Team Meeting or Restorative Circle.
4. *Team Meeting*: A Team Meeting includes the student, the teacher, a member of the administrative team, and, if possible, a parent/guardian. The team designs a behavioral plan specific to the student. The plan may include a restorative element (see below), and/or application of a more serious consequence as per the school's discipline policy.
5. *Restorative Circle*: Sometimes the community is best served by providing students and faculty opportunities to come together and collaboratively reflect on what harm transpired and resolve ways to make restoration. These collaborative meetings may take place in lieu of other consequences or be in addition to other consequences. Each situation is addressed at the discretion of the SCD.
6. *Further Disciplinary Action*: When the measures above are ineffective, the school refers to the consequences outlined in the student discipline policy (see R-09b and R-09c).

Our faculty and staff will be well versed in the school's core values and discipline policy, enabling them to recognize when students' behavior has violated our policies. Faculty will engage in professional development on our school discipline philosophy and protocols, in particular on consistent and effective behavior management and discipline strategies in the classroom. This training is part of the New Teacher Orientation that teachers participate in before teaching students at BCCS (see R-08ad). Follow-up training throughout the year is provided for individual teachers if necessary.

Informing Families: BCCS staff ensures that families and students are informed of our values, systems, and policies before enrollment and during the initial home visit. Students will know what behaviors are expected at school, and families are reassured about the school culture and safety of their student(s).

¹²Lemov, Doug. (2015). *Teach Like a Champion 2.0 : 62 Techniques That Put Students on the Path to College*. San Francisco :Jossey-Bass. We anticipate using "Positive Framing, What to Do, 100 Percent, lightning quick public corrections, teacher proximity".

¹³ Retrieved from <https://www.responsiveclassroom.org/category/classroom-management-discipline/> (Accessed February 2017).

9A6. Dress Code Policy

Our dress code asks students to wear a school polo shirt or sweater each day. They may wear pants, skirts, or shorts, and must wear shoes with backs. While generally the research is inconclusive as to the benefits of uniforms on academic achievement, there are many districts and schools across the country that have seen increases in safety in the form of reduced bullying incidents and efficiency in terms of a reduction of other dress code violations taking students out of classes.¹⁴ (see R-09d for the dress code policy in full).

9A7. Student Purchase of Uniforms

Families will be expected to purchase at least two polo shirts and one sweater on a sliding scale according to their income. Families that do not qualify for free or reduced lunch will be expected to pay full price. Families that qualify for free lunch will be offered uniforms at no cost. We anticipate the total cost of the uniform items to be about \$40 per year at full price.

¹⁴ Viadero, Debra. (2005). *Uniform Effects?* Education Week.

REQUEST 9b: DISCIPLINE POLICY (GENERAL EDUCATION)

(b) Discipline Policy (for general education students);

Draft BUFFALO COMMONS CHARTER SCHOOL DISCIPLINE POLICY¹

9B1. Buffalo Commons Charter School (BCCS) Core Beliefs Regarding Discipline

BCCS bases its approach to discipline on the following core beliefs:

1. Students perform best in a warm, orderly, and consistent classroom.
2. Building positive relationships is foundational to a positive school learning environment.
3. Proactive discipline supports a positive learning environment. All community members have a responsibility to help prevent problems before they arise.
4. Consequences help students correct inappropriate behaviors and assume responsibility for their actions.
5. Bribery and predetermined rewards undermine the development of an internal sense of responsibility.
6. All students can demonstrate appropriate behavior; therefore, the code of conduct is applied universally. No matter where students go on or around campus, the behavioral expectations are the same.

9B2. The Dignity for All Students Act At BCCS

BCCS and Board of Trustees (BOT) are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All Students Act" (DASA) the BCCS is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes taunting or intimidation in all their myriad forms.

Students' Rights at BCCS: No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, BCCS reserves the right to discipline students, consistent with our Discipline Policy, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of school students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of school students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

¹ Policy is based on the one in use at Brooklyn Prospect Charter School.

Dignity Act Coordinator: The Executive Director (ED) designates a staff member each school year as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating: Personnel at all levels are responsible for reporting student harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the ED. A staff member who witnesses harassment or who receives a report of harassment shall inform the ED. The ED or his/her designee shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other officials designated by the School. BCCS prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment.

9B3. Leveled Disciplinary Infractions at BCCS

BCCS discipline protocols and consequences are designed so that students are aware of what is expected of them at all times. BCCS will take appropriate disciplinary action when a student's actions or inactions violate the School's Discipline Policy or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.

School-related disciplinary offenses may also include misconduct outside the school, such as on social media, that reasonably could affect the school or learning environment. Administrators will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level
- The nature and seriousness of the infraction and the circumstances which led to the infraction
- The student's previous disciplinary record
- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- The student's attitude and other relevant factors

School related disciplinary offenses are based on the following graduated levels of infractions with the most serious listed first.

Level One - Zero-Tolerance Infractions (Handled by an Administrator Only): Zero-tolerance infractions are those that are immediately and consistently addressed by administrators, including the SCD. Zero-tolerance does not refer to immediate suspension,

expulsion, or other predetermined consequence. The six types of zero-tolerance infractions are:

- Bullying/Harassment including violations of the DASA policy
- Sexual harassment
- Substance abuse (including possession)
- Firearms and weapons
- Engaging in physically aggressive behavior
- Engaging in threatening, dangerous, or violent behavior that is gang related

Consequences for Level One offenses include, but are not limited to:

- Family notification
- Detention (middle school)
- Restorative justice circle
- Referral to School Culture Director (SCD)
- Suspension or expulsion
- Referral to law enforcement agency

Level Two - Major Infractions: Level Two infractions include serious acts of misconduct. Examples include, but are not limited to:

- Defying or disobeying the authority or directive of school personnel in a way that substantially disrupts the educational process
- Cutting classes
- Leaving class or school premises without permission of school personnel
- Violating the Computer Use Policy (e.g., use of the internet for non-educational purposes, security/privacy violations)
- Shoving, pushing, or similar physical confrontational behavior towards students or school personnel (e.g. pushing past faculty or staff)
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- Taking or knowingly possessing property belonging to another without authorization (e.g. theft)
- Non-violent or non-threatening behavior that relates to gang affiliations
- Acts of coercion, persuading somebody else to do something via threats or force
- Instigating or inciting violence, injury or harm to another or others
- Engaging in a pattern of persistent Level 3 behavior in the same school year

Range of Disciplinary Responses for Level 2 Infractions include, but are not limited to:

- Family notification
- Office referral
- In-School Disciplinary Action (e.g., detention, exclusion from extracurricular activities, or restorative justice)
- In-School Suspension or Out-of-School Suspension (short-term or long-term)
- Referral to BOT with recommendation for long-term suspension or expulsion
- Referral to law enforcement agency

Level Three – Minor Infractions: Level three infractions include acts of misconduct that

interfere with orderly classroom procedures, school functions, or a student's own learning process. Examples include, but are not limited to:

- Excessive tardiness
- Failing to be in one's assigned place on school premises
- Falsifying a parent/guardian signature or email
- Using abusive language/inappropriate language/profanity
- Engaging in insubordination
- Disrespectful and disruptive behavior causing the continuation of the class to be impossible
- Lying to, giving false information to, and/or misleading school personnel

Consequences for Level Three Infractions: When students fail to abide by the standards set forth by the BCCS Code of Conduct, our response is immediate, appropriate, instructive, and consistent. Consequences fall under three broad categories:

- Family notification
- Office referral
- In-School Disciplinary Action (e.g., classroom-based behavior management, detention, exclusion from extracurricular activities, or restorative justice)
- In-School Suspension or Out-of-School Suspension

9B4. In-School Disciplinary Action at BCCS

There are a number of strategies and practices that we use to help create a structured learning environment in which learning can thrive, including classroom-based behavior management, detention, behavioral contracts, restorative justice circles and loss of school privileges.

Classroom-Based Behavior Management: The following strategies are used in our classrooms:

- *Redirection:* A chance for students to redirect themselves.
- *Take a Break:* An opportunity for a quick conversation around the problem behavior with guidance on how the student can change.
- *Fix it Plan:* A break outside of the class in the adjacent classroom. These are reported by the teacher and documented for the establishment of patterns.
- *Team Meeting:* The student conferences with the teacher and/or an administrator. Family contact is made, and a plan for reentry is crafted.

Middle School Detention: Detentions are held regularly after school in the middle school. Detention may be assigned for any of the following reasons:

- Excessive lateness
- Failing to be in one's assigned place on school premises
- School uniform violations
- Cutting class
- Disturbing or interrupting a class where one does not belong

Behavioral Contract: School staff may design written agreements with students subject to punishment under this policy to identify target behaviors, define expectations, and describe consequences.

Restorative Justice: A student may be given opportunities through our Restorative

Justice Program to “give back” to our school community. This program asks students to repair whatever harm was caused by their actions. For instance if they ruptured trust with a teacher, restorative justice might pair students with staff members to assist with various tasks around the school. If a student negatively impacts the school community through actions like minor vandalism or disrespect towards another student or teacher, school officials may assign a restorative justice project to a student either before school, after school, or during recess.

Loss of School Privileges: After notice to the student and families, a student may be suspended from participation in any or all extracurricular activities. The student and families shall be given an opportunity to meet informally with the SCD or teacher involved.

9B5. Suspension at BCCS: There are three possible disciplinary measures within the suspension category: short term suspension, long term suspension, or expulsion.

Short Term Suspension: A student who commits an act which school officials reasonably conclude warrants a short-term suspension, including any of the Level One or Level Two infractions listed above, or an aggregate of Level Three infractions, shall be subject minimally to a short term suspension, unless the SCD determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. A short-term suspension refers to the removal of a student from BCCS for disciplinary reasons for a period of fewer than ten (10) days. Such a student also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities, as appropriate. Below are the procedures and due process for short term suspensions:

- The school SCD may impose a short term suspension and shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975). Before imposing a short term suspension or other, less serious discipline, the school SCD or his/her designee shall inform the student of the charges against him/her and, if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.
- In the event of the imposition of a short-term suspension, the student will be notified if it is to be served in school or out of school. The SCD also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, e-mail, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall offer the opportunity for an immediate informal conference with whomever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

Long Term Suspension and Expulsion: A student who commits an act which school officials reasonably conclude warrants a long-term suspension, including any of the Level One or Level Two infractions listed above, or an aggregate of Level Three infractions, shall be

subject minimally to a long term suspension, unless the SCD determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the additional disciplinary measures set forth in this policy, and referrals to law enforcement authorities may be made, as appropriate. In addition, a student who commits any of the acts which would ordinarily result in a short-term suspension, may instead be subject to a long-term suspension at the discretion of the ED, or SCD. A long-term suspension refers to the removal of a student from BCCS for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from BCCS for disciplinary reasons. Expulsion is the final level of correction. Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, in compliance with applicable case law, will be:

- The student shall be removed from the class or the school, as needed.
- The student shall be informed of the charges and the evidence; where applicable, the student will have the opportunity to explain their side of events.
- The ED shall promptly notify a parent or guardian of the student.
- The ED shall provide written notice to the student and his or her parent(s) or guardian(s) that the school is going to commence a disciplinary hearing. Notice to the student and his/her parents/guardians shall provide a description of the incident or incidents and shall indicate that a formal disciplinary hearing will be held on the matter which may result in a long-term suspension (or expulsion).
- The school will set a date for the hearing. The student and his/her parent(s)/guardian(s) will be notified in writing of the charges and a description of the circumstances that gave rise to the hearing, as well as the date, time and place of the hearing, and their rights to counsel, presentation of evidence, and a recording of the proceeding.
- The school will attempt to reach the family by phone call to discuss the hearing. In advance of the hearing, statements and a witness list will be provided to the Student's family/counsel. In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student's family/counsel. If necessary, records will be redacted in accordance with FERPA.
- The BOT, or their designee, shall serve as a panel of hearing officers and preside over the hearing. Within four school days of the hearing, the BOT will issue a written decision to the student, the parent/guardian. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, despite appropriate notice the hearing shall take place regardless, and the BOT shall make a decision based on information at hand.

Appeals and/or Complaints: Appeals are heard by members of the BCCS BOT upon the following grounds:

1. Facts are in dispute (e.g., the student did not do what the school is alleging);
2. Process was inappropriate, the school faculty or administration did not follow reasonable process and/or the policies and procedures set out by the student handbook. This must be a material breach; and/or
3. Consequence is not appropriate for the infraction; the punishment is not in alignment with the discipline policy outlined in the student handbook.

A request for an appeal must be received by the school's board chair within two weeks of BOT's written decision. Upon receipt of such a request, an appeal panel comprised of no less than three trustees who were not involved in the hearing will hear the appeal within 30 business days. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the hearing. In rendering its decision, the panel may consult the transcript of the hearing and any evidence submitted in connection with it. The panel will provide a written ruling within five school days. For matters alleging a violation of law or of the School's charter agreement, submissions of complaints may be made to the school's authorizer and/or the State Department of Education.

Additional Suspension Periods/Expulsion: In the event of the imposition of a long-term suspension, the SCD may also recommend the imposition of an additional suspension period or expulsion of the suspended student, based on the circumstances of the incident and the student's disciplinary record. If the student and parent(s) or guardian(s) fail to appear at the scheduled hearing, the hearing shall take place regardless, and the BOT shall make a decision based on information at hand.

Provision of Services During Suspension Period: In accordance with applicable law, BCCS will ensure that alternative educational services are provided to a student who has been suspended to help that student progress in the school's general curriculum. Alternative instruction shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the student's home, a contracted facility (e.g., in the school district of location), or a suspension room at the school. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): aides or trained volunteers, individuals within a contracted facility, or a tutor hired for this purpose.

REQUEST 9C: SPECIAL EDUCATION POLICY

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations;

Draft BUFFALO COMMONS CHARTER SCHOOL DISCIPLINE POLICY (SPED)¹

9C1. Suspension Policy for Students in Special Education²

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

- Students for whom the Individualized Educational Plan (IEP) includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others, or if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Committee on Special Education (CSE) of the student's district of residence for consideration of a change in the guidelines. Students with an accommodation plan under Section 504 of the Rehabilitation Act of 1973 will be disciplined in accordance with that plan (29 U.S.C. §§ 794 and 705(20)).
- Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The CSE of the student's district of residence shall be notified immediately of any suspension from classes, and the school shall work with the CSE to arrange appropriate alternate instruction.
- If there is any reason to believe that the infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.
- If a student identified as having a disability is suspended during the course of the school year for a total of eight (8) days, such a student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions are considered to be a change in placement.
- In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

¹ Policy is based on the one in use at Brooklyn Prospect Charter School.

² A student not specifically identified as having a disability, but whose school district of residence or charter school has a basis of knowledge (in accordance with 34 CFR §300.527(b)) that a disability exists prior to the behavior which is the subject of the disciplinary action, shall be disciplined in accordance with these provisions.

Provision of Special Services During Removal: For those students removed for a period less than ten days, Buffalo Commons Charter School (BCCS) shall ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. BCCS also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and tutoring.

During any removal for drug or weapon offenses, services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his/her IEP. These service determinations will be made by the CSE of the student's district of residence. BCCS will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement but where the behavior has been found by the CSE to not be a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

Disciplinary Action and CSE Meetings: Meetings of the CSE of the student's district of residence to either develop a behavioral intervention plan or, if the student has one, to review such plan, are required when: (1) the student is first removed from his/her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, BCCS will work with the CSE of the student's district of residence to review the student's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process for Students with IEPs: If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the connection between the student's disability and the behavior subject to the disciplinary action.

If, upon review by the CSE, it is determined that the student's behavior was not a manifestation of his or her disability then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in his or her current educational placement

pending the determination of the hearing.

If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

REQUEST 9D: DRESS CODE POLICY

(d) Dress Code Policy.

9D1. Dress Code Policy

Draft BUFFALO COMMONS CHARTER SCHOOL DRESS CODE POLICY

At Buffalo Commons Charter School (BCCS), we aim to serve a diverse group of learners in an inclusive and creative environment. In order to foster a positive learning community with students from a wide -range of racial, ethnic, and socio-economic backgrounds, we expect our students to demonstrate respect for all community members through adherence to our dress code. All students are required to arrive at school in uniform. The school uniform must be worn respectfully and through the completion of the school day. Families of students who arrive to school out of uniform will be contacted to bring a change of clothes.¹ Our dress code is outlined below.

Shirts & Outerwear

- Green polo with BCCS logo (short sleeve or long sleeve).
- Students may wear a solid black or gray cardigan, sweater or fleece over their polo. BCCS cardigans and fleeces will be available for purchase.
- BCCS t-shirts may be worn on Fridays.
- No jackets, scarves, gloves, etc. are permitted to be worn during the school day except where mandated by legitimate religious requirements or with a doctor's note.

Pants, Skirts & Shorts

- Students may wear pants, shorts, ~~skorts~~ or skirts.
- Shorts and skirts must touch the knees at a minimum.
- Pants and shorts must not be too baggy or too tight, and must be worn at the waist.
- Belts are not required unless pants or shorts are not sitting at the student's waist. In those cases a solid color belt must be worn without decorated buckle.

Socks & Shoes

- Closed-toe shoes.
- All shoes with laces must be neatly and tightly tied at all times.
- Flip flops, sandals, and heels are not permitted.

Headgear

- Students may not wear hats or headgear of any type in the building.
- Headphones (including earbuds) are not allowed during school hours.
- Religious observance and health -related headgear is exempt, with appropriate documentation submitted to the School Culture Director.

¹ BCCS will usually provide a student in need with a uniform top for the day so that no instructional time is lost.

PE Uniforms

- Students can either remain in their traditional school uniform for PE, or wear the BCCS issue PE gear.
- All students are required to wear sneakers for PE class.

REQUEST 10ab: SCHOOL MANAGEMENT AND LEADERSHIP

(a) Organizational Chart

Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

10A1. Organizational Charts:

Below are our organizational charts for years one and five. Arrows indicate direct supervision relationships (see Figures 10.1 and 10.2).

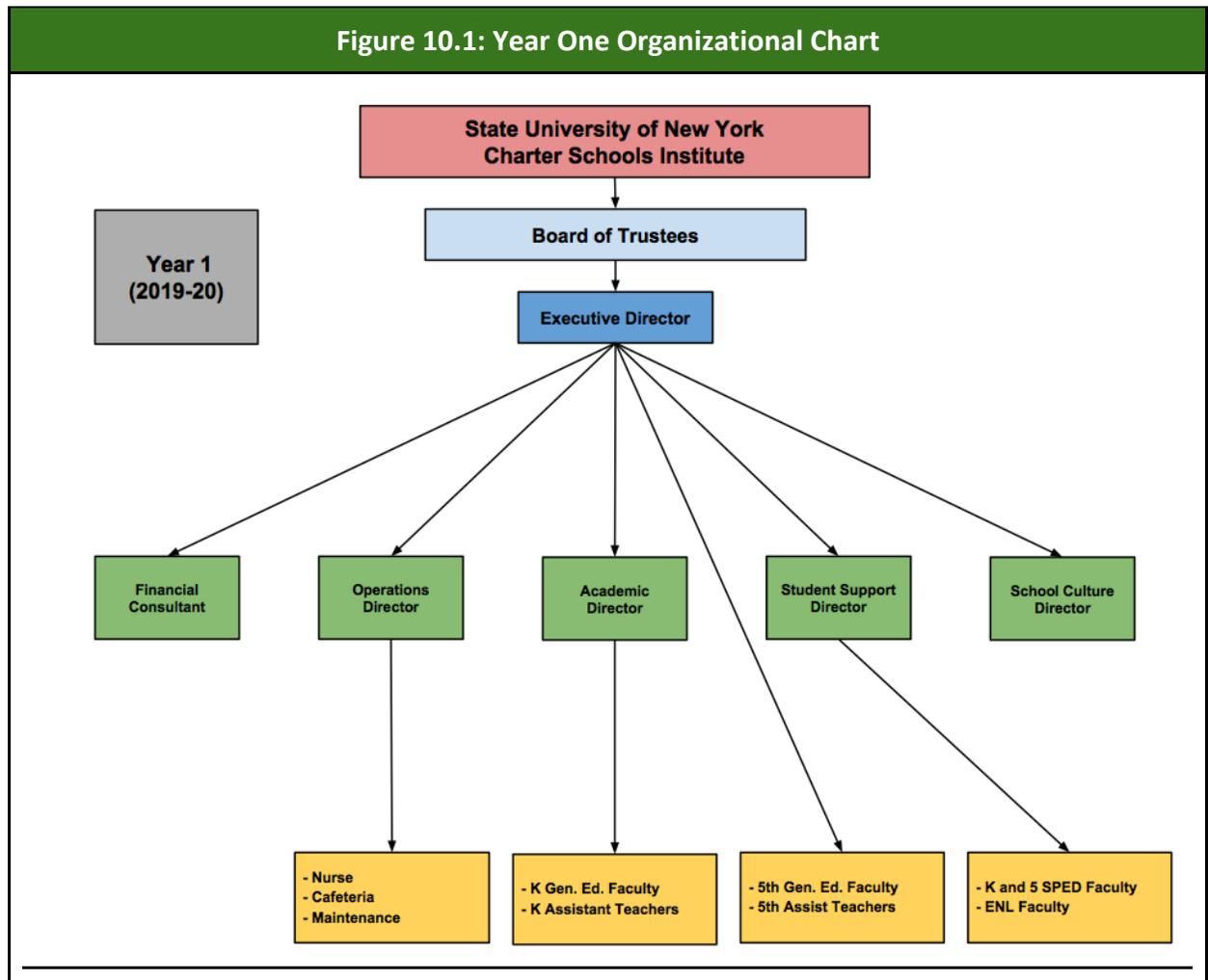
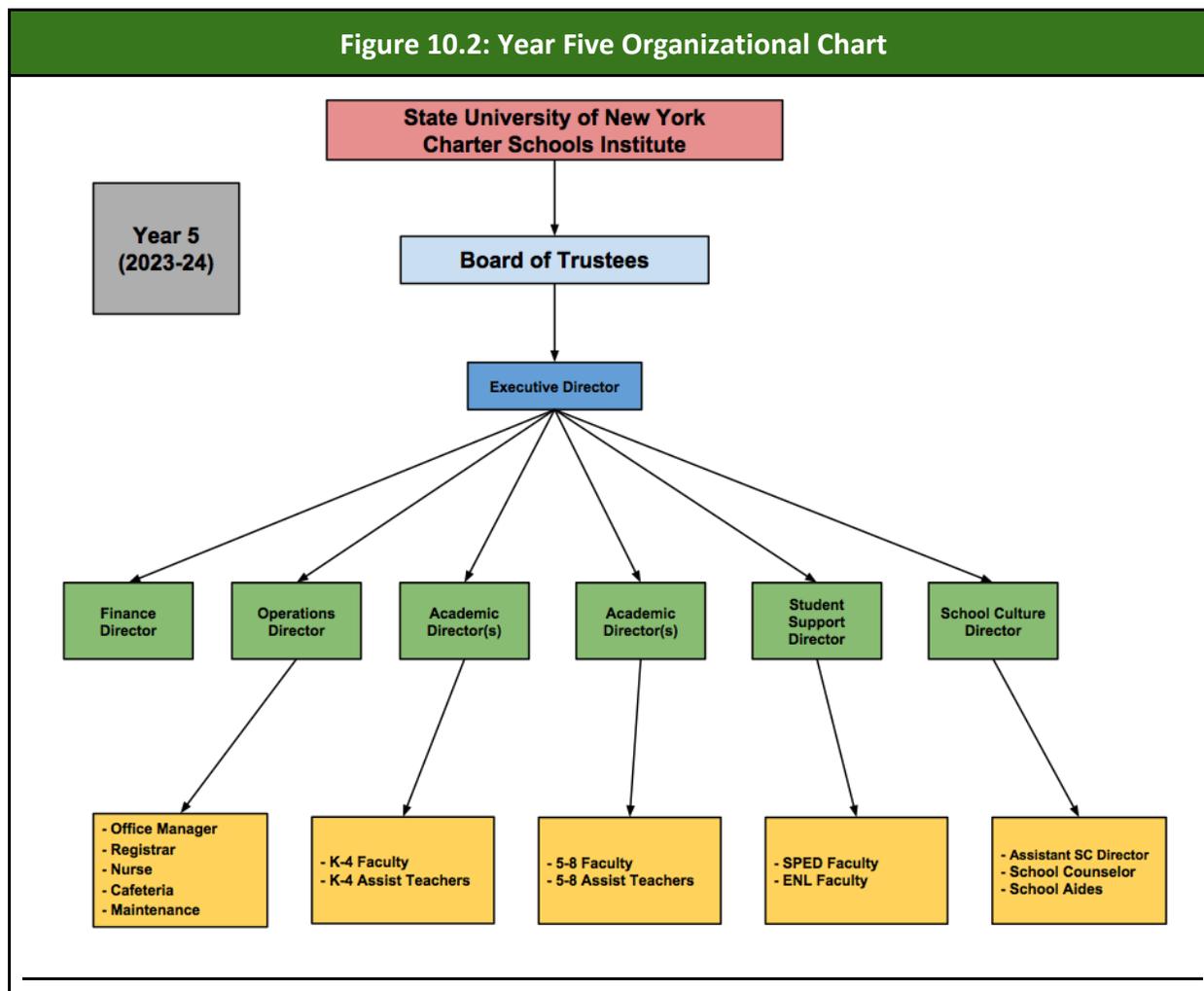


Figure 10.2: Year Five Organizational Chart



(b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.

The narrative should:

- Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
 - The process and criteria the school will use to select the school leader;
 - Who has been, or will be involved in the selection process; and,
 - The role of any CMO or partner organization (if any) in the selection process.

10B1. Management Roles

Above, we provide a vision for our organizational structure at the beginning and end of the initial charter term (see Figures 10.1 and 10.2). The positions and their relationships to one another are based largely on our proposed Executive Director's (ED) experience as a leader at Brooklyn Prospect Charter School, as well as research into management structures at successful schools. The ED holds ultimate responsibility for the day-to-day operations of the school in all areas. Our senior management positions are in the high-priority areas of academics (teaching and curriculum), student support (SPED and ELL) culture, operations, and finance. These leaders collaborate with one another to carry out the overall school mission. Brief descriptions of our management positions are below (full job descriptions can be found in R-11ac).

ED: The ED is responsible for fulfilling the organization's mission, leading budget development, setting instructional priorities, ensuring legal compliance of the school, representing the school in the community, and ultimately overseeing day-to-day operations of the school. The ED directly supervises the BCCS directors. The ED reports monthly to the Board of Trustees (BOT) and is evaluated by the Board semiannually. In year one, the ED also takes on the duties of an Academic Director (AD) for the fifth grade.

Academic Director: In consultation with the ED, BCCS' AD is responsible for setting the yearly instructional priorities. The AD holds primary responsibility for the efficacy of the academic program within her/his division (K-4 and 5-8). She/he is the direct supervisor for the general education faculty and assistant teachers in the division. Throughout the year, the AD helps faculty develop the division's curriculum and monitors it, serves as the instructional coach for the team, leads the data analysis surrounding interim exams, coordinates formal assessments, and determines the professional development calendar. The AD also works on devising solutions for our students most in need as a part of the Tier Three Problem-Solving Team.

Operations Director (OD): In consultation with the ED, the OD develops the budget, coordinates transportation, food service, maintenance, technology, and other outside contracts relating to the day-to-day operation of the building. For the first four years, those outside contracts will include an accounting firm that will handle financial and human resource duties such as payroll, benefits, etc. The OD is the primary contact for the accounting firm. In year one, the OD assumes the responsibilities of office manager and registrar. In year one, the OD oversees the maintenance staff, the school nurse, and the cafeteria staff. In subsequent years, the OD also oversees the office manager and the registrar.

Student Support Director (SSD): The SSD ensures the smooth functioning of an academic program that is in compliance with special education, ELL and 504 laws. The SSD is the primary point of contact for district CSE communication and IEP meetings. Additionally, she/he directly supervises the K-8 special education and ENL faculty, providing observation and feedback in the classroom, and support in IEP writing and implementation. The SSD, in conjunction with our outside providers, is responsible for creating a schedule for related services that maximizes students' instructional time. Lastly, the SSD oversees the NYSTP for ELL students and ensures that students with IEPs and 504s are receiving appropriate testing modifications.

School Culture Director (SCD): The SCD is responsible for leading the creation and upkeep of the school culture by defining and implementing strategies to promote our core

values and designing our cross-age mentorship program. The SCD leads the school in implementation of classroom discipline structures and tracks resultant data. The SCD leads student disciplinary issues and also supervises the school counselor. By year five the SCD directly supervises an Assistant SCD, the school counselor, and the school aides.

Finance Director: In year five, the Finance Director (FD) takes over the fiscal responsibilities previously carried out by the financial consultant and the OD.

Teacher Leaders: Long term, we envision a school with stipended teacher-leaders in areas such as new teacher development, grade-level leadership, etc. We will develop concrete descriptions for these positions as they come online.

10B2. Management Procedures

BCCS' management team makes most day-to-day decisions in their areas of oversight. They are provided with support, guidance, and accountability through two systems: 1) They have biweekly meetings with the ED to review applicable data, refine priorities, discuss potential decisions, and monitor progress on larger initiatives. 2) The Leadership Team meets weekly to review pertinent school data, set and revise priorities, maintain alignment between different parts of the organization, and make decisions that may affect multiple areas of the school or multiple stakeholders.

In some cases, however, the decision-making power may not lie solely with the management team. Such cases include but are not limited to the following:

- All transactions must be approved by a direct supervisor.
- Transactions over \$5,000 must be approved by the ED.
- Transactions over \$10,000 must be approved by the BOT.
- Changes in school policy must be approved by the BOT.
- Hiring and dismissal of employees may be subject to BOT approval.
- Long-term suspensions and expulsions of students, and their appeals, may be subject to BOT approval.

10B3. Evaluation Procedures for School Leaders and Management

Below are the general procedures for evaluation of school leaders and management positions. The particular evaluations will be constructed during the planning year and/or the year prior to a position coming on online.

Evaluation of the ED: The ED is evaluated annually by the BOT using a five-step process. The final rubric will be tailored to BCCS, but is likely to be adapted from other high-performing charters, such as Brooklyn Prospect Charter School, and the New York State School Board Association Superintendent Evaluation.¹

1. Each year the Board will evaluate the ED in the following major categories, drawing on numerous agreed upon artifacts, and directly on the school's Accountability Plan where applicable:
 - a. *Vision, Culture & Instructional Leadership:* The ED leads the organization by promoting the success of students, articulating a vision of learning,

¹ New York State School Boards Association. (2015) *Superintendent Evaluation*. Retrieved from http://www.nyssba.org/clientuploads/nyssba_pdf/supt-eval-nonwrite-06052015.pdf

developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.

- b. *Operations, Resource & Personnel Management:* The ED demonstrates the knowledge, skills and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensures the fiscal health of BCCS, and implements sound personnel practices.
 - c. *Board Governance & Policy:* The ED works effectively with the BOT, exhibits a shared understanding of the Board and ED roles, leads and manages the school consistently with the Board's policies.
 - d. *Communication & Community Relations:* The ED establishes effective communication with students, families, staff and community, and has the knowledge and awareness of different cultures among community members to effectively engage and respond to diverse interests and needs to support the success of students.
 - e. *Ethical Leadership:* The ED promotes the success of every student and every staff member by acting with integrity, fairness and in an ethical manner.
 - f. *Specific Academic Performance Goals:* The ED and the Board collaborate each year to craft specific student performance goals based on moving the school toward higher levels of student performance.
 - g. *Specific Programmatic Goals:* The ED and the Board craft any additional goals necessary to improve the academic, fiscal, or operational health of the organization.
2. A specific timeline for the steps in the evaluation is established.
 3. A formal fall check-in is conducted to mark progress against the established areas and specific goals.
 4. A formal spring check-in is conducted to mark progress against the established area and specific goals.
 5. A comprehensive end-of-year evaluation is conducted, including a self-evaluation, board evaluation, and direct-report evaluation.

Evaluations of School-Based Directors: The ED evaluates each school-based director in a mid-year and an end-of-year evaluation. ADs will be evaluated using a tool that draws on proven tools like the Marshall Rubric for Administrators, or those of high-performing charter schools such as Brooklyn Prospect Charter School. Other directors will be evaluated using tools that are created internally, drawing upon best practices from other high-performing charter schools and industry leaders in corresponding fields.

10B4. Criteria for Selecting a School Leader:

BCCS has developed a job description for the ED that outlines the criteria for identifying and selecting candidates for the position. A brief outline of those responsibilities, competencies, and qualifications is below (for a full job description for the ED, see R-11ac).

General Responsibilities: The BCCS ED, working closely with the BOT, defines the vision and goals for the school. The ED is responsible for establishing measurable goals and targets across the organization, for ensuring that directors have the resources needed to reach set

targets, and for regularly evaluating how effectively these goals are met. General competencies and qualifications are as follows:

General Competencies

- Ability to meet professional duties in a collaborative environment
- Ability to work with a results-driven approach, regularly analyzing data and using it to inform decision-making
- Ability to solve complex problems creatively
- Ability to receive and apply feedback from supervisors and colleagues
- Ability to manage and improve performance of personnel

General Qualifications

- Master's or higher degree in a related field, preferably education
- A minimum of 5 years in a school leadership position
- Classroom teaching or other relevant instructional experience
- Significant experience in a public charter school
- Strong educational vision
- Effective written, oral, and visual communications skills
- Experience working with school, nonprofit, or other relevant boards of trustees preferred
- Proven experience of financial oversight for an organization with a budget of at least \$1 million preferred

Specific Expertise and Capacity: Additional criteria for selection will be linked to meeting the responsibilities of the role. Ideal candidates will have either the experience or the capacity to execute or supervise in the follow areas (specific duties of the ED are delineated in the full job description):

- Academic Performance
- Accountability
- Leadership Management
- Promoting a Professional Culture
- Strategic Planning
- Budget/Financial Planning
- Board Management
- Curriculum
- Student Culture
- Operations
- Evaluation
- External Relations
- Fundraising

Founding ED: Our proposed founding ED is Daniel Brink-Washington. In addition to exemplifying our core values and possessing the general competencies and qualifications, he brings significant experience and capacity in the specific responsibilities of the role. Besides his own experience as a leader with a track record of success in many of these areas, Mr. Brink-Washington is being mentored by Dan Rubenstein, the ED of Brooklyn Prospect Charter School, Danielle Bruno, the ED of Elmwood Village Charter School, and Amber Dixon, a former Buffalo City School District Interim Superintendent. Through his past experiences and his leadership

throughout the application process, the BOT believes that Mr. Brink-Washington possesses the qualifications and competencies necessary to be an excellent founding school leader and unanimously adopted him as such in the winter of 2017.

Prior to this role, Mr. Brink-Washington has 14 years of teaching and school leadership experience across elementary, middle, and high school, and he was previously the K-12 Dean of Student Support Services for Brooklyn Prospect Charter School. Brooklyn Prospect is a high-performing, diverse charter school that serves about 1000 students. Mr. Brink-Washington coached and evaluated a team of approximately 30 department heads, coordinators, teachers and service providers and oversaw the budget, hiring, and day-to-day operations of a special education and ELL program that served nearly 200 students each year. Additionally, he collaborated with the ED, the Principals, and the Directors of Operations and Finance to run a rigorous program for students with IEPs, students classified as ELLs, and students at risk of academic failure. The inclusive program that Mr. Brink-Washington created and oversaw regularly generated achievement results on standardized tests over four times the New York City average for students with IEPs.

10B5. Process for Selecting Future School Leaders

The BOT of BCCS has the authority to hire and dismiss the ED. Using the criteria above, and the job qualifications and duties outlined in R-11ac as guidelines, BCCS will identify candidates for the position of ED. BCCS will actively identify candidates through postings on the Western New York Regional Information Center, our website, social media, in local newspapers and community newsletters, and at local educational organizations, colleges, and universities. Additionally, BCCS will make use of job fairs, internet resources, and informal professional networks to recruit candidates at the national level. Every effort will be made to choose the most qualified candidates who demonstrate a track record of success in urban education and a commitment to creatively solving problems and to collaboration and professional growth. The BOT is the primary hiring body for the ED position, led by the chair of the board. However, throughout the process, an ED candidate will interact with our major constituencies, including school-based personnel, families, and students. Our process for selecting a future ED is outlined below.

Figure 10.3: Draft Hiring Process for ED²			
Steps		Owner	Activities
1	Develop Final Scorecard	BOT	A “scorecard” ³ is customized to include core values, responsibilities, specific short- and long-term objectives, and particular competencies.
2	Application	BOT Chair	Applications require the following components:

² Elements of Figure 10.3 from *Who*, by Geoff Smart and Randy Street are fully explained in R-11ac.

³ Adapted from Smart, Geoff and Randy Street. *Who*. Ballantine Books: New York. 2008.

		or Designee	<ul style="list-style-type: none"> ● Cover Letter ● Resume ● A Recent Evaluation ● 3 References
3	Initial Screening (Phone)	BOT Chair or Designee	Candidate is contacted and a “screening interview” ⁴ is conducted over the phone.
4	Creative Problem-Solving Task	BOT Chair or Designee	Applicants are asked to complete the following task electronically: <ul style="list-style-type: none"> ● Data Set/Scenario Analysis and Strategic Plan
5	Reference Check	BOT Chair or Designee	The “reference interview” ⁵ is conducted.
6	School Visit	BOT Chair or Designee	Candidates come to the school and complete the following activities: <ul style="list-style-type: none"> ● Observe Classrooms and Debrief with Board Chair and School-Based Directors ● Student Panel Interview ● Parents Panel Interview ● Teacher Panel Interview ● School-Based Director Panel Interview
7	Board Interview	BOT	BOT conducts “administrative interview.” ⁶
8	Extend Offer	Board Chair	Offer is extended to candidate pending additional or final reference checks.
9	Candidate Decision	HM/ED	Candidate accepts or declines the offer.

⁴ Adapted from *Ibid.*

⁵ Adapted from *Ibid.*

⁶ Adapted from *Ibid.*

REQUEST 11ac: PERSONNEL

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

11A1. Staffing Plan and Rationale

Buffalo Commons Charter School’s (BCCS) staffing plan (see Figure 11.1) provides a long-term plan for personnel that allows us to carry out our mission. Below we explain the key hires in years one through five.

Figure 11.1: BCCS Staffing Plan Year 1 Through Year 5					
	Year 1	Year 2	Year 3	Year 4	Year 5
School Year	2019-20	2020-21	2021-22	2022-23	2023-24
Grades	K, 5	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-8
Planned Enrollment	100	200	300	400	450
ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	1.0	2.0	2.0	2.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	0.0	1.0	1.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	6.0	7.0	8.0	9.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	8.0	12.0	16.0	18.0
Teachers – SPED	3.0	5.0	7.0	9.0	10.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	2.0	4.0	6.0	8.0	9.0
Specialty Teachers	4.0	7.0	11.0	14.0	16.0
Aides	0.0	0.0	0.0	1.0	2.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	13.0	24.0	36.0	48.0	55.0
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0

Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL		0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE		17.0	30.0	43.0	56.0	64.0

Planning Year: If authorized, we will hire an Executive Director (ED) and an Operations Director (OD) at reduced salaries (see R-21e). They need to be a part of the team from the beginning to carry out the pre-opening plan (see R-22) along with the Board of Trustees (BOT).

Year One: On the leadership team, we add a K-4 Academic Director (AD) to oversee the general curriculum and instruction of the elementary division of BCCS, allowing both kindergarten and fifth grade to have dedicated instructional leaders from the beginning (in year one the ED serves as the AD for fifth grade). We hire a School Culture Director who will oversee the creation of our envisioned school culture and disciplinary systems. Additionally, we add the Student Support Director (that teaches Daily Skills Block intervention groups as well) to ensure proper services and support for our special populations and to coach and evaluate our special education and ENL teachers. Although initially this makes for a larger administrative team, these important positions are integral to instituting our systems from the very start.

For faculty, we plan for two general education teachers per grade, one for each section of students. We support our students with Individualized Educational Programs by having one special education teacher per grade co-teach one of the sections.¹ In the other section of each grade we provide one teaching assistant. Hiring these faculty members allows us to fulfill our co-teaching key design element for the core subjects (see R-02ab, R-05ae, and R-07ad). We plan a number of specialty teachers including one ELL teacher (see R-07ad), two Art and Engineering faculty to teach each of our Innovations courses, the means by which we implement our key design element of creative problem-solving (see R-02ac, and R-05ae), and a physical education teacher to provide physical education/health classes to all students.

Year Two: Our staff hires include a 5-8 Academic Director to oversee the general curriculum and instruction in our middle school, thereby allowing the ED to concentrate on the organization as a whole. Similarly, the Office Manager comes online in year two, allowing the OD to focus on their primary responsibilities.

At the faculty level we proportionally increase general, special education, specialty teachers, and assistant teachers in line with anticipated student growth.

Year Three: As the school grows, we add the Assistant School Culture Director to the team to support the SCD in their duties. We believe that this hire will ensure the sustainability of the school's culture as it grows.

The faculty adds a full-time Intervention Teacher to support our students in greatest need. We continue to add general, special education, specialty teachers, and assistant teachers to match the number of student sections.²

¹ Our staffing chart reflects three special education teachers because we have placed the SSD as a teacher rather than an administrator because of their teaching duties.

² Our hiring of PE teachers caps at two for the K-8 program.

Year Four: We add the administrative staff of a full-time Registrar to take over primary family communications and lottery and enrollment functions. We also add a school aide to assist in hallways, cafeteria, recess duties, etc.

The faculty is budgeted to see the addition of a World Language Teacher to meet our middle school students' language other than English requirement. A second full time Intervention Teacher is added to best support our students in greatest need. General, special education, and speciality teachers are also added according to our established staffing pattern.

Year Five: In the final year of the initial charter, BCCS adds a Finance Director to make the work that had been previously outsourced more efficient and more cost-effective. We also add a second School Aide to the staff.

The faculty reaches its full complement of teaching assistants, general, special education, and specialty teachers in year five including the addition of a third Intervention Teacher.³

Our plan assumes the use of Buffalo Public School provided nursing and cafeteria services (see R-21e).

(b) Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

11B1. Qualifications and Responsibilities

This section outlines general qualifications and responsibilities for certain groups of positions and job descriptions for positions that would come online in year one:

General Qualifications and Responsibilities for Teachers and Administrators: We hire professionals are highly skilled and whose experiences and attitudes exemplify our core values: engaged, principled, courageous, and caring. For this reason, demonstrated excellence in teaching, especially in urban schools, and a commitment to continual reflection, learning, and professional growth are the fundamental qualifications for employment at BCCS. Additionally, highly qualified candidates for employment will have all or most of the following credentials:

- A degree or degrees in the subject matter
- An advanced degree in education and/or subject matter
- Certification in the subject matter
- Demonstrated previous success in the classroom
- Demonstrated engagement in continuous professional development
- Engaged in contributing to professional organizations
- Demonstrated commitment to and ability to succeed in the responsibilities of BCCS faculty as outlined here and other sections of this document

BCCS will employ faculty members who have demonstrated individual competency and a commitment to the teaching profession. Individual competence can be demonstrated through documentation of significant improvement in student test scores, unedited video tapes of full

³ We have thought of the third intervention teacher as flexible in the sense that it could be another ENL teacher if our enrolled population requires.

length classes, evaluations from supervisors, and responses to video scenarios of class demonstration classes. Commitment to the profession can be indicated by continued professional development, participation in professional organizations, participation in academic or school life above and beyond contractual requirements. For example, a teacher may tutor students after school without compensation or run a drama program. BCCS is interested in hiring individuals who are committed to student achievement regardless of their circumstances. The following outlines the primary responsibilities of faculty and staff members at BCCS:

- Work collaboratively with colleagues including special education instructor(s) and English as a Second Language instructor(s)
- Reflect upon one's teaching and work conscientiously to improve one's own and one's colleagues' performance
- Enhance student performance and learning in subject matter
- Form supportive, nurturing and appropriate relationships with students
- Fulfill the appropriate professional role
- Engage in reflective professional development.

Non-Certified Teachers: BCCS aims to have all teachers appropriately certified by New York State. However, under state rules, the school may employ up to 30% or 5 uncertified teachers at any time; whichever number is lower. In cases where a teacher is not certified, they must meet the criteria of being "highly qualified." To be considered "highly qualified" the teacher must first meet one of the following exemptions:

1. Three years prior teaching experience
2. Tenure or tenure track college faculty
3. Two years Teach For America experience
4. Exceptional experience - possesses exceptional business, professional, artistic, athletic or military experience

In addition to meeting one of the exemption criteria, the teacher must be "highly qualified" according to the checklist. In cases where individuals meet these criteria and the school has room under its uncertified cap, candidates or employees would be treated as a certified employee. In general, BCCS expects its uncertified teachers to become certified as quickly as possible, and will help faculty navigate that process.

Sample Job Descriptions: On the pages that follow are sample job descriptions for our BCCS employee roles in year one and a draft process for hiring teachers that could be easily modified for other roles.⁴

EXECUTIVE DIRECTOR

SUMMARY

The Executive Director, working closely with the Board of Trustees and the administrative team, defines the vision and strategy for Buffalo Commons Charter School and supports the school's instructional and administrative leaders in implementing this shared vision at every level of the institution.

The Executive Director acts as the team leader. S/he is responsible for establishing

⁴ Descriptions for year two hires will be submitted to the Board in the summer or fall of 2018, and so on thereafter.

measurable goals and targets across the organization, for ensuring that directors have the resources needed to reach set targets, and for clearly and regularly evaluating how effectively goals are met.

Evaluated annual by and reporting directly to the Board of Trustees, the Executive Director is responsible for keeping the board informed of the school's progress, its financial well-being, the challenges it faces, and for engaging the Board in planning for the school's future. Each year the Board of Trustees and Executive Director collaborate on crafting goals in major categories, drawing directly on the school's Accountability Plan where applicable (see R-10ab).

MAJOR DUTIES AND RESPONSIBILITIES

Execute:

- *Academic Performance:* Drives the organization to achieve student results that meet and exceed the goals outlined in the Accountability Plan and close achievement gaps.
- *Accountability:* Ensuring Buffalo Commons Charter School meets obligations of its charter, including achieving SUNY accountability measures.
- *Leadership Management:* Manages and evaluates team leaders charged with ensuring success in the highest priority areas for the organization. Sets a vision for management principles.
- *Promoting a Professional Culture:* Designs and oversees a clear culture, articulating a consistent set of agreed-upon values. Creates organization-wide policies, traditions, activities which support and reinforce those values and builds a culture that fosters them.
- *Strategic Planning:* Works with the Board of Trustees to look to the school's future and engages the leadership team in planning programs and projects that will support the school's mission and vision and ensure institutional sustainability.

Supervise:

- *Budget/Financial Planning:* Oversees the budget in close collaboration with the Operations Director and any consultants. Ensures that resources are targeted to achieve school priorities.
- *Board Management:* Works with the Chair of the Board to determine what board representation best serves the school and support its mission. Seeks and recruits new trustees who meet board needs. Works with the Chair to set board meeting agendas and to keep the Board informed of relevant activities. Utilizes the Board's expertise in strategic decisions for the school.
- *Curriculum:* Oversees and evaluates all aspects of curriculum, with input from administration and faculty. The Director of Academics holds a critical role in keeping the Executive Director informed on issues and proposed changes
- *Student Culture:* Designs and oversees a positive school culture, articulating a consistent set of agreed-upon values. Creates organization-wide policies, traditions, activities which support and reinforce those values and builds a culture that fosters them. Aligns student culture across campuses.

- *Operations:* Works with the Operations Director to develop and implement appropriate systems and procedures needed for efficient operations.
- *Evaluation:* Implements a school-wide evaluation process so employees have mission aligned, goals, targets and expectations and are evaluated based on their success in meeting expectations.
- *External Relations:* Acts as the primary liaison with BCCS' authorizer, the SUNY Charter Schools Institute. Cultivates relations with local feeder schools, outside agencies and partners from whom BCCS may learn and/or benefit. Ensures that appropriate programming is in place so that maximum benefit is taken of outside resources.
- *Fundraising:* Works with the Board to generate private and public financial support for the school's operations.

QUALIFICATIONS

- Master's degree or higher in a related field, preferably education
- A minimum of 5 years in a school leadership position
- Classroom teaching or other relevant instructional experience
- Significant experience in a public charter school
- Strong educational vision
- Effective written, oral, and visual communications skills
- Experience working with school, nonprofit, or other relevant boards of trustees preferred
- Proven experience of financial oversight for an organization with a budget of at least \$1 million preferred

ACADEMIC DIRECTOR

SUMMARY

The Academic Director is a leadership position reporting directly to the Executive Director. The Academic Director is at the helm of setting and actualizing a strategic vision for instructional excellence at Buffalo Commons Charter School in a time of significant growth, and serves as one of the primary drivers in meeting our mission, goals and objectives. As the senior academic leader in a highly visible role, the Academic Director has significant responsibility for shaping and implementing a culture of academic achievement throughout our school. The Academic Director participates in the weekly Leadership Team meeting.

The ideal candidate possesses a passion for, or background in, education. Also, s/he is knowledgeable about the charter movement, has professional experience in instructional coaching, curriculum development, and has project management or administration experience. S/he is fully dedicated to the mission of Buffalo Commons and committed to keeping the academic and personal success of our students as a core focus, while also striving to grow professionally and support the operational excellence of the school.

The Academic Director reports to the Executive Director and is evaluated biannually, in a mid-year and an end of year evaluation. The Academic Director will be evaluated using a tool

that draws upon research-based tools like the Marshall Rubric for Administrators, and those of other high-performing charter schools.

MAJOR DUTIES AND RESPONSIBILITIES

Data and Accountability:

- Establish a culture across the organization that is driven by collecting, reviewing, and responding to student achievement data
- Lead the organization toward best practices to ensure we meet and exceed accountability goals
- Provide regular academic achievement updates to the ED, Leadership Team, and if necessary the Board of Trustees
- Ensure timely relevant reporting and compliance to SUNY and State Department of Education

Instructional Leadership:

- Oversee and evaluate general education and assistant teachers in their division
- Ensure teachers receive regular and high-leverage feedback toward their professional growth
- Drive forward the school's curriculum by reviewing and offering feedback to teachers on annual curriculum maps, unit plans, and lesson plans
- Plan and implement teachers' professional development programming to support the school's goals
- Ensure that the school has systems in place to retain strong teachers
- Collaborate with teachers to routinely assess and improve the school's instructional framework(s)

QUALIFICATIONS

- Master's degree or higher in a related field, preferably education
- Classroom teaching or other relevant instructional experience
- A minimum of 2 years in a school leadership position
- At least 3 years experience in an urban charter school, preferred
- Proven track record of academic success
- Strong educational vision
- Effective written, oral, and visual communications skills

OPERATIONS DIRECTOR

SUMMARY

The Operations Director is a leadership position that drives forward the operational excellence of the organization. The Operations Director ensures the efficient running of the school's systems for all stakeholders. Additionally the Operations Director will help shape the strategic vision for Buffalo Commons in a time of significant growth. The Operations Director will participate in the weekly Leadership Meeting and helps create monthly reports for the

Board of Trustees.

The ideal candidate possesses a passion for, or background in, education. Also, s/he is knowledgeable about the charter movement, has professional experience in operations, and project management or administration experience. S/he is fully dedicated to the mission of Buffalo Commons and committed to keeping the academic and personal success of our students as a core focus, while also striving to grow professionally and support the operational excellence of the school.

The Operations Director reports to the Executive Director and is evaluated biannually, in a mid-year and an end of year evaluation.

MAJOR DUTIES AND RESPONSIBILITIES

Strategic Responsibilities:

- Lead a growing organization's efforts to constantly improve overall school level operations
- In collaboration with the Executive Director, prepare updates and formal reports to the Board of Trustees on major projects
- Create, implement and ensure organization-wide operational accountability plan, including audit rubric, timelines/deliverables and key performance indicators
- Work closely with the financial consultants to process employee payroll and benefits, and weigh and monitor the impact of operational decisions on the organization's financial health
- Develop systems for identifying school operational needs and providing strong support resources

Management Responsibilities:

- Oversee and ensure annual and ongoing maintenance of existing facilities, and participate actively in project planning around new and future facilities
- Oversee development and maintenance of centralized standard operating procedures (SOP)
- Oversee charter renewal process
- Ensure excellence in all areas of daily operations, including school calendar, procurement, asset management, school safety, transportation, facilities management, nutrition programs, student information and enrollment, IT, etc.
- Develop standards for school safety and emergency readiness, and maintain proper documentation, updating procedures annually and holding regular drills as required
- Oversee admissions process annually, including the lottery
- Oversee the selection of vendors to be used including competitive bid-solicitation as required, with an eye toward cost efficiency and operational capacity
- Oversee technology, including infrastructure, equipment management, operational and instructional integration, vendor relationships and end-user technical support
- Represent Buffalo Commons Charter School as needed to landlords of leased properties in resolving operational matters
- Serve as district liaison for such ancillary services as Food Service, Health, Nursing and Pupil Transportation

QUALIFICATIONS

- Bachelor's degree required; master's degree preferred
- Strong results-orientation
- Ability to adapt in a dynamic, growth environment
- At least 3 years experience in a related role; experience in a charter organization or educational environment ideal
- Ability to collaborate with a wide range of constituents
- Advanced working knowledge of school-based technology is a plus
- Strong organizational and communication skills with close attention to detail
- Previous leadership/team management experience strongly preferred

STUDENT SUPPORT DIRECTOR

SUMMARY

The Student Support Director (SSD) is a leadership position that leads the school's work with students that qualify for special education, ENL, or 504 support. The SSD ensures the legal compliance of the school as it relates to these populations and helps create an academic program that provides access, support, and growth for those students. The SSD will participate in the weekly Leadership Meeting and helps create any necessary reports for the Board of Trustees.

The ideal candidate possesses a passion for, or background in, education. Also, s/he is knowledgeable about the charter movement, has professional experience in special education and English language learner services, and has project management or administration experience. S/he is fully dedicated to the mission of Buffalo Commons Charter School and committed to keeping the academic and personal success of our students as a core focus, while also striving to grow professionally and support the operational excellence of the school.

The SSD reports to the Executive Director and is evaluated biannually, in a mid-year and an end of year evaluation.

MAJOR DUTIES AND RESPONSIBILITIES

Management

- Ensure the smooth functioning of an academic program that is in compliance with all special education, ELL and 504 law
- Liaise with all local district CSEs
- Schedule all onsite related services, IEP meetings, etc.
- Lead professional development sessions on differentiated instruction, co-teaching, and Sheltered Instruction Observation Protocol
- Monitor the effectiveness of special populations programs by leading faculty in the analysis and action planning in response to assessment data
- Maintain accurate and complete student records and prepare reports on students and activities, as required by law

Supervision

- Develop and evaluate the special populations teaching faculty by facilitating an annual goal setting process, regular classroom observations and debriefings, and mid and end of year evaluation conferences

Teaching

- Provide academic intervention for small-groups of students in our Daily Skills Block

QUALIFICATIONS

- Bachelor's degree or higher in special education
- Certification in special education
- 3 years classroom teaching or other relevant instructional or leadership experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Effective written, oral, and visual communications skills

SCHOOL CULTURE DIRECTOR

SUMMARY

The School Culture Director will play a vital role in establishing and maintaining a culture of excellence at the school. The School Culture Director promotes student success, provides preventive services, and holds students accountable to our expectations. The School Culture Director designs and implements a comprehensive school culture program which includes our core values, our cross-age mentorship program, celebrations of our success, and our school discipline system.

The ideal candidate possesses a passion for, or background in, education. Also, s/he is knowledgeable about the charter movement, has professional experience in social work, student accountability, and has project management or administration experience. S/he is fully dedicated to the mission of Buffalo Commons Charter School and committed to keeping the academic and personal success of our students as a core focus, while also striving to grow professionally and support the operational excellence of the school.

The School Culture Director reports to the Executive Director and is evaluated biannually, in a mid-year and an end of year evaluation.

MAJOR DUTIES AND RESPONSIBILITIES

- Leads the creation and upkeep of the school culture BCCS envisions
- Leads faculty in professional development for behavior management and disciplinary systems
- Supervises most student disciplinary actions
- Facilitates restorative circles whenever necessary
- Designs and facilitates our cross-age mentorship program

- Monitors the effectiveness of disciplinary systems, and culture more broadly, by leading faculty in the analysis and action planning in response to disciplinary and attendance data
- Aids in the social-emotional development of all students through direct instruction during morning and afternoon homerooms, and/or collaboration with teachers individually
- Collaborates with families and educators to assist students with educational planning
- Create opportunities for students to meaningfully participate in the community

QUALIFICATIONS

- Bachelor’s degree or higher in a related field, preferably teaching, school counseling, psychology or social work
- School-based experience as a teacher, counselor, or Dean of Students
- Experience in an urban charter school preferred
- Proven track record of success
- Effective written, oral, and visual communications skills

GENERAL EDUCATION TEACHER⁵

SUMMARY

Reporting directly to the Academic Director, ideal candidates have demonstrated success with a broad range of students and are looking to be a collaborative member of a professional learning community.

As part of a growing organization, teachers will play a vital role in school governance and curriculum development. Teachers at Buffalo Commons Charter School create and implement innovative, rigorous and engaging curriculum designed to teach our diverse community of students. They also become leaders within the school community and beyond.

MAJOR DUTIES AND RESPONSIBILITIES

General Teaching

- Plan content to incorporate the BCCS way of teaching, and ensure alignment with all standards
- Differentiate instruction for students at all ability levels
- Teach four classes, two small-groups, and a homeroom
- Monitor and report on student’s academic progress throughout the year using a variety of measures
- Communicate proactively with students’ families
- Develop one's own philosophies and methodologies of education to embrace teaching in the Universal Theme of each grade level, using the depth and complexity concepts

⁵ This general description will be used for all subject area teachers and innovations instructors. Slight adjustments may be made at time of publication to tailor the description to the subject area.

- Work collaboratively with a team to create units that demonstrate the interrelatedness of disciplines
- Develop students' collaborative skills by developing creative, applicable lessons that integrate the study of real-world issues and allow students to work together and understand multiple perspectives
- Create opportunities for students to meaningfully participate in the community

JOB QUALIFICATIONS

- Bachelor's degree or higher in a related field, preferably education
- Certification in teaching area strongly preferred
- Classroom teaching or other relevant instructional experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Effective written, oral, and visual communications skills

SPECIAL EDUCATION TEACHER

SUMMARY

Reporting directly to the Student Support Director, ideal candidates have demonstrated success with a broad range of students classified as having special needs and are looking to be a collaborative member of a professional learning community.

As part of a growing organization, Special Education teachers will play a vital role in school governance and curriculum development, especially with modifying the curriculum for students with disabilities. Special Education Teachers at Buffalo Commons Charter School, in collaboration with their co-teacher, create and implement innovative, rigorous and engaging curriculum designed to teach our diverse community of students. They also become leaders within the school community and beyond.

MAJOR DUTIES AND RESPONSIBILITIES

Co-Teaching

- Plan content to incorporate the BCCS way of teaching, and ensure alignment with students' IEP goals
- Differentiate instruction for students at all ability levels and scaffold for students with special needs
- Co-Teach four classes and a homeroom, lead two small-groups interventions
- Develop one's own philosophies and methodologies of education to embrace teaching in the Universal Theme of each grade level, using the depth and complexity concepts
- Work collaboratively with a team to create units that demonstrate the interrelatedness of disciplines

- Develop students' collaborative skills by developing creative, applicable lessons that integrate the study of real-world issues and allow students to work together and understand multiple perspectives
- Create opportunities for students to meaningfully participate in the community

Case Management

- Modify the general education curriculum for students with disabilities based on a variety of instructional techniques and technologies
- Confer with parents, administrators, specialists and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development
- Meet with families to discuss their children's progress and to determine priorities for their children and their individualized educational needs
- Maintain accurate and complete student records and prepare reports on children and activities, as required by law

QUALIFICATIONS

- Bachelor's degree or higher in special education
- Certification in special education
- Classroom teaching or other relevant instructional experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Effective written, oral, and visual communications skills

ENGLISH AS A NEW LANGUAGE TEACHER

SUMMARY

Reporting directly to the Student Support Director, ideal candidates have demonstrated success with a broad range of English learner students and are looking to be a collaborative member of a highly professional learning community.

As part of a growing organization, English as a New Language teachers will play a vital role in school governance and curriculum development, especially with modifying the curriculum for English learners. English as a New Language Teachers at Buffalo Commons, in collaboration with colleagues, create and implement innovative, rigorous and engaging curriculum designed to teach our diverse community of students. They also become leaders within the school community and beyond.

MAJOR DUTIES AND RESPONSIBILITIES

Teaching and Leading

- Provide "pull-out" ENL services and integrated language instruction in ELA and other subject areas for EL students

- Co-plan with general education, special education, and assistant teachers to strengthen the differentiation and scaffolding within their classrooms and subjects and effectively implement the SIOP practices in units and daily lessons
- Facilitate assessments for ELL students and prepare resulting reports
- Facilitate professional development for colleagues on best practices for communicating with and teaching students designated as ELL
- Develop one's own philosophies and methodologies of education to embrace teaching in the Universal Theme of each grade level, using the depth and complexity concepts
- Work collaboratively with a team to create units that demonstrate the interrelatedness of disciplines
- Develop students' collaborative skills by developing creative, applicable lessons that integrate the study of real-world issues and allow students to work together and understand multiple perspectives
- Create opportunities for students to meaningfully participate in the community
- Meet with families to discuss their children's progress and to determine priorities for their children and their individualized educational needs
- Maintain accurate and complete student records and prepare reports on children and activities, as required by law

QUALIFICATIONS

- Bachelor's degree or higher in ENL education
- Teaching or other relevant instructional experience
- Experience in an urban charter school preferred
- Proven track record of academic success
- Strong educational vision
- Effective written, oral, and visual communications skills

ASSISTANT TEACHER

SUMMARY

Assistant Teachers are a classroom position reporting directly to the Academic Director. We pair assistants with experienced educators in a co-teaching model that is designed to give them the full experience of leading a classroom. Assistant teachers are mentored by the Academic Director and supported as they take on all the responsibilities that come with leading a classroom.

MAJOR DUTIES AND RESPONSIBILITIES

General

- Assist in developing and executing curriculum in a co-taught classroom
- Develop one's own philosophies and methodologies of education to embrace teaching in the Universal Theme of each grade level, using the depth and complexity concepts
- Assist teams to create units that demonstrate the interrelatedness of disciplines

- Monitor and report on student’s academic progress throughout the year using a variety of measures
- Other various duties as needed by the teaching team

QUALIFICATIONS

- Bachelor’s degree or higher in a related field, preferably education
- Certification in teaching area strongly preferred
- Classroom teaching or other relevant instructional experience preferred
- Effective written, oral, and visual communications skills

(c) Staff Recruitment and Retention

Describe plans to recruit and retain staff, particularly high quality teachers including:

- *The processes and policies to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

11C1. Recruiting Excellent Educators

Research shows that teachers are the most significant factor in student success. BCCS recruits teachers and administrators in many ways: through advertisements on our website, in local newspapers and community newsletters, and at local and national educational organizations, colleges, and universities. Additionally, BCCS makes use of job fairs, internet resources, and informal professional and community networks (see above for sample job descriptions with responsibilities and qualifications).⁶

11C2. Hiring Excellent Educators

Our hiring process for teacher applicants is laid out in Figure 11.2. Descriptions of certain elements of the process follow the figure. This process will be adapted slightly and used for assistant teachers as well.

Figure 11.2: Teacher Hiring Process			
Steps		Owner	Activities
1	Develop Scorecard	Hiring Manager (HM) or Executive Director (ED)	A “Scorecard” ⁷ is customized to include core values, general responsibilities, specific objectives, and particular competencies
2	Application	HM/ED	Applications require the following components:

⁶ Knowing that there is stiff competition for high-quality teachers in the area, we plan to explore the possibility of a BCCS teacher residency in partnership with a local teacher preparation program after firmly establishing the school in the community.

⁷ Adapted from Smart, Geoff and Randy Street. *Who*. Ballantine Books: New York. 2008.

			<ul style="list-style-type: none"> ● Cover Letter ● Resume ● 3 References
3	Initial Screening (Phone)	HM/ED	Candidate is contacted and “Screening Interview” ⁸ is conducted over the phone
4	Electronic Task	HM/ED	Applicants are asked to complete one of the following tasks electronically: <ul style="list-style-type: none"> ● Data Set Analysis ● IEP Goal Writing ● Student Writing Feedback ● Collaborative Planning Session ● Lesson Video Critique
5	Reference Check	HM/ED	The “Reference Interview” ⁹ conducted
6	Half Day School Visit	HM/ED	Candidates that make it to this point come to the school and complete the following activities: <ul style="list-style-type: none"> ● Observe Classrooms ● Teacher Panel ● Demo Lesson ● Lesson Debrief¹⁰ ● Administrative Interview¹¹
7	Offer Extension	HM/ED	Offer is extended to candidate pending additional or final reference checks
8	Candidate Decision	HM/ED	Candidate accepts or denies offer

The Scorecard: As we grow, scorecards will be created for each proposed position. Scorecards are meant to provide goal-based job descriptions that further the school’s mission in a way that expands upon the lists of duties and responsibilities above. Each position’s scorecard will include:

- a. *The Mission:* A brief description of why the school, and specific job exists
- b. *Core Values:* Expectations for all BCCS employees
- c. *Outcomes:* Measurable results that the position is expected to realize

⁸ Adapted from *Ibid.*

⁹ Adapted from *Ibid.*

¹⁰ Adapted from Antonetti, John and James Garver. *17,000 Classroom Visits Can’t Be Wrong*. ASCD. 2015.

¹¹ Adapted from *Ibid.*

- d. *Competencies:* A list of the most important skills and aptitudes that the role requires

The Screening Interview: The screening interview is meant to eliminate inappropriate candidates as quickly as possible. BCCS will take a structured, and largely standardized, approach to help ensure consistency and improve our ability to discern differences between candidates. The following questions are the core of the screening interview:

1. What are your career goals?
2. What are you really good at professionally?
3. What are you not good at or not interested in doing professionally?
4. Who are your three references? How will they rate your performance on a 1-10 scale when we talk to them? Why would they rate you that way?
5. What appeals to you about our school in particular?

The Reference Interview: The reference interview is meant to provide a check for the things that we are learning throughout the rest of the hiring process activities. BCCS will take a structured, and largely standardized, approach to help ensure consistency and improve our ability to discern differences between candidates. The following questions are the core of the reference interview:

1. In what context did you work with the person?
2. What were the person's biggest strengths?
3. What were the person's biggest areas for improvement?
4. How would you rate their performance on a 1-10 scale? What about their performance causes you to give that rating?
5. The person mentioned that they struggled with _____ in that job. Can you tell me more about that?

The Lesson Debrief: The lesson debrief is meant to evaluate a candidate's ability to plan and implement a dynamic lesson with strong pedagogy. It also helps to predict where a candidate would fall within the scope of BCCS teacher evaluation system, and what initial strengths and weaknesses they might bring to the school. BCCS will take a structured, and largely standardized, approach to help ensure consistency and improve our ability to discern differences between candidates. Candidates will be asked to self evaluate their performance according to BCCS' Classroom Observation Rubric.

The Administrative Interview: The administrative interview is meant to unveil the patterns in a candidate's career history and gauge their ability to meet the specific objectives outlined on the scorecard. It will help to separate the good candidates from the excellent candidates. BCCS will take a structured, and largely standardized approach to help ensure consistency and improve our ability to discern differences between candidates. The administrative interview is a chronological walk-through of candidates' career followed by an investigation of their ability to meet the specific objectives. Each work (or educational) experience is inspected using the first 5 core questions:

A. *Chronological Employment Walk-Through*

1. What were you hired (selected) to do?
2. What accomplishments are you most proud of?
3. What were some low points during that job?
4. Who were the people that you worked with?

- a. Who was your boss? How do you spell that? What was it like working with him/her? What do you think they said or will say about working with you?
 - b. How would you grade the team that you worked with on an A, B, C scale? What changes did you suggest or make? In what ways did the team change during the time you were on it?
 5. Why did you leave that job, or educational experience?
 6. Repeat for each position until all experiences have been discussed.
- B. Specific Objective Investigation*
1. The purpose of the next portion of the interview is to talk about _____ (fill in the blank with a specific outcome or competency, such as the person's experience raising achievement scores, making learning relevant to students' lives, etc.)
 2. What are your biggest accomplishments in this area during your career?
 3. What are your insights into your biggest mistakes and lessons learned in this area?
 4. Repeat for each desired outcome or competency until all have been discussed.

11C3. Retaining Excellent Educators

Retention is as important as recruitment. Every effort is made to retain teachers and administrators by providing the following:¹²

- Competitive compensation and benefits aligned with experience and responsibilities
- A collaborative professional community where our mission provides a shared purpose
- Clear and high expectations, structured frameworks, within which there is autonomy
- Systematic support from leadership and professional development, to increase mastery
- Regular collection of, and reflection on, teacher feedback
- Pathways for teachers to extend their influence within the school and beyond

11C4. Compensation and Benefits Packages

BCCS wants to be competitive in obtaining excellent educators. We have budgeted a package for teachers that includes a base average salary of \$50,000, competitive medical and dental benefits, 3% annual salary increases,¹³ as well as a 401(k) plan with up to 5% employer matching.¹⁴ This salary and benefits package places us immediately at the upper end of the

¹² List adapted from the New Teacher Project's *The Irreplaceables (2012)*, and from Daniel Pink in his book, *Drive (2009)*.

¹³ An average of 3% annual salary increases planned for will allow us flexibility to either offer 3% increases to everyone, which is more generous than other area schools, or offer a standard 2% increase and have money left over for stipends for teacher leaders.

¹⁴ Our matching program will likely include a vesting period that the BOT is developing as well.

spectrum within the local charter sector, according to our conversations with financial consultants.

Individual salaries are determined by a salary scale that is in development with our BOT members who will make up the Finance and Audit Committee and our accounting firm. A transparent and fair salary structure adds to our ability to attract and retain the best employees. The salary scale will set base salaries and increases using a combination of education levels and years of experience. Annual salary increases are contingent upon meeting enrollment targets and the overall financial health of the organization.

11C5. Addressing Potential Human Resource Challenges

BCCS takes a proactive stance on human resources by committing to the following HR practices:¹⁵

- Develop and approve a “BCCS Employee Handbook” (in consultation with legal counsel) that outlines HR policies, then distribute and follow through on those policies (see R-11d for the current draft of our personnel policies)
- Consistently review school systems and policies to increase quality, productivity, and employee satisfaction
- Ensure employees have a designated person to confide in about any professional problems (see R-11d for policies addressing this issue)
- Use data and statistics to make informed decisions about policy
- Survey employees at least annually to get anonymous feedback
- Construct an effective training program for all employees (see R-08ad)
- Design a compensation system that motivates employees
- Structure generous benefit packages and measure their success
- Continuously evolve practices for developing, using and conserving human resources

In the event that these challenges cannot be proactively solved by the commitments above, the ED in conjunction with the OD, handles personnel and human resource challenges by meeting with all relevant parties and pursuing a mutually satisfactory solution. When necessary, an attorney representing the school and specializing in labor relations is brought in to handle difficult legal challenges.

¹⁵ Retrieved from https://www.villanovau.com/resources/hr/human-resource-management-challenges/#.WMRI1G_yu00 (Accessed March 2017).

REQUEST 11d: PERSONNEL POLICIES

(d) Personnel Policies Submit a copy of the proposed school's personnel policies.

11D1. Personnel Policies

The draft of the personnel policies that follow draw heavily on the policies and guidelines that are in place at Brooklyn Prospect Charter School, where our proposed Executive Director (ED), Daniel Brink-Washington, was a founding team member. They will be adjusted and adopted in the planning year as necessary. These policies will be shared with new employees upon their acceptance of the offer of employment, and each employee will need to sign a statement of receipt to be kept in their personnel file.

Draft BUFFALO COMMONS PERSONNEL POLICIES

1. EMPLOYMENT

1.1 Nature of Employment

If the position requires employees to fulfill additional pre-employment criteria, such as a background investigation and/or fingerprinting, and if employees have been offered employment before those criteria are completed, employment is contingent upon the satisfactory fulfillment of those criteria.

1.2 Equal Employment Opportunity

Buffalo Commons is an Equal Opportunity Employer and does not discriminate against any person because of race, color, creed, religion, sex, gender, national origin, alienage, disability, age or perceived age, genetic information, predisposing genetic characteristics, pregnancy, marital status, sexual orientation, partnership status, military status, domestic violence victim status or any other characteristic protected by law (referred to as "protected status"). This nondiscrimination policy extends to all terms, conditions and privileges of employment as well as the use of all company facilities, participation in all company-sponsored activities, and all employment actions such as promotions, compensation, benefits and termination of employment. In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Buffalo Commons will be based on merit, qualifications, and abilities.

In accordance with applicable law, Buffalo Commons is committed to a work environment that is free of discrimination and unlawful harassment of any kind and on any basis prohibited by law, including unwelcome advances, requests for sexual favors, offensive language, or other offensive verbal, graphic, or physical conduct relating to an employee's race, citizenship, color, sex, age, disability, religion, national origin, marital status, sexual orientation, status as a veteran, ancestry, or any other factor protected by law, whether implied or explicit. Buffalo Commons reaffirms its compliance with applicable law governing nondiscrimination in employment.

Buffalo Commons provides equal employment opportunity for qualified persons with disabilities. The School will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor at the School and/or to the Operations Director (OD). Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

1.3 Business Ethics and Conduct

The successful business operation and reputation of the School is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

Buffalo Commons will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide employees with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with the immediate supervisor at the School and, if necessary, with the ED.

Compliance with this policy of business ethics and conduct is the responsibility of every School employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

1.4 Personal Relationships in the Workplace

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage. A dating relationship is defined as a relationship that may be reasonably expected to lead to the formation of a consensual "romantic" or sexual relationship.

A relative of a current employee may not occupy a position in which he or she will work directly for, or supervise, the relative. An individual involved in a dating relationship with a current employee also may not occupy a position in which he or she will work directly for or supervise the employee with whom they are involved in a dating relationship. The School also reserves the right to take prompt action if an actual or potential conflict of interest arises involving relatives or individuals involved in a dating relationship who occupy positions at any level (higher or lower) in the same line of authority that may affect the review of employment decisions.

If a relative relationship or dating relationship is established after employment between

employees who are in a reporting situation described above, it is the responsibility and obligation of the supervisor involved in the relationship to disclose the existence of the relationship to management. School management will examine the situation and respond as appropriate to ensure a professional environment is maintained.

In other cases where a conflict or the potential for conflict arises because of the relationship between employees, even if there is no line of authority or reporting involved, the employees may be separated by reassignment or terminated from employment. Employees should refrain from public workplace displays of affection or excessive personal conversation.

1.5 Immigration Law Compliance

Buffalo Commons is committed to employing only United States citizens and aliens who are authorized to work in the United States and do not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired may also be required to complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the OD. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

1.6 Conflicts of Interest

Employees have an obligation to conduct themselves within guidelines that prevent actual or potential conflicts of interest from arising. This policy establishes only the framework within which the School intends to operate.

Transactions with outside firms must be conducted within the framework established and using the standards preset by the School.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of the School's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to the ED of the School as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which the School does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving the School.

1.7 Outside Employment and Student Tutoring

Employees may hold outside jobs as long as they continue to meet the performance

standards of their job with Buffalo Commons Charter School. All employees will be judged by the same performance standards and will be subject to the Buffalo Commons' scheduling demands, regardless of any existing outside work requirements.

If Buffalo Commons determines that an employee's outside work interferes with performance or the ability to meet the requirements of the School as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with Buffalo Commons.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside the School for materials produced or services rendered while performing their duties for the School.

In addition, members of the School's faculty may not tutor students currently enrolled at the School for pay or other compensation.

1.8 Non-Disclosure

The protection of confidential business information and trade secrets is vital to the interests and the success of the School. Every employee must take reasonable precautions to prevent the unauthorized disclosure of confidential information. Such confidential information includes, but is not limited to, the following examples:

- financial information
- payroll records
- personnel records
- student and family records

All employees may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

1.9 Disability Accommodations

Buffalo Commons is committed to complying fully with the Americans with Disabilities Act (ADA) and applicable state and local laws and to ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures are designed to provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodations for qualified individuals with known disabilities will be made unless to do so would cause an undue hardship for the School. All employment decisions are based exclusively on the merits of the situation in accordance with defined criteria.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

This policy is neither exhaustive nor exclusive. Buffalo Commons is committed to taking all other actions necessary to ensure equal employment opportunity for persons with

disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

2. EMPLOYMENT STATUS & RECORDS

2.1 Employment Categories

It is the intent of the School to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time.

Each employee is designated as either **NON-EXEMPT** or **EXEMPT** from federal and state wage and hour laws. **NON-EXEMPT** employees are entitled to overtime pay under the specific provisions of federal and state laws. **EXEMPT** employees are excluded from specific provisions of federal and state wage and hour laws. An employee's **EXEMPT** or **NON-EXEMPT** classification may be changed only upon written notification by management.

For the purposes of employment categorization, **FULL TIME** employees are those who are regularly scheduled to work at least 75% of their departments Full Time schedule.

Generally, they are eligible for Buffalo Commons' benefits package, subject to the terms, conditions, and limitations of each benefit program. Typically, these employees work thirty (30) or more hours per week.

PART TIME employees are those who work continuously for a specified number of hours per week that is less than a regular schedule of thirty (30) or more hours per week. Part time employees receive all legally mandated benefits (such as Social Security, workers' compensation insurance, and sick time).

Additionally, employees are classified as **REGULAR** or **TEMPORARY**. **REGULAR** employees are those who fill permanent roles on an annual or ongoing basis. **TEMPORARY** employees fill vacancies on a short-term or seasonal basis.

At Buffalo Commons, a "benefit year" is July 1st through June 30th.

2.2 Access to Personnel Files

The School maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, W-2 and I-9 forms, certifications, documentation of performance appraisals and salary increases, and other employment records, in certain instances as required by applicable laws.

Personnel files are the property of Buffalo Commons, and access to the personnel files is restricted. Generally, only supervisors and management personnel of the School who have a legitimate reason to review information in a file are allowed to do so.

Employees who wish to review their own file should contact the OD. With reasonable advance notice, employees may review their own personnel files in the OD office and in the presence of an individual appointed by the School to maintain the files.

2.3 Employment Clearance

To ensure that individuals who join Buffalo Commons are well qualified and have a strong potential to be productive and successful, it is the policy of the School to check the employment references of all applicants.

The OD will respond to external reference check inquiries, confirming only dates of employment and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry. If employees have questions, please contact the OD.

The School shall establish, maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by subdivision 2854(3)(a-2) of the Education Law and the applicable requirements of the Safe Schools Against Violence in Education Legislation (Chapter 180 of the laws of 2000) and 8 N.Y.C.R.R. part 87- The School may, but is not required to, conduct any and all other background checks permitted by law. Failure to submit to and cooperate with a background check may result in the School's decision to not offer a position to a prospective employee or to terminate an existing employment relationship.

2.4 Personnel Data Changes

It is the responsibility of each employee to promptly notify Buffalo Commons of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify the OD immediately.

2.5 Notification of Arrest

If arrested, employees are required to immediately notify their supervisor and provide a copy of the criminal court complaint regarding the incident. This notification is required regardless of whether the arrest occurred in or out of the workplace. Depending upon the nature of the arrest, the School may require the employee be removed from contact with children pending the outcome of criminal proceedings. Failure to notify should be the subject of appropriate disciplinary action.

2.6 Performance Evaluations & Certification

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

The performance of all employees is generally evaluated on an ongoing cycle. Performance evaluations may address professionalism, performance, attitude, progress and any other factor relevant to assessing the employee's overall performance.

In addition to Performance Evaluation, full- and part-time Faculty certification status will be tracked and reported upon during the year and discussed during formal performance evaluations.

Similar to professionals in many fields, Buffalo Commons expects its Faculty to maintain

all mandated professional certifications. As a member of Buffalo Commons Charter School's instructional faculty, maintaining a current and valid New York teaching certification is faculty's professional responsibility. If, at the start of a contract term employees are not certified, are certified in another state, or a current certification will expire during the contract term, it is the teacher's responsibility to determine the required steps toward achieving certification, including but not limited to the completion of coursework, tests and workshops.

Faculty are given a maximum 2 years from the beginning of their first contract term to achieve valid certification. If employees have not achieved certification by the end of the second contract year the School reserves the right to take any actions it deems reasonable including, without limitation, non-renewal of the teaching agreement at the end of the term, or non-progression to the next step on the salary scale.

3. EMPLOYEE BENEFIT PROGRAMS

3.1 Employee Benefits

Eligible employees at Buffalo Commons are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. The OD can identify the programs for which employees are eligible. Details of many of these programs can be found in the Employee Benefits Guide, available from the OD.

The following benefit programs are available to Regular Full Time employees:

- Medical Insurance
- Dental Insurance
- Vision Care Insurance
- Flexible Spending Accounts
- Commuter Benefits
- Life Insurance
- Long-Term Disability
- Short-Term Disability
- 401(k) Savings Plan
- Employee Assistance Program
- Direct Deposit
- Voluntary Benefits
- Pet Insurance

A Benefits Enrollment package (for enrollment in Medical, Dental, Vision, Flexible Spending Accounts, Life and LTD) is shared with all eligible employees before the start of the benefit year or at hire. Employees may request a digital copy of this information from the OD.

If employees do not enroll in benefits during Buffalo Commons' annual Open Enrollment period or within 30 days of their start, they will not be able to enroll for the remainder of the benefit year. The next opportunity to enroll will be the following year's Open Enrollment period.

Retirement Plan (401(k) Plan): The School offers a 401(k) plan to all eligible employees.

Under this plan, employees are deducted a portion of their current gross pay before taxes and are able to invest that portion in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the School. The plan's provider shall govern the specifics of the plan.

All eligible employees, including regular full and regular part-time employees, will be auto-enrolled in the Buffalo Commons Charter School Retirement plan at a rate of 2% of their gross pay on the first pay date following their start date. This 2% will be matched by Buffalo Commons Charter School on a vesting schedule detailed below. An employee may choose to increase or decrease the amount to be invested in the 401(k) plan at any time by updating the OD and their information on the Empower Retirement website. Employees may also opt-out of the plan at any time by contacting the OD.

The School offers 401(k) matching as follows:

- The School matches employee contributions up to 5% of total salary per year;
- Each employee vests 50% in the School matching funds after 2 years of continued service and 100% after 3 years of continued service). Note that staff have immediate and 100% vesting in their own contributions.

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. While Buffalo Commons will ensure that no amount beyond the maximum allowable annual contribution is set aside, employees should take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

3.2 Benefits Continuation (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Buffalo Commons' health plan when a "qualifying event", such as a termination of employment or unpaid personal leave, would normally result in the loss of eligibility for the School's medical benefits. Spouses and dependents of an employee may also be entitled to continued coverage under COBRA.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Buffalo Commons' group rate plus an administration fee. Buffalo Commons provides each eligible employee with a written notice describing rights granted under COBRA when the employee, or the employee's spouse or dependents, becomes eligible for coverage under Buffalo Commons' health insurance plan. The notice contains important information about the COBRA beneficiary's rights and obligations.

3.3 Workers' Compensation Insurance

As required by law, Buffalo Commons maintains a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to the applicable legal requirements, workers compensation insurance provides benefits after a waiting period.

Employees who sustain work-related injuries or illnesses must inform their supervisor and the OD immediately but in no event later than 10 days after the occurrence of the injury or

illness. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible. An employee who fails to timely report an injury or illness that occurred while working may jeopardize his or her right to collect workers' compensation payments.

Neither Buffalo Commons nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by the School.

3.4 Paid Time Off

The attendance of our employees, both faculty and staff, directly and indirectly affects the learning of our students. We hope all will honor the spirit of paid time off, taking it only as and when needed, while at the same time ensuring the students' education held as the highest of importance in our minds.

We request that employees do everything possible to keep absences to an absolute minimum, but we do understand that illnesses and personal emergencies may occur over the normal course of a year.

With that in mind, Buffalo Commons allows for paid time off benefits for all eligible employees. Eligible employee classification(s):

- Regular Full Time employees
- Regular Part Time employees

Regular Full Time Employees: Regular full time employees and/or exempt employees are eligible to request no more than 7 days of Paid Time off ("PTO") per "benefit year," which are to be prorated based on partial days of service. If the need is foreseeable, employees must give seven days advance notice of intention to take Paid Time Off. If the need is not foreseeable employees must give notice as soon as practicable. Faculty may not use PTO on a day immediately preceding or following a school vacation or holiday weekend unless required and documented by a doctor's note.

Employees who do not follow our school policies and procedures to request PTO time or who request in excess of 7 PTO days will not be paid for the PTO time taken.

An eligible employee may use benefits for an absence due to his or her own illness or injury, personal use, or that of a spouse, child or immediate family member.

If an employee is absent more than three consecutive days due to illness or injury, a physician's statement must be provided verifying the illness or disability and its beginning and expected ending dates. Such verification may be requested for other absences as well.

Unused PTO benefits will not be paid to employees in any event.

Regular Part Time Employees: Regular part time, employees are entitled to accrue 1 hour of PTO for every 30 hours worked, for a maximum of 40 hours of PTO. These benefits are calculated on the basis of the 12-month period that begins when the employee starts to earn sick leave benefits.

If the need is foreseeable, employees must give seven days advance notice of intention to take sick leave benefits. If the need is not foreseeable employees must give notice as soon as practicable. Faculty may not use sick leave benefits on a day immediately preceding or following a school vacation or holiday weekend unless required and documented by a doctor's note.

Employees who do not follow our school policies and procedures to request sick leave or who request in excess of sick leave days will not be paid for the sick leave time taken.

Regular part time employees may only use sick leave benefits for an absence due to his or her own illness or injury, or that of a spouse, child or immediate family member. Sick leave benefits can be used in minimum increments of one-half of a scheduled shift.

If an employee is absent for three or more consecutive days due to illness or injury, a physician's statement must be provided verifying the disability and its beginning and expected ending dates. Such verification may be requested for other sick leave absences as well.

Sick leave benefits will be calculated based on the employee's base pay rate at the time of absence and will not include any special forms of compensation.

Unused sick leave benefits will be allowed to accumulate until the employee has accrued a total of 40 hours' worth of sick leave benefits. If the employee reaches this maximum, further accrual of sick leave benefits will be suspended until the employee has reduced the balance below the limit.

Sick leave benefits are intended for use solely in the event of illness or injury, and may not be used for any other absence. Unused sick leave benefits will not be paid to employees in any event.

Coverages and Substitute Teachers: In addition to consistent professional attendance having a positive impact on the students and in one's classroom, stable professional presence supports one's colleagues and the administration as well as valuing professional educators in the eyes of the community. In a school environment, every absence is felt. The absence of a teacher necessitates the use of coverage teams and in some cases, substitute teachers.

Faculty members must call, email or text their Academic Director (AD) to inform of a sick day. They must speak with the AD by 6:30 am on the day they will be out sick, if not the day before, so that internal coverage or a substitute may be arranged.

Should a faculty member not comply with this policy, s/he may not be paid for days missed without proper notification. If the AD cannot secure a substitute, faculty will be assigned to cover internally.

Every faculty member must ensure that 3 days' worth of lesson plans, related materials, and seating charts are available at all times for use by a covering or substitute teacher. These materials should be shared with AD, or AD's designee.

3.5 Bereavement Leave

All employees who wish to take time off due to the death of a family member should notify their supervisor immediately.

Up to 3 days of paid bereavement leave for immediate family members and 1 day of paid bereavement leave for extended family members will be provided to Regular Full Time employees.

Bereavement pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation.

Bereavement leave will normally be granted unless there are unusual business needs or staffing requirements. Employees may, with their supervisors' approval, use any available paid leave for additional time off as necessary.

The School defines "immediate family" as the employee's spouse, domestic partner,

parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren. The school defines "extended family" as aunts, uncles, cousins and other relatives of the employee or their spouse or domestic partner.

3.6 Jury Duty

Buffalo Commons encourages employees to fulfill their civic responsibilities by serving jury duty when required. Regular employees will be compensated for jury duty consistent with state law.

Either the School or the employee may request an excuse from jury duty if, in the School's judgment, the employee's absence would create serious operational difficulties. However, this request only postpones the jury service requirement and does not excuse the employee from service entirely. Employees are strongly encouraged to request to reschedule jury duty for a day when school is not in session, such as school vacations or summer break.

Jury duty pay for Full Time employees will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Part-time employees will be paid up to \$40 per day for the first three days of jury duty (calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence).

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Employees must show the jury duty summons to their supervisor and notify the OD as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Buffalo Commons will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, benefits will again be provided by the school according to the applicable plans.

3.7 School Related Business and Professional Development

Any school-related business time (including School-approved professional development) out of the School must be requested in the same manner as any PTO day. The request must be approved by the AD or administrative supervisor. The AD or supervisor will coordinate substitute services for absences due to school-related business when necessary. No personal time will be deducted for time used for approved school-related business.

3.8 Holidays

The School will grant paid holiday time off to all Regular Full Time employees. Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

3.9 Vacation Benefits

Vacation time off with pay is available to all Regular Full Time Staff and Administrative employees to provide opportunities for rest, relaxation, and personal pursuits. Employees in the following employment classification(s) are eligible to earn and use vacation time as described in this policy:

Upon initial eligibility the employee is entitled to 15 vacation days each year in addition to days that offices are closed. Employees earn paid vacation time at the rate of 15 days per year (1.25 days for every full month of service). Employees are able to request from their supervisor, the permission to borrow forward days for use before the days are earned.

After 3 years of satisfactory employment with the School, employees will be eligible for an additional 5 days of vacation per year beginning at the start of the following "benefit year".

Paid vacation time can be used in minimum increments of one-half day. To take vacation, an employee should request advance approval from his or her supervisor. Requests for use of paid vacation time should be made at least 2 weeks in advance. Requests will be reviewed based on a number of factors, including, but not limited to, business needs and staffing requirements. Buffalo Commons encourages its employees to use their vacation time when school is not in session. Any vacation time earned but not used by the end of the benefit year will be forfeited and in no case will be rolled over into the next year.

Vacation time off is paid at the employee's base pay rate at the time of vacation for the amount of hours absent. It does not include overtime or any special forms of compensation.

Upon termination of employment, employees will be paid for unused vacation time that has been earned through the last day of work.

4. TIMEKEEPING/PAYROLL

4.1 Paydays

All employees are paid semimonthly on the 15th and last days of the month. Each paycheck will include earnings for all work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or observed holiday, employees will receive paychecks on the last day of work before the regularly scheduled payday. If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation. Employees may have pay directly deposited into their bank accounts if they provide advanced online authorization to the School.

4.2 Employment Termination

We recognize that termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by the organization.
- Layoff - involuntary employment termination initiated by the organization for non-disciplinary reasons.

Because employment with Buffalo Commons is based on mutual consent, both the employee

and the School have the right to terminate employment at will, with or without cause, at any time.

Employee benefits will be affected by employment termination in the following manner: All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Final Pay: Buffalo Commons will pay employees who give proper notice through their last day of employment, unless they are on a leave of absence. Employees who resign in accordance with stated Separation provisions will be provided with compensation for unused but earned vacation time at termination. Employees will not receive pay for any unused PTO days. Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

In the event of a termination of employment, it is the employee's responsibility to notify the School of any change of address to which the employee's W-2 should be delivered.

4.3 Pay Advances

Buffalo Commons does not provide pay advances to employees.

4.4 Administrative Pay Corrections

Buffalo Commons takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the OD so that corrections can be made as quickly as possible.

4.5 Pay Deductions and Setoffs

The law requires that Buffalo Commons make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Buffalo Commons also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." The School matches the amount of Social Security taxes paid by each employee.

At times, local, state, or federal agencies may require additional pay deductions, such as garnishments, for various reasons. Buffalo Commons will comply with these requests as mandated by these notices, and will notify the employee at the time of incident.

4.6 Compensation

It is the practice and policy of Buffalo Commons to fairly and accurately compensate employees and to do so in compliance with all applicable local, state and federal laws.

Buffalo Commons is committed to the right of employees to be free from discrimination in their compensation. Women and men will be given equal pay for equal work, and pay differentials will be based only on seniority, merit, quantity or quality of work, or other

reasonable factors not based on sex.

Non-Exempt Employees: If employees are classified as a Non-Exempt employee, employees must maintain a record of the total hours employees work each day. Employees must accurately record hours in accordance with the School's timekeeping procedures. The time record must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited from performing any "off-the-clock" work. "Off-the-clock" work means work employees may perform but fail to report. Any employee who fails to report or inaccurately reports any hours worked will be subject to disciplinary action, up to and including discharge.

It is a violation of school policy for any employee to falsify or alter his or her or another employee's time. It is also a serious violation of school policy for any employee, manager or supervisor to instruct another employee to incorrectly or falsely report hours. If any supervisor, manager or employee instructs employees to: 1) incorrectly or falsely under- or over-report hours worked; or 2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, employees should report it immediately to a supervisor or the OD.

Exempt Employees: If employees are classified as an exempt, salaried employee, employees will receive an annual salary. Salary is intended to compensate employees for any and all hours employees work and will be established at the time employees are hired or when employees become classified as an exempt employee. Salaries will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work employees perform.

Under federal, state and local law, salary is subject to certain deductions. For example, absent contrary state law requirements, salary may be reduced for the following reasons:

- Full day absences for personal reasons.
- Full day absences for sickness or disability, if the School has a sickness or disability policy that provides for wage replacement benefits and employees have exhausted or have not yet accrued enough leave time.
- Full day disciplinary suspensions for infractions of our written policies and procedures.
- Family and Medical Leave absences (either full or partial day absences).
- To offset amounts received as payment for jury and witness fees or military pay.
- The first or last week of employment in the event employees work less than a full week.

Salary may also be reduced for certain types of deductions, such as a portion of health, dental, or life insurance premiums; state, federal, or local taxes, social security or voluntary contributions to a 401(k) or pension plan.

Salary will not be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- Absences for jury duty, attendance as a witness or military leave in any week in which employees have performed any work.
- Any deduction which would reduce wages below the minimum wage or reduce the amount of overtime pay due pursuant to the FLSA, New York Labor Law Section 652, and any other applicable laws.
- Any other deductions prohibited by local, state or federal law.

- Please note, it is not an improper deduction to reduce an employee's accrued vacation, personal or other forms of paid time off from an employee's leave bank for full or partial day absences for personal reasons, or for sickness or disability if the employer has a sickness or disability policy that provides for wage replacement benefits.

Should employees have any questions with respect to the School's policy, please contact the OD.

5. WORK CONDITIONS & HOURS

5.1 Safety

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the OD. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

If employees believe that employees are being exposed to a known or suspected hazard when working with toxic chemicals or substances, employees have a right under the Hazard Communications Law to know about such hazards through Material Safety Data Sheets (MSDS).

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the OD or the appropriate supervisor. Such reports are necessary to comply with laws and to initiate insurance and workers' compensation benefits procedures.

5.2 Work Schedules

The ED, will determine the work hours for faculty and staff. All employees are expected to work the established workweek hours. All faculty members are expected to be in school during student school hours without exception, and for after-school faculty meetings and other student enrichment activities as scheduled. In addition, faculty should expect that on occasion it will be necessary to meet with colleagues, parents, and/or administration on School matters outside of normal school hours.

Faculty Appointment Period: The duration of the annual Full Time teaching appointment is twelve months, beginning July 1 and ending June 30. Faculty salaries are paid over the twelve months of the contract period (July 1 – June 30) and are prorated based on start date. The School reserves the right to require faculty members to perform various duties and fulfill sundry obligations throughout this period of time in concert with the School's academic calendar.

Over the course of the summer, both new and returning faculty members may be responsible for attending workshops and retreats. Founding grade team retreats are generally held in late June/early July for returning faculty and new faculty who are members of founding grade

teams. New faculty retreats are generally held in mid-August for new faculty, and school-based Directors. The dates of these retreats will be announced yearly, by late spring.

5.3 Smoking

Smoking is prohibited throughout the workplace, on all School premises and at all School-sponsored events and functions. New York State Education Law, Section 409, prohibits tobacco use on school grounds. Violations of this policy may result in civil fines by state or local enforcement agencies and will lead to discipline, up to and including termination of employment. This policy applies equally to all employees and visitors, and to all lighted cigarettes, pipes, vaporizers or other tobacco products.

5.4 Use of Equipment

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using school property or equipment, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the supervisor if any equipment appears to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. Employees should not repair damaged equipment that is property of the School on their own, regardless of whether or not they are requesting reimbursement for the expense, without first consulting with their supervisor.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of employment.

5.5 Emergency Closings

At times, emergencies such as severe weather, fires, power failures, or earthquakes can disrupt Buffalo Commons' operations. In extreme cases, these circumstances may require the closing of the School. In the event that such an emergency occurs during non working hours, local radio and/or television stations will be asked to broadcast notification of the closing, an automated phone message will be sent to all employees, and the School's website will be updated to reflect the closing.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be unpaid for part-time hourly employees. Certain staff, such as facility staff, may be required to work during these emergency conditions as a function of their role.

At the discretion of the ED, any school days lost due to closure on account of any of the above emergencies may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

5.6 Business Travel Expenses

Buffalo Commons will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be approved in advance by the appropriate supervisor. Employees whose travel plans have been approved are responsible for making their own travel arrangements.

If a staff member drives his/her own vehicle for a work-related purpose, costs will be reimbursed aligned with IRS policy and rates (visit www.irs.gov for additional information).

When approved, the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by the School. Employees are expected to limit expenses to reasonable amounts.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by the School may not be used for personal use without prior approval.

When travel is completed, employees should submit completed travel expense reports within 7 days. Reports should be accompanied by receipts for all individual expenses.

Abuse of this business travel expenses policy, including falsifying expense reports to reflect costs not incurred by the employee, can be grounds for disciplinary action, up to and including termination of employment.

5.7 Visitors in the Workplace

To provide for the safety and security of employees and the facilities at the School, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter the School at the main entrance. Authorized visitors will receive a nametag/building pass and directions or an escort to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on the School's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the main entrance.

5.8 Computer and Email Usage

Computers, computer files, the email system, and software furnished to employees are School property intended only for business use only. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and email usage may be monitored.

Email and work product created on Buffalo Commons computers or using Buffalo Commons accounts by Buffalo Commons employees are the property of Buffalo Commons and may be monitored and/or retrieved.

Buffalo Commons strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, the School prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale. For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other non business matters.

Employees should notify their immediate supervisor, the OD, or any member of management upon learning of violations of this policy. Employees who violate this policy will be

subject to disciplinary action, up to and including termination of employment.

5.9 Internet Usage

Internet access is provided by the School to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage. While Internet usage is intended for job-related activities, incidental and occasional brief personal use is permitted within reasonable limits. Excessive use of School computers or the email system for personal reasons is not permitted.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of the School and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of the School. As such, the School reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in Buffalo Commons computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age or perceived age, sex, gender religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Abuse of the Internet access provided by the School in violation of law or School policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy.

5.10 Workplace Monitoring

Workplace monitoring may be conducted by Buffalo Commons to ensure safety and security. While on School premises, employees have no expectation of privacy in their belongings or in the non-private workplace areas which include, but are not limited to, classrooms, offices, cubicles, work locations, School provided or designated parking areas, desks, computers, lockers, rest or eating areas, or vehicles engaged in School operations, and any personal belongings on or in any of the above.

The School may conduct video surveillance of non-private workplace areas. Video monitoring is used to identify safety concerns, maintain quality control, detect theft and misconduct, and discourage or prevent acts of harassment and workplace violence. Because the School is sensitive to the legitimate privacy rights of employees, every effort will be made to conduct workplace monitoring in an ethical and respectful manner.

5.11 Social Security Number Privacy

Employees are permitted to access and use the personal information of other

employees, such as Social Security Numbers, only as necessary and appropriate for such persons to carry out their assigned tasks for the School and in accordance with the School's policies.

The unauthorized access, viewing, use, disclosure, or the intentional public display of such information and the unauthorized removal of documents that contain Social Security Number information from School premises is prohibited and can result in discipline, up to and including termination of employment.

5.13 Workplace Violence Prevention

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to a Leadership Team member. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, employees should be as specific and detailed as possible. All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Employees should not place themselves in peril. If employees see or hear a commotion or disturbance near you, do not try to intercede or see what is happening.

Buffalo Commons will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Buffalo Commons may suspend employees, either with or without pay, pending investigation. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action, up to and including termination of employment.

Firearms, weapons, and other dangerous, hazardous or illegal devices or substances are prohibited from School premises.

6. LEAVES OF ABSENCE

6.1 Medical, Family and Disability-Related Leaves

Buffalo Commons provides up to 12 workweeks in a 12-month period of unpaid, job-protected leave to eligible employees for specified family and medical reasons with continuation of group health insurance coverage to eligible employees for any of the following reasons:

- the birth of their child and to care for the newborn child within one year of birth (spouses who are both employees of the School are limited to a combined total of 12 weeks leave for birth of a child);
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement (spouses who are both employees of the School are limited to a combined total of 12 weeks leave for placement of a child);
- to care for the employee's spouse, child, or parent who has a serious health condition;

- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or** Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the service member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

For purposes of this policy, serious health conditions or disabilities include: inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider; and temporary disabilities associated with pregnancy, childbirth, and related medical conditions. In the event that local, state or federal law provides for greater rights than provided by this policy, it is Buffalo Commons' policy to govern its actions in accordance with those laws.

How to Request Leave: Employees may request leave under the Family Medical Leave Act (FMLA) only after having been employed for one year. Non-FMLA leave will be considered to accommodate protected disabilities in excess of FMLA leave or for employees with less than one year of service. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements: Employees must provide written documentation from their health care provider supporting the need for leave including a detailed explanation of the medical reason why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known. In the case of leave to care for a covered family member, the employee must also provide documentation substantiating the need for leave.

Amount of Leave Available: Eligible employees are normally granted leave up to a maximum of 12 weeks within a 12 month rolling period measured backward from the date of any leave usage. For purposes of this policy, leave usage includes leave previously granted under state or federal leave laws (i.e. FMLA) for the same reasons provided by this policy or leave previously provided pursuant to this policy.

Leave must be used in a minimum of half-day increments. Exceptions to this minimum increment requirement will be considered to accommodate protected disabilities. Employees will also be required to exhaust any accrued paid leave time while taking unpaid leave.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Extensions will be provided based on operational requirements and School needs. However, benefits will only be provided for the initial maximum of 12 weeks, after which time the employee may apply for benefits continuation under COBRA.

Continuation of Health Insurance Benefits while on Leave: For FMLA eligible leaves health insurance benefits will be provided by Buffalo Commons for a maximum of 12 weeks under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave, and will be invoiced for payment upon their return, or upon their termination of employment, should they

decide not to return to Buffalo Commons.

Employees who exceed the 12-week maximum period of leave or who are not on a covered short term or long term disability leave will become responsible for the full costs of these benefits and may apply for benefits continuation under COBRA. When the employee returns from leave, benefits will again be reinstated on the 1st of the month following the employee's return to work.

Returning from Leave / Job Restoration: An employee on leave is requested to provide the School with at least two weeks advance notice of the date the employee intends to return to work so that an employee's return to work can be properly scheduled.

Employees returning from leave for the employee's own serious health condition must submit a health care provider's verification of their fitness to return to work.

Upon return from FMLA leave, the employee will be restored to his/her original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. For non-FMLA leave job restoration is not guaranteed. However, when leave ends, the School will make reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, the School will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower level position.

If an employee fails to return to work on the agreed upon return date, the School may assume that the employee has resigned.

*Compensation While On Leave:*The School will continue to pay the employee's full salary for the first 2 weeks of covered disability leave, as compensation for the typical 14 day waiting period before disability benefits begin ("paid waiting period"). Disability benefits will cover 60% of salary in the case of approved disabilities, up to \$1000 per week. If sick days were used to cover any part of the two weeks before disability benefits begin, they will be credited back to the employee.

6.2 New York Paid Family Leave

Buffalo Commons provides state paid, job-protected leave to eligible employees who work in New York for specified family medical and care reasons with continuation of group health insurance coverage for any of the following reasons:

- the birth of their child and to care for the newborn child within one year of birth (spouses who are both employees of the School are limited only a single caregiver taking off at a time for the same child);
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement (spouses who are both employees of the School are limited only a single caregiver taking off at a time for placement of a child);
- to care for the employee's spouse, child, or parent who has a serious health condition;

- when a spouse, child, domestic partner or parent of the employee is on active military duty abroad or has been notified of an impending call or order of active military duty abroad.

For purposes of this policy, a serious health conditions is an illness, injury, impairment, or physical or mental condition or disabilities include: inpatient care in a hospital, hospice, or residential medical care facility; continuing treatment by a health care provider; and related medical conditions. In the event that local, state or federal law provides for greater rights than provided by this policy, it is Buffalo Commons' policy to govern its actions in accordance with those laws.

How to Request Leave: Employees may request leave under the New York Paid Family Leave Program only after having been employed full-time for six months, or part-time and having worked 175 days. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements: Employees must provide written documentation from their family members health care provider supporting the need for an employee's leave including a detailed explanation of the medical reason why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known. The employee must also provide documentation substantiating the need for leave.

Amount of Leave Available: Eligible employees are normally granted leave up to a maximum of 8 weeks within a 12-month rolling period measured backward from the date of any leave usage. For purposes of this policy, leave usage includes leave previously granted under state leave laws (i.e., New York Paid Family Leave) for the same reasons provided by this policy or leave previously provided pursuant to this policy.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension. Extensions will be provided based on operational requirements and School needs. However, benefits will only be provided for the initial maximum of 8 weeks, after which time the employee may apply for benefits continuation under COBRA.

Continuation of Health Insurance Benefits While on Leave: For New York Paid Family Leave eligible leaves health insurance benefits will be provided by Buffalo Commons for a maximum of 8 weeks under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave, and will be invoiced for payment upon their return, or upon their termination of employment, should they decide not to return to Buffalo Commons.

Employees who exceed the 8-week maximum period of leave or who are not on a covered by leave will become responsible for the full costs of these benefits and may apply for benefits continuation under COBRA. When the employee returns from leave, benefits will again be reinstated on the 1st of the month following the employee's return to work.

Returning from Leave / Job Restoration: Upon return from New York Paid Family Leave, the employee will be restored to his/her original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment. For non- New York Paid Family Leave job restoration is not guaranteed. However, when leave ends, the School will make

reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, the School will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower level position. If an employee fails to return to work on the agreed upon return date, the School may assume that the employee has resigned.

Compensation While on Leave: Eligible employees under this policy can take up to eight weeks of Paid Family Leave and receive 50% of their average weekly wage capped at 50% of the New York State Average Weekly Wage from the State. An employee's AWW is the average of their last eight weeks of pay prior to starting Paid Family Leave. While on leave, if sick days were used to cover any part of the period before Paid Family Leave benefits began, they will be credited back to the employee.

6.3 Personal Leave

Buffalo Commons provides leaves of absence without pay to Regular Full Time employees who wish to take time off from work duties to fulfill personal obligations. Eligible employees may request personal leave only after having completed 1 calendar year of service. As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave from their supervisor.

Personal leave may be granted for a period of up to 20 calendar days every year. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 10 calendar days. An employee must take any available sick leave or vacation leave as part of the approved period of leave.

Requests for personal leave will be evaluated based on a number of factors, including anticipated workload requirements and staffing considerations during the proposed period of absence.

Subject to the terms, conditions, and limitations of the applicable plans, health insurance benefits will be provided by Buffalo Commons until the end of the month in which the approved personal leave begins.

When a personal leave ends, reasonable efforts will be made to return the employee to the same position, if it is available, or to a similar available position for which the employee is qualified. However, the School cannot guarantee reinstatement in all cases. If an employee fails to report to work promptly at the expiration of the approved leave period, the School will assume the employee has resigned.

6.4 Military Leave

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). If military service is required an employee should submit copies of military orders to his or her supervisor and the OD as soon as possible, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

Employees will receive partial pay for two-week training assignments and shorter absences. Upon presentation of satisfactory military pay verification data, employees will be

paid the difference between their normal base compensation and the pay (excluding expense pay) received while on military duty.

The portion of any military leave of absence in excess of two weeks will be unpaid. However, employees may use any available paid time off for the absence.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

7. EMPLOYEE CONDUCT & DISCIPLINARY ACTION

7.1 Employee Conduct and Work Rules

To ensure orderly operations and provide the best possible work environment, Buffalo Commons expects employees to conduct themselves according to the highest professional standards. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Supplying false or misleading information when applying for employment or during employment
- Personal use of company credit cards
- Theft or inappropriate removal or possession of property
- Falsification of records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs or abuse of prescription drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Failure or refusal to submit or consent to a required alcohol or drug test
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Engaging in unethical or illegal conduct

- Having a conflict of interest
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or tardiness or any absence without notice
- Unauthorized absence
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure confidential information
- Conduct that reflects adversely upon you, the School
- Making or publishing false or malicious statements concerning an employee, supplier, student or the School
- Violation of personnel policies
- Unsatisfactory performance or conduct that does not meet the requirements of the position
- Other circumstances which warrant discipline

7.2 Student Searches

ADs are solely responsible for the conduct and oversight of student searches. Under no circumstances should other staff members conduct a search of a student's belongings or person, except with permission and direct supervision of the AD and/or ED. If a staff member has reason to believe that a search is warranted, the staff member should immediately notify the AD and/or ED.

7.3 Drug and Alcohol Use

It is Buffalo Commons' desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a safe and satisfactory manner.

While on School premises and while conducting business-related activities off of School premises, no employee may use, possess, distribute, sell, or be under the influence of illegal drugs. Furthermore employees may not be under the influence of alcohol during the course of their duties for Buffalo Commons. There may be occasional activities at or for the school where alcohol is served, during these events it is understood that employees may responsibly partake in alcoholic beverages. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

If employees are in a position requiring drug testing under local, state or federal law, employees will be subject to drug testing under certain circumstances, in accordance with applicable laws.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment or, as a condition to continued employment, required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

7.4 Sexual and Other Unlawful Harassment

Sexual harassment is a violation of local, state and federal law. Buffalo Commons is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

The Equal Opportunity Employment Commission has issued guidelines defining sexual harassment as unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment. The following is a partial list of sexual harassment examples:

- Unwelcome sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body or appearance, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

If employees experience or witness sexual or other unlawful harassment in the workplace, report it immediately to the OD. If it would be inappropriate to contact that person, employees should immediately contact another member of the Leadership Team.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent reasonably possible, confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. Communications will be made to others only on a limited "need to know" basis. If employees make a complaint under this policy and have not received a satisfactory response, employees should contact the ED. When the investigation is completed, employees will be informed of the outcome of the investigation.

Any supervisor or manager who becomes aware of possible sexual or other unlawful harassment must immediately advise the OD or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be

subject to discipline up to and including discharge. If the investigation is inconclusive, the School may still provide counseling or take other appropriate steps.

Buffalo Commons prohibits any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

7.5 Attendance and Punctuality

To maintain a safe and productive work environment, the School expects employees to be reliable and to be punctual in reporting for scheduled work. Employees are also expected to take lunch/break times within the time limits set by their schedule. Absenteeism and tardiness place a burden on other employees and on the School. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence. If employees are going to miss work because employees are going to be late or employees or a family member is sick, employees must notify their supervisor before the time employees are to report for work. the OD will advise employees of an alternative person to contact if he or she is unavailable.

If employees do not inform their supervisor, tardiness or absence will be considered an unapproved, unscheduled absence and will be deducted from PTO balance. If employees fail to notify the supervisor after three (3) business days of consecutive absences, employees will be considered to have abandoned their job. These rules will be enforced uniformly on a non-discriminatory basis.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

7.6 Personal Appearance

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the professional image Buffalo Commons presents to students and visitors. Recognizing that all employees are both professionals entrusted with the care for children and role models for the students, faculty and staff should dress in a professional respectful manner that honors the diverse background of Buffalo Commons families.

The ED is responsible for establishing a reasonable dress code appropriate to the job employees perform. If the necessary, employees may be asked to leave the workplace and to return properly groomed and attired. Under such circumstance, employees will not be compensated for the time away from work. Consult the OD if employees have questions as to what constitutes appropriate appearance. Where necessary, reasonable accommodation will be made to a person with a disability.

7.7 Return of Property

Employees are responsible for all Buffalo Commons property, materials, or written information issued to them or in their possession or control.

All School property must be returned by employees on or before their last day of work. Where permitted by applicable laws, the School may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. The School may also

take all action deemed appropriate to recover or protect its property.

7.8 Resignation

Resignation is a voluntary act initiated by the employee to terminate employment with the School. Although advance notice is not required, Buffalo Commons requests at least 4 weeks' written notice of resignation from Administrative employees and Staff and 12 weeks' notice from Faculty employees. Once notice of resignation is received, the appropriate Buffalo Commons personnel may schedule an exit interview to discuss the terms of the employee's departure from the School.

7.9 Suspension

An employee whose immediate dismissal is proposed may be suspended pending final action if the ED finds that the continued performance of the individual's normal duties poses an immediate threat to students, the individual, or other employees. During an interim suspension of this type, the employee continues to receive his/her salary.

7.10 Solicitation

In an effort to ensure a productive and harmonious work environment, persons not employed by Buffalo Commons may not solicit or distribute literature in the workplace at any time for any purpose.

7.11 Employee Discipline

This section is to help employees understand what is expected of them with regard to proper behavior, performance, and personal conduct. The purpose of this policy is to state Buffalo Commons' position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. By complying with these standards employees will help to maintain a positive, safe, work environment for employees.

To address those times when an employee has not met acceptable standards of conduct, the School may provide the employee with counseling, institute progressive discipline, or terminate the employee's employment if conduct warrants it. We have the discretion to decide whether counseling, progressive discipline or immediate termination is appropriate. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

Progressive discipline will be used when a supervisor at the School determines it is appropriate. The system of progressive discipline provides an employee with notice of deficiencies in performance and an opportunity to improve. Progressive discipline may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Depending on the nature and severity of the misconduct as well as whether it has previously occurred, a supervisor and/or the ED may investigate an employee's actions. An investigation is designed to obtain all pertinent facts and may include interviewing the employee and other witnesses, reviewing documents, etc. Friends, relatives, attorneys or other

third parties are not allowed to participate in internal investigations. Failure to cooperate with an internal investigation is grounds for disciplinary action, up to and including termination of employment.

7.12 Problem Resolution

Buffalo Commons is committed to all of its employees. If a situation occurs when employees believe that a condition of employment or a decision affecting them is unjust or inequitable, they are encouraged to bring their issues to management's attention using the same procedure described in the Harassment policy.

Not every problem can be resolved to everyone's total satisfaction, but only through understanding and discussion of mutual problems can employees and management develop confidence in each other. This confidence is important to the operation of an efficient and harmonious work environment.

7.13 Whistleblower Policy

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that their employer is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute prohibits an employer from taking retaliatory action against any employee who makes disclosure as described above.

Buffalo Commons requires staff and faculty members to observe high standards of professional and personal ethics in the conduct of their duties and responsibilities. As representatives of the School, we must practice honesty and integrity in fulfilling our responsibilities and must comply with all applicable laws and regulations. It is the responsibility of all employees to comply with this Whistleblower Policy and to report violations or suspected violations in accordance with this Whistleblower Policy regardless of the identity of the suspected offender.

This Whistleblower Policy is intended to encourage and enable staff members and others to raise serious concerns within the School prior to seeking resolution outside the School. No employee who in good faith reports a violation of any School policy or any federal, state or local law or regulation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline, up to and including immediate termination of employment.

Buffalo Commons has an open door policy and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, one's supervisor is in the best position to address an area of concern. However, if an individual is not comfortable speaking with their supervisor, the staff member is encouraged to speak with the OD or a manager he or she feels comfortable approaching.

Employees are required to report suspected violations of the Whistleblower Policy to the ED, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud in accounting or auditing matters, or when an employee is not satisfied or comfortable with his or her manager's response to any other complaint, individuals should contact the ED directly or a manager he or she feels comfortable approaching.

Violations or suspected violations may be submitted on a confidential basis by the

complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent reasonably possible, consistent with the need to conduct an adequate investigation.

The ED will notify the sender and acknowledge receipt of the reported violation or suspected violation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

In addition, Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Genetic Information Nondiscrimination Act prohibit retaliation against employees for good-faith exercise of their rights found in those acts. Employees need not fear retaliation for reporting to their supervisor or an appropriate authority any unlawful or discriminatory practice carried out by Buffalo Commons in violation of those acts.

8. MISCELLANEOUS

8.1 Gifts

In accordance with the Conflict of Interest Provision, no employee of Buffalo Commons is permitted to accept, during any calendar year, gifts of any kind having a value exceeding fifty dollars (\$50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, parents, schools, partner organizations, or companies serving as vendors or potential vendors for this School;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

The ED may make exceptions, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such offer to the ED. The failure to report such offer will be considered a serious matter by Buffalo Commons. The ED has the discretion to direct an employee to return any gifts.

8.2 Outside Communications

In all communications with external parties, including all media outlets (such as print, broadcast and Internet), the ED is responsible for communicating Buffalo Commons' position. Any media inquiries should be directed to the ED

Employees are responsible for checking voicemail and email daily and should respond to any messages, both voice and electronic, within 48 hours of receipt.

8.3 Mandatory Reporting of Child Abuse or Mistreatment

All mandatory reporters, including social workers, therapists, school teachers, nurses, and administrators and other child care workers are legally required to report all suspected cases of child abuse or mistreatment to the Statewide Central Register of Child Abuse and Maltreatment. For detailed policies and procedures for the school, please see the school social

worker. Buffalo Commons will not retaliate in any way against an employee who makes such a report based on the employee's reasonable suspicion of child abuse or mistreatment.

REQUEST 12a: PARTNER ORGANIZATIONS

This request is not applicable.

REQUEST 12b: PARTNER COMMITMENT

This request is not applicable.

REQUEST 13ac: GOVERNANCE

(a) Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

13A1. Education Corporation Roles and Responsibilities Overview

The Board of Trustees (BOT or Board) ensures that the school is operating in compliance with its charter and all applicable state and federal laws and oversees the school's progress towards achieving its mission, goals, and objectives. Below we detail the BOT responsibilities, structure, meetings, offices, and committees.

13A2. BOT Roles and Responsibilities

The BOT is entrusted with the charter agreement by the authorizing entity (SUNY) and is responsible for the school's upholding the terms of the charter agreement. If the school fails to meet the terms of its charter agreement, the BOT answers directly to SUNY. The BOT in turn is the oversight body of the school's employees, with a special focus on the Executive Director (ED). BCCS uses the Charter Board Partners framework for board service which outlines the BOT's responsibilities:¹

1. Focus on Student Achievement

- Govern to Fulfill the Mission of the School and the Promises of the Charter
 - Support the school mission
 - Assume ultimate responsibility for the school and student success
 - Use student data to inform board decisions
- Know Whether Students are Academically on Track
 - Agree on the definition of academic excellence
 - Understand how student achievement is measured at the school
 - Regularly Review indicators of student success to measure progress toward school goals

2. Ensure Strong School Leadership

- Hire and Support a Strong School Leader
 - Hire a leader who can manage the school to achieve its goals
 - Cultivate a trusting, candid relationship with the school leader, addressing challenges proactively
 - Build an effective partnership between the school leader and board chair
 - Support the school leader
 - Maintain a school leader succession plan
- Evaluate and Hold the School Leader Accountable

¹ Charter Board Partners (2018).

- Collaborate with the school leader to establish annual goals
 - Evaluate the leader each year using a formal and transparent process, and hold them accountable for achieving concrete results
 - Invest in ongoing professional development to support the leader's progress toward their goals
- 3. *Commit to Exemplary Governance*
 - Build and Maintain a Well-Functioning and Engaged Board
 - Recruit and maintain capable board members who bring diverse skills, experience, and perspectives
 - Elect a board chair who can successfully lead the board and engage all members
 - Remove disengaged members from the board
 - Invest in the board's development, providing orientation and ongoing training
 - Implement Best Governance Practices
 - Adopt and revise job descriptions for the officers, committees, and board members
 - Require that each board member sign an annual agreement, committing to fulfill their responsibilities
 - Hold regularly scheduled, strategic meetings
 - Employ a committee structure to accomplish board work strategically and efficiently
 - Assess board performance annually, holding the board accountable for achieving its goals and governing effectively
- 4. *Act Strategically*
 - Determine the Strategic Direction for the School
 - Oversee the development of a strategic plan that reflects the board's vision and priorities for the school's future
 - Set annual goals for the school, board, and each board committee
 - Organize the board, its committees, and meetings to advance the aims of the school's annual goals and strategic plan
 - *Respect the Balance Between Oversight and Management*
 - Define and build board-wide understanding of the oversight role of the board and the management role of the school leader
 - Give the school leader the autonomy and authority to manage the school while maintaining strong and close oversight
- 5. *Raise and Use Resources Wisely*
 - Manage Resources Responsibly
 - Ensure that all members understand the school's finances, and provide necessary training
 - Review financial data regularly, using it to make decisions that protect the school's short- and long-term sustainability
 - Approve a budget each year that allocates resources strategically and aligns with the student performance goals of the school

- Expand Awareness and Raise Funds
 - Set and meet realistic fundraising goals to provide additional school resources
 - Require that, each year, board members make the school a personal philanthropic priority
 - Raise the school’s profile and engage donors
 - Understand the political context of public charter schools and advocate for policies that promote and support the charter sector
- 6. *Maintain Regulatory and Legal Compliance*
 - Minimize Risks
 - Adhere to the legal and ethical duties of loyalty, obedience, and care
 - Oversee the development, board approval, and regular review of all school and board policies
 - Maintain standards of transparency by documenting meeting proceedings and board decisions
 - Apply sound business judgment by avoiding conflicts of interest, observing tax requirements, and maintaining liability insurance
 - Meet Expectations
 - Confirm that the school is proactively adhering to the legal requirements set forth by the authorizer, the federal and local governments, and the Internal Revenue Service
 - Operate in accordance with bylaws and review them at least every three years
 - Comply with open meeting laws of New York State

(b) Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation’s board of trustees including:

- *Number of trustees;*
- *Officer positions;*
- *Ex-officio members (voting and non-voting);*
- *Standing committees or committees with the full authority of the board (if any);*
- *Delegation of authority to any committees, officers, employees, or contractors;*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Frequency of board and committee meetings;*
- *Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development.*

13B1. Education Corporation Board Design

This section details the elements of design for the Buffalo Commons BOT.

Board Structure: The BOT will have between 5 and 13 members at any time, with one ex-officio space always reserved for a current BCCS parent. The term structure, outlined in detail in our bylaws (see R-13d) staggers trustee and officer terms to promote organizational sustainability.

*Officers of the BOT:*² The BCCS Board has four offices. Their responsibilities are further detailed in Figure 13.1.

1. *Chair:* The Chair assumes responsibility for the overall functioning of the BOT. They facilitate board meetings, oversee the work of committees or working groups, and works closely with the school leader. The board chair may also be granted special authorities as prescribed by the BOT.
2. *Vice Chair:* The Vice-Chair has the authority to, whenever necessary, act in place of the Chair, and when so acting will have all the Chair's powers and the same restrictions.
3. *Treasurer:* The Treasurer directs the Board's financial work so that the Board achieves its goals and operates in accordance with its bylaws. The Treasurer keeps the Board informed of the school's ongoing fiscal condition.
4. *Secretary:* The Secretary supports the board's organizational needs, including keeping the minutes of the BOT, maintaining records of board membership and decisions, interpreting the bylaws in the case of a dispute and any other duties the Board prescribes.
5. *Ex-Officio Parent Member:* The Ex-Officio Parent Member of the board must be the parent/guardian of a current BCCS student. The Parent Member is appointed by the BOT.

Figure 13.1: Draft Board Officer Descriptions³

Board Chair

The Chair assumes responsibility for the overall functioning of the BOT. They facilitate board meetings, oversee the work of committees or working groups, and works closely with the school leader. The board chair may also be granted special authorities as prescribed by the BOT.

Overarching Duties

- Ensures that the board is functioning effectively and meeting standards for effective governance
- Holds the board accountable for executing board functions
- Facilitates meetings of the board and other meetings or events as necessary
- Develops board meeting agendas in partnership with the school leader that reflect the school's and board's priorities, drive strategic conversation and decision making, and keep the board's work focused on the goals
- Makes sure that the board conducts a self-assessment each year and addresses areas

² Adapted from Charter Board Partners' Great Boards (2014).

³ Modeled on the descriptions of Charter Board Partners.

for improvement

- Leads the discussion on planning board retreats

Committee Work

- Sets clear expectations for committee operations and communication with the board
- Holds committees accountable for achieving their annual goals
- Appoints committee and task force chairs, and assigns members to committees

School Leader Relationship

- Builds a constructive, candid relationship with the school leader
- Participates in regularly scheduled check-ins with the school leader to discuss strategic issues, monitor progress toward goals, and identify opportunities where the leader needs support from the board
- Guides the board through the process of hiring, evaluating, and supporting the school leader

Compliance

- Serves as the main BOT point of contact with the authorizer
- Ensures all board actions and board members meet and understand legal and ethical compliance standards
- Shares all relevant information from the authorizer with the full board

Leadership Skills

- Models effective networking with community members and stakeholders by serving as the board's ambassador
- Champions diversity and inclusion on the board
- Supports and recognizes board members who make positive contributions to the board
- Takes the lead in removing board members who are persistently disruptive or disengaged

Communication

- Respects and engages every board member while encouraging an open and constructive line of communication
- Is approachable, available, and responsive
- Makes sure that each board member has a clear role to play on the board
- Listens and communicates well, including being available for conversations after hours and on weekends when necessary

Board Vice Chair

The Vice-Chair helps the Chair lead the board and operate in accordance with the school's bylaws. The Vice Chair has the authority to, whenever necessary, act in place of the Chair, and when so acting will have all the Chair's powers and the same restrictions.

Responsibilities

- Attends all board meetings
- Executes specific projects at the request of the board chair
- Helps the board chair develop and implement officer transition or succession plans
- Understands the responsibilities and duties of the board chair, and is ready and prepared to stand in for the board chair as needed
- Actively recruits new board members, and helps to retain current board members
- Provides leadership and direction to the board in concert with the board chair
- Ensures transparent communication between all board members

Board Treasurer

The Treasurer directs the Board’s financial work so that the Board achieves its goals and operates in accordance with its bylaws. The Treasurer keeps the Board informed of the school’s ongoing fiscal condition.

Leadership

- Serves as the chair of the finance committee, and leads the committee in setting and meeting annual goals
- Ensures that all members of the board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters
- Works with the finance committee, and ED in leading the development of an annual school budget and presenting the budget to the full board for approval

Accounting & Reports

- Understands financial accounting for nonprofit organizations or charter schools
- Works with the appropriate school leadership to deliver accurate and complete financial reports to the board on a regular basis
- Keeps all records of school accounts current
- Oversees and reviews the annual audit process

Ethics

- Handles all work related to school’s financial affairs with integrity and care
- Remains apprised of legal and ethical requirements for the position

Board Secretary

The Secretary supports the board’s organizational needs, including keeping the minutes of the BOT, maintaining records of board membership and decisions, interpreting the bylaws in the case of a dispute and any other duties the Board prescribes.

Responsibilities

- Keeps accurate minutes for each board meeting
- Shares minutes with the board in a timely fashion

- Ensures that minutes are approved by the board in a recorded vote
- Makes sure the board adheres to open meeting laws and other legal requirements
- Assumes responsibilities of the chair in the absence of the board chair and vice chair
- Provides notice of board and committee meetings to all board members
- Keeps all legal and official documents up-to-date
- Maintains the board's records and archives for future reference by board members, the authorizer, and others

Board Committees: The Board will begin with standing committees for Academic Excellence, Finance and Audit, and Governance. Additionally, the BOT will form working groups for specific tasks whenever necessary. These working groups will be composed of both trustees and community members. Brief descriptions of the purpose of each standing committee are below, and more detailed descriptions can be found in Figure 13.2.⁴

1. *Academic Excellence:* The Academic Excellence Committee provides appropriate board oversight of the academic program and ensures that the school’s educational program is positively impacting student achievement and also raises strategic academic issues for board discussion. Additionally, the committee advises the full Board on the best use of resources to support the academic program. The Academic Excellence Committee, chaired by a board member, will meet as often as necessary to conduct its work, but at least quarterly, following each interim assessment.
2. *Finance and Audit:* The Finance and Audit Committee provides appropriate board oversight of school finances through budget assistance and approval, ensures accurate and comprehensive financial reporting to the Board through approval of monthly statement, and raises strategic financial issues for board discussion. Chaired by the Treasurer, the Finance and Audit Committee meets as necessary, but minimally to review monthly finances before each meeting.
3. *Governance and Nominating:* The Governance and Nominating Committee ensures the Board is governing effectively and revitalizing itself. It provides leadership for board education, ensuring a strategically composed board is in place to govern the institution, nominating candidates for officer positions and committee membership, nominating and orienting new board members, establishing succession plans for departing members, ensuring an effective governance structure, and ensuring an effective board self-assessment process.

Figure 13.2: Draft Committee Descriptions⁵

Academic Excellence Committee

The purpose of the Academic Excellence Committee (the “Committee”) is to assist the Board

⁴ The following descriptions come from, or are adapted from, Charter Board Partners publication *Governance Best Practices for Highly Effective Charter School Boards*. (Accessed 2017)

⁵ Adapted from Brooklyn Prospect Charter School.

of Trustees of Buffalo Commons Charter School in reviewing overall program direction, academic standards, and assessments of student progress and faculty performance at Buffalo Commons Charter School.

Composition

1. *Membership.* The Committee shall be a standing committee of the Board comprised of at least three (3) but no more than five (5) members. Committee members shall be appointed by the Board. Committee members shall be (re)appointed by the Board on an annual basis upon the recommendation of the Governance and Nominating Committee.
2. *Chairperson.* The Chairperson of the Committee shall be appointed by the Board, upon the recommendation of the Governance and Nominating Committee.
3. *Resignation, Removal and Vacancies.* Members shall serve until their successors are duly appointed and qualified or until a member's earlier resignation or removal. Members may resign at any time upon notice given in writing or by electronic transmission to the Chairperson of the Committee. Members may be removed, and any vacancies on the Committee shall be filled, by the Board upon recommendation of the Governance and Nominating Committee.

Operations

1. *Meetings.* The Chairperson of the Committee, in consultation with the other Committee members, shall determine the schedule and frequency of the Committee meetings. In any event, meetings of the Committee may be called at the request of the Chairperson of the Committee or of any two other Committee members.
2. *Agenda.* The Chairperson of the Committee shall develop and set the agenda for each meeting of the Committee. The agenda and all available information concerning the business to be conducted at each Committee meeting shall be, to the extent practicable, delivered to the Committee members sufficiently in advance of each meeting to permit meaningful review.
3. *Manner of Acting.* The Committee may not make decisions on behalf of the Board of Trustees, nor may it make decisions that will bind Buffalo Commons Charter School. For all binding decisions, the Committee may make recommendations to the Board of Trustees for a full Board vote in accordance with the By-Laws. Any action required or permitted to be taken at any meeting of the Committee may be taken without a meeting, if all members of the Committee consent thereto in writing or by electronic transmission.
4. *Conduct of Meetings by Telephone or Other Means.* To the extent permitted by law, members of the Committee may participate in a meeting of the Committee by means of a conference telephone or other communications equipment through which all persons participating in the meeting can hear each other, and participation in a meeting in such a manner shall constitute presence in person at such meeting.

Duties and Responsibilities

1. Review annually a strategic plan for educational outcomes for Buffalo Commons Charter School developed by the Executive Director and Academic Director.
2. Review quarterly progress and challenges in achieving educational goals and objectives set forth in the strategic plan and in the charter for Buffalo Commons Charter School.
3. Assess compliance with the academic requirements and performance standards established by SUNY and other authorized overseers.
4. Observe the school's educational mission in action through a quarterly observation day by a designated committee member, rotated throughout the year.
5. Report regularly to the Board of Trustees regarding these issues and any actions taken by the Committee.
6. On an annual basis, submit to the Board chair a summary of the committee's observations and assessment of the overall progress of the school in the areas of faculty development, student programs, assessments and progress to be used in the evaluation of the Executive Director.
7. Review and reassess the adequacy of this charter periodically as circumstances dictate, but no less frequently than annually, and recommend any proposed changes to the Board for approval.
8. Perform any other activities consistent with this charter, the By-Laws and governing law as the Committee or the Board deems necessary or appropriate.

Authority and Resources

1. The Committee may request any officer or employee to attend a meeting of the Committee or to meet with any members of, or advisors to, the Committee.
2. The Committee may form and delegate any or all of its duties and responsibilities to subcommittees consisting of one or more members to perform such duties as the Committee deems appropriate.

Finance and Audit Committee

The purpose of the Finance and Audit Committee (the "Committee") is to assist the Board of Trustees of Buffalo Commons Charter School in overseeing the financial and capital investment policies and objectives of Buffalo Commons Charter School.

Composition

1. *Membership.* The Committee shall be a standing committee of the Board comprised of at least three (3) but no more than five (5) members. Committee members shall be appointed by the Board. Committee members shall be (re)appointed by the Board on an annual basis upon the recommendation of the Governance and Nominating Committee.
2. *Qualifications.* Members of the Committee shall have a working familiarity of finance and accounting practices. Each member of the Committee must be free from any relationship that would interfere with the exercise of his or her independent judgment as a member of the Committee. Specifically, no employee of Buffalo

Commons Charter School may serve on the Committee, and members of the Committee may not receive any compensation from Buffalo Commons Charter School other than in their capacity as members of the Board.

3. *Chairperson.* The Chairperson is the Board Treasurer.
4. *Resignation, Removal and Vacancies.* Members shall serve until their successors are duly appointed and qualified or until a member's earlier resignation or removal. Members may resign at any time upon notice given in writing or by electronic transmission to the Chairperson of the Committee. Members may be removed, and any vacancies on the Committee shall be filled, by the Board upon recommendation of the Governance and Nominating Committee.

Operations

1. *Meetings.* The Chairperson of the Committee, in consultation with the other Committee members, shall determine the schedule and frequency of the Committee meetings. In any event, meetings of the Committee may be called at the request of the Chairperson of the Committee or of any two other Committee members.
2. *Agenda.* The Chairperson of the Committee shall develop and set the agenda for each meeting of the Committee. The agenda and all available information concerning the business to be conducted at each Committee meeting shall be, to the extent practicable, delivered to the Committee members sufficiently in advance of each meeting to permit meaningful review.
3. *Manner of Acting.* The Committee may not make decisions on behalf of the Board of Trustees, nor may it make decisions that will bind Buffalo Commons Charter School. For all binding decisions, the Committee may make recommendations to the Board of Trustees for a full Board vote in accordance with the bylaws. Any action required or permitted to be taken at any meeting of the Committee may be taken without a meeting, if all members of the Committee consent thereto in writing or by electronic transmission, and the writing or writings or electronic transmission or transmissions are filed with the minutes of proceedings of the Committee.
4. *Conduct of Meetings by Telephone or Other Means.* To the extent permitted by law, members of the Committee may participate in a meeting of the Committee by means of a conference telephone or other communications equipment through which all persons participating in the meeting can hear each other, and participation in a meeting in such a manner shall constitute presence in person at such meeting.

Duties and Responsibilities

1. Review Buffalo Commons Charter School's long-term financial and investment plans and strategies, including its investment objectives.
2. Review and make recommendations to the Board regarding Buffalo Commons Charter School's annual operating budget.
3. Review and make recommendations to the Board regarding any proposed capital expenditure that is required to be approved by the Board.
4. Review and make recommendations to the Board with respect to any proposal to

- divest any asset, investment, real or personal property or business interest of Buffalo Commons Charter School, if such divestiture is required to be approved by the Board.
5. Review Buffalo Commons Charter School's major banking, insurance and other financial relationships.
 6. Review Buffalo Commons Charter School's federal, state and local tax filings with the independent and internal auditors.
 7. Report regularly to the Board of Trustees regarding issues arising before, and actions taken by, the Committee.
 8. Review and reassess the adequacy of this charter periodically as circumstances dictate, but no less frequently than annually, and recommend any proposed changes to the Board for approval.
 9. Perform any other activities consistent with this charter, the bylaws and governing law as the Committee or the Board deems necessary or appropriate.

Authority and Resources

1. The Committee shall have the sole authority to retain and terminate independent advisors as it determines necessary to carry out its duties. The Committee shall have sole authority to determine the extent of funding necessary for payment of compensation to such advisors and other retention terms.
2. The Committee may request any officer or employee to attend a meeting of the Committee or to meet with any members of, or advisors to, the Committee.
3. The Committee may form and delegate any or all of its duties and responsibilities to subcommittees consisting of one or more members to perform such duties as the Committee deems appropriate.

Governance and Nominating Committee

The purpose of the Governance and Nominating Committee (the "Committee") is to assist the Board of Trustees of Buffalo Commons Charter School in fulfilling its oversight responsibilities through effective governance and management, including with respect to the nomination of Trustees and such other matters as the Board of Trustees may from time to time determine.

Composition

1. *Membership.* The Committee shall be a standing committee of the Board comprised of at least three (3) but no more than five (5) members. Committee members shall be appointed by the Board. Committee members shall be (re)appointed by the Board on an annual basis upon the recommendation of the Governance and Nominating Committee.
2. *Chairperson.* The Chairperson of the Committee shall be appointed by the Board.
3. *Resignation, Removal and Vacancies.* Members shall serve until their successors are duly appointed and qualified or until a member's earlier resignation or removal. Members may resign at any time upon notice given in writing or by electronic transmission to the Chairperson of the Committee. Members may be removed, and any vacancies on the Committee shall be filled, by the Board.

Operations

1. *Meetings.* The Chairperson of the Committee, in consultation with the other Committee members, shall determine the schedule and frequency of the Committee meetings. In any event, meetings of the Committee may be called at the request of the Chairperson of the Committee or of any two other Committee members.
2. *Agenda.* The Chairperson of the Committee shall develop and set the agenda for each meeting of the Committee. The agenda and all available information concerning the business to be conducted at each Committee meeting shall be, to the extent practicable, delivered to the Committee members sufficiently in advance of each meeting to permit meaningful review.
3. *Manner of Acting.* The Committee may not make decisions on behalf of the Board of Trustees, nor may it make decisions that will bind Buffalo Commons Charter School. For all binding decisions, the Committee may make recommendations to the Board of Trustees for a full Board vote in accordance with the bylaws. Any action required or permitted to be taken at any meeting of the Committee may be taken without a meeting, if all members of the Committee consent thereto in writing or by electronic transmission, and the writing or writings or electronic transmission or transmissions are filed with the minutes of proceedings of the Committee.
4. *Conduct of Meetings by Telephone or Other Means.* To the extent permitted by law, members of the Committee may participate in a meeting of the Committee by means of a conference telephone or other communications equipment through which all persons participating in the meeting can hear each other, and participation in a meeting in such a manner shall constitute presence in person at such meeting.

Duties and Responsibilities

1. Make recommendations to the Board with respect to the Board's corporate governance policies, procedures and basic governance documents, such as the bylaws and Committee charters.
2. Adopt criteria for candidates for nomination to the Board of Trustees.
3. Propose, for the Board's approval, a slate of Trustees for each annual meeting of the Board at which Trustees will be elected.
4. Review with the Board of Trustees the skills and characteristics of Trustee candidates, including integrity, judgment and areas of expertise.
5. Review any potential conflicts with respect to a Board member's eligibility for Board service, and make recommendations in respect thereof to the Board.
6. To the extent there are vacancies on the Board of Trustees or any committee, screen, evaluate and propose suitable candidates for the Board to consider, consistent with the policies and principles set forth in this charter.
7. Review with the Board of Trustees, on an annual basis, the current size, structure and composition of the Board as a whole, and whether Buffalo Commons Charter School is being well-served by the Trustees, taking into account the skills and characteristics required of Board members, the Trustees' record of service (if incumbent),

attendance record, meeting preparation and overall contribution to the Board, and other factors such as independence and diversity.

8. Identify and recommend to the Board Trustee candidates to serve as members of the committees, and as Chairpersons for each committee.
9. Develop an annual process for self-evaluation of the Board of Trustees as a whole and for individual Trustees and identify areas for improvement.
10. Report regularly to the Board of Trustees regarding issues arising before, and actions taken by, the Committee.
11. Review and reassess the adequacy of this charter periodically as circumstances dictate, but no less frequently than annually, and recommend any proposed changes to the Board for approval.
12. Perform any other activities consistent with this charter, the bylaws and governing law as the Committee or the Board deems necessary or appropriate.

Information Required by the Board: The BOT receives information from the ED and other senior school leaders throughout each year. A sample of that information is below and a draft dashboard is found in Figure 13.3, at the end of the section.

1. Monthly ED dashboard report often including snapshots of the following categories:
 - a. Academic
 - b. Financial
 - c. Enrollment/Attendance
 - d. Recruitment
 - e. Facility
 - f. Personnel
 - g. Students and Faculty to Celebrate
 - h. Media coverage
 - i. Unique challenges
2. Monthly report from the Finance Committee including:
 - a. Statement of accounts
 - b. Budget to actuals update
 - c. Proposed changes to the approved budget
3. Quarterly report from the Academic Excellence Committee including:
 - a. Analysis of student scores in context of annual goals
 - i. Universal screening scores
 - ii. Interim assessment scores
 - iii. NYSTP scores
 - iv. Torrance Tests of Creative Thinking Scores
 - v. Collaboration Rubric Scores
 - vi. Disaggregated subgroup scores in each assessment
 - b. Changes to curriculum and/or instruction programs or methodology
4. Annual Internal Programmatic Audit from the ED including:
 - a. A discussion of the progress toward all the school's goals and objectives

- b. A discussion of status in relation to each the benchmarks in the SUNY Accountability Framework
- c. The results of the most recent independent financial audit
- d. A synopsis of the evaluations of school personnel
- e. Data on faculty, student, and parent satisfaction

Board Meetings: The BOT holds monthly public, meetings at the school site throughout the school year. Operated in accordance with New York State Open Meeting laws, parents, employees, and the public are welcome to attend board meetings, which provide the opportunity for public comment and to directly address the Board.⁶ The dates and times of those meetings are posted to the school website at least two weeks in advance, and parents are notified through email and newsletters to encourage their participation. Board meetings are conducted in accordance with Robert’s Rules of Order and the school’s bylaws. The bylaws that govern the BCCS BOT are contained in R-13d and provide more detail regarding the procedure for conducting board meetings, public notice of charter school board meetings, and the method of appointment or election of trustees. In addition to monthly meetings, the Board will have an annual retreat.

Board Recruitment and Selection: The BOT, which currently numbers nine members, will recruit an additional three members throughout the planning year (with an ex-officio parent rounding out the board’s final seat). Upon authorization, primary responsibility for the recruitment and selection of trustees will be held by the Governance and Nominating Committee who will review current practices and adopt a specific protocol for recruitment and selection. At present our recruitment has taken place in three phases:

1. *Initial Outreach:* Initial outreach can be conducted in person, over the phone, or via email. The goal of initial outreach is to engage potential candidates, inform them about the school, and gauge their interest in volunteering for the school at the board (or another) level.
2. *Face-to-Face Meeting:* Upon receiving a positive response to initial outreach, members of the board meet with the candidate in person. The objective of the face-to-face meeting is to learn more about their personal and professional experiences and generally evaluate their “fit” for BCCS while also conveying the mission and vision of the school and the commitment required of board members. We make sure to mention the three standing committees of the board: governance, academic oversight, and finance. At the end of the second phase BOT members rate the candidate on our internal rubric and share notes about the conversation with the rest of the BOT. The criteria for candidates is broken into professional and personal categories:
 - a. *Professional*
 - i. Shows interest in the mission of Buffalo Commons.
 - ii. Understands the work of the Board.
 - iii. Possesses skills needed by our Board.

⁶ In accordance with New York Open Meeting Law, there are specific instances wherein the board may enter into private executive sessions provided that “no action by formal vote shall be taken to appropriate public monies”. (Public Officers Law, Article 7, subsection 105)

- iv. Has connections in the community.
 - v. Shows interest and willingness to fundraise and/or donate.
 - vi. Has prior community involvement.
- b. *Personal*
- i. Ability to listen.
 - ii. Ability to express ideas and opinions clearly.
 - iii. Ability to participate effectively in a conversation.
 - iv. Positive attitude.
 - v. Availability to participate in Board work.
3. *Candidate Gets to Know BCCS:* Candidates who are well received and rank high on the rubric are asked to officially submit a resume, and are invited to attend an upcoming board meeting. In the intervening time we ask them to carefully review the following documents:
- *Letter of Intent:* This will help the candidate learn about the school and its mission.
 - *Proposed Budget:* This will help the candidate learn about the school's financial condition.
 - *Bylaws:* These will provide basic information about board composition, operations and structure.
 - *Board Calendar:* 1st Tuesday of every month, 7-9 pm. Location can vary.
4. *Debrief BOT Meeting and Documents:* After their attendance of the BOT meeting, the Board representative debriefs the candidate's thoughts about the meeting and the materials above. We evaluate the candidate a final time, looking for personal and professional capacity. If the BOT representative(s) approve, the candidate is nominated to the board official selection.
5. *Selection:* Selection of Trustees is covered in detail in our bylaws (see R-13d). Essentially, the board may elect a new trustee through a simple majority vote. Vacancies may be filled at any time. Generally speaking the board uses the evaluations conducted in the recruitment phase, along with any additional sources of information available including resumes, reference checks, etc. to help make a determination about a candidates' selection.

New Board Member Orientation: New board members are initially oriented to the team by the Board Chair, Governance and Nominating Committee Chair and the ED in a meeting with a prescribed agenda and pre-reading. They are provided with background documents regarding charter board service, access to minutes from previous board meetings, all relevant BCCS documents, and are invited to all board meetings. Trustees that are new to board service are asked to complete the online nonprofit board training module offered by Charity Strong.

Board Development and Training: Our board meets for an annual retreat to train in best practices and to lay out strategic plans for the short term (2-5 years) and long term (5-10 years). At least initially we will work with consultants to develop the board. We will likely partner with a local expert used by other Buffalo Charters, or a national outfit like Charter Board Partners or BoardonTrack.

(c) Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

13C1. Stakeholder Participation

BCCS has been designed with the feedback of many parents through our community outreach (see R-03j). BCCS also creates systems that encourage parents' involvement with the school community and decision-making so that their input continues as the school matures. BCCS plans an active role for parents in the governance and administration of the school. Three key components of that system are listed below:

1. The school facilitates the development of a Parent Teacher Organization (PTO) to be governed by the parents of the children at the school. The PTO will be free to organize its own governance and committee structure. The PTO will be involved in a variety of activities in the school, including fundraising events, field trips, and school promotion in the community. The school administration will also encourage and facilitate less formal parent-teacher gatherings to promote a trusting and collaborative school environment.
2. There will always be at least one parent of an active student on the BCCS BOT. Additionally, a regular item on the Board's agenda will be a report by the PTO President regarding past work on school issues or any new issues that they would like to bring before the board for attention or consideration.
3. Parents may be called on to be members of standing and/or ad hoc board committees. From time to time, as the BCCS Board or ED requests, the PTO will be asked to participate in, or comprise, advisory or ad hoc committees to study or implement specific policies or actions for the charter school. For example, committees may be formed to study and advise on building expansion or student recruitment activities that would assist the board or administration with how best to proceed on these or other vital issues faced by the charter school.⁷

⁷ Formal participation in the Parent Teacher Organization is not required for parents to participate at public meetings, serve on ad hoc committees, or meet with or make recommendations to the BCCS Board and administration.

Figure 13.3: Draft Monthly ED BOT Dashboard⁸

SCHOOL DEMOGRAPHIC REPORT

ENROLLMENT BREAKDOWN			
Total Students		Black	
Kindergarten		White	
Grade 5		Hispanic	
Male		Asian	
Female		Other	
Free/Reduced Lunch			
SPED			
ELL			

PERSONNEL			
	Current Month	Prior Month	Prior Year Mon. Avg.
Total FTEs			
Hires			
Attrition			
Sick Days			
Vacation Days			

BOARD		
	Prior Month	YTD Avg
Trustees		
Meeting Attendance		

⁸ Adapted from Persistence Prep, a recently authorized SUNY charter school in Buffalo.

ENROLLMENT AND ATTENDANCE REPORT

SCHOOL ENROLLMENT

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Actual											
Budget											
Over/Under											

AVERAGE DAILY ATTENDANCE (ADA)

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
ADA											

ATTRITION RATE

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
# of Students											

ATTRITION DETAIL

Student Name	Date	Reason for Leaving

DISCIPLINARY ACTION: NUMBER OF SUSPENSIONS

Total		Black	
Kindergarten		White	
5 th Grade		Hispanic	
Male		Asian	
Female		Other	

FINANCIAL REPORT

REVENUE VS. EXPENDITURE				
	YTD		Over/(Under)	Actual % of Total
	Actual	Budget		
Revenue				
State				
Federal				
Fundraising				
Grant				
Total				
Expenditure				
Payroll and Benefits				
Instructional				
Facilities				
Loans				
Other				
Total				

OPERATING RESERVE			
	YTD		Over/(Under) Budget
	Actual	Budget	
Total Operating Reserve			
Days of Operating Reserve			

ACADEMIC REPORT

ENGLISH LANGUAGE ARTS STAR SCREENING (STAR): MEAN STUDENT GROWTH PERCENTILE

Cohort	STAR 1	STAR 2	STAR 3	Goal Met
KA				Y/N
KB				Y/N
5A				Y/N
5B				Y/N
Total				Y/N

ENGLISH LANGUAGE ARTS STAR SCREENING (STAR): MEAN STUDENT GROWTH PERCENTILE

Subgroup	STAR 1	STAR 2	STAR 3	Goal Met
Black				Y/N
White				Y/N
Hispanic				Y/N
Asian				Y/N
SPED				Y/N
ELL				Y/N
Econ. Dis.				Y/N

MATH STAR SCREENING (STAR): MEAN STUDENT GROWTH PERCENTILE

Cohort	STAR 1	STAR 2	STAR 3	Goal Met
KA				Y/N
KB				Y/N
5A				Y/N
5B				Y/N

Total				Y/N
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MATH STAR SCREENING (STAR): MEAN STUDENT GROWTH PERCENTILE

Subgroup	STAR 1	STAR 2	STAR 3	Goal Met
Black				Y/N
White				Y/N
Hispanic				Y/N
Asian				Y/N
SPED				Y/N
ELL				Y/N
Econ. Dis.				Y/N

ENGLISH LANGUAGE ARTS INTERIM ASSESSMENTS (IA): PERCENT MASTERY

Cohort	IA 1	IA 2	IA 3	IA 4	Goal Met
KA					Y/N
KB					Y/N
5A					Y/N
5B					Y/N
Total					Y/N

ELA INTERIM ASSESSMENTS (IA): PERCENT MASTERY

Subgroup	IA1	IA2	IA3	IA4	Goal Met
Black					Y/N
White					Y/N
Hispanic					Y/N
Asian					Y/N
SPED					Y/N
ELL					Y/N

Econ. Dis.					Y/N
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MATH INTERIM ASSESSMENTS (IA): PERCENT MASTERY					
Cohort	IA1	IA2	IA3	IA4	Goal Met
KA					Y/N
KB					Y/N
5A					Y/N
5B					Y/N
Total					Y/N

MATH INTERIM ASSESSMENTS (IA): PERCENT MASTERY					
Subgroup	IA1	IA2	IA3	IA4	Goal Met
Black					Y/N
White					Y/N
Hispanic					Y/N
Asian					Y/N
SPED					Y/N
ELL					Y/N
Econ. Dis.					Y/N

MISCELLANEOUS

CHALLENGES	
CAMPUS HIGHLIGHTS	
MEDIA	
SPECIAL PROJECTS	

REQUEST 13d: BY-LAWS

Provide a draft of the proposed education corporation’s governing by-laws.

13D1. Draft By-laws

**Draft BY-LAWS OF
BUFFALO COMMONS CHARTER SCHOOL, INCORPORATED**

Adopted by the Board of Trustees on _____, 2018

ARTICLE I

Purpose of Buffalo Commons Charter School

1. Mission. The Mission of Buffalo Commons Charter School (the “Charter”) is to prepare a diverse community of K-8 students for successful and impactful lives by developing their academic, creative, and collaborative skills.

Buffalo Commons Charter School will be organized and operated to further this mission through: rigorous and engaging curriculum; co-taught classroom environments; individualized and small group instruction each day; creative problem-solving in special Innovations classes; cross-age mentorships; and a diverse student body

2. Governance. Buffalo Commons Charter School shall be governed solely by a Board of Trustees. The Board of Trustees shall operate according to these By-Laws and the Conflict of Interest Policy.

3. Scope of Authority. Pursuant to Charter Schools Act § 2853(1)(g), the Board has final authority for policy and operational decisions of the Charter, and the Board may delegate decision-making authority to officers and employees of the school in accordance with the provisions of the Charter.

ARTICLE II

Board of Trustees

1. General. The affairs of this Charter School shall be managed by its Board of Trustees (the “Board”).

2. Number. The number of Trustee of the Charter shall, from time to time, be the number fixed by resolution of the sole member, which shall be not less than five (5) or more than thirteen (13)

3. Minimum Qualifications. Each Trustee shall be at least eighteen (18) years of age. At least one trustee must be a parent or guardian whose child or children are currently enrolled in the Charter ("Parent Trustee"). Should the child graduate or no longer be enrolled in the school, the parent or guardian Trustee may be subject to removal. At least one Trustee must permanently reside within direct proximity to the Charter's location ("Local Community Trustee"). Should the Trustee change residence, the Trustee may be subject to removal. The Trustee acting as Parent or Guardian mandated Trustee may also serve as the Local Community Trustee.

4. Election and Term of Office. The Board of the charter shall elect the Board of Trustees by a three-quarters majority of the Board. Trustees shall serve for no more than six (6) years as a Trustee. A Trustee may select the length of his or her term, which shall be no less than one (1) year and no greater than three (3) years. Such announcement of term length must be made prior to election to the Board of Trustees. All term limits will begin starting in June 2019. All time spent serving on the Board of Trustee prior to June 2019 will not be counted towards Trustee term limits. All Trustee term lengths are subject to modification pursuant to Schedule A attached to these By-Laws.

5. Resignation. Any Trustee may resign at any time by giving written notice of such resignation to the Board of Trustees.

6. Removal. Any Trustee may be removed for cause as determined by a majority of the Board of Trustees of the Charter. Any Trustee may be removed by three-quarters of the Board at any time with or without cause. Any Trustee subject to a vote of removal shall be given two weeks prior notice of such vote and an opportunity to be heard at the next Board meeting.

7. Vacancies. At any board meeting, the Board may elect to fill any vacancy occurring in the Board by reason of death, resignation, removal, refusal to serve, or otherwise.

8. Compensation. Members of the Board shall not receive any compensation for their service as Trustees, but the Board may, by resolution, authorize reimbursement of expenses incurred in the performance of their duties. Nothing herein shall preclude a Trustee from serving the Charter School in any other capacity and receiving compensation for such services.

9. Voting. All Trustees shall be counted as one vote. Under no circumstance shall a Trustee be counted as more than one vote.

10. Committees of the Board. The Board may create Committees should the need arise. The Board shall adopt any Committee by a majority vote of the Board. The Committee may include any person deemed fit for the purpose of the Committee, unless otherwise noted. A Committee may be adopted for any purpose deemed appropriate by the Board. All Committees must make regular reports to the Board. The Board may dissolve any Committee by a majority vote of the Board. No Committee shall bind the Board or Charter without Board authorization.

- a. Any member of the Board's audit or finance committee must be Board members. At least one member of the Board's audit or finance committee must possess the competency to understand financial statements, evaluate auditing bids, and make sound financial decisions.

11. Duties and Conduct of Trustees. Each Trustee must abide by a duty of care, duty of loyalty, duty of obedience to the mission of the Charter and Charter well-being. Each Trustee must also follow the Conflict of Interest Policy, Code of Ethics, other relevant provisions of these By-Laws, and all applicable state and local laws.

ARTICLE III

Meetings of the Board

1. Regular Meetings. The Board shall hold regular meetings with such frequency as from time to time by the Board. At a minimum, the Board shall meet at least ten (12) times a year and at least three (3) weeks apart from a previous meeting.

- a. All regular meetings shall be open to the general public. Only in a limited Executive Session may the Charter's business be transacted in closed-door discussions.
 - i. Executive Session shall be entered into only upon vote at an open meeting of a majority of total Board Trustees. The topics and subjects of the Executive Session must be disclosed prior to entering Executive Session.

2. Special Meetings. Special meetings of the Board may be called by the Chair and such call shall be issued whenever requested in writing by any two of its Trustees. Special Meetings are not subject to the notice requirements below. Special Meeting may be called with 24 hours notice; no Trustee must confirm the meeting; and the Special Meeting shall follow quorum rules as described below.

3. Notice of Meetings. The Board shall give public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given or electronically transmitted to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. Public notice of the time and place of every other meeting shall be given or electronically transmitted, to the extent practicable, to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto. The public notice provided for by this section shall not be construed to require publication as a legal notice.

4. Quorum. At all meetings of the Board, a majority of the total Trustees then in office shall constitute a quorum for the transaction of business, provided, however, that in no event shall less than one-third of the entire number of Trustees constitute a quorum. When a quorum is once present to organize the meeting, the quorum must remain for the entirety of the meeting. Physical presence by Trustee is not required for a quorum: a Trustee may use video or telephone conferencing services, excluding electronic mail or text messaging services, to constitute presence; however, half of the quorum must be physically present at the meeting. There shall be no voting by proxy.

5. Adjournment if No Quorum. If less than a quorum is present for any duly noticed meeting of the Board, a majority of the Trustees present may adjourn the meeting. The majority of present Trustees must reschedule the adjourned meeting within thirty days of adjournment. No notice need be given for adjournment of such meeting described in this section but notice must be given for the rescheduled meeting. No adjourned meeting shall constitute a “previous meeting” for purpose of Section 1 of this Article.

6. Voting of Trustees. The vote of the majority of the Trustees at a meeting which is quorum is present shall be the act of the Board, unless the vote of a greater number is required by these By-Laws.

7. Action by Board Without a Meeting. Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all the members of the Board or Committee consent in writing, including electronic mail but not text messaging services, to the adoption of a resolution authorizing the action. All Trustees must confirm notification of consent to such action; written consent may serve as confirmation of notification.

8. Conference Video and Telephone. As noted in Section 5 of this Article, any one or more members, so long as it does not constitute a half of the quorum, may participate in a meeting of the Board or committee by means of a video conference or telephone conference or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time, but not electronic mail

or text messaging services. Participation by such acceptable means shall constitute presence in person at a meeting.

9. Minutes. The Secretary of the Charter shall take minutes of the regular meetings and executive sessions and note all actions taken and vote tallies. Following the conclusion of each meeting the secretary shall distribute the minutes by electronic mail to the Board. Minutes of an open meeting must be available to the public within two weeks after the open meeting date. Minutes of an executive session must be available to the public within one week after the executive session date.

10. Public Accessibility. The Board meetings may provide a reasonable amount of time at each Board meeting for public input. All Board meetings may be attended by the public, and the meetings must be held either at the Charter facility(ies) or other publicly accessible location. Notice must be provided in accordance with New York State Open Meetings law and Section 3 of this Article.

ARTICLE IV

Officers

1. Designation. The Board of Trustees, by a three-quarters majority, shall elect a Chair, Vice-Chair, Secretary, and Treasurer, and by resolution, may elect such officers as the Board of Trustees may determine. Elected Trustees shall be known as Officers of the Board of Trustees

2. Election and Term of Office. Officers shall serve staggered terms as described in Schedule A attached to the end of these By-Laws. A Trustee may run for any position(s) the Trustee wishes and any number of times. Any Officer must still comply with the Trustee term limits described in Article II, Section 4. Should the Trustee Term limits conflict with the Officer Term limits, the Trustee may still run for any position, but the Trustee must resign any elected position at the expiration of the Trustee's term. Any potential expiration during elected term shall be disclosed prior to voting.

3. Resignation. Any Officer may resign at any time by giving written notice of such resignation to the Board of Trustees.

4. Removal. Any Officer may be removed from his or her position for cause as determined by a majority of the Board of Trustees of the Charter. Any Officer may be removed by three-quarters of the Board at any time without cause. Any Trustee subject to a vote of removal shall be given two weeks prior notice of such vote and an opportunity to be heard at the next Board meeting.

5. Vacancies. At any board meeting, the Board may elect to fill any vacancy occurring in an Office by reason of death, resignation, removal, refusal to serve, expiration of term or otherwise.

6. Compensation. Officers shall not receive any compensation for his or her service as an Officers, but the Board may, by resolution, authorize reimbursement of expenses incurred in the performance of his or her duties. Nothing herein shall preclude an Officer from serving the Charter in any other capacity and receiving compensation for such services.

7. Officers.

a. Chair. The Board Chair shall be responsible for the overall functioning of the Board: facilitate board meetings, oversee work of the committees, act as a liaison with the Executive Trustee of the Charter to developer Board agendas and Charter goals, responsibility for the overall functioning of the board. The Board Chair shall faithfully execute all other duties necessary and proper to carrying out the purpose of the Charter and pertaining to the office.

b. Vice-Chair. In the absence of the Chair, the Vice-Chair shall faithfully execute all of the duties pertaining to the office of the Chair and all other duties necessary and proper to carrying out the purpose of the Charter; and shall perform such duties as the Board and the Chair may from time to time prescribe.

c. Secretary. The Secretary shall keep a record of the proceedings of all meetings of the Board (minutes); and shall have custody of the records and papers of the Charter not otherwise provided for; shall act as the legal liaison with the State Education Department; shall assist in any legal compliance necessary to fulfill Charter mission and continue operations; and shall perform other duties customarily performed by the Secretary of a Charter.

d. Treasurer. The Treasurer shall oversee all matters related to Charter finances, property, and budget; shall receive all monies of the Charter and deposit the same in such bank of banks as directed by the Board of Trustees; shall collect all contributions and keep an accurate account of all receipts and disbursements; shall present a detailed report of the accounts of the Charter when directed by the Board; shall pay out all funds by order of the Board; and shall perform the duties customarily performed by the Treasurer of a Charter.

ARTICLE V

Indemnification of Trustees and Officers

1. Indemnification. The Charter shall indemnify to the broadest and maximum extent permitted by the New York Not-for-Profit Charter law, as the same exists on the date of the adoption of this Article or to the greater extent permitted by any amendment of that law (the intent being, to provide the greatest of those indemnification rights permitted by that Law at any time from the time of that act or omission through the final disposition of the action) any person made or threatened to be made a party to any action or proceeding, whether civil, criminal, administrative, or investigative, including an action by or in the right of any other Charter, partnership, joint venture, trust, employee benefit plan or other enterprise which any Trustee or officer of the Charter served in any capacity at the request of the Charter, by reason of the fact that such person is or was a Trustee or officer of the Charter, or that such person is or was serving such other enterprise at the request of the Charter; provided, however, that the Charter shall provide indemnification in connection with any such action or proceeding initiated by an Indemnitee only if such action or proceeding authority was authorized by the Board of Trustees.

2. Advances. Expenses incurred by an Indemnitee in defending an action or proceeding, shall be paid by the Charter in advance of the final disposition of such action or proceeding upon receipt of an undertaking by or on behalf of an Indemnitee to repay the expenses so advanced by the Charter to the extent they exceed the indemnification to which the Indemnitee is entitled. Unless otherwise required by law, such Indemnitee shall not be required, as a condition of obtaining advancement of expenses hereunder, to show that the Indemnitee has met the applicable standard of conduct provided by the law for indemnification in connection with such action or proceeding.

3. Inurement. The rights of indemnification and advancement of expenses provided for in this Article shall inure to the benefit of the Indemnitee's legal representatives, heirs, and distributees.

4. Insurance. The Board of Trustees of the Charter may, in its discretion, authorize the Charter to purchase and maintain insurance to indemnify itself for any obligation, which it incurs as a result of the indemnification of any Indemnitee or to indemnify any Indemnitee to the fullest extent permitted by law.

5. Interpretation. To the extent permitted under applicable law, the rights of indemnification and advancement of expenses provide in this Article: (a) shall be available with respect to events occurring prior to adaptation of this Article; (b) shall continue to exist after any rescission or amendment; (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding, or at the sole discretion of the Indemnitee (or, if applicable, at the sole discretion of the heirs, distributees, or legal representatives of such Indemnitee seeking such rights), on the basis of applicable law in effect at the time such rights are claimed; and (d) shall be in the nature of the contract rights that may be

enforced in any court of competent jurisdiction as if the Charter and the Indemnitee were parties to a separate written agreement.

6. Other Rights. The rights of indemnification and advancement of expenses provided in this Article shall not be deemed exclusive of any other rights to which any Indemnitee or other person may now or hereafter be otherwise entitled, whether contained in the Certificate of Incorporation, these By-Laws, a resolution of the Board of Trustees, or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and advancement of expenses provided in this Article shall not be deemed exclusive of any right, pursuant to statute or otherwise, of any Indemnitee or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Charter or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

7. Severability. If this Article or any part hereof shall be held unenforceable in any respect by court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and the remainder of the Article shall remain fully enforceable.

ARTICLE VI

Offices

1. Office. The office of the Charter shall be the school building(s) located within the City of Buffalo, County of Erie, State of New York.

ARTICLE VII

Miscellaneous

1. Fiscal Year. The fiscal year of the Charter shall begin on the first day of July and terminate on the last day of June in each calendar year.

2. Seal. The seal of the Charter shall be in the form a circle and shall bear the name of the Charter and the year of the incorporation.

3. Inspections. The Board hereby acknowledges that pursuant to Charter Schools Act § 2853(a), the Board of Regent and Chartering Entity may visit, inspect, and examine the school records of each school it approves to ensure compliance with all applicable laws, regulations, and charter provisions.

4. Liability of Other Entities. The Board hereby acknowledges that pursuant to Charter Schools Act § 2853(1)(h), the Chartering Entity, Board of Regents, Local School District, and the State of New York, are not liable for the debts, financial obligations, and civil liabilities of the Charter.

ARTICLE VIII

Amendments

These By-Laws may be amended, repealed, or altered in whole or in part by the majority vote of the Board of the Charter at any regular or special meeting of the Board.

SCHEDULE A

Board of Trustees - Terms

<u>Trustee Name</u>	<u>Proposed Trustee Position</u>	<u>Trustee Term</u>	<u>Officer Term</u>
Sheri Rodman	Chair	1 – 6 years	3 years
Alexa Schindel	Vice-Chair	1 – 6 years	1 year
Michael Mohr	Potential Treasurer	1 – 6 years	2 years
Ari Goldberg	Secretary	1 – 6 years	3 years
Melissa Leopard	Trustee	1 – 6 years	N/A
Miriam Kelley	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Cherish Davis	Trustee	1 – 6 years	N/A
Aliesa Adelman	Trustee	1 – 6 years	N/A
Robert Lowery	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Trustee	1 – 6 years	N/A
Vacant	Parent - Trustee	1 – 6 years	N/A

REQUEST 13e: CODE OF ETHICS

The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law.

13E1. Draft Code of Ethics and Conflict of Interest

Draft CODE OF ETHICS OF BUFFALO COMMONS CHARTER SCHOOL

Adopted by the Board of Trustees on _____, 2018

1. Code of Ethics Purpose

The Buffalo Commons Charter School (BCCS) Board of Trustees (the “Board”) adopts this Code of Ethics in furtherance of the BCCS Mission:

Buffalo Commons prepares a diverse community of students for successful and impactful lives by developing their academic, creative, and collaborative skills.

2. Application of Code of Ethics

This Code applies to all persons employed, volunteering, or working on behalf of or with BCCS, which is inclusive of, but not limited to: Trustees, employees, teachers, independent contractors, and volunteers.

3. Expectations

- a. All applicable persons must make good faith efforts to further the BCCS mission in all actions taken with BCCS in mind.
- b. All applicable persons must act as a fiduciary to BCCS. The applicable person owes a duty of loyalty and duty of trust to BCCS that prevents any self-dealing, or action adverse to the interests of BCCS, or entrance into any situations that would impair the independence of judgment in the exercise of duties.
 - i. Any Trustee shall reference the Conflict of Interest policy for resolution.

- ii. Any other applicable person shall work to avoid any situations that undermine duties owed to BCCS or resolve them in good faith if unavoidable.
- c. All applicable persons must take generally accepted community standards into account when making any decisions or participating in any activity concerning BCCS.
- d. All applicable persons should take the BCCS Mission, their fiduciary duties, and generally accepted community standards into consideration when acting outside of their scope as an applicable person (as defined in section 2).
 - i. Any activity participated in by an applicable person may reflect in negative or positive ways on BCCS.
- e. Failure to abide by this Code of Ethics may result in disciplinary action or thorough review of the relationship between BCCS and the applicable person.
- f. All applicable person must report in writing to the secretary of the Board of Trustees if a conflict or potential conflict with these duties, as described in this code of ethics exists.

Draft CONFLICT OF INTEREST POLICY
OF
BUFFALO COMMONS CHARTER SCHOOL

A corporation governed by the
Not-for-Profit Corporation Law of New York

Adopted by the Board of Directors on _____, 20__

1. Policy Statement

It is the policy of Buffalo Commons Charter School (“BCCS”) that any Board of Trustees Members, Staff, or Committee Member having a financial interest or whose immediate family member has a financial intent in BCCS transactions, normal operations, or other activities, must

disclose his or her interests and abstain from any deliberations or voting in matters which impact, or may appear to a reasonable stakeholder in observance of BCCS activities to impact, him, her, or related parties financially, professionally, or personally.

This policy is designed to provide BCCS with a procedure, which, if observed, may determine that a transaction may be treated as valid and binding even though a Trustee, Staff, or Committee member has or may appear to have a conflict of interest with respect to the transaction.

This policy is intended to comply with the procedure prescribed in in New York State Not-for-Profit Corporation Law Section 715 and 715-a governing conflicts of interest of nonprofit corporations. In the event there is an inconsistency between the requirements and procedures prescribed herein and those in New York State Not-for-Profit Corporation Law Section 715 and 715-a, the statutes shall control.

2. Policy Interpretation and Implementation

a. Members of BCCS Board of Trustees, Staff, or Committee Member must:

- i. Complete an annual disclosure statement made in good faith;
- ii. List to the best of their knowledge any Conflict of Interest situations in which they or their relatives, as defined below, may be involved which could now or in the future lead to a conflict of interest with BCCS;
 1. “Relatives” are considered to include a person's spouse, domestic partner as defined in section 2994-A of the New York Public Health Law, child (whether natural or adopted), spouse of a child (whether natural or adopted), sibling, or a persons’ spouse’s siblings or parents (in-laws).
- iii. Disclose any financial interest or employment relation of any such relative with any supplier of goods or services to BCCS;
- iv. Disclose any financial interest or any fiduciary (e.g. board membership) relationship or employment relationship of any such relative with any party participating in a contract or transaction with BCCS; or
- v. Disclose financial interest, fiduciary relationship, or employment relationship of any such relative with any party which competes, directly, or indirectly, with BCCS in any activity in which BCCS is engaged.

b. Trustees, Staff, and Committee Members must agree to perform the following:

- i. Remain a fiduciary to BCCS and act in good faith in voting upon any matter involving the business activities of BCCS;
- ii. Protect confidential information as relates to activities of BCCS;
- iii. Notify the Chair of the Board and Executive Director of any circumstances that may appear to others to be a potential conflict of interest regardless of whether the circumstances actually create a conflict of interest;
 - 1. Such disclosure shall be made as soon as the possible Conflict of Interest is known.
- iv. Notify the Chair of the Board and the Executive Director of any activities of relatives, which may appear to others to be a conflict of interest situation;
 - 1. The Chair shall report the disclosure of any potential conflicts of interest involving Trustees, Staff or Committee Members not present at a meeting, and the disclosure shall be reflected in the minutes of the meeting.
- v. Refrain from any deliberations or voting on any transaction or other matter, in which the member has or may be perceived to have a conflict of interest;
 - 1. A person with the possible conflict of interest may not be counted in the quorum for any vote on the conflicted matter.
- vi. Report promptly to the Chair of the Board and to the Executive Director any future situation in which a possible conflict of interest may arise;
- vii. Refrain from accepting gifts, entertainment, or other favors under circumstances which may appear to influence the individual's performance of his or her duties;
- viii. Refrain from using information obtained as a Trustee, Staff, or Committee Member for the profit or advantage of the Trustee, Staff, or Committee Member or any business with which the person or a relative is associated.

Buffalo Commons Charter School shall adopt and comply with a Conflict of Interest

Policy as set forth in the attached document entitled:

CONFLICT OF INTEREST POLICY

PART 1 – PURPOSE

ARTICLE I

- 1.** The purpose of this Conflict of Interest Policy (“Policy”) is to ensure that the Trustees, Key Employees, and Committee Members of Buffalo Commons Charter School (“BCCS”) act in the Charter School’s best interests and comply with applicable requirements, including, but not limited to: the requirements set forth in this Policy, the requirements of New York Not-for-Profit Corporation Law, the requirements of New York State Charter Schools Act, New York State Open Meetings Law, and the goals of BCCS to strongly adhere to the highest standards of legal and ethical conduct in its business and educational practices in order to protect BCCS' interest when considering entering into a transaction or arrangement that might benefit the private interests of:
 - a.** A Trustee (as defined in section 701 of the Not-for Profit Corporation Law and referred in that section as Directors);
 - b.** Key Employee (as defined in section 713 of the Not-for-Profit Corporation Law, including without limitation, the Executive Director, and respective staff and any position defined on the BCCS Organization Chart attached hereto as Schedule B);
 - c.** A member of a committee that has assumed powers delegated to it by the Board of Trustees (Committee Member); or
 - d.** A relative of any person described in items (a) through (c).
 - i.** For purposes of this policy, a “relative” is considered to include a person's spouse, domestic partner as defined in section 2994-A of the New York Public Health Law, child (whether natural or adopted), spouse of a child (whether natural or adopted), sibling, or a person’s siblings by law through marriage, or parents by law through marriage.
- 2.** This policy supplements, but does not supersede or replace any applicable state and federal laws governing conflicts of interest in nonprofit or charitable or educational corporations and entities.
- 3.** The best interests of BCCS are to be a school that:
 - a.** prepares students to graduate from college and become skilled, engaged, and open-minded citizens of our democracy; and
 - b.** provides a diverse student body with excellent teachers, a rigorous interdisciplinary curriculum, and meaningful connections to the community.

Further interests of BCCS are made pursuant to Article I Section 1 of the By-Laws or any policy set forth by the Executive Director of BCCS.

PART 2 –DEFINING CONFLICT OF INTEREST

ARTICLE II

1. Conflict of Interest.

- a.** A conflict of interest undermines the ability of any Trustee, Key Employee, or Committee Member of BCCS to discharge the duties of their respective positions (1) in good faith; (2) with a degree of diligence, care, and skill that an ordinarily prudent person would exercise in similar circumstances in like positions; (3) to comply with applicable requirements, described in Part I; and (4) to act in the corporation's best interests described in Part I and in Article I Section 1 of the By-Laws of the BCCS.
- b.** A conflict of interest may arise through a Related Party Transaction, and it is the duty of the conflicted Trustee, Key Employee, or Committee Member to immediately disclose the conflict in a manner pursuant to Part 3, Article III of this Policy.
 - i.** A conflict of interest may exist or could reasonably exist when, for example, any BCCS Trustee, Key Employee, or Committee Member has entered or will enter into a transaction, in his or her capacity as part of BCCS, with a related party or family member, or the Trustee, Key Employee, or Committee Member has gained a financial interest in an entity that shares a similar purpose to BCCS or offers services BCCS may use.
- c.** Each Trustee, Corporate Employee, or Committee Member is expected to avoid any action or involvement, which would constitute the circumstances described in paragraph (a) of this section, and make a disclosure pursuant to Part III of this Policy if such conflict or possible conflict occurs.
- d.** The Executive Director must exercise extreme care and caution to avoid any circumstances or possible circumstances described in paragraph (a) of this section, and make an immediate disclosure pursuant to Part III of this Policy if such conflict or possible conflict or remotely possible conflict occurs.

2. Related Party.

- a.** A person who may be considered a Related Party of BCCS under this Policy includes:

- i. Any Trustee, Key Employee, or Committee Member becomes a Related Party when he or she has a direct or indirect financial interest, as defined below, or he or she has a relative, as defined below, who possess a financial interest;
 - ii. Relatives of any BCCS Trustee, Corporate Employee, or Committee Member;
 - iii. Any entity in which a person has a 25% or greater ownership or beneficial interest or, in the cases of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
 - iv. Founders of BCCS;
 - v. Substantial Contributors to the BCCS within the current fiscal year or the past five fiscal years;
 - vi. Persons owning a controlling interest—through votes or values—in BCCS;
 - vii. Any non-stock entity controlled by one or more Trustees, Key Employees, or Committee Members.
- b.** Any Trustee, Key Employee, or Committee Member that becomes a Related Party must immediately disclose the circumstances creating a conflict of interest or potential conflict to the Board of Trustees or Committee Member pursuant to Part 3, Article III, Section 1 of this Policy.

3. Financial Interest.

A Trustee, Key Employee, or Committee Member; relative; or related party, possess a financial interest when that party has or will have:

- a. An economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement;
- b. An ownership or investment interest in any entity with which BCCS has entered into or is negotiating a transaction or arrangement;
- c. A compensation arrangement with BCCS or with any entity or individual with which BCCS has entered into or is negotiating a transaction or arrangement; or
- d. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which BCCS has entered into or is negotiating a transaction or arrangement.

- i. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.
- ii. The making of a gift or donation to BCCS is not a Contract or Transaction in relation to this policy.

4. Relative.

- a. A Relative that may cause a conflict or constitute a related party, defined below, for purposes of this policy is a person's spouse, domestic partner as defined in section 2994-A of the New York Public Health Law, child (whether natural or adopted), spouse of a child (whether natural or adopted), sibling, or a person's siblings by law through marriage, or parents by law through marriage. This definition of Relative contained in this Policy supersedes all other definitions contained herein or in the By-Laws of BCCS.

5. Related Party Transaction.

- a. A Related Party Transaction occurs when any transaction, agreement, or any other agreement with BCCS in which a related party has a financial interest and such a transaction will substantially benefit the Related Party.
- b. Any Related Party Transaction will be considered a Conflict of Interest for Purposes of this Policy.

6. Board of Trustees Parent or Guardian Member.

Should the Board of Trustees contain a trustee that is also a parent or guardian of a student currently attending BCCS, such a familial or legal relationship will not be considered a conflict of interest pursuant to this policy.

PART 3 – PROCEDURES

ARTICLE III

1. Duty to Disclose.

- a. In connection with any actual or possible conflicts of interest or any scenario described in Part 2, Article II, Section 1, a related party must disclose the existence and nature of his or her financial interest or related party transaction to the Board of Trustees or Committee Members immediately upon becoming aware of the actual or possible conflict of interest.

- b. Any related party must describe the conflict disclose the existence and nature of his or her financial interest or related party transaction with reference to the terms and scenario described in Part 2, Article II, Section 1 and Part 2, Article II generally.

2. Determining Whether a Conflict of Interest Exists.

- a. After disclosure of the conflict or potential conflict, the related party shall leave the meeting of the Board of Trustees or Committee meeting (if otherwise entitled to be present thereat) while the conflict is discussed and voted upon. The remaining Trustees or Committee Members shall decide if a conflict of interest exists.
- b. The remaining Trustees or Committee Members may request that the related party present information as background or answer questions at a Trustee or Committee meeting prior to the commencement of deliberations or voting relation thereto, which the related party must not be present for.

3. Procedures for Addressing the Conflict of Interest.

- a. The Chair of the Board of Trustees shall, if appropriate, appoint a non-related party or committee to investigate alternatives to the proposed transaction or arrangement.
- b. After exercising due diligence, the Board of Trustees shall determine whether BCCS can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in BCCS' best interest and for its own benefit and whether the transaction is fair and reasonable to BCCS and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determinations.
- d. The Board must approve the transaction by not less than a majority vote of the board members present at the meeting.
- e. The Board must document—in writing—the basis for the board or committee's approval, including its consideration of any alternative transactions as well as any information pursuant to Article IV of this Part.
 - i. The Board may also consider including any pertinent information on the matter.

4. Violations of the Conflict of Interest Policy.

If the Board of Trustees has reasonable cause to believe that a Trustee, Corporate Employee, or Committee Member has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.

ARTICLE IV: RECORD OF PROCEEDINGS

The minutes of Board of Trustees meetings, and all meetings of Committees with Board of Trustees-delegated powers, shall contain specific information regarding disclosures of financial interest and the consideration and disposition of matters related thereto.

1. Information Concerning Related Parties.

Meetings shall include reporting on:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest;
- b. The nature of the Financial Interest or Related Party Transaction;
- c. Any action taken to determine whether a conflict of interest was present; and
- d. Decisions by the Board of Trustees or committees investigating whether a conflict of interest in fact existed.

2. Information Concerning the Consideration and Resolution of Disclosed Interests.

Meeting minutes shall reflect:

- a. The names of the persons who are present for discussions and votes relating to the transaction or arrangement;
- b. The content of the discussion, including any alternatives to the proposed transaction or arrangement; and
- c. A record of any votes taken in connection therewith.

Meeting minutes may contain a copy of the conflict of interest disclosure made by the related party.

3. The person(s) with the possible conflict of interest may not be counted in the quorum for any vote on the conflicted matter, and the person(s) must leave the room or area during the

vote, but the person(s) may provide further background to the Board. The Board must approve the transaction by not less than a majority vote of the board members present at the meeting.

ARTICLE V: COMPENSATION COMMITTEES

1. Vote of Committee Members Receiving Compensation.

A voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from BCCS for services is precluded from participating in any deliberations or voting on matters pertaining to that member's specific compensation.

ARTICLE VI: CERTIFICATIONS AND STATEMENTS

1. Annual Statement.

- a. Each Trustee, Corporate Employee, or Committee Member shall annually, on a date fixed by the Board of Trustees, complete, sign, and date a statement in the form attached hereto as Schedule A. Completion of such annual form certifies that such person is and has been in compliance with this Conflict of Interest Policy.
 - i. The Executive Director shall submit the form biannually, with the first statement due on the date fixed by the Board and the second date six months from the fixed date.
 - ii. Prior to the initial election of any Director, and biannually thereafter, such Director shall complete, sign and submit to the BCCS pursuant to this Article III, Section 1, a written statement identifying, to the best of the Director's knowledge, any entity of which such Director is an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or employee and with which BCCS has a relationship, and any transaction in which the BCCS is a participant and in which the Director might have a conflicting interest.
- b. Completion of the annual statement, or biannual statement in the case of the Executive Director, does not excuse any immediate disclosure of any conflict or possible conflict of interest that should arise.

2. Certification of Receipt.

Each Trustee, Corporate Employee, or Committee Member shall certify in writing that he or she has:

- a. Received a copy of this Conflict of Interest Policy;
- b. Read and understands this Conflict of Interest Policy; and
- c. Is in compliance with this Conflict of Interest Policy.

3. Certification of Charitable Mission.

Each Trustee, Corporate Employee, or Committee Member shall certify in writing that he or she:

- a. Understands that BCCS is a charitable organization;
- b. Understands the mission of BCCS as described in the By-Laws Title & Purpose and this Policy in Part 1, Article I, Section 3; and
- c. In order to maintain its federal tax exemption BCCS must engage in activities which accomplish one or more of its tax-exempt purposes.

4. Distribution of Policy Statement and Certification.

The Chair of the Board of Trustees shall cause each Trustee, Corporate Employee, or Committee Member to:

- a. Receive a copy of this Conflict of Interest Policy within 5 days of the date the Trustee, Corporate Employee, or Committee Member is elected or appointed;
 - b. Within 30 days after receipt of the policy the Trustee, Corporate Employee, or Committee Member, a Certification, in the form attached hereto as Schedule A, shall be signed by the Trustee, Corporate Employee, or Committee Member; and
 - c. Within 30 days the completed, signed, and dated, form is returned to the Chair of the Board of Trustees at the office of BCCS.
5. New Trustees are eligible to vote on actions of the Corporation after completing and returning their signed disclosure statement.

ARTICLE VII: PERIODIC REVIEWS

To ensure that BCCS operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax or charter with the New York State Education Department, periodic reviews shall be conducted. The reviews shall be conducted by the Board or an appointed committee

or an independent third-party. Such internal review will be completed at-will of the Board and without warning.

1. Compensation Arrangements.

The periodic reviews shall include, without limitation, information to the effect that compensation arrangements and benefits have been examined and are reasonable and the result of arm's-length bargaining.

2. Agreements with Employees.

The periodic reviews shall include, without limitation, information regarding whether agreements with employees further the BCCS's charitable purposes and do not result in inurement or impermissible private benefit.

3. Permissible Review Activity.

BCCS reserves the right to review any potentially related transaction or conflict of interest, without limitation, that the Board deems reviewable.

ARTICLE VIII: CONFIDENTIAL AND INSIDE INFORMATION

1. Confidential Information.

- a.** Business information that has not been made public (e.g., insider information) shall not be released by a Trustee, Corporate Employee, or Committee Member to private individuals, organizations, or government bodies unless demanded by legal process such as a subpoena or court order. A Trustee, Corporate Employee, or Committee Member shall not use confidential information obtained in the course of the execution of official duties for the purpose of advancing any private interest or otherwise for personal gain.
- b.** All disclosures of conflicts and annual or biannual statements shall remain confidential unless attached to publicly made meeting minutes. The Board shall use caution to protect any sensitive information of the related party through redaction or Board discretion. For purposes of confidentiality, certain disclosure provisions may be suspended by a three-fourths vote of all Board members voting on conflict of issue.

2. Survival of Confidentiality Requirement.

After resignation or termination, whether voluntary or involuntary, a Trustee, Director, Key Employee, or Committee Member, shall continue to keep secret and retain in strictest confidence, all Corporate confidential information. Nothing contained in this paragraph,

however, shall be deemed to prevent the Trustee, Director, Key Employee, Committee Member, or Department Manager, from gainfully utilizing his or her general knowledge, intellect, experience, and skills after separation from BCCS.

ARTICLE X: USE OF CORPORATE FUNDS

Any Trustee, Director, Key Employee, Committee Member or Department Manager is forbidden to use, directly or indirectly, Corporate funds and assets in a manner contrary to the best interest of BCCS, or for any unlawful purpose, or to accomplish any unlawful goal. Such a use constitutes grounds for immediate dismissal from such person's position, and may result in legal action. BCCS also prohibits the establishment or maintenance of undisclosed or unrecorded funds and assets as the same are considered prima facie evidence of a conflict of interest and possible breach of fiduciary duty.

ARTICLE XI: USE OF OUTSIDE ADVISORS

In conducting the periodic reviews provided for in Article V, BCCS may, but need not, retain outside advisors. If outsider advisors are retained, their retention shall be consistent with the Board of Trustees' responsibility for ensuring that periodic reviews are conducted. The Board of Trustees shall take such measures, as it deems appropriate to ensure that the requests of outside advisors are privileged and confidential.

SCHEDULE A

RECEIPT OF CONFLICT OF INTEREST POLICY

I, _____, as have received, read, and understood this entire Conflict of Interest policy.

My duties under this Conflict of Interest policy are clear to me. The consequences of nonfeasance and misfeasance are clear to me.

I am currently in compliance with this Conflict of Interest Policy.

I agree to abide my duties pursuant to this Conflict of Interest policy.

Further, I understand the Buffalo Commons Charter School is a charitable organization. I understand the mission of BCCS as described in the By-Laws Title & Purpose and this Policy in Part 1, Article I, Section 3; and in order to maintain its federal tax exemption BCCS must engage in activities which accomplish one or more of its tax-exempt purposes.

I understand nonfeasance and misfeasance of my duties have a high probability to undermine the charitable mission of BCCS.

I agree to abide my duties pursuant to this Conflict of Interest policy to further the charitable mission of BCCS.

Name: _____

Signature: _____

Position or Title: _____

Date: _____

REQUEST 13f: COMPLAINT POLICY

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling complaints including from staff, parents, employees, and contractors.

13F1. Complaint Policy

Draft BUFFALO COMMONS COMPLAINT POLICY¹

Any individual or group is encouraged to bring complaints to Buffalo Commons' Executive Director that allege a violation of the provisions of Article 56 of the Education law (i.e. the New York State Charter Schools Act), the school's charter, or any other provision of law relating to the management or operation of the charter school. The complaint should be presented to the Executive Director in written form, and the Executive Director shall respond to the complaint within 30 days. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Executive Director, as necessary, shall act or direct another responsible party to act upon the complaint. The Executive Director shall render a determination in writing, as necessary.²

If, after presentation of the complaint to the Executive Director and receipt of the Executive Director's response to the complaint, the individual or group determines that the Executive Director did not follow proper procedure for addressing the complaint, he or she may present the complaint to the Buffalo Commons' Board of Trustees, either in an open meeting or in written form. The Board shall respond at or prior to the next public meeting of the Board of Trustees (or, if the next public meeting of the Board of Trustees shall take place sooner than the 30th day following the Board's receipt of a written complaint, the Board shall respond to such written complaint within 30 days). The Board shall, as necessary, render a determination in writing and direct the Executive Director or other responsible party to act upon the complaint and report to the Board.

If, after presentation of the complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the State University Trustees through the Charter Schools Institute, which shall investigate and respond. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

¹ This policy is adapted from the one currently in use at Brooklyn Prospect Charter School, a SUNY authorized K-12. Any necessary changes would be made during the planning year.

² Should the complaint be regarding the Executive Director, it should be presented to the Buffalo Commons Board of Trustees directly.

REQUEST 14: DISTRICT RELATIONS

- *Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.*
- *Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.*

14A1. Establishing and Maintaining Relationship with the District and Community

Buffalo Commons Charter School (BCCS) views charter schools as a mechanism for developing innovative practices that can be shared with the larger school community. A core tenet of our mission is to developing collaboration between people. We have begun establishing a relationship with the district that we hope to continue and improve through existing opportunities, unique strategies of our own, and overcoming potential challenges.

Existing Opportunities: We see a number of opportunities to build a relationship with the district:

1. Our Executive Director (ED) would seek to join a charter school leader's round table that meets periodically with the district to discuss needs and practices
2. As part of our community outreach we have met with the Assistant Dean, Nancy Wallace, at Canisius College about joining the Center for Urban Education's joint professional development with district leaders and teachers

BCCS Strategies: If authorized we envision several strategies for district/community involvement.

1. Each year we will hold a curriculum night in the fall and an open house at the end of the year. In addition to students and families, district leaders and principals are invited to see the work of our teachers and students.
2. We envision helping to create programming modeled after the NYC Collaborates program in NYC, which our ED participated as a charter teacher-leader at Brooklyn Prospect.
 - a. *School Study Tours:* working with district schools with similar programming and/or who are in close physical proximity to set up a recurring series of collaborative intervisitation tours focused on classroom best practices, and engaging in shared professional development opportunities.
 - b. *Education Policy Dialogues:* These discussions would bring together educators from district, charter, and independent schools as well as the general public to engage in conversations about how to create and maintain the environments where every Buffalo student receives an excellent education.

3. District and community relations are important to BCCS. Our BOT will set an annual community relations goal for the organization in collaboration with the ED, and will base a portion the ED's evaluation on successfully meeting that goal.

Overcoming Challenges With District Relations: We do not foresee particular challenges posed by the District, if authorized. We are confident that we can work alongside our district colleagues in the ways mentioned above to support the children and families of Buffalo. The

superintendent, Kriner Cash, has shown himself “generally supportive of charter schools”¹ both in Buffalo and his previous post in Memphis. We are hopeful the district, under his leadership, will recognize that charters are an important part of improving Buffalo’s K-12 education offerings, and Buffalo families continue to find them desirable. We realize there has been some opposition to growth of the charter sector from the Buffalo school board and the district. While growth of the charter sector has some impact on the district’s finances, and programming, they are relatively small compared to Buffalo’s need for more good school options.

We believe Buffalo’s families want additional high-quality options for educating their children for three main reasons: 1) A Waitlist for Buffalo charters schools in 2016 between 3,000 and 4,000.² 2) The district’s academic performance has, in recent years, shown only marginal improvements, and continues to lag well behind the state. 3) In our outreach, 78% of respondents strongly favor new charter schools.³

Below are several ways BCCS intends to proactively prevent any challenges:

1. We will continue to outreach to people and groups that may be ancillary affected by the establishment of BCCS.
 - a. *Elected Officials and Community Leaders*: we have reached out repeatedly to elected officials on the Buffalo School Board, the Common Council, the State Assembly, as well as our local Regent. Officials who we have met with have been supportive of our application and have asked to be kept updated on our progress. Our outreach has included community leaders in many of Buffalo’s neighborhoods to inform them about our work and garner their support.
 - b. *Potential Neighbors*: Subsequent to selecting a physical location, we will contact nearby community groups including block clubs, community-based organizations, and faith-based organizations to strengthen our ties to BCCS’ immediate community. We plan to recruit and appoint at least one additional Trustee from the local community.
2. Our board members with relationships to our community can act as “goodwill” ambassadors to help explain how our school will be a positive force for the community.
3. We are cultivating relationships with regional and national organizations that support our mission and can help us strengthen community connections through their networks. Two such organizations are the Northeast Charter School Network and the Diverse Charter Schools Coalition, both of which have offered to help our community understand the promise of BCCS.

14A2. Describing Buffalo’s Low Performing Schools

In 2017, 42 Buffalo City School District schools, that serve approximately 22,500 K-8 students, reported data to the New York State Testing Program, and only 12 are in “good

¹ Buffalo News Editorial Board. (2017). *Demand for charter schools sends a message to district*. Buffalo News. Retrieved from <http://buffalonews.com/2017/10/16/editorial-demand-charter-schools-sends-message-district/>

² According to self-reporting by charter schools to Northeast Charter School Network.

³ We also have verbal commitments from families that would fill about a third of our seats if we opened today.

standing.” Overall, 88% and 90% of Buffalo’s elementary schools fell below the state’s average proficiency in ELA and Math, respectively. Of the five schools meeting or exceeding the state average in ELA proficiency, only two are non-selective, and only one is not a magnet school. Of the four schools meeting or exceeding the state averages in math proficiency, just one is non-selective, and that one is a magnet school. English and Math proficiencies of Buffalo Public schools are in Figure 14.1.

Figure 14.1: Buffalo City School District School Performance 2017⁴

School	Grades Served	Enrollment	Math Proficiency 2017 Gr. 3-8	ELA Proficiency 2017 Gr. 3-8
BUILD ACADEMY	PK, K-8	415	0.80%	1.59%
NEWCOMER ACADEMY AT LAFAYETTE	7-12	245		1.92%
COMMUNITY SCHOOL #53 AT #4	PK, K-8	401	6.70%	3.03%
MARVA J DANIEL FUTURES PREP SCHOOL	PK, K-8	412	5.81%	4.90%
FRANK A SEDITA SCHOOL #30	PK, K-8	685	7.27%	5.01%
HARRIET ROSS TUBMAN ACADEMY	PK, K-8	435	6.67%	6.00%
D'YOUVILLE-PORTER CAMPUS	PK, K-8	646	8.86%	6.56%
PS 59 DR CHARLES DREW SCI MAGNET	PK, K-8	745	6.59%	6.73%
MATH SCIENCE TECH PREP SCHOOL-SENECA	5-12	711	5.73%	6.90%
HERMAN BADILLO COMMUNITY SCHOOL	PK, K-8	719	3.53%	6.98%
BENNETT PARK MONTESSORI SCHOOL	PK, K-8	711	13.60%	6.98%
DR LYDIA T WRIGHT SCHOOL OF EXCELLENCE	PK, K-8	618	12.40%	7.39%
HARVEY AUSTIN SCHOOL #97	PK, K-8	552	6.11%	7.84%
PS 74 HAMLIN PARK ELEMENTARY SCHOOL	PK, K-8	407	10.98%	8.88%
PS 66 NORTH PARK ACADEMY	5-8	247	6.67%	9.21%
WEST HERTEL ELEMENTARY SCHOOL	PK, K-8	759	10.11%	9.41%
BILINGUAL CENTER	PK, K-8	498	8.15%	10.18%
BUFFALO ELEM SCH OF TECHNOLOGY	PK, K-8	509	12.38%	10.25%
INTERNATIONAL SCHOOL	PK, K-6	1165	13.05%	11.43%
PS 27 HILLERY PARK ACADEMY	PK, K-8	615	14.57%	11.53%
INTER PREP SCH-GROVER CLEVELAND #187	5-12	769	10.79%	12.06%
DR A PANTOJA COMM SCH EXCELLENCE - #77	PK, K-8	474	13.22%	12.58%
STANLEY MAKOWSKI EARLY CHLDHD CTR	PK, K-4	727	17.98%	12.92%
HIGHGATE HEIGHTS	PK, K-8	383	11.76%	14.08%
PS 61 AT 171	PK, K-4	269	14.81%	14.46%
PS 82	PK, K-4	338	18.63%	16.50%

⁴ Retrieved from *data.nysed.gov* (Accessed 2017).

SOUTHSIDE ELEMENTARY SCHOOL	PK, K-8	1025	16.30%	18.08%
PS 69 HOUGHTON ACADEMY	PK, K-8	485	17.73%	18.49%
BUFFALO ACADEMY-VIS & PERF ARTS	5-12	744	35.00%	18.67%
PS 17	PK, K-4	364	12.82%	18.80%
WATERFRONT SCHOOL	PK, K-8	788	17.13%	19.35%
LOVEJOY DISCOVERY SCHOOL #43	PK, K-8	627	15.32%	20.91%
LORRAINE ELEMENTARY SCHOOL	PK, K-8	757	20.78%	22.01%
NATIVE AMERICAN MAGNET	PK, K-8	465	19.34%	24.82%
PS 65 ROOSEVELT ACADEMY AT 71	PK, K-4	344	18.26%	25.21%
PS 81	PK, K-8	878	28.96%	29.84%
DR GEORGE BLACKMAN ECC	PK, K-4	400	29.77%	31.30%
GRABIARZ-CAMPUS SCHOOL #79	PK, K-8	510	33.87%	42.15%
FREDERICK OLMSTED #156	5-12	817	42.02%	43.90%
DISCOVERY SCHOOL	PK, K-8	547	42.91%	47.83%
FREDERICK OLMSTED #64 AT #78	PK, K-4	584	64.09%	65.14%
CITY HONORS SCH-F MASTEN PK	5-12	1068	83.33%	79.70%

14A3. Partnering with Buffalo’s Low Performing Schools

As mentioned above, we envision working with both district leaders, principals, and faculty to improve educational outcomes at BCCS and in the district as a whole. Those strategies are listed here and detailed in 14A1:

1. BCCS’ ED will seek to join a charter school leader’s round table
2. BCCS will participate in the Center for Urban Education’s joint professional development with district leaders and teachers
4. BCCS will invite district leaders and principals to our annual curriculum night in the fall and an open house at the end of the year.
5. We envision partnering with district schools on a School Study Tours program
6. We look forward to collaborating with district schools on a recurring series of Education Policy Dialogues
7. Our board sets an annual goal for district relations/collaboration to ensure continuing progress in this area

REQUEST 15abd: STUDENT DEMAND

(a) General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

15A1. General Student Population

Buffalo City School District (BCSD) served approximately 22,500 K-8 students in 2017, and area charter schools served approximately 6,000 K-8 students. As of 2016, over 3900 applicants were waitlisted for area charters with all but one of those schools currently serving K-8 students. Figure 15.1 details the waitlist data compiled by the Northeast Charter School Network:

Figure 15.1: Buffalo Charter Schools Waitlist Data (2015-16) ¹		
Aloma D. Johnson Fruit Belt Community Charter School	2015-16	0
Buffalo Academy of Science Charter School	2015-16	164
Buffalo United Charter School	2015-16	90
Charter School for Applied Technologies, The	2015-16	975
Elmwood Village Charter School	2015-16	600
Enterprise Charter School	2015-16	234
Global Concepts Charter School	2015-16	0
Health Sciences Charter School	2015-16	0
King Center Charter School	2015-16	147
Oracle Charter School	2015-16	235
South Buffalo Charter School	2015-16	292
Tapestry Charter School	2015-16	1105
West Buffalo Charter School	2015-16	45
Western New York Maritime Charter School	2015-16	35
Westminster Community Charter School	2015-16	0
Charter School of Inquiry	2015-16	0
Total Waitlisted Applications		3922

Overall we expect demand for high quality school options to remain high, as the BCSD performance over the past two years has improved only incrementally, with a 2% and 1% proficiency gain in ELA and Math, respectively. Generally, BCSD performs at half the proficiency rate of the state as a whole, with twice as many of its students falling far below meeting the standards.

¹ Northeast Charter School Network collected these self-reported numbers.

Buffalo Commons Charter School (BCCS) has developed a kindergarten and fifth grade enrollment strategy that will promote more effective enrollment during the first four years of the initial charter and provide programmatic benefits. Our rationale is briefly outlined here and detailed in R-04ab:

1. Kindergarten and fifth grade are transition years in Buffalo when families typically seek new school options. This provides us with a larger pool of students and causes the least disruption to the existing landscape.
2. BCCS wants to have maximum impact on Buffalo students as rapidly as possible. In Buffalo the achievement gaps between subgroups of students widens as they get older.² Buffalo's fifth grade students urgently need additional school options.
3. The leadership of BCCS sees programmatic opportunities for collaboration, leadership, and mentorship created in a school that begins with a kindergarten and a fifth grade through school-based cross-age mentorship.³

(b) Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students.

The response should:

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;*
- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);*
- *Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students; and,*
- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.*

15B1. Enrollment and Retention Targets

Using SUNY's enrollment and retention calculator, we know that BCCS seeks to enroll a student body that represents the diversity of Buffalo. Figure 15.2 show targets for enrollment and retention according to the calculator:

² Retrieved from <https://data.nysed.gov/> (2017).

³ Karcher, Michael. (2008). *The Cross-Age Mentoring Program: A Developmental Intervention for Promoting Students' Connectedness Across Grade Levels*. Professional School Counseling Journal. American School Counselors Association.

Figure 15.2: Enrollment and Retention Targets

Enrollment Targets at End of Initial Charter Term		
Student Subgroup	Comparable District %	Target # of BCCS Students
Economically Disadvantaged	86.1	389.6
English Language Learners	12.4	56.4
Students With Disabilities	21.1	95.3
Retention Targets at End of Initial Charter Term		
Student Subgroup	Comparable District %	Target # of BCCS Students
Economically Disadvantaged	95.5	372.1
English Language Learners	95.3	53.7
Students With Disabilities	95.5	91.1

15B2. Student Recruitment Strategies

BCCS, in line with applicable charter laws, seeks to recruit a student body whose demographic profile reflects the diversity of our geographic district. This demographic includes students with various socioeconomic levels, home languages, and learning abilities. Through strategic outreach, BCCS is committed to a diverse student population that meets the enrollment and retention targets established for our school for at-risk students.⁴ Below are samplings of both our general recruitment strategies and strategies specific to the recruitment of specific populations of students (actions that we have already taken and are ongoing are marked with an asterisk).

i. *General Recruitment Strategies:*

- Outreach to families at local summer activities and festivals such as farmer’s markets, Juneteenth, Taste of Diversity, and Elmwood Village Arts Festival*
- Targeted outreach to prospective kindergarten families at preschool and toddler events at the city libraries and Head Start summer screenings *
- Outreach to prospective fifth graders by connecting with families at the Western New York Invention Convention, Boys and Girls Club parent

⁴ Currently BCSD enrolls 22% students with IEPs, 15% students classified as ELL, 68% students who qualify for free or reduced-price lunch, and no racial majority.

- social nights*;
 - Ongoing evolution and maintenance of our website (www.buffalocommonscharter.org), which offers information about our program and provides families with opportunities for input, questions, and feedback*
 - Social media updates aligned with the BCCS mission
 - Focus groups with families of three-year-olds and third graders currently enrolled at various daycare/Head Start programs and elementary schools in Buffalo*
 - Collaboration with a variety of educational nonprofit organizations and businesses serving the community*
 - Open-house events for prospective students and their parents to learn about the school prior to the application deadline
 - Outreach through neighborhood faith-based organizations
 - Media outreach to local outlets, including print, web, radio, and TV
- ii. *Recruiting students with IEPs:*
- Direct outreach to local private special education programs to set up informational meetings for parents
 - Direct outreach to Head Start preschools for kindergarteners and BCSD enrollment offices for fifth graders*
- iii. *Recruiting students classified as ELL:*
- Translated content on the BCCS website*
 - Translated written materials in the most spoken languages in the BCSD
 - translation services provided for events related to recruitment and/or enrollment
 - Direct outreach to the local refugee resettlement offices with BCCS application and general information*
 - A limited number of students that are classified as ELL and are new residents of the area can be placed at the top of our waitlist as per our Transient Student Policy (see R-15f)
- iv. *Recruiting students classified as economically disadvantaged:*
- Collaboration with community leaders, including elected officials, business and industry leaders, and members of grassroots community organizations*
 - Targeted marketing to Head Start programs served by BCSD schools*
 - Continued open meetings and events in geographically diverse areas

15B3. Student Retention Strategies

BCCS seeks to retain our students, especially those that are part of a special population, by creating an inclusive academic program, providing appropriate classroom learning environments, and building relationships with caregivers based on trust and communication. Specific strategies are listed below:

i. *Academic Program:*

- Hire and retain effective teachers—particularly special education and ENL

- Consistently disaggregate internal student performance data to ensure progress of all subgroups of students
 - Create internal systems that meet the needs in each student’s IEP or 504
 - Instruct ELL students using the Sheltered Instruction Observation Protocol
 - Create a school calendar that is conscious of cultural holidays and traditions
 - Provide professional development for faculty in differentiation and culturally responsive pedagogy to support students’ academic, social, and cultural needs
 - Offer professional development for faculty in trauma-informed care to accommodate students who are refugees or who who have been exposed to significant hardship/and or violence⁵
- ii. *Classroom Learning Environment:*
- Exhibits throughout the school of students’ home languages and cultural artifacts
 - Curricula in which children of different backgrounds and abilities see themselves as important members of the community
- iii. *Building Trust:*
- Have a school leader personally meet new students, either at the student’s home or at the school, to build trust and a sense of belonging
 - Create an organizational culture that respects differences
 - Cultivate diversity of the student body and staff associated with the school
- iv. *Communication:*
- Build relationships with families via phone and email, personal conferences, school events, and differentiated parent workshops
 - Provide translation services
 - Conduct annual parent surveys to assess student and family needs

15B4. Ensuring Adequate Enrollment

The Executive Director, Operations Director, and Board of Trustees will produce a detailed recruitment plan upon authorization. Based on our strategic opening plan for kindergarten and grade 5, the waiting list for charter schools in Buffalo, and the responses from our outreach efforts to date, we anticipate meeting enrollment targets. Additionally, we have allocated monies for media outreach (see R-21e).

(d) Community Support

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

15D1. Community Support

⁵ Retrieved from <http://www.traumainformedcareproject.org/index.php> (Accessed 2017).

Depth of Support: Over the past 18 months, BCCS has engaged the community in many ways in our effort to build a school that provides a world class education to students and meets the particular needs of our local community. We have spoken with or heard from hundreds of people to gain an understanding of what the community needs. This included sitting down with local educators and parents from across the city in focus groups, talking with community leaders and elected officials in one-on-one meetings, and holding public forums and tabling events to meet and hear from interested community members. Additionally we have reached thousands of community members through our online outreach via our website, email list, and Facebook pages (see R-03af and R-03j for details of our outreach efforts). From a quantitative and qualitative standpoint, the overall local response from this outreach has been supportive of opening BCCS (see R-15c and R-15e). The vision for an integrated school that offers a strong academic program that puts students on track for college and develops the creative and collaborative skills they need to excel in the modern workplace and impact their community is something that our community wants and deserves.

Depth of Opposition: In general, the community is supportive of the establishment of BCCS while some city establishments have voiced opposition about charter schools in general (e.g. the local school board's request for a moratorium on new charters). In our meetings with local community leaders, we found that many people supported both improving the district offerings and the establishment of new charters. Many city residents did not see those things as mutually exclusive.

While our experiences with opposition have been few, our approach to handling local opposition is to dialog with concerned community members and, whenever possible, find mutually agreeable solutions. This strategy is exemplified by one situation where a neighborhood association did not support the school locating in a certain property within their neighborhood. We met them and their council member. All parties reached a consensus on the school vision, if not the merits of the particular location. As a result of the meeting, BCCS committed to redoubling our efforts to proactively contact block associations, faith-based organizations, community-based organizations, and individual leaders in the community early on in the facility selection process to build an understanding of the neighborhoods wants and needs and see how we might best address those (see R-14 for additional details on district and community relations).

REQUEST 15c: EVIDENCE OF DEMAND

Describe and provide evidence of the demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school). If using waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

15C1. Evidence of Student Demand

Student demand beyond general interest and support for Buffalo Commons Charter School (BCCS) has been demonstrated by our charter school waitlist analysis, a petition, a community survey, and a parent ambassadors program. Summaries of each of those efforts as they relate to student demand are below.

Waitlist Analysis: The most recent waitlist estimates for Buffalo area charters are included in R-15abd. As of 2016 the total number of entries are 3,922 with 3,687 entries for schools with K-8 programs. There are several caveats to the waitlist numbers that BCCS believes must also be considered: 1) these numbers are self-reported by the area charter schools, 2) these numbers may not always represent unique applicants, 3) these numbers may include students that have since accepted placements at other charter or district schools, and 4) students on these lists may be waiting for seats that will never be filled because of school-specific backfill policies, and as such may be of no consequence. Our estimate is that the waitlist for charters in the area is closer to 1,500 unique students. Our assessment is based on a similar analysis of Massachusetts waitlists in 2016.¹ Of the Buffalo charters, five have no waitlist, and three constitute nearly 70% of the total entries. Clearly, interest is strongest for a few of the area charter schools. Our program will be desirable to area families (based upon general outreach), we anticipate filling a significant number of seats with students that are currently on the charter school waitlist.

Online Petition: We currently have a petition on change.org that has 112 e-signatures.² People that have signed support the school, but more specifically, “believe it would be a good option for their family, or families that they know personally.” A sample of the commentary that our petitioners have left is below in Figure 15.3.

Figure 15.3: Sample Comments from Online Petition to Authorize BCCS		
Name	Location	Comment
Terry Beerman	Buffalo, NY	Buffalo needs high functioning schools that are available to all children. This is essential for the city’s ability to continue to attract businesses to our area. People who choose to live in the city want good schools for their children.

¹ Thompson, Isaiah. (2016) *Charter School Wait Lists May Not Be What They Seem*. WGBH News. Data Desk.

² We have recently reopened this petition as it was inapplicable with the previous chartering entity to whom we applied.

Lacey Mendola	Tonawanda, NY	I'm signing because parents need more options especially in the city of Buffalo. Every child deserves an opportunity to a quality education no-matter where they come from.
Lynn Bass	Buffalo, NY	Everyone in Buffalo benefits when experienced, committed and thoughtful people aim to expand quality options for our children.
Dylan Morenzi	Buffalo, NY	I support and believe in the mission of Buffalo Commons Charter School!
Duncan Kirkwood	Buffalo, NY	I'm signing because the families of Buffalo need access to high-quality educational options.
Madalyn Fliesler	Buffalo, NY	Small community-based schools with special focus provide options for families.
Benjamin Dohn	Buffalo, NY	I believe in the importance of quality education for all.
Carlisha Jeter	Buffalo, NY	Because city schools deserve the same education as suburban schools.

Community Survey: We have a community survey linked to our website which visitors have filled out and that we have administered in our door-to-door outreach. In addition to the general survey results, thus far about a third of the respondents (22) have school age children and are interested in sending them to Buffalo Commons should we be authorized (see Figure 15.4 at the end of this section).

Parent Ambassador Program: Our Parent Ambassadors Program provides a way for prospective families that have a strong desire for their children to attend BCCS to help ensure its establishment. For many of these families, they see only a handful of viable school options among the current school choices. Like thousands of other families they wonder what they will do if they do not get their children into one of those few programs.

So far these parents have been willing give their time to help BCCS recruit additional families, volunteer at our community outreach events, and be a public voice in support of the school. If authorized, one of them may fill the parent ex-officio seat on the BOT. We currently have six parent ambassadors who we update on our progress and invite to attend our community events.

Figure 15.4: BCCS Community Survey Analytics

Community Survey Analytics

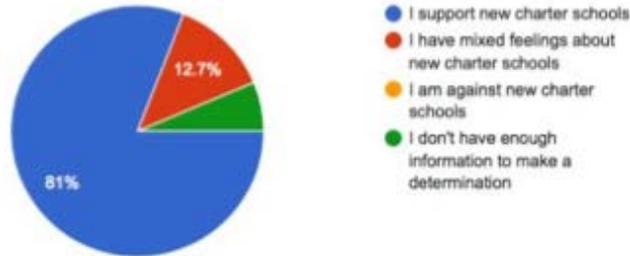
Buffalo Commons Charter School Community Survey

63 responses

[Publish analytics](#)

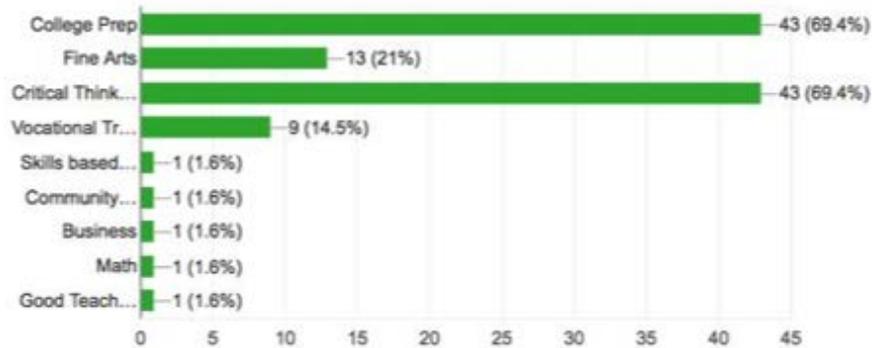
To what extent do you support new charter schools in Buffalo?

63 responses



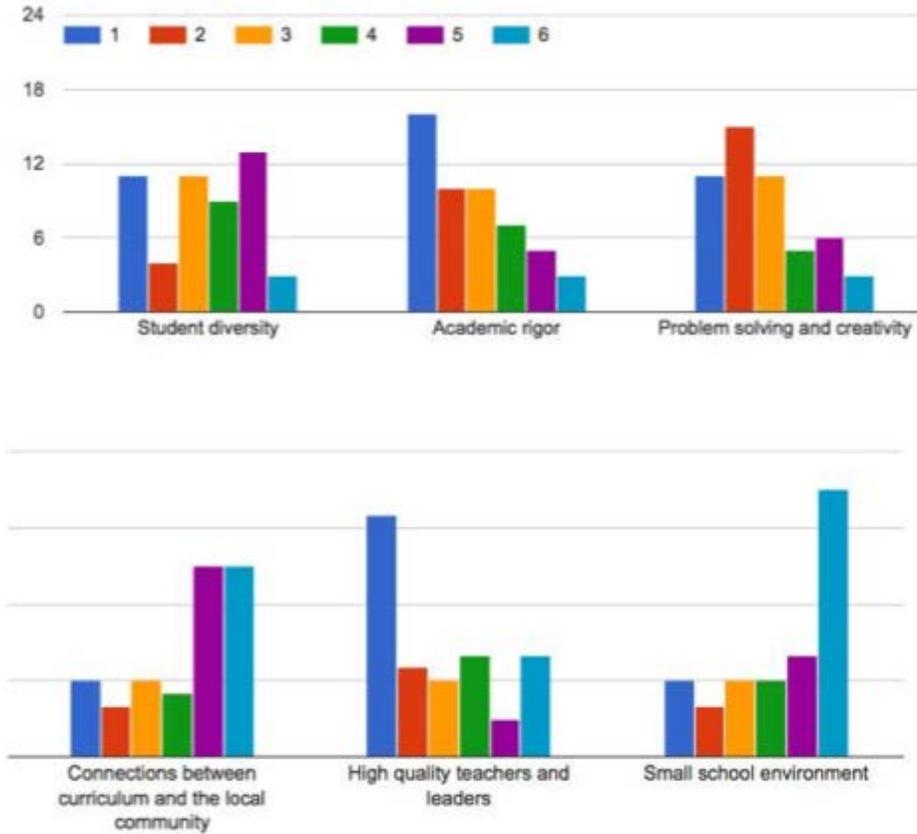
What kind of special school programs do you want to see more of in Buffalo? (check up to 2 boxes)

62 responses



Community Survey Analytics

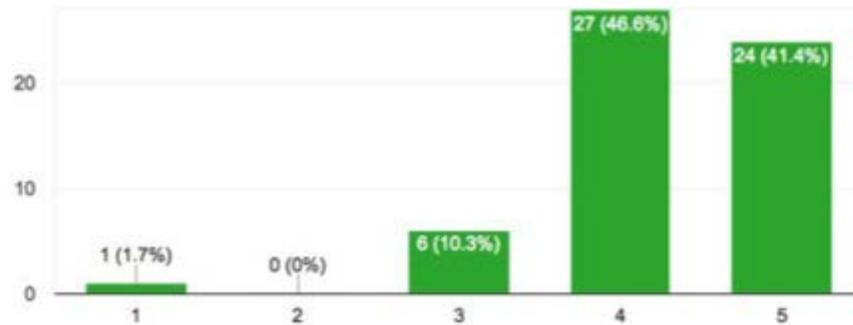
Rank each of the following school values in order of importance. One (1) being the most important and six (6) being the least important.



Community Survey Analytics

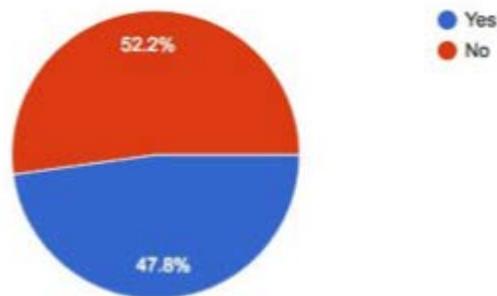
How likely would you be to recommend Buffalo Commons to a parent or enroll your own child there?

58 responses



Do you have school age children in the Buffalo area?

46 responses



REQUEST 15e: EVIDENCE OF SUPPORT

Submit examples, documents, etc. that provide evidence of support.

15E1. Evidence of Community Support

Much of our evidence for community outreach and support can be viewed in sections R-03j and R-15c. In Figure 15.5, below, we provide sample letters of support from our outreach period. They reflect both local, regional, and national support for the school and our proposed Executive Director.

Figure 15.5: Letters of Support

Letter of Support



To: Commissioner MaryEllen Elia

Re: Letter of Support for Buffalo Commons Charter School Application

Cc: David Frank

Dear Commissioner Elia,

I write with enthusiasm in support of the Buffalo Commons Charter Applications led by Daniel Brink-Washington and Rachel Beerman.

I am confident Buffalo Commons will further the education interests of Buffalo's student population for three reasons:

1. Strength of the leadership
2. Strength of the school design
3. Need for racially and economically integrated schools

Daniel and Rachel are both founding members of the Brooklyn Prospect Charter School team and are superb educators, highly qualified to start a school in New York state. They are the perfect pairing of strong community history and education leadership needed when starting a school. Daniel is a person of color and truly outstanding education leader. Before they left for Buffalo, we were grooming Daniel to lead a school. Rachel is a Buffalo native with deep roots in the community they hope to serve. In addition, they have the specific founding experience necessary to make Buffalo Commons a success.

I have been personally mentoring Daniel since he began his planning, and he possesses the vision and persistence to succeed with a start-up school. Rachel started her teaching career at Tapestry charter school, and her history expeditions are still some of the best Social Studies lessons that I have witnessed in my 25 years as a professional educator.

Daniel and Rachel have been pounding the pavement for the past year in order to fully understand the needs and wants of the Buffalo community. Buffalo Commons students will collaborate with one another in order to address real world problems that we face. Their program will ensure that every student has strong language arts and math skills, keeping them on track to be college ready. I am confident that Buffalo Commons will succeed in raising student performance to a college ready bar.

Finally, Buffalo is critically in need of more integrated schools. As a co-founder of the National Coalition of Diverse Charter Schools, school choice can be an excellent tool for integrating public schools. Both Daniel and Rachel have a deep commitment to diversity, and Buffalo Commons will attract students from wide-range of socioeconomic and racial backgrounds.

Assuming they receive a charter, I will continue to serve as a leadership mentor to Daniel as well as utilize all of Brooklyn Prospect's technical expertise to support the school.

Respectfully,

A handwritten signature in blue ink that reads "Daniel K. Rubenstein".

Daniel Kikuji Rubenstein
Founder and Executive Director
Brooklyn Prospect Charter School

Letter of Support

Danielle M. Bruno

March 10, 2017

Mr. Daniel Brink-Washington, Lead Applicant
Buffalo Commons Charter School
Buffalo, NY 14213

Dear Daniel:

I write this letter in support of your application for the proposed Buffalo Commons Charter School, planned to open in September 2018 in Buffalo, New York. As a fellow school leader, I recognize the need for more high performing, diverse schools that provide opportunities for students in Buffalo to acquire the knowledge and skills that will set them on a path to excel in life. As your current supervisor and colleague, I am confident that you will lead your school team towards successful outcomes, and that Buffalo Commons Charter School will contribute in an exceptionally positive manner to the educational landscape of Buffalo.

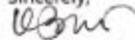
Drawing on 25 years of experience in the field of education, I can attest to the strength and pledge my support of your vision and mission, particularly with respect to the following attributes:

- A commitment to recruiting and enrolling a diverse student body that mirrors the demographics of the city of Buffalo, and a commitment to increasing intercultural competence
- Engaging and rigorous curriculum and instruction
- Critical thinking and problem solving through the *Design Thinking* approach
- Opportunities for community-based civic engagement
- Development of a rich and engaging organizational culture that attracts and retains highly effective teachers and leaders

It is my sincere hope that we will enjoy a long and fruitful collaborative relationship as fellow charter school Directors. I welcome opportunities for us to work in tandem to share our collective practices with respect to systems, practices, curriculum, and professional development for the benefit of our schools and our students.

I am pleased to offer my strong support to Buffalo Commons Charter School. I believe that this institution of learning will enable greater numbers of students from all backgrounds access to an environment that allows them to reach their fullest potential.

Sincerely,



Danielle M. Bruno, Ed.M/M.A.



Letter of Support



THE FOUNDRY

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

March 15, 2017

To whom it may concern:

I write this letter in support of the development and approval of the Buffalo Commons Charter School. I met with their proposed school leader, Daniel Brink-Washington, in Fall of 2016 and was impressed by his comprehension of the challenges that children in Buffalo face. I was excited at the prospect of having a school that was actively trying to reduce barriers between students in a traditionally segregated city by committing to host a racially and socio-economically diverse student body. Our organization, The Foundry, partners with multiple youth programs and schools which bring students together from different (and often contrasting) backgrounds and recognize that diversity is especially important in our increasingly polarized country as it allows students a broader perspective and increases understanding and compassion for their peers.

We are most excited by Buffalo Commons' proposed class Innovations, a daily, design-based interdisciplinary course that will allow each student to develop superior critical thinking and creative problem-solving skills. The Foundry's focus is on providing opportunities for applied learning and to allow students to work on solving real-world problems that affect our community, so we are excited to find that the proposed charter school is equally committed to connecting students with real-world problems. We find this method of instruction helps students engage in a way where theoretical problems do not.

If approved, we look forward to working with the planning team at Buffalo Commons on curriculum that would allow students access to multiple career exploration opportunities. At our facility, we have 35 businesses in various trades with which the students can engage as well as fully equipped makerspaces (woodshop, metalshop, advanced manufacturing, textiles, etc) where the students can learn about design and building in a hands-on capacity. We are pleased to offer support for Buffalo Commons Charter School.

Sincerely,

Megan McNally
Executive Director, The Foundry



WESTERN NEW YORK
**INVENTION
CONVENTION**

*Thank you for
recognizing the
value of our
programs!*

Merry Constantino
Executive Director

Michael Benzin
Administrative Assistant

Letter of Support

Subject: Buffalo Commons Charter School

To Whom it May Concern

As the Executive Director of Western New York Invention Convention, I'm writing this letter in support of the exciting new endeavor that is Buffalo Commons Charter School. Of particular interest to me, as Executive Director of the board at WNYIC, is the emphasis that BCCS is putting on its *Innovations* class.

The mission of WNYIC is "To promote creative thinking and encourage scientific problem-solving for students in grades K-8". We provide teachers and students with guidance and tools for creative thinking that helps them as they research and craft their inventions for their school-based Invention Convention and culminates with them representing their school in the region-wide annual Western New York Invention Convention.

The emphasis the BCCS *Innovations* class puts on effectively embedding the skills of creativity, critical thinking, collaboration, and communication as outlined by the Partnership for 21st Century Skills directly lines up with our broader mission.

We see remarkable innovation shown when students pair their creativity skills with Science, Technology, Art, Engineering, and Math (STEAM) as they develop solutions to challenges that they've encountered in their daily lives. The interdisciplinary nature of the *Innovations* course as well as the overarching school objective of making instructional connections with the community through structured fieldwork in the Buffalo area also speaks to the emphasis on understanding community and solving challenges in their everyday lives.

I hope when Buffalo Commons Charter School becomes a reality, that Western New York Invention Convention will be able to work closely with the teachers, students, and parents in furthering creative thinking as a way to make valuable changes in the community and beyond.

Thank you for your time & consideration!

Sincerely,

Merry Constantino
Executive Director
WNY Invention Convention

WNY Invention Convention Inc. is a 501(c)(3) Corporation

Letter of Support

March 13, 2017

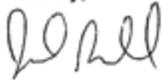
To whom it may concern:

I am writing as a city of Buffalo resident to express my support for the Buffalo Commons Charter School. This school is of particular interest to me because one of the possible locations is in my immediate neighborhood at the former Niagara Lutheran Home on East Delavan Avenue.

I believe the six core commitments of the Buffalo Commons Charter School offer a solid foundation upon which a successful school can be built. Their commitments to student achievement and excellence in teaching directly address some of the main concerns within the Buffalo school system. Small group and individual instruction in math and literacy skills will help the students by allowing them to learn these crucial skills at their own pace with support and guidance. The Innovations program can help the youth build critical thinking skills and problem-solving skills that will help them become leaders in the future. Finally, the intent to build connections with the community can help to bring the curriculum to life for students while promoting civic engagement.

I support the Buffalo Commons Charter School and suggest that it be authorized by the New York State Department of Education.

Sincerely,



Joel Russell





March 15, 2017

New York State Education Department
80 Washington Avenue
Board of Regents, Room 110 EB
Albany, NY 12234

Dear Members of the Board of Regents:

On behalf of the National Coalition of Diverse Charter Schools (the Coalition), I am pleased to write in support of the application of the Buffalo Commons Charter School.

The Coalition is a national organization devoted to the creation and expansion of high quality, racially and economically diverse public charter schools. Our growing membership includes over 100 schools in 14 states and the District of Columbia. The schools are popular with parents and have long waiting lists. Many more diverse charter schools are needed to meet parent demand and to mitigate the deleterious impact of concentrated poverty and racial isolation in Buffalo and other highly segregated communities. If approved, Buffalo Commons would be only the 3rd diverse charter school in Buffalo.

We commend the founders of Buffalo Commons for recognizing the many cognitive, social and economic benefits to children and society of integrated schools. They have developed a solid plan to open a school that will be "diverse by design" from the outset. We know that to achieve diversity through voluntary parent choice, it is critical that schools develop a multi-pronged approach to recruitment, academics, school culture, and support services that will reach and appeal to a wide range of parents. Buffalo Commons has devised thoughtful and concrete plans to address all these needs, including those of English language learners and students with disabilities.

In conclusion, I urge you to support giving more families the option to choose diversity by approving the pending application of Buffalo Commons Charter School. The Coalition wholeheartedly supports the application and we look forward to working with school leaders to improve educational opportunities for Buffalo's students. Thank you for your consideration.

Respectfully submitted,

Dianne M. Piché
Executive Director
dpicheATdiversecharters.org
www.diversecharters.org

Letter of Support



Dr. Susan Keller-Mathers [REDACTED] Buffalo, NY 14222
<http://creativity.buffalostate.edu/>

August 5, 2017

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

To whom it may concern:

I strongly support the development and approval of the Buffalo Commons Charter School. As a former Buffalo Public School teacher and a graduate faculty member of the International Center for Studies in Creativity at Buffalo State, the importance of focusing on the needs of a 21st century education is critical.

Students must be able to problem solve “on their feet” in the fast-paced ever changing world of tomorrow as a result of their K-12 experiences or they are not adequately prepared. We need students who are highly knowledgeable, think deeply about important concepts, collaboratively work to bring new thinking to life when old ways of operating are no longer sufficient, and are open to the possibilities that present themselves as they mature into productive citizens. In other words, students that-as the mission of the Buffalo Commons Charter School articulates- can “develop their academic, creative and collaborative skills.”

Buffalo has a rich history of diverse people bringing innovation, invention and creativity forward to contribute to society. The International Center for Studies in Creativity was founded

more than 50 years ago based on the legacy of Alex Osborn, a Buffalonian who coined the term 'brainstorming' and as a partner in the advertising agency BBD & O, focused on bringing a more creative trend to education. Longitudinal research and over a half century of practice on creativity education and applying creative problem solving provides compelling evidence of the importance of creativity, creative thinking and problem solving in education. Yet these are areas that are rarely deliberately fostered systemically in schools. What a perfect addition to the landscape this school can be where students work on real world problems that affect their neighborhoods and connect with community partners who share that entrepreneurial spirit.

If approved, a strong creativity curricular component to the charter school is an area of development I look forward to collaboratively contributing to with my creativity colleagues. I am pleased to offer support for Buffalo Commons Charter School.

Sincerely,

Sincerely,



Dr. Susan Keller-Mathers
Associate Professor, International Center for Studies in Creativity
Curriculum Chair, Creativity Studies Department &
Interim Director, International Graduate Programs for Educators

Letter of Support

New York Future Problem
Solving Program, Inc.



New York Future Problem Solving Program

[REDACTED]
Valatie, NY 12184

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Re: Buffalo Commons Charter School

3/4/18

To Whom It May Concern:

With this letter, I would like to take the opportunity to express support for the application of Buffalo Commons Charter School and the proposed programmatic relationship we intend to enter. Last year, Mr. Brink-Washington reached out to me with interest in the New York Future Problem Solving Program as an affiliate of the Future Problem Solving Program International (fpspi.org). As part of the innovative instructional approaches proposed in the charter, Mr. Brink-Washington has expressed his intention that students at BCCS would participate in the Future Problem Solving Program, in both the Global Issues Problem Solving and the Community Problem Solving components. I believe that this proposal is a sustainable solution to engaging students in authentic learning opportunities with support on the state and international levels.

The chair of the application board, Mrs. Sheri Rodman, is also well-known to me through her involvement with the America Achieves program. She and I worked together as New York Educator Voice Fellows during the 2016-17 school year. Her advocacy and energy will enhance any school she serves! I hold her in high esteem and put my positive opinion behind any program that she supports.

Furthermore, Mr. Brink-Washington has expressed interest in collaborating with me on another initiative involving a program study of a school engaged in wall-to-wall Project Based Learning as he plans the curricular focus of BCCS. Together we are planning how he might employ a problem-based philosophy of learning with the students of Buffalo.

Please take this letter as evidence of my support in partnering with Mr. Brink-Washington, Mrs. Rodman, and the rest of the team at BCCS as they seek approval of their charter.

Sincerely,

Sarah Fiess
Executive Director, New York Future Problem Solving Program

REQUEST 15f: ADMISSIONS POLICY

Describe the admissions policy for the school including any at-risk designations or set- asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

15F1. Admissions Policy

Draft BUFFALO COMMONS ADMISSIONS POLICY

Buffalo Commons Charter School (BCCS) seeks to reflect the diversity of Buffalo. Our anti-discrimination criteria, admissions procedure, and community outreach programs are designed to maximize the potential for a student body representing the diversity of the Buffalo City School District (BCSD).

Admissions Criteria

In accordance with BCCS' commitment to diversity and as delineated by federal, state and local law, BCCS is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. BCCS admission shall not be limited on the basis of a student's intellectual ability, measures of achievement or aptitude, athletic ability, or disability.

A child qualified under the laws of New York State for admission to a public school is qualified for admission to BCCS. The school shall enroll eligible students who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process, allowing that enrollment preference will be given to pupils returning to the charter school in the second or any subsequent year of operation, and for siblings of pupils already enrolled in the charter school, and pupils residing in BCSD.

Application and Enrollment Procedures and Schedule

To help expedite the application procedure for BCCS, we will require only essential information and applications will be available in Spanish and English, as well as additional languages on a case-by-case basis. Charter school staff will be available to assist students or families in the application process. Additionally, the staff will work with admitted and matriculated families to prepare them for the social and academic expectations of the school community.

Admissions Schedule

- **January 1** – Applications for admission to BCCS will be made available via the school website and through various community outreach efforts. In addition, letters of intent to renew enrollment the following year will be distributed to current students.

- **January through March** – Outreach efforts will continue with active recruitment of applicants from diverse neighborhoods, public elementary schools, community groups, and faith-based organizations. Charter school staff will be available to offer assistance to any families requiring it, and will make concerted efforts to follow up with interested families.
- **April 1** – Final deadline for submission of applications from new applicants and signed letters of intent to re-enroll due from current students.
- **First Week of April** – Applications will be collated and, if necessary, a random lottery for each grade level will be scheduled on the first available date. The lottery will be open to the public. It will be conducted to ensure preference for currently enrolled students, siblings of currently enrolled students, and residents of BCSD, in that order. After all seats have been filled, a waiting list will be created for each grade level, placing students in preferential order. The lottery will be executed according to the requirements and standards outlined in Education Law subdivision 2854(2). BCCS intends to comply with a common lottery date but reserves the right to pick an alternative lottery date during the first two weeks of April.
- **Mid-April** – Families of accepted students will be notified and provided with enrollment materials. Students on the waiting list will also be notified.
- **Mid-May** – Letters of intent to matriculate will be due from accepted students. Buffalo Commons will contact and consult with any family who has not submitted a letter of intent by the deadline before going to the waiting list.
- **Mid-June through September** – The charter school will contact students admitted from the waiting lists. The charter school will contact and consult with these families.

Enrollment Preference

Enrollment is open to students in grades K-8 according to our growth model. The school will admit eligible students who submit a timely application, unless the number of applications exceeds the capacity of the student’s requested grade level or the school building. The school will give preference to students enrolled and admitted in the prior year, siblings of students already enrolled, children of faculty and staff, and students residing in Buffalo City School District, in that order.

Lottery Process

If applicants for a grade level exceed the available seats, the school will hold a random selection lottery within two weeks of the close of open enrollment. The lottery drawing shall be run by a neutral third party, shall be open to the public, videotaped, webcast, and the school will notify all applicants of the time and place. Names will be drawn until all available grade level seats have been filled. Any remaining names will be drawn to establish a waiting list priority to fill openings during the school year for which the student applied. After all eligible names have been drawn, the school will add the names of applicants who filed applications

after the close of open enrollment. All post-deadline applicants will be added in the order in which they are received.

All remaining applicants must submit an application for the following school year. Once students are admitted they will remain eligible to be admitted at the school for successive years without having to re-enter the selection process. They must, however, enroll for the subsequent year.

Lottery Procedures

Step One: **Current students** who complete a re-enrollment form are automatically re-enrolled to the next grade.

Step Two: The **grades levels** are randomly drawn to determine which grade shall be drawn first.

Step Three: **Siblings** of currently enrolled students are automatically enrolled if spaces are available. If a grade has more sibling applicants than openings, sibling applicants are randomly drawn.

Step Four: **New applicants** are drawn for each grade in the order determined in Step Two, until all applicants are placed in a grade or the waiting list. As applicants are drawn and enrolled, siblings are also enrolled.

Step Five: After all spaces are filled, the drawing continues to determine the order of the waiting list.

Voluntary Withdrawal from the Charter School

BCCS is a school of choice and it is critical that all students and their families examine the school closely before deciding to enroll. We intend that the process involved in applying to the school's lottery for admission will provide families with the information they need to make a proper choice. If a family wishes to transfer their child to a different school, we will first offer to meet and discuss the reasons for the desired withdrawal from the charter school, and seek solutions to problems within the BCCS community. If families ultimately wish to transfer their child to another school, our staff will make every reasonable effort to help the student find an alternative school. Necessary school records to the student's new school will be transferred.

Backfill Policy

There may be times when students withdraw from the school either during, or at the end, of the school year. The school will backfill vacated seats up through the end of the first semester (approximately February 1st) after which time it reserves the right to not accept new students until the following academic year. This policy protects the academic progress and reporting structures, as well as gives new students time to make a full transition into the school. To backfill seats, the school will notify families of children who are on the waitlist in the order they are listed until the seat is filled.

Transient Students Policy

Transient students (students with documentation demonstrating that they were not

residents of New York State at the time of the lottery closing date), may qualify to be added to the top of the wait list if they satisfy one of the following conditions:

- Qualify as an English Language Learner
- The student's immediate family has moved due to assignment as a member of the United States Armed Forces

Advancement on the waitlist will be allowed for up to 10% of the students per grade and will be given on a first come first serve basis and subject to available seats.

In practice, families will notify the school either in person, phone or walk-in of their desire to attend the school after the April lottery deadline. Families will be asked if they have recently moved from out of state and can provide documentation of their move—citizenship and immigration status are not relevant. If the family responds in the affirmative, they will be asked if they can satisfy one of the 3 above categories. If no previous documentation is available, an appropriate assessment can be given to verify ELL status. Standard documents for Military and Free/Reduced Lunch will satisfy these categories. If the family meets the criteria, the student will be offered the next available seat ahead of other students on the waitlist for the grade.

REQUEST 16ac: FACILITIES

(a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
- Space requirements for administrative functions, food services, a nurse’s office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

16A1. Facility Needs

Over the past year, working with real estate and development companies, we have identified several suitable sites for BCCS. We have done walkthroughs of six potential school sites and are actively pursuing property leads (see Figure 16.1). At a minimum, year one requires five classrooms, a gymnasium, a cafeteria, space for “Innovations” class, space for small-group and other support services, shared teacher collaboration or prep space, office space for administrative functions, and bathrooms. Over the course of the charter term, our budget anticipates a cost of \$18/sq. ft. with BCCS also paying utilities, taxes, if any, and maintenance. This allocation is consistent with lease structures for other Buffalo charter schools.

Figure 16.1: Minimum Space Requirements for Program							
Type of Space	Quantity					Sq. Ft.	Notes
	2019-20	2020-21	2021-22	2022-23	2023-24		
Basic Classrooms	5	10	14	19	22	550	Assumes 22 sq. ft. per student with classes of 25.
Small Group Support	2	2	2	4	6	200	
Related Services Area	2	2	2	4	4	200	
Cafeteria	1	1	1	1	1	2000	Ideal is a seating capacity of 150.

Gymnasium	1	1	1	1	1	8000	Fits a basketball court with room on sidelines for seating.
Library	1	1	1	1	1	1100	
Nurse's Office	1	1	1	1	1	200	
Reception Area	1	1	1	1	1	300	Includes "mail room."
Faculty Space	1	2	2	2	2	550	Includes "copy room."
Shared Admin Offices	1	1	2	2	2	400	100 sq. ft. per admin.
Student Bathrooms	2	2	2	4	4	200	
Adult Bathrooms	2	2	2	4	4	55	
Circulation Space	We assume circulation space to be at about 30% of the total space in a facility. This includes hallways, stairways, etc.					+30%	
Minimum Space Requirements (sq. ft.)	24,915	29,865	33,165	39,420	42,195		

(b) Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use ("G"), and state sanitary specifications by commencement of the first year of operation;
- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;
- If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

16B1. Facilities Selection

BCCS proposes a central Buffalo location that is readily accessible to multiple city neighborhoods, furthering our ability to reflect the diversity of our district. In particular, BCCS has identified the “Main Street Corridor” as an ideally suited central location. The Main Street Corridor is a dividing line between Buffalo’s east and west sides, but also provides logistical advantages for access to the city’s northern and southern regions. A facility in the Main Street Corridor would be in close proximity to an expressway and within several blocks of public transit via city bus routes and subway. A Main Street Corridor location would also be in close proximity to Canisius College, or the University at Buffalo where we would pursue partnership opportunities.

During our search we continue to meet with building owners or representatives and visit potential sites in and around the Main Street Corridor (see Figure 16.2). Generally on those visits or in subsequent conversations we discussed 1) our status vis-a-vis the charter application process, 2) the space requirements of our program, 3) a draft architectural layout of the property, 4) additional construction that would be necessary over the term of the charter, 5) BCCS' anticipated facilities budget for the initial charter term, and 6) the ownership’s willingness to prorate a lease to fit the growth of the school.

Figure 16.2: BCCS Potential Facilities Visited

Address	Approximate Size (Sq. Ft.)	Notes
998 Broadway	90,000	Former KMart.
2495 Main St.	Flexible	There is potential space inside the building as well as in an outbuilding that is approximately 40,000 sq. ft.
217 Delevan	41,000	Former Lutheran Home. There is room to grow on a 2.2- acre campus. Two working elevators.
38 North St.	34,000	Former charter school. Parking, PE and outside need to be addressed.
400 Forest Ave.	35,000	Outbuilding on larger campus. Opportunity for acquisition of adjacent property is likely.
1335 Main St.	30,000	Formerly mixed use. Needs new roof and elevator.
128 Wilson St.	25,000	Would be co-located with Catholic Charities.
888 Delaware Ave.	Our facilities team will be visiting these properties in March 2018.	

45 Jewett Pkwy	
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(c) Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

16C1. Facility-Related Conflicts of Interest

None of the potential BCCS sites have posed a conflict of interest to our trustees or applicant group members. In the event of a conflict of interest, BCCS trustees, in compliance with the Institute’s Guide to Board Governance, would obtain independent, objective appraisals in order to determine that the facility is in the best interest of the school financially and geographically.

16D1. Additional Facility Information

If the BCCS site requires renovation to meet code compliance, appropriate renovations will commence immediately following the signing of a lease agreement. Renovations would ideally begin in summer 2018 so that they could be completed by June 2019 in time for inspection by all relevant parties.

REQUEST 16d: FACILITIES DOCUMENTS

This response is not applicable.

REQUEST 17: FOOD SERVICES

Describe the plans for food services the charter school will provide.

17A1. Food Services Overview

Buffalo Commons Charter School (BCCS) believes that proper nutrition is vital for students to realize their full potential and lead healthy, productive lives. Therefore, a healthy breakfast, lunch, and daily afternoon snack will be provided to all BCCS students. Initially, BCCS intends to partner with the Buffalo Public Schools (BPS) Food Services Department to provide all meals. BPS provides food and services free of charge, reducing the operational and financial burden on the school in the first years of the charter.

BCCS' food services will ensure that all students who are eligible receive free or reduced meals under the federally subsidized meal program based on income eligibility. Prior to the start of the school year, the Operations Director is responsible for helping families fill out and manage Free or Reduced Lunch forms, for maintaining data on Free or Reduced Price Lunch eligibility in the student information system, and providing this data to relevant parties.

BCCS is pursuing facilities that have a cafeteria with kitchen facilities on the premises. In this case, BPS would provide all resources needed for food preparation, with BCCS ensuring proper maintenance and cleaning of the kitchen. If, however, the building in which the school is ultimately located does not have a full complement of kitchen facilities, BCCS will work with BPS to ensure that contractual arrangements provide prepackaged food services to students. In this case, prepackaged meals would be delivered daily, heated, and distributed by BPS employees. BCCS will also work to ensure that students with religion-specific or allergy-related food requirements always have an alternative meal available.

REQUEST 18: HEALTH SERVICES

Describe the plans for health services the charter school will provide.

18A1. Health Services

Initial health services at Buffalo Commons Charter School (BCCS) will be administered by a school nurse that is provided in partnership with BPS. The nurse is responsible for the dispensing of medication, the treatment of students who are ill, and the treatment of students who are injured. The nurse also oversees the immunization program at the school, and BCCS complies with all requirements pursuant to Public Health Law §2164 and Commissioner's Regulations 10NYCRR§66-1. BCCS also complies with all health services requirements and expectations, as designated by Education Law §901-914 and §136 of the Commissioner's Regulations.

The nurse, in collaboration with the Operations Director (OD), is responsible for maintaining accurate records and correspondence related to these responsibilities. Student health records, including health files, immunization records, medication records, and records of disbursements, will be kept separate from academic records. All student health records are stored securely, in filing cabinets and electronically via a student information system, and are accessible only by authorized personnel, including the nurse, the OD, and the Executive Director. All health service forms and materials will be available in the languages needed to best communicate with families. BCCS' procedures will be updated as necessary to comply with changes to state law.

As part of BCCS' professional development to begin each school year, the nurse leads faculty and staff training in health policies and procedures and first aid. Training includes but is not limited to immunization policies and procedures, cardiopulmonary resuscitation (CPR), and the use of the automated external defibrillator (AED). As required by §917 of the Education Law, BCCS will maintain on-site AED.

The administration of medication during school hours falls into two categories:

1. *Non-self-directed student:* The school nurse may administer medication to a non-self-directed student when a parent or guardian submits a written request from a physician indicating the frequency and dosage of a prescribed medication.
2. *Self-directed student:* Any self-directed student may take medication during school hours if she/he keeps the medication in the nurse's office and her/his parent or guardian submits a written verification from a physician indicating the frequency and dosage of the prescribed medication. The parent or guardian must assume responsibility to have the medication delivered directly to the nurse's office in a properly labeled original container.

Before any medication may be administered to, or by any student during school hours, the Board requires the following:

1. The written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication.
2. The written order of the prescribing physician, which will include the purpose of the medication; the dosage; the time at which, or the special circumstances under which, the medication shall be administered; the period for which the medication is prescribed; and the possible side effects of the medication.

REQUEST 19: TRANSPORTATION

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

19A1. Transportation

In accordance with the transportation policy for nonpublic schools, and as required under Sections 2853(4)(b) and 3635 of Education Law, all students at Buffalo Commons Charter School (BCCS) are offered transportation services. BCCS will work with the Buffalo Public Schools Transportation Department to provide bus transportation for any BCCS students who require busing. The Operations Director is responsible for coordinating transportation for all students residing any distance greater than 0.7 miles, but no greater than 15 miles, from the students' identified bus pick-up point to the school. Students residing less than 0.7 miles from the school will walk to and from the school.

Additionally, BCCS will work directly with Buffalo Public Schools to provide transportation for any student who has been identified as residing in temporary housing under the McKinney-Vento Homeless Education Assistance Act or who requires special transportation accommodations as identified on the student's IEP or 504 plan.

The BCCS school calendar includes approximately five school days when Buffalo Public Schools are not in session. On days when BCCS is in session and Buffalo Public Schools are not, BCCS will contract directly with a transportation vendor to provide busing for students to and from BCCS. The current transportation vendor for Buffalo Public Schools, First Student Transportation, routinely provides busing to charter schools when Buffalo Public Schools are not in session. BCCS will begin planning for these days in the month of April of the preceding school year and secure pricing directly from the transportation vendor. The finalized school calendar and transportation plan will be provided to the transportation vendor prior to the start of the first day of school. The estimated costs incurred by BCCS are reflected in the operating budget.

REQUEST 20: INSURANCE

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

20A1. Insurance

Buffalo Commons Charter School (BCCS) maintains insurance coverage pursuant to applicable law, including General and Professional Liability, Property and Property Loss, Student Accident, Directors and Officers, Worker Compensation, and NYS Disability (see Figure 20.1). We have met with representatives from Vanner Insurance Agency, an agency that serves a number of area charter schools, and for the purposes of the budget and cash flow section we have used estimates from comparable charter schools.

Figure 20.1: BCCS Anticipated Insurance Coverage		
Policy	Coverage Limit	Cost to School
General and Professional Liability	\$1,000,000 per occurrence or \$2,000,000 aggregate	\$7,000
Property and Property Loss	\$200,000	\$2,000
Directors and Officers	\$25,000	\$800
Student Accident	\$1,000,000	\$5,000
Worker Compensation		\$17,000
NYS Disability		\$2,000 (approximate)

The Operations Director is responsible for working with a licensed and state-approved insurance company to provide carrier(s) with not less than an A rating for initial policies, and for procuring annual renewals with the School's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration and presented to the Executive Director for review and approval. The Treasurer of the BOT participates in this review. Original copies of all insurance policies are maintained at the School and filed in the Insurance binder by fiscal year. Copies of all current insurance policies are saved electronically when possible on the server, where all leadership can view and access them.

REQUEST 21ad: FISCAL SOUNDNESS

(a) Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences,” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

21A1. Budget Narrative

The projected budget for Buffalo Commons Charter School (BCCS) reflects our commitment to our mission and key design elements by its allocation of resources for staff and student recruitment and enrollment, staff development, school culture, and curriculum and assessment materials. To support the needs of all our students, beginning in year one, allocations are requested for Special Education, English Language Learners, and Intervention services and personnel, as well as for any additional transportation needs.

For our proposed academic model, BCCS has provided a six-year budget plan, including a pre-opening planning year and the first five years of school operation. The budget was developed using evidence-based revenue and expenditure assumptions with conservative estimations throughout, along with feedback from experts in the local charter school finance field. BCCS’ budget makes minimal assumptions about fundraising and grant monies and is primarily based on funding almost exclusively from public dollars.

Figure 21.1: Overview of Financial Position (Y0-Y5)						
	Y0	Y1	Y2	Y3	Y4	Y5
	2018-2019	2019-20	2020-21	2021-22	2022-23	2023-24
Total Revenue	\$187,782	\$1,992,003	\$3,246,570	\$4,866,355	\$6,486,140	\$7,276,525
Total Expenses	\$157,782	\$1,932,755	\$3,080,377	\$4,257,136	\$5,366,052	\$5,920,991
Operating Income	\$30,000	\$59,248	\$166,193	\$609,219	\$1,120,088	\$1,355,534
Beginning Fund Balance	-	\$30,000	\$89,248	\$255,441	\$864,660	\$1,984,748

Ending Fund Balance	\$30,000	\$89,248	\$255,441	\$864,660	\$1,984,748	\$3,340,282
Operating Income as % of Total Revenue	15.98%	2.97%	5.12%	12.52%	17.27%	18.63%
Fund Balance as % of Total Revenue	15.98%	4.48%	7.87%	17.77%	30.60%	45.90%
Total Revenue per Student	-	\$20,101	\$16,735	\$16,723	\$16,717	\$16,728
Total Spending per Student	-	\$19,936	\$15,878	\$14,629	\$13,830	\$13,611

Each year, including the pre-opening planning year, the budget provides both a positive operating income and an increasing fund balance, allowing flexibility in the event we need to meet any unforeseen financial developments. An overview of our financial position from our pre-planning year through the first five years of operation is outlined in Figure 21.1. Operating income is projected to be positive in each year, and the school’s operating income is projected to reach 17.5% of revenues in year five.

21A2. Revenue Planning

Our recurring public revenue projections are based on the most recent funding assumptions available to charter applicants. Specifically, BCCS has estimated revenue rates using per-pupil-assumptions data available for FY 2018. Beginning in Year One, the per pupil funding assumption is \$13,005, and, while this assumption is based on current Charter School Law and funding formulas linked to increases in funds for district schools, we have conservatively assumed no increase in per pupil funding over the course of the charter. Revenue projections are based on Year One enrollment of 100 students (50 kindergarteners and 50 fifth graders) and accommodate adding 100 students over two grades in Years Two through Four, and 50 students in Year Five, resulting in a final enrollment of 450 K-8 students. Throughout the charter period, our revenue planning assumes a 3% attrition rate to account for the potential that BCCS may operate at less than full capacity. Additionally, we have budgeted a \$30,000 per year fundraising target, beginning in the planning year, that the Board of Trustees has committed to raise (see R-21f for Letter of Commitment).

BCCS assumes 20% of students will qualify for Special Education services,¹ but as in the Buffalo City School District, only approximately half of these students will receive services that trigger the 20-60% and >60% funding enhancements to the per pupil payouts. BCCS has made

¹ Current demographics in the Buffalo City School District are slightly higher than this figure.

conservative revenue assumptions for Title I and Title II allocations, assuming 40% of students will be eligible for free and reduced lunch. We have also budgeted a reimbursement of telecommunications services through the E-rate program, at \$2,000 per year, though likely we are eligible for additional funds.

21A3. Expense Planning

Specifically, personnel (which includes our co-teaching model and student support models), benefits, and employer liability costs account for approximately 65% of anticipated spending during the first charter period. Our staffing plan is provided in R-11ac. Salary ranges are consistent with data from area charter schools. Teachers, our largest staffing category, have an average starting salary of \$50,000, although individual teachers will be above or below that average depending on their experience, degrees, and certification area. By year five, 83% of proposed personnel spending is allocated for instructional roles.

In year one of operation, Buffalo Commons will have 17 FTEs, increasing to 64 FTEs in Year Five. This staffing plan is a minimum level that will be adjusted in response to student needs, and/or should more resources become available.

BCCS has budgeted a 5% assumption for employer's contributions to retirement plans, as well as an average of \$600/month per employee toward medical, dental, and vision benefits. Social Security, Medicare, state unemployment insurance, and workers' compensation insurance are budgeted at currently established rates.

Estimated expenses for contracted services and school operations have been developed using a local accounting firm with charter school experience, and whenever possible uses quotes from local vendors. Expenses include funds for required legal, financial, and audit services, as well as assessment and evaluation costs, instructional materials, classroom technology materials, textbooks, substitute teacher costs, and other educational services.

BCCS is in the process of identifying a facility. For the budget, an \$18/square foot assumption is used for a space required over the initial charter term. Assumptions have also been made for utilities, taxes, and maintenance of a proposed facility, based on existing lease structures for other Buffalo charter schools.

21A4. Mitigation Strategies

The BOT, ED, and OD will consider several strategies to cover possible shortfalls that may arise, including:

1. Headcount Reduction
 - o Administrative and leadership staff may be deferred or eliminated.
2. Salary and Benefit Reductions

- If needed, modification of salaries would be considered.²
 - The 5% contribution for retirement matching could be adjusted, as could our allocation of \$600/month per employee for health benefits.
3. Strategic Partnering/Group Purchasing
- BCCS will evaluate all costs, programs, and services to identify areas where we could strategically partner with other local schools or organizations to share costs.
 - We can evaluate participation in national charter school purchasing collaboratives to reduce costs.

(b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval*

21B1. Financial Planning

BCCS follows fiscal procurement policies and practices required in the Procurement Guidelines established by the State Procurement Council pursuant to State Finance Law §161(2)(d) and incorporates accepted best practices. BCCS leadership appreciates that charter schools are multimillion dollar organizations and are responsible for the appropriate and effective use of public funds.

_____The annual budget for BCCS will be developed by the ED, OD, and BOT in partnership with an outsourced local accounting firm that will carry out the responsibilities of CFO in the first four years of the charter. The ED will solicit feedback from staff and board members, to coordinate yearly budgeting priorities and ensure that the budget aligns to the mission, vision, and intended outcomes.

The budget cycle begins in January of each fiscal year with a working draft developed collaboratively by the ED and OD, with input from the financial advisor. In February, a draft budget will be submitted to the Board’s Finance Committee for their review and feedback. Revisions will be made as necessary, with a proposed budget presented to the Board for discussion by April. Final approval will occur by June at an open, public Board meeting.

Per SUNY requirements, BCCS will prepare and provide SUNY with a copy of its annual budget and cash flow projections for each fiscal year by no later than June 30th of the immediately preceding fiscal year.

² Salaries are budgeted to increase 3% yearly to maintain competitiveness and attract and retain a talented staff, and provide cost of living increases. Yearly increases of 3% are more than most other local charters allocate, and could provide flexibility to adjust down the yearly increase, freeing up additional revenue to be reallocated as small bonuses, as additional stipends for teacher leaders, or for other incentives.

The BOT and ED will review standard financial statements at monthly Board meetings. These statements include, but are not limited to, budget vs. actuals report, balance sheet, cash flows, and regularly updated projections. Should variances between approved budget and actuals become significant, the ED, Board, and OD will review the approved budget to determine if the existing budget requires amendment or if other corrective action is required to realign activity with the approved budget.

(c) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

21C1. Fiscal Audits

In adhering to generally accepted accounting principles, BCCS, in partnership with a third-party firm, will conduct annual audits comparable to those required of other public schools. The audits will include all financial reports required by SUNY and NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of expenses. The audit will report significant findings in the financial processes of the school. The audit shall be a certified financial statement setting forth, by appropriate categories, the revenues and expenditures for the preceding school year, including a copy of the most recent annual independent fiscal audit of the school conducted by a New York State certified public accountant and in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in government auditing standards issued by the Comptroller General of the United States. The audit report will be reviewed by the Treasurer and/or Finance Committee prior to presentation to the full Board. Additionally, BCCS will comply with requests for audits to be completed by the state comptroller's office.

The annual independent fiscal audit shall include the independent auditor's report on financial statements, financial statements and notes, as well as any reports on internal control over financial reporting and on compliance. If the school spends \$500,000 or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 will be filed with the federal government and the State Education Department. The audit shall be submitted to the the Public School Choice Programs Officer of the State Education Department and the Office of Audit Services of the State Education Department.

We have included a draft of our financial policies in Figure 21.2, at the end of this section.

(d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution.

21D1. Dissolution

Dissolution would be disruptive for students, parents, and the school community and would be considered with the utmost care by the Board. In the event of school closure, BCCS commits to providing as smooth a transition for students, parents, and school community as possible. Further, BCCS commits to faithfully carrying out school closing procedures as set forth by the State Education Department of New York and in compliance with Education Law §§219, 220 and 2851(2)(t). These procedures include but are not limited to the elements below.

Transition Team: Upon notice of a decision to close the school, the Board and administration of BCCS will form a transition team to lead school closure procedures. This team will consist of the Chair of the BOT, the ED, the OD, and a parent representative from the PTO. The Transition Team will develop a Closure Plan to be sent to the BOT for ratification. Upon adoption, the members of the Transition Team will designate tasks to appropriate staff.

Notifications: BCCS will provide written notification to all stakeholders of the school's closure. The information will detail the decision to close the school, a timeline for closure, a helpline to call for information, and online resources for all families and staff. BCCS stakeholders include students, parents, faculty, partnering organizations, and community members.

- *Parents:* Within five business days of the decision to close, BCCS will notify all families in writing. This letter will provide a school closure timeline and include a phone number for parents to call for information. Additionally, a school meeting will be scheduled to convey closure information to students and families. In order to provide the best educational choices for students, and in keeping with best practice, BCCS will host a "Local Schools Night" to bring together representatives from other local schools to provide information for students and parents about available educational programs. A list of these schools and openings by grade level will be provided.
- *Faculty:* Within five business days of the decision to close, the BOT and Administration of BCCS will notify all faculty. Information will be distributed to staff on the timeline for closure, transition plan for students and faculty, employee benefits and compensation, and contact information for questions. The expectation will be conveyed that uninterrupted instruction will continue until closure commences.

Closure Reserve Funds: As required by SUNY, BCCS will allocate \$25,000 per year for the first three years of its initial charter, totaling \$75,000, to be held in a separate bank account as

dissolution funds. These reserve funds will be used for legal, financial, or other expenses related to the dissolution of the school. When notified of closure, BCCS will transfer these funds from the escrow account as prescribed by the SUNY Charter School Office.

Financials: Upon notification of closure, BCCS' Transition Team will begin a full audit of liquid and fixed assets. The school will contact, in writing, all creditors and vendors to inform them of the school closure and the closure of accounts, as well as to settle all outstanding debts. The school will furnish copies of financial information and report on the school financial position within 30 days of the closure notice. The school will provide required financial updates to SUNY.

Inventory and Distribution of Assets: Within 45 days of the Notice of Closure, BCCS will contract with a third party assessor to inventory fixed assets, their location and fair market value. Copies of all reports will be provided to SUNY. Consistent with the timeline outlined in the Closure Plan, BCCS' Board of Trustees will vote to disperse all fixed and liquid assets to either BPS or to a charter school within the City of Buffalo.

Figure 21.2 Draft Financial Policies and Procedures

Draft BUFFALO COMMONS CHARTER SCHOOL³

FISCAL ACCOUNTING AND INTERNAL CONTROLS PROCEDURES

MARCH 2018

This document will describe many of the policies and procedures for the accounting and administrative functions conducted by Buffalo Commons Charter School (BCCS).

The Board of Trustees (BOT) for BCCS will review and adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expensed, and maintained appropriately. It is the intent of these policies and procedures to implement the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

³ This document is based on the policies of Brooklyn Prospect Charter School in collaboration with representatives from Charter School Business Management Inc. It will be adjusted as necessary by a third party accounting firm such as AF and BCCS' Executive Director and/or Operations Director.

Collectively, they comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation. As BCCS grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis. Management may amend this manual as needed, and The BOT is to review the manual each year.

For the purposes of this draft we refer to a yet to be chosen third party Accounting Firm (AF), and a Human Resources Management Provider (HRMP)

Background

This manual describes the policies and procedures of BCCS. The policies are designed to safeguard the School's assets, facilitate compliance with applicable law, and produce timely and accurate financial information.

The Accounting System

The School has established accounting methods to identify, assemble, classify, record and report transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1st to June 30th. The School's audited financial statements must be approved by the School's Board and provided to the city and state no later than November 1st of each year. Furthermore, the BOT approves the School's budgets prior to the beginning of each fiscal year. The budgets are drafted for Board review and approval following the third quarter and prior to the close of the fiscal year.

INTERNAL CONTROL STRUCTURE

Control Procedures

The School has adopted a number of internal financial controls:

- *Segregation of duties:* Certain tasks are divided to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). For example, an Academic Director (AD) physical access to cash or other movable assets is not involved in the related record keeping.
- *Restricted Access:* Physical access to valuable and moveable assets is restricted to authorized personnel.
- *Document Control:* In order to ensure that all documents are captured by the accounting system, all documents must be initialed and dated when input and then filed appropriately.
- *Processing Control:* This is designed to locate any errors *before* they are posted to the

general ledger. Common processing controls are the following: (1) Batch controls; (2) Source document matching; and (3) Clerical accuracy of documents.

- *Reconciliation Controls:* This involves reconciling selected general ledger control accounts to subsidiary ledgers. These are designed to locate any errors *after* transactions have been posted and the general ledger has been run. Reconciliation is completed by an outside accountant and approved by the School's OD.
- *Annual Independent Audit:* BCCS financial statements are audited annually by an independent audit firm.
- *Security of Financial Data:* The School's accounting software is accessible only to BCCS' leadership team and other designees. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their role within the School. All other hard copies of financial data, when not in use, will be secured in a closet or cabinet at the school.

THE ACCOUNTING CYCLE

The School's accounting system is designed to accurately process, record, summarize, and report transactions of the organizations. The component bookkeeping cycles fall into one of five primary functions outlined further in the pages that follow.:

1. *Revenue and cash receipts*
 - Processing cash receipts
 - Making deposits
 - Recording cash receipts in the general ledger and subsidiary records
 - Performing month-end reconciliation procedures
 - Processing general ledger integration for private donations/revenue
2. *Purchases and cash disbursements*
 - Processing purchases (credit card, check, reimbursement)
 - Processing invoices
 - Issuing checks
 - Recording checks in the general ledger and in cash disbursement journals
 - Performing month-end reconciliation procedures
3. *Payroll*⁴
 - Obtaining and gathering payroll information
 - Submitting information to HRMP for processing
 - Performing semi-monthly reconciliation
 - Preparing W-2s, the W-3, and other annual payroll tax returns
4. *General Ledger and Financial Statements*
 - Preparing monthly journal entries

⁴ HRMP, an outside service provider, will perform the payroll process.

- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusting journal entries
- Producing the financial statements
- Producing the annual budget

The general ledger process consists of posting the period's transactions to an accounting software, which produces the financial statements. AF's Senior Consultant will reconcile bank and credit card accounts, payroll, review general ledger and prepare for the annual audit.

The ED (in consultation with the Operations Director (OD) and AF's Senior Consultant) presents monthly statements to the BOT at each board meeting. The ED, OD and AF's Senior Consultant is responsible for creating and updating 5 year budget projections for the School.

AF's Senior Consultant, in consultation with the ED and OD, will prepare an annual operating budget of revenues and expenses for each school. This budget and projection are reviewed and approved annually, first by the OD, then by the ED, and finally by the School's BOT with any necessary modifications.

5. *Budgets and Financial Reporting:* Budgets are created per program annually and updated, if necessary, semi-annually based on actual expenditures and programmatic changes through the year. The budgeting process involves key stakeholders from academics and leadership to operations and finance staff. Once the budget is approved by the board before the start of the new fiscal year, it is uploaded into the accounting software. This budget is then used to run monthly Budget-to-Actual Expense Reports that are shared with the OD and ED. At the end of the year key financial statements are produced: Balance Sheet; Income Statement; Statement of Cash Flows; and Statement of Functional Expenses.

PROCESSING REVENUE AND CASH RECEIPTS

Background

BCCS receives revenues from the following primary sources:

- Corporations
- Federal Government
- Foundations
- Individuals
- New York State (received through the city)

Processing and Recording Receipts

The Finance Team of BCCS is responsible for recording cash and check receipts as well as various other functions.

The OD sorts and delivers all mail. The ED, OD, or AD can open mail. If they do so, documents must be initialed and dated on the upper right corner of the cover sheet.

All checks are recorded using the organizations' accounting software, by check number, date and name; they are then stamped "For Deposit Only" with the appropriate bank account number.

Processing and Recording Receipts

Copies of the deposit slips with bank endorsed proof of deposit are retained by the Finance Team as backup documentation for the deposit. These are kept in the corresponding bank account binder and filed in the appropriate month of deposit. Using copies of the deposit slips, containing proof of deposit, entries are made in the accounting software debiting the receipt of cash with an offset to revenue.

PROCESSING PURCHASES AND PAYMENTS

Approval

All purchases and cash disbursements are approved by the BCCS' leadership as defined by ED. Every purchase must be approved, in writing by BCCS' leadership and allocated according to the program's budget.

AF's Senior Consultant and OD work closely with the ED to ensure that all necessary instructional and administrative purchases are made in a timely and cost-effective manner and, when applicable, in accordance with grant restrictions.

Instructional Purchases: The AD oversees all instructional and student related purchases. Teachers may request supplies and materials through the AD. If a purchase is approved, it is submitted in writing to the finance team for processing. The Operations Team researches vendors: including soliciting of multiple bids to ensure best value and avoid conflicts of interest. The School's conflict of interest policies are described in their by-laws. If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. The School is tax exempt and therefore does not reimburse employees for tax. A copy of the Tax Exempt Certificate may be obtained from the Operations Team.

Administrative Purchases: The OD approves and is responsible to oversee all administrative purchases. The OD requests approval for any supplies and materials. If a purchase is approved, it is submitted in writing to the finance team for processing. The OD is responsible to research all vendors and solicit multiple bids to ensure best value and to avoid conflicts of interest.

Issuance and Monitoring of Purchase Orders: For all products that need to be ordered, a purchase order must be filled out. It must be reviewed by the AD for programmatic purposes and by the OD for budgetary/financial purposes. Only then can the order be placed online, via fax, email or phone and entered into the accounting system by AF's Junior Consultant.

Vendor confirmation numbers are noted on the hard copy and filed into the Open Purchase Order (PO) binder. When a shipment is received by the OD, the Packing Slip (PS) will be reviewed for accuracy, checked versus the PO, stamped as received and signed off by the

person who opened the boxes. In instances where there is no PS, a Substitute Packing Slip form is to be filled out. If everything is correct, the PS will be stapled to the front of the PO and filed in the PO Waiting for Invoice binder. If everything is not correct, the vendor will be contacted for a return/credit to our account. If a shipment is partial and accurate, the PS will be stapled to the back of the PO, but still filed in the Open PO file until the remaining items are received.

Upon receipt of the invoice, AF's Junior Consultant attaches it to the front of the PS and PO, posts the invoice with the correct General Ledger codes into the accounting system and files it in the Invoices to be Paid binder that is sorted by vendor. AF's Junior Consultant processes payment for the invoice(s) and submits it to the ED for payment.

Receipt of Goods: All goods purchased by the School are delivered to the School. It is the responsibility of the OD to sign for delivery, obtain initial packing reports and file them into the PO Waiting for Invoice binder. The Finance team is responsible for filing packing receipts by vendor name. When discrepancies occur, they are investigated and resolved by the OD.

Exemption from Sales Tax: The School is exempt from state and federal tax. As such, the School is exempt from sales taxes on goods purchased for their own internal use and services. It is the responsibility of the OD and finance team, when applicable to ensure that all vendors have a copy of the School's ST-119 allowing the organization to be exempt from sales taxes.

Travel and Other Reimbursable Expenses: Travel and other reimbursable expenses must be pre-approved by BCCS' ED. It is the employee's responsibility to seek approval prior to incurring costs. Requests for reimbursement should be made within 30 days of expense and must be approved prior to purchase. If an employee is issued a corporate credit card, their use of the card should be limited to business expenses, and they are responsible for ensuring that all receipts for purchases are turned in as purchases are made.

Credit Card: The School will obtain a credit card account and cards will be provided to a limited number of employees (See Appendix A for a list of cardholders). All cardholders must seek the ED's approval through a Credit Card Purchase Request form for purchases made using the school credit card. The credit card purchase request form and receipt is submitted to AF's Junior Consultant for processing. The Junior Consultant pays all monthly bills in full. The charges are entered in the accounting software by the OD and reconciled by the OD. All bills and invoices are subsequently filed. Credit card statements are opened by the OD.

PROCESSING CASH DISBURSEMENTS

Processing Invoices

All invoices are mailed to the School's offices. The OD is responsible for sorting, opening, signs and dates all mail. Invoices are coded by the person that ordered the service and the invoice is approved by the OD. The invoices are placed in the Invoices to be Matched with Packing Slips and Purchase Orders binder. AF's Junior Consultant posts invoices into the accounting system and processes any cash disbursements. Check stubs are stapled to the

packet of invoices, packing slips and purchase orders. S/he obtains the ED's signature for checks below \$5,000. For checks above \$5,000, the ED and OD both sign the check. As an alternative, the Chairperson of the Finance Committee will also be an authorized signatory on the account in the event the ED or OD is unavailable. The check is then mailed to vendors and cash disbursement packets are filed into the Cash Disbursement binder in check number order.

Online bills are processed by AF's Junior Consultant only after the Online/Phone/Fax Authorization form is signed by the ED. Any online payment is documented by a printout of the confirmation page and stapled to the invoice. The accounting software creates journal entries based on the vendor as cash is credited and the appropriate expense type is debited.

Petty Cash Account: Petty cash is funded by the School's bank account. Money is kept in a lockbox at the school and used for small miscellaneous purchases including but not limited to snacks, first aid, utensils, food. Petty Cash may be requested for emergency items needed for school related purposes.

When cash is distributed, it is noted on the Petty Cash Log and placed in an envelope noting the purpose of the distribution and who it was given to. Receipts are required for full reimbursement and tax exempt letters should be used in order to save any sales tax expenses. A Cash/Check Transfer form must be filled out when a staff member collecting funds for a field trip, aftercare, fundraiser or meal reimbursements are being submitted to the Junior Consultant to deposit. The printed names and signatures of the collector and recipient must be filled out and legible. Receipts and Cash/Check Transfer forms are filed in date order, assigned a sequential number and filed in manila envelopes by month, which are then filed in the Petty Cash binder by fiscal year.

The ED appoints a "Petty Cash Custodian," who is responsible for tracking the use of petty cash through receipts and a log in Excel. When funds need to be replenished, the ED approves the month's transactions and the log along with the petty cash forms and receipts are given to AF's Junior Consultant to be processed in the accounting software. Then a check is cut and cashed by the OD for the total amount of the money spent (sum of receipts turned in). These funds are given to the Petty Cash Custodian to disperse and track. Each school has a set replenishment amount determined by the ED at the beginning of the year.

Insurance Coverage

Insurance coverage is maintained pursuant to applicable law. Currently, the School maintains insurance policies, including: Commercial Umbrella Liability, Commercial General Liability, Excess Liability, Workers' Compensation, Student Accident, Directors' Errors and Omissions, Directors and Officers, and Non-owned Auto.

The OD is responsible for procuring annual renewals with the School's insurance broker. Quotes for renewal will be procured at least one month in advance of a policy's expiration, and presented to the ED for review and approval. The Chairperson of the Finance Committee of the Board participates in this review.

Original copies of all insurance policies are maintained at the School and filed into the Insurance binder by fiscal year. Copies of all current insurance are saved electronically when possible on the server where all leadership can view and access.

MANAGEMENT OF CASH

Accounts

BCCS will have three bank accounts, one operating account, one savings and one escrow account as required by the charter. Each school account has 3 Authorized Signers, the ED, OD and Chairperson of the Finance Committee of the Board. The bank statements are received monthly at the school.

Bank Statement

Bank Statements are opened, dated and initialed by ED. The statement is then filed in the bank reconciliation binder in date order.

Bank Reconciliation

Using the accounting software's bank reconciliation function, reconciliation is prepared monthly for all bank accounts by AF's Senior Consultant, who identifies reconciling items to ensure that cash is being accounted for properly.

PAYROLL

Background

The School uses an outside service, HRMP, to process its payroll.

Payroll Processing is comprised of the following:

Responsibilities	Owners
Obtaining Payroll Information	The School Operations Team
Computing Wages	HRMP
Performing Pay Period Activities	HRMP
Preparing various annual payroll tax returns	HRMP
Preparing 1099's	The School Operations Team

Obtaining Payroll Information

The OD is responsible for the following:

Establishing a Personnel File for Each Employee: The personnel file serves as a chronological

performance record throughout the employee’s tenure with the organization and, as such, is kept secure and confidential. Personnel records are kept for a minimum of ten years. Access to such personnel files is limited to the Operations Team, AD and the ED. Their personnel files will contain the following documents:

Form	Updated	Month updated
W-4 or W-9	Annually	December
Health application	Annually, As needed	October-November
Dental application	As needed	
Vision application	As needed	
Pension application	Never	
Fingerprinting	Never	
Certification	As needed	
Offer/Hire letter	Annually, As needed	April-May
Resume	As needed	
Job description	As needed	
Direct Deposit	As needed	

A separate binder is maintained for I-9s, as required by the U.S. Department of Homeland Security.

Analyzing Job Information: The Fair Labor Standards Act (FLSA) sets employee minimum wage and overtime requirements. Job positions are classified as either exempt or nonexempt from the requirements. These requirements are summarized below and are adhered to by the School.

Attribute	Exempt	Nonexempt
Payment Amount	The employer pays an exempt employee a fixed salary for any and all work performed during a workweek. Minimum wage and overtime pay requirements do not apply.	The employer may pay a nonexempt employee using an hourly, salary, commission, or any other method. Total compensation must be at least the minimum wage for all hours plus overtime pay for hours over the maximum.
Pay Deductions	Generally, deductions for time not worked may not be made from the weekly salary.	The employer pays a nonexempt employee only for the hours worked. Therefore, wage deductions may be made for tardiness, full or partial day absences, and any time the employee does not work.

Employee Information: In order to prepare a payroll, the OD obtains and maintains the following information for each employee:

Information	Source of Data
Name and address	W-4
Social Security Number (SSN)	W-4
Job Title	Job Description
Wage Rate	Employee Agreement/Offer of Employment
Withholding Status	W-4
Other authorized deductions	Employer information sheet

Withholding Status

The completed form W-4 serves as a basis for employee withholding. If an employee needs to change withholding allowances, the employees must file an amended Form W-4 within 10 days of an event that *decreases* the number of withholding allowances. An employee may amend his/her Form W-4 to increase the number of withholding allowances at any time.

When a Form W-4 is received, the School’s operations team will comply with the withholding instructions within 30 days. The withholding instructions will usually continue to apply unless and until the employee amends the Form W-4.

Although not obligated to evaluate an employee’s number of exemptions, the School have three duties relating to the contents of W-4's:

- *Disregard invalid W-4 forms.* A W-4 form is rendered invalid if the employee changes or adds language to the form.
- *Report excessive allowances.* The organization is required to send copies of all W-4 forms claiming more than 10 withholding allowances along with the organization Form 941 to the IRS.
- *Report full exemptions.* The organization is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than \$200.

Because of their importance to both the IRS and to employees, the School retain signed original W-4's (no copies) for four years after the annual employment tax returns are filed.

PROPERTY AND EQUIPMENT

The School’s OD is responsible for maintaining the equipment and furniture inventory.

AF's Senior Consultant will account for depreciation based on the School's inventories. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method. The OD and the ED are responsible for ensuring that accurate inventories are maintained. For example, school laptops are maintained in this inventory list and each employee gets a company-issued laptop for work use.

Upon receiving any property that qualifies as a fixed asset, the OD is responsible for recording the following:

- Name and description
- Serial number, model number, or other identification
- Vendor name and acquisition date
- Location of the equipment
- Purchase Date
- Vendor
- Disposal Date
- Disposal Reason

The OD performs inventory audits annually.

Depreciation policy

Computers	5 years
Office/Classroom Equipment	5 years
Office/Classroom Furniture	7 years
Leasehold improvements	Life of lease or 5 years, whichever is greater
Musical Instruments	3 years

SUMMARY OF ACCOUNT STRUCTURE

ASSETS

Types of Assets: In Non-For-Profit organizations, assets must be classified by nature and segregated between:

1. Unrestricted
2. Temporarily Restricted
3. Permanently Restricted

The School's assets are classified as unrestricted, temporarily restricted, or permanently restricted.

Cash and Cash Equivalent: All cash and cash equivalents of the School consist of cash in a company's bank account/s

Grants Receivable: Grants Receivable include money that the School expect to receive from government or private sources. Donation letters or pledges are also considered grants receivable.

Property and Equipment: Property and equipment includes the assets used by the School for activities and programs that have an estimated useful life longer than one year. For the School, fixed assets primarily consist of musical instruments, furniture, computers and computer software.

Purchased property and equipment is recorded at cost. Donated property and equipment are recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition including:

- Sales tax, if any
- Freight
- Installation costs
- Direct and indirect costs, including interest, incurred in construction.

LIABILITIES

Accounts Payable:

Accounts payable include costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount.

Capital Lease Obligation

The School will lease office equipment under a capital lease. Payments of both principal and interest are made monthly.

Accrued Liabilities

Salaries, wages earned and payroll taxes, together with professional fees, rent and insurance costs incurred are reflected as a liability when entitlement to payment occurs.

REVENUE

Private Contributions

The School receives contributions from individuals, foundations, and corporations in the following forms:

1. *Unrestricted*
 - a. No donor imposed restrictions.
2. *Temporarily Restricted*
 - a. Donor imposed restrictions such as passage of time, or specific use.
3. *Permanently Restricted*
 - a. Donor has placed permanent restrictions on the use of AD and/or the use of earnings and appreciation.

Upon receipt of donation, donations are classified as unrestricted, temporarily restricted or permanently restricted.

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services, which are not accounted for.

Donated Materials and Supplies

Donated materials are recorded as contributions and inventory or expenses in the period received and are recorded at their fair market value at date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions.

Donated Property and Equipment

Property donations received without donor-imposed stipulations are recorded as unrestricted contributions.

EXPENSES

Types of Expenses

Expenses are classified by functional classification and are matched with any donor-imposed restrictions:

1. *Program Service Expense* - the direct and indirect costs related to providing education and other services consistent with the School's mission.
2. *Management & General Expenses* - expenses for other activities related to the purpose for which the organization exists. These are broadly categorized as:
 - a) *Management* – Management expenses relate to the overall direction of the organization and include expenses for the activities of the BOT, business management, general record keeping, and budgeting.
3. *Fundraising Expenses* - costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

As part of the School's annual budget process, the allocation of expenses, particularly salaries to program, management and general and fundraising is reviewed. Allocations are amended as necessary and the rationale documented. BCCS' ED, OD, AD and AF's Senior Consultant are involved in this process.

FRAUD AND MISAPPROPRIATION

The School will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the School. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with the School.

The ED and BOT are responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The ED and each board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Any fraud that is detected or suspected must be reported immediately to the BOT and they will take the necessary actions.

Actions Constituting Fraud

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the School
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the School
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services the School
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Investigation Responsibilities

The Board Chair has the primary responsibility for the investigation of all suspected fraudulent acts as defined in the policy. The BOT may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the BOT will issue reports to appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final dispositions of the case.

Confidentiality

The BOT will treat all information received confidentially. Any employee who suspects

dishonest or fraudulent activity will notify the Board Chair immediately, and should not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect the School from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the company's BOT will have:

1. Free and unrestricted access to all the School's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody or any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chair of the BOT immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Audit Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not a liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual in an effort to determine facts or demand restitution.
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the BCCS' legal counsel or the BOT.

Whistleblower Policy

BCCS requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the School are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of

employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

The ED will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Appendix A

As of March, 2018, the following individuals have the general fiscal responsibilities as outlined below and discussed in this manual:

Credit Card Holders

ED

School-Based:

Executive Director

The ED oversees all operations of the School, and acts as the primary liaison between the School and the BOT.

Operations Director

The OD, with the ED, oversees all operations of the School. The OD is responsible for the tracking of school assets and inventories and reviews the fiscal policies and reporting to ensure consistency with established procedures and budget and compliance with necessary laws. The OD is responsible for receipt of all mail, supplies and materials into the School and purchasing of supplies and materials.

Academic Director

The AD manages the teaching faculty and curriculum of the School and,

BCCS Support Team:

AF's Senior Consultant

AF's Senior Consultant helps prepare and present monthly and quarterly financial statements,

as well as other reports required by various agencies such as state offices or private contributors. S/he completes bank reconciliations of all 3 bank accounts as well as the petty cash account. S/he is also responsible for the receipt of all income to the School to ensure that accounting, spending and reporting procedures are consistent with grant terms and restrictions and/or funding stipulations.

AF's Junior Consultant

AF's Junior Consultant processes all receipts and expenditures in the accounting system and oversees the receipt of all goods and services according to approved purchases.



Charter Schools Institute
The State University of New York

**New School Proposal
Budget(s) & Cash Flow(s) Template**

Buffalo Commons Charter School

Contact Name: Daniel Brink-Washington
Contact Title: Executive Director
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

BUFFALO COMMONS CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School	50	50	50	50	50	4-5
1st Grade	Elementary School		50	50	50	50	5-6
2nd Grade	Elementary School			50	50	50	6-7
3rd Grade	Elementary School				50	50	7-8
4th Grade	Elementary School					50	8-9
5th Grade	Middle School	50	50	50	50	50	9-10
6th Grade	Middle School		50	50	50	50	10-11
7th Grade	Middle School			50	50	50	11-12
8th Grade	Middle School				50	50	12-13
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		100	200	300	400	450	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	2	2	2	2	2
1st Grade	Elementary School		2	2	2	2
2nd Grade	Elementary School			2	2	2
3rd Grade	Elementary School				2	2
4th Grade	Elementary School					2
5th Grade	Middle School	2	2	2	2	2
6th Grade	Middle School		2	2	2	2
7th Grade	Middle School			2	2	2
8th Grade	Middle School				2	2
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	8	12	16	18

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	0	25	25	25	25
2nd Grade	Elementary School	0	0	25	25	25
3rd Grade	Elementary School	0	0	0	25	25
4th Grade	Elementary School	0	0	0	0	25
5th Grade	Middle School	25	25	25	25	25
6th Grade	Middle School	0	25	25	25	25
7th Grade	Middle School	0	0	25	25	25
8th Grade	Middle School	0	0	0	25	25
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		50	100	150	200	250
Total Middle School Enrollment		50	100	150	200	200
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		100	200	300	400	450
Change in Net Enrollment from Prior Year (Count)		100	100	100	100	50
Change in Net Enrollment from Prior Year (Percent)		100.0%	100.0%	50.0%	33.3%	12.5%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

Our admissions policy includes backfill in each grade, and so our projected enrollment is 50 students per grade (in two classes) yielding 450 total students at capacity. However, we budget for the possibility that even with backfill BCCS may need to operate while being underenrolled. That is reflected in the budgeted student numbers on tabs 7-9 which reflect a 3% attrition despite backfill.

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		100	200	300	400	450
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> **1**

PRIMARY SENDING SCHOOL DISTRICT	BUFFALO CITY SD	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 907,370,189	\$ 907,370,189	\$ 907,370,189	\$ 907,370,189	\$ 907,370,189
ENROLLMENT (Charter School)		100	200	300	400	450
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	https://www.city-buffalo.com/files/1_2_1/Mayor/FourYearPlan-2016-2020/Board_Education_Four_Year_Financial_Plan.pdf					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

BUFFALO COMMONS CHARTER SCHOOL

STAFFING PLAN FTE	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K, 5	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-8
	Enrollment	100	200	300	400	450

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	1.0	2.0	2.0	2.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	0.0	1.0	1.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.0	6.0	7.0	8.0	9.0

Description of Assumptions
One Executive Director throughout the charter term; 65,000 in Year 1, increasing to 90,000 in Year 2; 3% annual increase after Year 2.
One Academic Director in Year 1, salary increasing to \$70,000 in Year 2. A second Academic Director added in Year two.; 3% annual increase.
1 Culture Director in Year 1. In Year 3 an Assistant School Culture Director is added; 3% annual increase.
A Finance Director is added in Year Five.
One Operations Director throughout the charter term; 3% annual increase.
One Office Manager starting in Year 2; a Registrar is added in Year 4; 3% annual increase.

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	4.0	8.0	12.0	16.0	18.0
Teachers - SPED	3.0	5.0	7.0	9.0	10.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	2.0	4.0	6.0	8.0	9.0
Specialty Teachers	4.0	7.0	11.0	14.0	16.0
Aides	0.0	0.0	0.0	1.0	2.0
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	13.0	24.0	36.0	48.0	55.0

Regular teachers (elementary general teachers and middle subject area teachers) are added each year up to 18 in Year Five; 3% annual increase.
Beginning in Year 1, 1 SPED teacher will serve as a .5 Intervention teacher and also as SSD. SPED teachers are added each year up to 10 in Year Five; 3% annual increase.
Substitute teachers are accounted for under Contracted Services
Assistant Teachers are added each year up to nine in Year Five; 3% annual increase.
Specialty teachers include ENL, Intervention, Art & Engineering (Innovations), and Foreign Language; 16 by Year Five; 3% annual increase.
One school aide is added in Year Four, and a second in Year Five; 3% annual increase.

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	17.0	30.0	43.0	56.0	64.0
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STAFFING PLAN WAGES	Year 1	Year 2	Year 3	Year 4	Year 5	
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K, 5	K-1, 5-6	K-2, 5-7	K-3, 5-8	K-8
	Enrollment	100.00	200.00	300.00	400.00	450.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 90,000	\$ 65,000	\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345
Instructional Management	\$ 70,000	\$ 60,000	\$ 140,000	\$ 144,200	\$ 148,526	\$ 152,982
Deans, Directors & Coordinators	\$ 50,000	\$ 50,000	\$ 51,500	\$ 93,045	\$ 95,836	\$ 98,711
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000
Operation / Business Manager	\$ 60,000	\$ 60,000	\$ 61,800	\$ 63,654	\$ 65,564	\$ 67,531
Administrative Staff	\$ 30,000	\$ -	\$ 30,000	\$ 30,900	\$ 61,827	\$ 63,682
TOTAL ADMINISTRATIVE STAFF		\$ 235,000	\$ 373,300	\$ 424,499	\$ 467,234	\$ 541,251

Description of Assumptions
One Executive Director throughout the charter term; 65,000 in Year 1, increasing to 90,000 in Year 2; 3% annual increase after Year 2.
A second Academic Director added in Year 2.; increasing to 70,000 in Year 2, 3% annual increase.
In Year 3 an Assistant School Culture Director is added; 3% annual increase.
A Finance Director is added in Year 5, replacing outsourced financial services
One Operations Director throughout the charter term; 3% annual increase.
One Office Manager starting in Year 2; a registrar is added in Year 4; 3% annual increase.

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 50,000	\$ 200,000	\$ 406,000	\$ 618,180	\$ 836,725	\$ 961,827
Teachers - SPED	\$ 50,000	\$ 150,000	\$ 254,500	\$ 362,135	\$ 472,999	\$ 537,189
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 25,000	\$ 50,000	\$ 101,500	\$ 154,545	\$ 209,181	\$ 240,457
Specialty Teachers	\$ 50,000	\$ 200,000	\$ 356,000	\$ 566,680	\$ 733,680	\$ 855,691
Aides	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ 40,600
Therapists & Counselors		\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 600,000	\$ 1,118,000	\$ 1,701,540	\$ 2,272,586	\$ 2,635,764

Regular teachers (elementary general teachers and middle subject area teachers) are added each year up to 18 in Year 5; 3% annual increase.
SPED teachers are added each year up to ten in Year 5; 3% annual increase.
Substitute teachers are accounted for under Contracted Services
Assistant Teachers are added each year up to nine in Year 5; 3% annual increase.
Speciality teachers include ENL, Intervention, Art & Engineering (Innovations), and Foreign Language; 16 by Year 5; 3% annual increase.
One school aide is added in Year 4, and a second in Year 5; 3% annual increase.

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000
TOTAL NON-INSTRUCTIONAL		\$ -	\$ 10,000	\$ 20,000	\$ 20,000	\$ 20,000

Stipends for teacher leaders and summer school.

TOTAL PERSONNEL SERVICE WAGES		\$ 835,000	\$ 1,501,300	\$ 2,146,039	\$ 2,759,820	\$ 3,197,015
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**BUFFALO COMMONS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	187,782	
Total Expenses	157,782	
Net Income	30,000	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	157,782	550K CSP grant split over the first 2 years as per the RFP.
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	157,782	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	30,000	Yearly fundraising commitment from Board of Trustees, beginning in planning year
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	
TOTAL REVENUE	187,782	

**BUFFALO COMMONS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	40,000	Executive Director
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	40,000	Operations Director
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.00	80,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	10,000	Stipend for part time Academic Director beginning in January 2019
TOTAL NON-INSTRUCTIONAL	-	10,000	
SUBTOTAL PERSONNEL SERVICE COSTS	2.00	90,000	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		7,882	Based on 2017 rates from NYS and insurance estimate
Fringe / Employee Benefits		14,400	Group plans for medical, dental and life insurance; this is based on approx. \$600/month for each employee.
Retirement / Pension		4,000	Offering a 401K with a 5% employer match on staff contributions.
TOTAL PAYROLL TAXES AND BENEFITS		26,282	
TOTAL PERSONNEL SERVICE COSTS	2.00	116,282	
CONTRACTED SERVICES			
Accounting / Audit		17,600	Quote from Kirisits and Associates includes accounting, payroll and other back office responsibilities.
Legal		1,000	Includes 501c3 filing fee - legal work for the 501c3 is promised pro bono
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		18,600	

**BUFFALO COMMONS CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019**

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS		
Board Expenses	2,000	Annual board retreat and other development opportunities. See R-13ac
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	3,000	Macbooks for employees
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,000	Copies, mailings, office supplies
Staff Development	-	
Staff Recruitment	5,000	print, radio, web, social media, "swag". R-11ac
Student Recruitment / Marketing	5,000	print, radio, web, social media, "swag". R-15abd
School Meals / Lunch	-	
Travel (Staff)	3,000	ED, OD, and Board Chair will visit WNY and NYC schools with similar models. See R-08ad
Fundraising	-	
Other	1,500	Books to give new students during initial home visits. See R-09ac.
TOTAL SCHOOL OPERATIONS	20,500	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	2,400	Co-working space at Design Innovation Garage (dig). Includes mail service, fax, printer, internet
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	2,400	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	
TOTAL EXPENSES	157,782	
NET INCOME	30,000	

PRE-OPENING CASH FLOW 1-YEAR		BUFFALO COMMONS CHARTER SCHOOL												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		July 1, 2018 - June 30, 2019												
Total Revenue	28,149	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	187,782
Total Expenses	13,607	10,607	12,107	10,607	10,607	10,607	14,773	14,773	17,273	14,773	14,773	14,773	13,273	157,782
Net Income	14,542	3,905	2,405	3,905	3,905	3,905	(261)	(261)	(2,761)	(261)	(261)	(261)	1,239	30,000
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	28,762	-
Net Income	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	30,000	30,000	30,000
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	1,467	2,467	18,600

PRE-OPENING CASH FLOW 1-YEAR	BUFFALO COMMONS CHARTER SCHOOL												
	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>													
Total Revenue	28,149	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	187,782
Total Expenses	13,607	10,607	12,107	10,607	10,607	10,607	14,773	14,773	17,273	14,773	14,773	13,273	157,782
Net Income	14,542	3,905	2,405	3,905	3,905	3,905	(261)	(261)	(2,761)	(261)	(261)	1,239	30,000
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	-
Net Income	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	30,000	30,000
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	1,000	-	-	-	1,000	-	2,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	3,000	-	-	-	-	-	-	-	-	-	-	-	3,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	2,500	2,500	-	-	5,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	2,500	2,500	-	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	1,500	-	-	-	1,500	-	-	-	-	-	3,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	1,500	-	1,500
TOTAL SCHOOL OPERATIONS	3,083	83	1,583	83	83	83	2,583	2,583	5,083	2,583	2,583	83	20,500
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	200	200	200	200	200	200	200	200	200	200	200	200	2,400
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	200	200	200	200	200	200	200	200	200	200	200	200	2,400
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	13,607	10,607	12,107	10,607	10,607	10,607	14,773	14,773	17,273	14,773	14,773	13,273	157,782
NET INCOME	14,542	3,905	2,405	3,905	3,905	3,905	(261)	(261)	(2,761)	(261)	(261)	1,239	30,000

PRE-OPENING CASH FLOW 1-YEAR	BUFFALO COMMONS CHARTER SCHOOL												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
	July 1, 2018 - June 30, 2019												
Total Revenue	28,149	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	14,512	187,782
Total Expenses	13,607	10,607	12,107	10,607	10,607	10,607	14,773	14,773	17,273	14,773	14,773	13,273	157,782
Net Income	14,542	3,905	2,405	3,905	3,905	3,905	(261)	(261)	(2,761)	(261)	(261)	1,239	30,000
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	-
Net Income	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	30,000	30,000
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	14,542	3,905	2,405	3,905	3,905	3,905	(261)	(261)	(2,761)	(261)	(261)	1,239	30,000
Beginning Cash Balance	-	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	-
ENDING CASH BALANCE	14,542	18,447	20,852	24,758	28,663	32,568	32,307	32,046	29,284	29,023	28,762	30,000	30,000

YEAR 1 BUDGET AND ASSUMPTION	BUFFALO COMMONS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS	
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
	JULY 1, 2019 - JUNE 30, 2020							
Total Revenue	1,286,485	313,300	-	-	392,218	1,992,003	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Expenses	1,032,635	316,118	-	-	584,002	1,932,755		
Net Income	253,850	(2,818)	-	-	(191,784)	59,249		
Budgeted Student Enrollment	97	20				97		
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2016-17)							
PRIMARY School District: BUFFALO CITY SD	13,005	1,261,485				1,261,485	2017/18 per pupil revenue rate	
Other District 1:	-	-				-		
Other District 2:	-	-				-		
Other District 3:	-	-				-		
Other District 4:	-	-				-		
Other District 5:	-	-				-		
Other District 6:	-	-				-		
Other District 7:	-	-				-		
Other District 8:	-	-				-		
Other District 9:	-	-				-		
Other District 10:	-	-				-		
Other District 11:	-	-				-		
Other District 12:	-	-				-		
Other District 13:	-	-				-		
Other District 14:	-	-				-		
Other School Districts' Revenue: (Weighted Avg.)	-	-				-		
TOTAL Per Pupil Revenue (Weighted Avg.)	13,005	1,261,485				1,261,485		
Special Education Revenue			313,300			313,300	Slightly below district averages; uses district percentages for state aid formulas.	
Grants								
Stimulus								
DYCD (Department of Youth and Community Development)								
Other								
Other								
TOTAL REVENUE FROM STATE SOURCES		1,261,485	313,300				1,574,785	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs							Kirisits and Associates advise no to rely on any funding in year one.	
Title I		20,000				20,000	Anticipate being a target school at at least 40% students below the poverty line.	
Title Funding - Other		5,000				5,000	Funding from Title 2a, reflects 14% cut for FY2017. Assumes no further cuts.	
School Food Service (Free Lunch)								
Grants								
Charter School Program (CSP) Planning & Implementation						392,218	392,218	550K CSP grant split over the first 2 years as per the RFP.
Other								
Other								
TOTAL REVENUE FROM FEDERAL SOURCES		25,000				392,218	417,218	
LOCAL and OTHER REVENUE								
Contributions and Donations								
Fundraising								
Erate Reimbursement								
Earnings on Investments								
Interest Income								
Food Service (Income from meals)								
Text Book								
OTHER								
TOTAL REVENUE FROM LOCAL and OTHER SOURCES								
TOTAL REVENUE		1,286,485	313,300			392,218	1,992,003	

YEAR 1 BUDGET AND ASSUMPTION	BUFFALO COMMONS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						<i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,286,485	313,300	-	-	392,218	1,992,003	
Total Expenses	1,032,635	316,118	-	-	584,002	1,932,755	
Net Income	253,850	(2,818)	-	-	(191,784)	59,249	
Budgeted Student Enrollment	97	20				97	Account for the possibility of 3% attrition without backfill.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	8,000	2,000	-	-	-	10,000	Subsitute teachers twice per week on average.
TOTAL CONTRACTED SERVICES	8,000	2,000	-	-	55,200	65,200	

YEAR 1 BUDGET AND ASSUMPTION	BUFFALO COMMONS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,286,485	313,300	-	-	392,218	1,992,003	
Total Expenses	1,032,635	316,118	-	-	584,002	1,932,755	
Net Income	253,850	(2,818)	-	-	(191,784)	59,249	
Budgeted Student Enrollment	97	20				97	Account for the possibility of 3% attrition without backfill.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	2,000	2,000	Annual board retreat and other development opportunities. See R-13ac
Classroom / Teaching Supplies & Materials	7,200	1,800	-	-	-	9,000	Reflects \$500 per classroom teacher, plus an additional \$5,000 for Innovations. See R-05ae
Special Ed Supplies & Materials	-	1,500	-	-	-	1,500	Reflects \$500 per sped professional. See R-05ae
Textbooks / Workbooks	-	-	-	-	-	-	
Supplies & Materials other	20,000	15,000	-	-	-	35,000	Curriculum and Materials for ELA, Math, Sci, SS, and Tier Two intervention programs. See R-05ae
Equipment / Furniture	36,000	9,000	-	-	-	45,000	Classroom furniture and necessities.
Telephone	-	-	-	-	3,000	3,000	Small system for approx. \$1000, plus install, plus service.
Technology	36,000	9,000	-	-	25,000	70,000	Internet, SIS, Chromebooks, Faculty Laptops
Student Testing & Assessment	20,000	5,000	-	-	-	25,000	STAR 360 Licences, ANet, Torrance Tests. See R-05ae
Field Trips	4,000	1,000	-	-	-	5,000	
Transportation (student)	16,000	4,000	-	-	-	20,000	Bussing on 5 days when BPS is not in session @ approx. \$500/bus. See R-19.
Student Services - other	4,000	1,000	-	-	-	5,000	School uniforms, school-based special events.
Office Expense	-	-	-	-	25,000	25,000	
Staff Development	-	-	-	-	15,000	15,000	Summer intensive PD, monthly school-wide series, and individual conference requests. See R-08ad.
Staff Recruitment	-	-	-	-	5,000	5,000	Print, radio, web/social media postings, "swag". See R-11ac
Student Recruitment / Marketing	-	-	-	-	5,000	5,000	Print, radio, web/social media postings, "swag". See R-15abd
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	1,200	300	-	-	-	1,500	Books to give to new students during initial home visits. See R09ac
TOTAL SCHOOL OPERATIONS	144,400	47,600	-	-	80,000	272,000	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	30,000	30,000	Estimate based on other charters. See R-20
Janitorial	-	-	-	-	40,000	40,000	Assumes 200 days/yr. @ \$20/hr. as quoted by Contract Specialists, Inc.
Building and Land Rent / Lease / Facility Finance Interest	220,000	55,000	-	-	-	275,000	As per lease estimates. See R-16
Repairs & Maintenance	-	-	-	-	20,000	20,000	Minor repairs throughout the year - nothing structural or having to do with roof.
Equipment / Furniture	-	-	-	-	30,000	30,000	Office furniture, shared equipment.
Security	-	-	-	-	6,000	6,000	Security system including video and FOB access, plus monitoring.
Utilities	72,000	18,000	-	-	-	90,000	Reflects \$1.80 per square foot for utilities, plus \$20K for snow removal.
TOTAL FACILITY OPERATION & MAINTENANCE	292,000	73,000	-	-	126,000	491,000	
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000	Set aside for dissolution - leaves a balance of 50K to be set aside in escrow in the next two years. See R-21ad
TOTAL EXPENSES	1,032,635	316,118	-	-	584,002	1,932,755	
NET INCOME	253,850	(2,818)	-	-	(191,784)	59,249	

YEAR 1 BUDGET AND ASSUMPTION	BUFFALO COMMONS CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,286,485	313,300	-	-	392,218	1,992,003	
Total Expenses	1,032,635	316,118	-	-	584,002	1,932,755	
Net Income	253,850	(2,818)	-	-	(191,784)	59,249	
Budgeted Student Enrollment	97	20				97	Account for the possibility of 3% attrition without backfill.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: BUFFALO CITY SD	100					100	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	97		20			97	
REVENUE PER PUPIL	13,263					20,536	
EXPENSES PER PUPIL	10,646					19,925	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BUFFALO COMMONS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020														
	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	1,992,003
	220,250	131,841	163,416	156,916	155,416	152,916	152,916	155,416	160,416	157,416	156,916	168,916	168,916	1,932,755	
Total Revenue	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	1,992,003
Total Expenses	220,250	131,841	163,416	156,916	155,416	152,916	152,916	155,416	160,416	157,416	156,916	168,916	168,916	1,932,755	
Net Income	76,982	(97,073)	133,816	(122,148)	141,816	(118,148)	144,316	(120,648)	136,816	(122,648)	140,316	(134,148)	(134,148)	59,248	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
Beginning Cash Balance	30,000	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	223,397	30,000	
Ending Cash Balance	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	89,249	89,249	89,249	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL		

EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Executive Management	1.00	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Instructional Management	1.00	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Deans, Directors & Coordinators	1.00	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	4.00	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	19,583	235,000
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	4.00	4.00	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	200,000
Teachers - SPED	3.00	3.00	-	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	2.00	2.00	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
Specialty Teachers	4.00	4.00	-	-	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	200,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	13.00	13.00	-	-	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	60,000	600,000
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	17.00	17.00	19,583	19,583	79,583	79,583	79,583	79,583	79,583	79,583	79,583	79,583	79,583	79,583	835,000
PAYROLL TAXES AND BENEFITS															
Payroll Taxes	-	-	1,854	1,854	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	80,405
Fringe / Employee Benefits	-	-	2,400	2,400	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	122,400
Retirement / Pension	-	-	979	979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	3,979	41,750
TOTAL PAYROLL TAXES AND BENEFITS	-	-	5,233	5,233	23,409	23,409	23,409	23,409	23,409	23,409	23,409	23,409	23,409	23,409	244,555
TOTAL PERSONNEL SERVICE COSTS	17.00	17.00	24,817	24,817	102,992	102,992	102,992	102,992	102,992	102,992	102,992	102,992	102,992	102,992	1,079,555
CONTRACTED SERVICES															
Accounting / Audit	-	-	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	3,767	45,200
Legal	-	-	2,500	-	-	-	2,500	-	-	-	2,500	-	-	2,500	10,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
TOTAL CONTRACTED SERVICES	-	-	6,267	3,767	4,767	4,767	7,267	4,767	4,767	4,767	7,267	4,767	4,767	7,267	65,200

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BUFFALO COMMONS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020														
	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	1,992,003
Total Revenue	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	1,992,003
Total Expenses	220,250	131,841	163,416	156,916	155,416	152,916	152,916	155,416	160,416	157,416	156,916	168,916	168,916	1,932,755	
Net Income	76,982	(97,073)	133,816	(122,148)	141,816	(118,148)	144,316	(120,648)	136,816	(122,648)	140,316	(134,148)	(134,148)	59,248	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
Beginning Cash Balance	30,000	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	223,397	30,000	
Ending Cash Balance	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	89,249	89,249	89,249	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL		
SCHOOL OPERATIONS															
Board Expenses	-	-	-	-	-	-	-	-	-	2,000	-	-	2,000		
Classroom / Teaching Supplies & Materials	-	-	9,000	-	-	-	-	-	-	-	-	-	9,000		
Special Ed Supplies & Materials	-	-	1,500	-	-	-	-	-	-	-	-	-	1,500		
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-		
Supplies & Materials other	-	35,000	-	-	-	-	-	-	-	-	-	-	35,000		
Equipment / Furniture	45,000	-	-	-	-	-	-	-	-	-	-	-	45,000		
Telephone	2,000	-	100	100	100	100	100	100	100	100	100	100	3,000		
Technology	67,000	-	300	300	300	300	300	300	300	300	300	300	70,000		
Student Testing & Assessment	-	25,000	-	-	-	-	-	-	-	-	-	-	25,000		
Field Trips	-	-	500	500	500	500	500	500	500	500	500	500	5,000		
Transportation (student)	-	-	-	4,000	-	-	-	-	-	-	4,000	12,000	20,000		
Student Services - other	-	-	500	500	500	500	500	500	500	500	500	500	5,000		
Office Expense	1,500	1,500	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	2,200	25,000		
Staff Development	-	3,000	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	15,000		
Staff Recruitment	-	-	-	-	-	-	-	-	2,500	2,500	-	-	5,000		
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	2,500	2,500	-	-	5,000		
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-		
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-		
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other	-	-	-	-	-	-	-	-	-	-	-	1,500	1,500		
TOTAL SCHOOL OPERATIONS	115,500	64,500	15,300	8,800	4,800	4,800	4,800	7,300	9,800	9,300	8,800	18,300	272,000		
FACILITY OPERATION & MAINTENANCE															
Insurance	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000		
Janitorial	2,000	2,000	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	3,600	40,000		
Building and Land Rent / Lease / Facility Finance Interest	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	22,917	275,000		
Repairs & Maintenance	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000		
Equipment / Furniture	30,000	-	-	-	-	-	-	-	-	-	-	-	30,000		
Security	5,000	91	91	91	91	91	91	91	91	91	91	91	6,000		
Utilities	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000		
TOTAL FACILITY OPERATION & MAINTENANCE	71,583	36,674	38,274	38,274	491,000										
DEPRECIATION & AMORTIZATION															
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000		
TOTAL EXPENSES	220,250	131,841	163,416	156,916	155,416	152,916	152,916	155,416	160,416	157,416	156,916	168,916	1,932,755		
NET INCOME	76,982	(97,073)	133,816	(122,148)	141,816	(118,148)	144,316	(120,648)	136,816	(122,648)	140,316	(134,148)	59,248		

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BUFFALO COMMONS CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020														
	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	1,992,003
Total Revenue	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	297,232	34,768	1,992,003
Total Expenses	220,250	131,841	163,416	156,916	155,416	152,916	152,916	155,416	160,416	157,416	156,916	168,916	168,916	1,932,755	
Net Income	76,982	(97,073)	133,816	(122,148)	141,816	(118,148)	144,316	(120,648)	136,816	(122,648)	140,316	(134,148)	(134,148)	59,248	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	30,000	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	223,397	30,000	
Ending Cash Balance	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	89,249	89,249	89,249	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL		
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation														-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	0	0	
NET INCOME	76,982	(97,073)	133,816	(122,148)	141,816	(118,148)	144,316	(120,648)	136,816	(122,648)	140,316	(134,148)	59,248		
Beginning Cash Balance	30,000	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	30,000		
ENDING CASH BALANCE	106,982	9,909	143,725	21,577	163,393	45,245	189,561	68,913	205,729	83,081	223,397	89,249	89,249		

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BUFFALO COMMONS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,992,003	3,246,570	4,866,355	6,486,140	7,276,525	
Total Expenses		1,932,755	3,080,377	4,257,136	5,366,052	5,920,991	
Net Income (Before Cash Flow Adjustments)		59,248	166,193	609,219	1,120,088	1,355,534	
Budgeted Student Enrollment		97	194	291	388	435	Account for the possibility of 3% attrition without backfill.
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		Basic Tuition (2016-17)					
PRIMARY School District: BUFFALO CITY SD	13,005	1,261,485	2,522,970	3,784,455	5,045,940	5,657,175	Assumes no per pupil increase across the term of the charter.
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,005	1,261,485	2,522,970	3,784,455	5,045,940	5,657,175	
Special Education Revenue		313,300	626,600	939,900	1,253,200	1,409,850	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,574,785	3,149,570	4,724,355	6,299,140	7,067,025	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	50,000	75,000	100,000	112,500	
Title I		20,000	40,000	60,000	80,000	90,000	Anticipate being a target school at at least 40% students below the poverty line.
Title Funding - Other		5,000	5,000	5,000	5,000	5,000	Funding from Title 2a, reflects 14% cut for FY2017. Assumes no further cuts.
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		392,218	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		417,218	95,000	140,000	185,000	207,500	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	2,000	2,000	2,000	2,000	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	2,000	2,000	2,000	2,000	
TOTAL REVENUE		1,992,003	3,246,570	4,866,355	6,486,140	7,276,525	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BUFFALO COMMONS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		1,992,003	3,246,570	4,866,355	6,486,140	7,276,525	
Total Expenses		1,932,755	3,080,377	4,257,136	5,366,052	5,920,991	
Net Income (Before Cash Flow Adjustments)		59,248	166,193	609,219	1,120,088	1,355,534	
Budgeted Student Enrollment		97	194	291	388	435	Account for the possibility of 3% attrition without backfill.
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
EXPENSES							<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						
Executive Management	1.00	65,000	90,000	92,700	95,481	98,345	One Executive Director throughout the charter term; 65,000 in Year 1, increasing to 90,000 in Year 2; 3% annual increase after year 2.
Instructional Management	1.00	60,000	140,000	144,200	148,526	152,982	One Academic Director in Year 1, salary increasing to \$70,000 in Year 2. A second Academic Director added in Year 2.; 3% annual increase.
Deans, Directors & Coordinators	1.00	50,000	51,500	93,045	95,836	98,711	1 Culture Director in Year 1. In Year 3 an Assistant School Culture Director is added; 3% annual increase.
CFO / Director of Finance	-	-	-	-	-	60,000	A Finance Director is added in Year 5.
Operation / Business Manager	1.00	60,000	61,800	63,654	65,564	67,531	One Operations Director throughout the charter term; 3% annual increase.
Administrative Staff	-	-	30,000	30,900	61,827	63,682	One Office Manager starting in Year 2; a registrar is added in Year 4; 3% annual increase.
TOTAL ADMINISTRATIVE STAFF	4.00	235,000	373,300	424,499	467,234	541,251	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	200,000	406,000	618,180	836,725	961,827	Regular teachers (elementary general teachers and middle subject area teachers) are added each year up to 18 in Year 5; 3% annual increase.
Teachers - SPED	3.00	150,000	254,500	362,135	472,999	537,189	Beginning in Year 1, 1 SPED teacher will serve as a .5 intervention teacher and also as SSD coordinator. SPED teachers are added each year up to 10 in Year 5; 3% annual increase.
Substitute Teachers	-	-	-	-	-	-	Substitute teachers are accounted for under Contracted Services
Teaching Assistants	2.00	50,000	101,500	154,545	209,181	240,457	Assistant Teachers are added each year up to nine in Year 5; 3% annual increase.
Specialty Teachers	4.00	200,000	356,000	566,680	733,680	855,691	Specialty teachers include ENL, Intervention, Art & Engineering (Innovations), and Foreign Language; 16 by Year 5; 3% annual increase.
Aides	-	-	-	-	20,000	40,600	One school aide is added in Year 4, and a second in Year 5; 3% annual increase.
Therapists & Counselors	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	13.00	600,000	1,118,000	1,701,540	2,272,586	2,635,764	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	10,000	20,000	20,000	20,000	Stipends for teacher leaders and summer school.
TOTAL NON-INSTRUCTIONAL	-	-	10,000	20,000	20,000	20,000	
SUBTOTAL PERSONNEL SERVICE COSTS	17.00	835,000	1,501,300	2,146,039	2,759,820	3,197,015	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		80,405	144,292	206,315	265,660	307,326	Based on 2017 rates from NYS and insurance estimate.
Fringe / Employee Benefits		122,400	216,000	309,600	403,200	460,800	Group plans for medical, dental and life insurance; this is based on approx. \$600/month for each employee.
Retirement / Pension		41,750	75,065	107,302	137,991	159,851	Offering a 401K with a 5% employer match on staff contributions.
TOTAL PAYROLL TAXES AND BENEFITS		244,555	435,357	623,217	806,851	927,977	
TOTAL PERSONNEL SERVICE COSTS	17.00	1,079,555	1,936,657	2,769,256	3,566,672	4,124,991	
CONTRACTED SERVICES							
Accounting / Audit		45,200	55,220	57,880	57,880	10,000	Y1-Y4 Contracted. CFO takes over accounting in Year 5. Audit remains.
Legal		10,000	20,000	30,000	40,000	45,000	Estimated at >.5% of revenue. (National average .38% for businesses under 10M revenue)
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	Partnering with BPS
Food Service / School Lunch		-	-	-	-	-	Partnering with BPS
Payroll Services		-	-	-	-	20,000	Y1-Y4 covered in accounting (line 107). Required in Year 5 without full service contract services.
Special Ed Services		-	-	-	-	-	
Titelment Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		10,000	20,000	30,000	40,000	45,000	Substitute teachers increase in general proportion to staff
TOTAL CONTRACTED SERVICES		65,200	95,220	117,880	137,880	120,000	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BUFFALO COMMONS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	1,992,003	3,246,570	4,866,355	6,486,140	7,276,525	
Total Expenses	1,932,755	3,080,377	4,257,136	5,366,052	5,920,991	
Net Income (Before Cash Flow Adjustments)	59,248	166,193	609,219	1,120,088	1,355,534	
Budgeted Student Enrollment	97	194	291	388	435	Account for the possibility of 3% attrition without backfill.
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	2,000	2,000	2,000	2,000	2,000	Annual board retreat and other development opportunities. See R-13ac
Classroom / Teaching Supplies & Materials	9,000	18,000	27,000	36,000	40,500	Proportional to school growth.
Special Ed Supplies & Materials	1,500	3,000	4,500	6,000	6,750	Proportional to school growth.
Textbooks / Workbooks	-	-	-	-	-	
Supplies & Materials other	35,000	35,000	35,000	35,000	17,500	Reflects grade by grade purchase of foundational curricula and associated materials. See R-05ae
Equipment / Furniture	45,000	45,000	45,000	45,000	22,500	Classroom furniture proportional to school growth.
Telephone	3,000	6,000	9,000	12,000	15,000	Growing system to over 20 lines.
Technology	70,000	40,000	40,000	40,000	20,000	Student chromebooks w/ carts, projectors, internet, software/google ed., SIS Student licenses
Student Testing & Assessment	25,000	40,000	55,000	70,000	77,500	STAR 360 Licences, ANet, Torrance Tests. Continue to increase number of licences. Cost may shrink with volume. See R-05ae
Field Trips	5,000	10,000	40,000	65,000	67,500	Includes increased funding for 7th and 8th grade long distance trips
Transportation (student)	20,000	25,000	30,000	35,000	40,000	Bussing on 5 days when BPS is not in session @ approx. \$500/bus. See R-19
Student Services - other	5,000	10,000	15,000	20,000	22,500	School uniforms, school-based special events.
Office Expense	25,000	50,000	75,000	100,000	112,500	Proportional to school growth.
Staff Development	15,000	30,000	45,000	60,000	75,000	Summer Intensive, Monthly school-wide PD. See R-08ad.
Staff Recruitment	5,000	5,000	5,000	5,000	5,000	Print, radio, web and social media postings, "swag". See R-11ac
Student Recruitment / Marketing	5,000	5,000	5,000	5,000	5,000	Print, radio, web and social media postings, "swag". See R-15abd
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	1,500	1,500	1,500	1,500	750	Books to give to new students during initial home visits. Proportional to student enrollment growth plan. See R09ac
TOTAL SCHOOL OPERATIONS	272,000	325,500	434,000	537,500	530,000	
FACILITY OPERATION & MAINTENANCE						
Insurance	30,000	32,000	34,000	36,000	38,000	Assumes annual increases based on space and personnel. See R-20
Janitorial	40,000	66,000	92,000	118,000	118,000	Assumes 200 days/yr. @ \$20/hr. as quoted by Contract Specialists, Inc.
Building and Land Rent / Lease / Facility Finance Interest	275,000	425,000	575,000	725,000	725,000	Adds 10,000 square feet of renovated space each year @ \$18/sq. ft. See R-16
Repairs & Maintenance	20,000	25,000	30,000	35,000	40,000	Assumes slight increase in repairs based on space use.
Equipment / Furniture	30,000	60,000	90,000	120,000	135,000	Reflects proportional personnel and space increases.
Security	6,000	-	-	-	-	
Utilities	90,000	90,000	90,000	90,000	90,000	Reflects \$1.80 per square foot for utilities, plus \$20K for snow removal.
TOTAL FACILITY OPERATION & MAINTENANCE	491,000	698,000	911,000	1,124,000	1,146,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	\$75,000 reached by year three of instruction. See R-21ad
TOTAL EXPENSES	1,932,755	3,080,377	4,257,136	5,366,052	5,920,991	
NET INCOME	59,248	166,193	609,219	1,120,088	1,355,534	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BUFFALO COMMONS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		1,992,003	3,246,570	4,866,355	6,486,140	7,276,525	
Total Expenses		1,932,755	3,080,377	4,257,136	5,366,052	5,920,991	
Net Income (Before Cash Flow Adjustments)		59,248	166,193	609,219	1,120,088	1,355,534	
Budgeted Student Enrollment		97	194	291	388	435	Account for the possibility of 3% attrition without backfill.
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	BUFFALO CITY SD	97	194	291	388	435	Account for the possibility of 3% attrition without backfill.
Other District 1:		-	-	-	-	-	
Other District 2:		-	-	-	-	-	
Other District 3:		-	-	-	-	-	
Other District 4:		-	-	-	-	-	
Other District 5:		-	-	-	-	-	
Other District 6:		-	-	-	-	-	
Other District 7:		-	-	-	-	-	
Other District 8:		-	-	-	-	-	
Other District 9:		-	-	-	-	-	
Other District 10:		-	-	-	-	-	
Other District 11:		-	-	-	-	-	
Other District 12:		-	-	-	-	-	
Other District 13:		-	-	-	-	-	
Other District 14:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		97	194	291	388	435	
REVENUE PER PUPIL		20,536	16,735	16,723	16,717	16,728	
EXPENSES PER PUPIL		19,925	15,878	14,629	13,830	13,611	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BUFFALO COMMONS CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,992,003	3,246,570	4,866,355	6,486,140	7,276,525	
Total Expenses	1,932,755	3,080,377	4,257,136	5,366,052	5,920,991	
Net Income (Before Cash Flow Adjustments)	59,248	166,193	609,219	1,120,088	1,355,534	
Budgeted Student Enrollment	97	194	291	388	435	Account for the possibility of 3% attrition without backfill.
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	0	-	-	-	-	
NET INCOME	59,248	166,193	609,219	1,120,088	1,355,534	
Beginning Cash Balance	30,000	89,249	255,441	864,660	1,984,748	
ENDING CASH BALANCE	89,249	255,441	864,660	1,984,748	3,340,282	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: BUFFALO CITY SD							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2019-20)	100	13,005	1,300,500	313,200	1,613,700	907,370,189	0.178%
Year 2 (2020-21)	200	13,005	2,601,000	626,400	3,227,400	907,370,189	0.356%
Year 3 (2021-22)	300	13,005	3,901,500	939,600	4,841,100	907,370,189	0.534%
Year 4 (2022-23)	400	13,005	5,202,000	1,252,800	6,454,800	907,370,189	0.711%
Year 5 (2023-24)	450	13,005	5,852,250	1,409,400	7,261,650	907,370,189	0.800%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.city-buffalo.com/files/1_2_1/Mayor/FourYearPlan-2016-2020/Board_Education_Four_Year_Financial_Plan.pdf
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

REQUEST 21f: LETTERS OF COMMITMENT

Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.



March 5, 2018

SUNY Charter School Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Sheri Rodman
[REDACTED]

Amherst, NY 14226

SUNY Charter School Institute:

The Buffalo Commons Charter School Founding Board of Trustees recognizes that fundraising requires the efforts of the board, as well as staff. Fundraising from the private sector – including foundations, corporations, and individuals – requires careful planning and ongoing board involvement. While much of the day-to-day effort may be delegated to a staff member, every board member has an ongoing responsibility for helping the organization secure funding.

Every member of the Founding Board of Trustees commits to securing an annual contribution to the school. The Board has set an annual goal for Year 0 (planning year) at \$30,000. This annual goal will continue for Years 1-5. Working together to leverage our personal networks, we will donate and/or raise at least this amount in support of the school.

The Founding Board of Trustees hereby memorializes its commitment to donate and raise \$30,000 during the planning year, 2018-2019. We will renew our commitment annually as part of Buffalo Commons' annual development plan.

Sincerely,

Sheri Rodman

Sheri Rodman, Proposed Founding Board Chair

REQUEST 21g: NON-SUNY FINANCIALS

This request is not applicable.

REQUEST 22: ACTION PLAN

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful start-up. In a well-organized chart, the action plan should include:

- All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to, hiring personnel, setting up organizational, legal and financial structures, securing funding, and selecting or developing critical aspects of the school's academic program including the curriculum;
- The start date and projected completion date of each task; and,
- The person(s) responsible for each task.

Buffalo Commons' action plan begins July 1, 2018 and continues through school opening in September 2019. The founding group has already done considerable work to ensure timely implementation of the school. This work includes Board Member recruitment, drafting of bylaws, the initial drafting of academic, discipline, and operational programs, communicating with the district regarding transportation and food service, and meeting with building developers. Additionally, insurance agencies, health insurance brokers, legal and financial firms, and other service vendors have been contacted for quotes. Continuation of our community outreach plan has been drafted, and its implementation is a key part of the pre-opening plan. In the below table, we summarize key actions, dates by which we plan to complete each action, and individuals or offices responsible for completion of each task through.

Buffalo Commons Key Personnel				
ED = Executive Director	DO = Director of Operations	BOT = Board of Trustees	CPA = Accounting Firm	Counsel = Legal Counsel

Task Types					
F = Facilities	G = Board and Governance	SRA = Student Recruitment and Admissions	A = Academic and Instructional	P = Personnel	O = Operations

Task	Responsibility	Start Date	End Date	Task Type
Obtain insurance for Board of Trustees	BOT	Jul-18	Jul-18	G
Initial Board Meeting: elect officers, adopt bylaws, finalize board calendar, recommend board members, finalize and submit fiscal policies/procedures, approve job descriptions for and name Executive Director and Director of Operations	BOT, ED	Jul-18	Jul-18	G
Complete paperwork/applications for and submit IRS Form SS-4 for a Federal Employee Identification Number (EIN), State Unemployment Number for authorization, CSP grant funding, and uniform application	ED	Jul-18	Jul-18	G

Draft need statement, write and disseminate proposals to national and local government sources, and national and local foundations	BOT, ED, DO	Jul-18	Jan-19	G
Create and submit Initial Statement	BOT	Jul-18	Within 120 days	G
Begin process for tax exempt status	BOT, ED	Jul-18	Within 1 year	G
Secure facility. Submit signed agreement within 10 days	BOT, ED	Jul-18	Dec-18	F
Finalize marketing materials, schedule for community meetings, radio, print, social media advertising	BOT, ED	Jul-18	Ongoing	SRA
Contract with independent, certified CPA, and retain legal counsel	BOT, ED, DO	Jul-18	Aug-18	G
Set up bank accounts	BOT, ED, DO	Jul-18	Jul-18	G
Finalize and submit Enrollment Policy	BOT, ED	Jul-18	Jul-18	SRA
Board Meeting: Status review, student and staff recruitment criteria planning	BOT	Aug-18	Aug-18	G
Initiate student recruitment/marketing campaign via ads, social media and website, newspapers, information sessions, CBOs and other local organizations,	BOT, ED, DO	Aug-18	Ongoing	SRA
Establish temporary office space, purchase office supplies as needed	ED, DO	Aug-18	Aug-18	F
Review and, if necessary, revise budget and month-to-month cash flow projections for Pre-Opening Year	CPA, ED, DO	Aug-18	Aug-18	G
Develop teacher recruitment strategy: finalize and post job descriptions, finalize compensation structure, create standard hiring letters, consultant contract, new-hire checklist, resignation/termination checklist	BOT, Counsel, ED	Aug-18	Sep-18	P
Develop curriculum, including scope and sequence, organizational systems for unit and lesson plans, timelines, alignment to state standards	ED,	Aug-18	Ongoing	A
Send transportation, health, and food service requests to Buffalo Public Schools, sign contracts	DO	Sep-18	Apr-19	O
Submit finalized Student Disciplinary Code, Complaint Policy, and FERPA Policy	BOT, ED	Sep-18	Sep-18	A, G
Develop attendance policy and attendance accounting procedure	DO, ED	Sep-18	Sep-18	A
Board Meeting: approve contract for HR services and approve job descriptions for admin positions	BOT, ED	Sep-18	Sep-18	G
Board Meeting: Finalize personnel policies and descriptions	BOT, ED	Oct-18	Oct-18	G
Begin interviewing and hiring teachers and academic staff (reference checks, background checks, fingerprinting)	BOT, ED	Oct-18	Jul-19	P
Establish vendor accounts for office supplies, and submit W-9 Vendor Registration form and Electronic Funds Transfer (EFT) forms	DO	Oct-18	Nov-18	O
Board Meeting: Agenda TBD	BOT, ED	Nov-18	Nov-18	G
Obtain staff benefits, including insurance and retirement plans	BOT, ED	Nov-18	Jul-19	P
Board Meeting: Agenda TBD	BOT, ED	Dec-18	Dec-18	G
Board Meeting: Agenda TBD	BOT, ED	Jan-19	Jan-19	G
Board Meeting: Agenda TBD	BOT, ED	Feb-19	Feb-19	G
Post lottery date and location on website, social media, traditional media, and on flyers in community	BOT, ED, OD	Feb-19	Apr-19	SRA
Board Meeting: Agenda TBD	BOT, ED	Mar-19	Mar-19	G
Board Meeting: Approve plan for purchase of curricular materials, PD plans presented to the Board	BOT, ED	Apr-19	Apr-19	G

Submit Facility Completion Schedule, including timeframe for obtaining Certificate of Occupancy	BOT, ED, DO	Apr-19	Apr-19	G
Conduct random selection admissions (student lottery), notify accepted students, establish waitlist	ED, DO	Apr-19	Apr-19	SRA
Negotiate copy machine lease, purchase fax machine, obtain phone service and internet service provider	DO	Apr-19	Apr-19	O
Submit Transportation Service Plan, Food Service Plan, and School Year Calendar	DO	Apr-19	Apr-19	O
Establish payroll system	BOT, ED, DO	Apr-19	Jun-19	O
Place orders for academic and curriculum supplies and materials	ED, DO	May-19	May-19	A
Report student enrollment to Buffalo Public Schools and SUNY for funding beginning July 1	ED, DO	May-19	May-19	SRA
Order technology (laptops, desktop computers, hardware, software, and infrastructure) and furniture (storage cupboards, tables, chairs, etc.)	DO	May-19	Jun-19	O
Begin registering accepted students, begin collecting and organizing pertinent data and information: I.E.P. and ELL determination, health records, F.R.L. eligibility, immunization records, contact information, student I.D., previous school information	DO	May-19	Jun-19	SRA
Purchase and implement a student information system (SIS)	DO	May-19	Jun-19	O
Board Meeting: Status update on start-up activities, report of student enrollment, updated budget, funding, status of hiring academic staff	BOT, ED, DO	Jun-19	Jun-19	G
Submit performance goals and evaluation systems for school leaders, administrators, and staff	BOT	Jun-19	Jun-19	
Receive equipment and supplies, inventory and store; develop office and classroom set-up checklists	DO	Jun-19	Jun-19	O
Pursue fingerprint-supported criminal background checks for all staff and volunteers, and submit all OSPRA clearance forms	BOT, ED, DO	Jun-19	Jun-19	P
Finalize and submit daily schedule	BOT, DO	Jun-19	Jun-19	A
Finalize and submit Complaint/Grievance Policies	BOT, ED, DO	Jun-19	Jun-19	G
Hire/contract out for custodial and cleaning staff	DO	Jun-19	Jun-19	P
Start Date for all staff: Summer Orientation	All Staff	Jul-19	3 weeks	P
Submit documentation that facility is ready, including Certificate of Occupancy, fire safety inspection, and floor plan, ensure facility is in compliance with ADA, and submit written assurance	ED, DO	Jul-19	Jul-19	F
Obtain Certificates of Insurance, effective no less than 30 days prior to school opening	BOT, ED, DO	Jul-19	Jul-19	F
Tours of Buffalo Commons campus for parents and students	ED, DO	Jul-19	Aug-19	SRA
Set up library, Innovations labs, classrooms, hallways, faculty lounges, etc.	All Staff	Jul-19	Aug-19	F
Board Meeting: Status of readiness for school start-up	BOT, ED	Jul-19	Jul-19	G
Finalize all school plans and procedures: Health Services, Food Services, Transportation Services, Assessment, Ordering, Testing, Building Safety	ED, DO	Jul-19	Aug-19	O
Request student records from prior districts/transfer schools	ED, DO	Aug-19	ASAP	G
Submit Title 1 consolidated application	ED, DO	Aug-19	Aug-19	G
Ensure appropriate programs, records, and arrangements are available for special population students	ED	Aug-19	Aug-19	A
Install classroom technology in all classrooms	DO, Vendors	Jul-19	Aug-1	O
Board Meeting: Authorize food service, nurse, and supplies; report for ED on school start-up	BOT, ED	Aug-19	Aug-19	G
Ensure facility has adequate signage, include numbering for emergencies, and required labor posters	DO	Aug-19	Aug-19	F
Finalize locked storage systems for physical student health records (separate from academic records)	DO	Aug-19	Aug-19	O
Pre-opening visit and walk-through	BOT, ED, DO	Aug-19	Aug-19	F

Onsite professional development for staff, including orientation for students and families, and student screenings (confirm immunization and health records, I.E.P.s, previous school records, etc.)	All Staff, Nurse, DO	Aug-19	Aug-19	P
Buffalo Commons opens its door	All Staff	Sep-19	Sep-19	A