SUNY Charter Schools Institute
The State University of New York

2023 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
Proposed Charter School Name:	Engineering & Technology Academy of Distinction Charter School		
Education Corporation Name:	Engineering & Technology Academy of Distinction Charter School		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	08/12/2024	School District of Location (or NYC CSD):	Buffalo City School District

Proposed Grades and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	6,9	120
Year 2	6,7,9,10	240
Year 3	6-11	360
Year 4	6-12	420
Year 5	6-12	420

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

Lead Applicant(s) Contact Information						
Lead Applicant Name:	Munirah Ali					
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☐ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):	N/A					
Applicant Mailing Address:	[redacted]					
Phone Number (direct line):	[redacted]	Secondary Phone Number:	[redacted]	Email Address:	[redacted]	

Secondary Applicant Name (if applicable):					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:					
Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Media/ Public Contact Information (required)					
Name:	Munirah Ali	Phone #:	678-333-2872	Email:	alima02@cegservices.org

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

There is no change from the Intent to Apply form.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

There is no change from the Intent to Apply form.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

There is no change from the Intent to Apply form.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

There has been one change since submission of the Letter of Intent form. All current information is provided herewith.

The Founding Team of the Engineering & Technology Academy of Distinction Charter School will compose the inaugural Board of Trustees, exception of Munirah Ali, MSEd., whom will serve as the Founding Head of School.

A new addition to the founding team of whom will also be amongst the Board of Trustees, [redacted], is a Buffalo native. [redacted]. [redacted] will serve as the Executive Vice President of Finance. [redacted] currently works as a Grants and Contracts Analyst at a local law firm in the City of Buffalo. Providing an opportunity for students that yields educational growth is a significant aspect he encourages in his leadership. [redacted] brings to the founding ETECH board experience as a bookkeeper and contract analyst with creative problem solving. [redacted] also currently serves as the Vice President for Finance for the Graduate Student Association at Buffalo State University. His specialty is in economics and finance. [redacted] believes that the community needs divergent thinkers and people who aren't afraid to be the change we need in our community.

Lead Applicant Digital Signature		
Valid Digital Signature:	Munirah Ali	Digitally signed by Munirah Ali Date: 2023.03.29 11:52:14 -04'00'

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.

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

R-00b - Statistical Overview

Request not applicable.

R 00c Replication Checklist

Request is not applicable.

R-01ac - 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.*
- *A detailed discussion of the educational impact of the COVID-19 pandemic on the target community, which may include an analysis of indicators of interrupted learning (e.g., assessment scores, absenteeism rates, enrollment rates, etc.).*

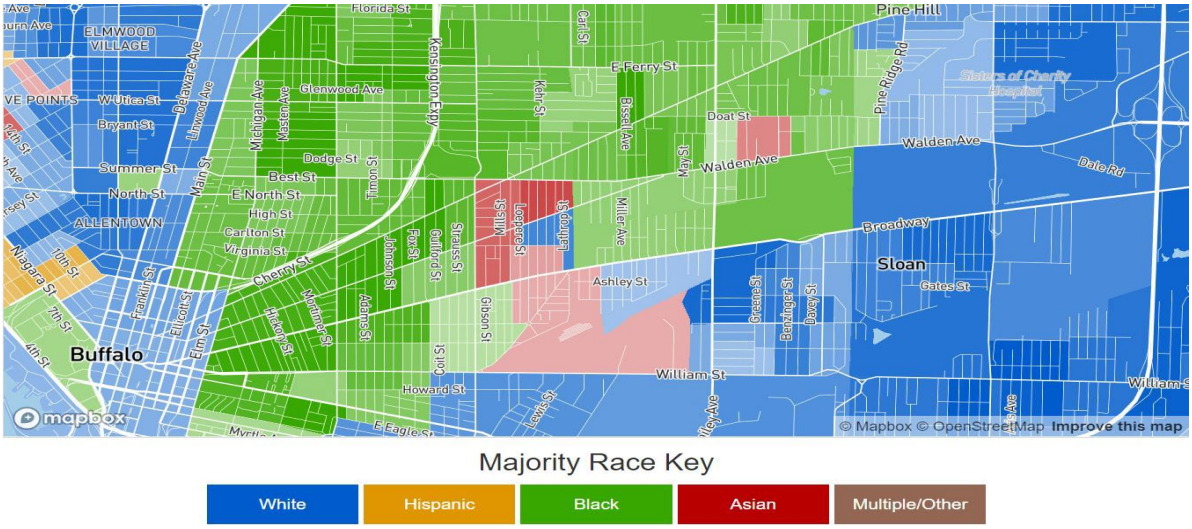
"Please think of the children first. If you ever have anything to do with their entertainment, their, food, their toys, their custody, their day or night care, their healthcare, their education – listen to the children, learn from them. Think of the children first."

\- Fred Rogers

Community Description

Thousands of new Americans flock to the City of Buffalo annually. Studies conducted by the offices of Buffalo's Mayor, Hon. Byron Brown, indicate Buffalo is home to well over 22,000 foreign-born residents.[1] Most of these new Americans, as seen in Figure 1a.01, along with many of the city's African American residents, call East Buffalo home – an area with high concentrations of poverty and poor performing schools.[2]

Figure 1a.01: Race, Diversity, and Ethnicity in Buffalo, NY



Majority Race Key

White | Hispanic | Black | Asian | Multiple/Other

[1] Nathanson, J., et. al. (2016). *New Americans Study: A strategic action plan to advance immigrant and refugee integration and success*. City of Buffalo

[2] Retrieved from: https://data.nysed.gov/ [2019] New York State Assessment Data; Grades 3-8 ELA & Math Assessments; Grades 4&8 Science Assessment; https://bestneighborhood.org/race-in-buffalo-ny/

Both the children of new Americans and Buffalo natives, residing on the city's East side, face the same risk and resource factors. These factors include but are not limited to the widespread trend of being identified for special education, being placed in more restrictive educational settings, and being disciplined at higher rates than their peers.[3] As expressed in **Response-02a** of this proposal, there has been a consistent increase in students being considered for special education within the Buffalo City School District.

These facts speak to the emerging diversity in an area of the city devoid of the high-quality schooling necessary to meet the needs of special education students and prepare them for either a post-secondary education or marketable career.

In 2019, students with disabilities enrolled in charter schools across New York State were more proficient than their public-school counterparts in English Language Arts ("ELA") and Mathematics ("Math") Assessments by at least 10%.[4] However, in the City of Buffalo, of the 8 [h] grade students with disabilities who were tested, only 10.81% were proficient in ELA and 3.53% proficient in Math.[5] Though proficiency rates amongst disabled students are disproportionally lower, so are the proficiency rates of general education students in the City of Buffalo compared to the rest of the state.

Of the general education students in the Buffalo City School District most recently tested, as exemplified in Figure 1a.02, only 25% 3rd through 8th graders were proficient readers, and just 21% were proficient in mathematics.[6] These numbers lag other longstanding charters in the city as well as overall New York State results for these subject areas.

Figure 1a.02: Student Achievement (2019)[7]

	Grade Range	English Proficiency	Math Proficiency	High School Graduation Rates
Buffalo City School District	3-8	25%	21%	65%
New York State	3-8	45.4%	46.7%	88%
King Center Charter School	K-8	35%	36%	N/A
Buffalo Academy of Science Charter	K-12	46%	53%	94%
Charter School for Applied Technologies	6-12	30%	30%	96%

[3] National Center for Learning Disabilities. (2020). *Significant disproportionality in special education: Trends among English learners.*

[4] 2019 Empire Charter Consultant Aggregate NYSED ELA & Math Assessment Data

[5] Retrieved from: https://data.nysed.gov/specialed/?year=2021&instid=800000052968#Indicator1.

[6] 2019 Empire Charter Consultant Aggregate NYSED ELA & Math Assessment Data

[7] Aggregate percent proficiency rates represent a weighted average of all 3-8 graders that tested in each school & grouping. *Per the Department of Education, due to the ongoing impacts of COVID-19, it was not appropriate to compare 2022 NYS standardized assessment results to prior years; Graduation data extracted from NYSED.

Engineering & Technology Academy of Distinction Charter School ("ET²ECH"), will exist to continue closing gaps for those students with disabilities and others, often associated with a lack of student achievement. Specifically, research indicate the areas of opportunity for student success have less to do with closing of perceived achievement gaps, but rather focusing on effective leadership, teacher quality, teacher training, challenging curriculum, the digital divide, employment opportunity, affordable housing, nutrition, school integration, school and pop culture, and overall opportunity.[8] **All** children deserve high-quality schools that builds upon foundational skills. A high-quality school is one where educational equity is the cultural norm. E²TECH will prepare the next cadre of culturally competent leaders in the fields of engineering and technology within the City of Buffalo. Regarding cultural norms, ET²ECH's culture will be rooted not only in equitable educational opportunities but also **discipline**, **dedication**, and **determination** towards academic excellence, socio-emotional health, and cutting-edge engineering & technological concepts. At ET²ECH **every** child matters. Whereas the funds of knowledge brought into the educational environment by our students and their families will be celebrated, embraced, and inculcated into not only the educational environment but also the community, the region, the state and beyond because administrators and teachers are not the only arbiters of knowledge.

Community Demographics

"The real Buffalo story is that a few have advanced, and their lives have gotten better, but too many have been left behind,"

- Rev. George Nicholas of Lincoln Memorial Methodist Church on the city's East Side.

With a population of 258,6122 and a population density of 6,346 people per square mile, the poverty rate in Buffalo is twice that of the rest of Western New York State. Over a third of Buffalo residents were considered poor in 2015, an increase from 31% in 2014. The region's poverty rate for the Black/African American population was 32.3%, while for the White population it was 9.3%. Across the city, 14% of the region's White population live in areas of concentrated poverty, compared to 64% of the Black population living in such concentration. BPS provides education for many families within the city, totaling over 31,398 students enrolled across 67 public schools. There are 23 charter schools in WNY, all but one in Erie County. Nearly 9,500 students are enrolled in charters in the Buffalo Public School District.[9] Of the students attending public school in Buffalo, 76% were eligible for free lunch and 1% were eligible for reduced-price lunch. This information further indicates the child-poverty rate amongst the student population within the city is rather high. In fact, childhood poverty is represented at a higher rate on the East Side, at a rate of 74% which is higher than 98.8% or more neighborhoods across our country.[10]

ABSOLUTE PRIORITY: DISABLED STUDENT DEMOGRAPHIC

ET²ECH is committed to serving students with identified disabilities. Therefore, we of the founding ET²ECH team have modelled our approach to assisting this high need population after

[8] Milner, R. (2015).

[9] Retrieved from: https://www.wkbw.com/news/local-news/is-adding-more-charter-schools-in-wny-a-good-thing#:~:text=There%20are%2023%20charter%20schools,the%20Buffalo%20Public%20School%20District.

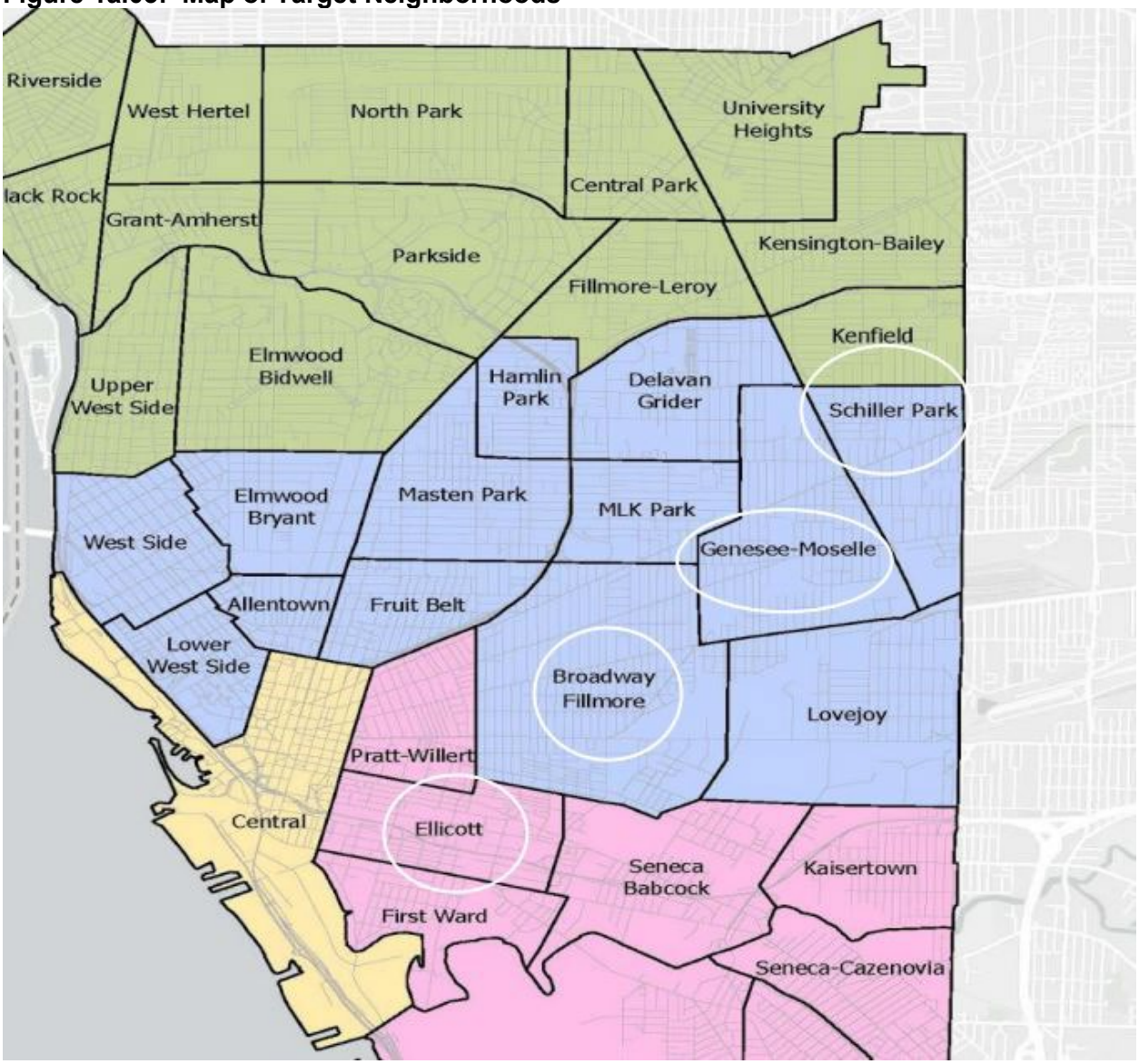
[10] Retrieved from: https://www.neighborhoodscout.com/ny/buffalo/bailey-doat.

the most successful charter management organization in New York State, Success Academy Charter Schools.

Together with Buffalo Public Schools ("BPS"), ET^{2}ECH will provide services under the Individuals with Disabilities Education Act (IDEA) and New York Education Law § 2853(4), ensuring **every** child receives a free and appropriate education, in the least restrictive environment.

A detailed plan for each student with special needs will be quickly set up and carried out by skilled special education staff. ET^{2}ECH's strong commitment to ensuring all students are successful will be demonstrated by extensive special education services for students in the target neighborhoods. As indicated in Figure 1a.03, the target locations for ET^{2}ECH are Broadway-Fillmore, Ellicott Genesee-Moselle, or Schiller Park District.

Figure 1a.03: Map of Target Neighborhoods



Rationale for Target Neighborhoods

Having been born into East Buffalo and returned back later in life, founding school leader, Munirah Ali, experienced first-hand the impact of poverty on Buffalo natives and new Americans hoping to lead a fulfilling life. Therefore, as previously indicated, the rationale for ET^{2}ECH's choice of target neighborhoods relates to the goals of: (1) integrating the increasingly diverse student population, and (2) ensuring equitable educational opportunities for **ALL** students. The focused target areas have been afflicted by a glut of low-performing primary schools, few to no charter school options, and cycles of poverty. Not only do new Americans and Buffalo natives who seek to call East Buffalo home have to grapple with grim structural realities, but their children are also faced with achievement disadvantages. Families are compelled to decide between a failing school, busing their children to other areas' schools, or paying for private schools. Since many Buffalo inhabitants are living in poverty, the latter seems unreasonable to expect of families in our target neighborhoods. ET^{2}ECH will exist to adapt to present conditions by operationalizing our purpose based on equity and protecting people's right to be served high quality, tuition-free education by high-quality educators.

Conclusive research indicates that when barriers to education are reduced, children thrive. It's not only about knowledge and numbers, but rather the access to education which reduces a child's involvement in gangs, drugs, and lowers the number of teen pregnancies in areas where adequate education is available. Education leads to healthier childhoods and, ultimately, to greater economic prospects as adults.[11] Poverty is a barrier to education. And in the City of Buffalo there is a significant amount of poverty. Although ET^{2}ECH cannot completely eradicate poverty, it will exist to provide access to high-quality academic rigor adjacent to market demand which will lead to opportunities for graduating students in the fields of engineering and technology. These are fields that will experience significant growth within the State of New York in years to come.[12]

Impact of COVID-19

Enrollment. [13] According to recent studies, the COVID 19 pandemic has accelerated the decline in New York State student enrollment in traditional public schools. Although enrollment for charter and private schools have increased, so have parents opting to homeschool. Figures 1a.04, 1a.05 and 1a.06 show the Statewide impact of COVID 19 on student enrollment.

Student Academic Achievement. The academic achievement for those students located in ET^{2}ECH's target neighborhoods, as a result, of COVID 19, had been virtually unchanged. Student proficiency remains extremely low.[14]

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[11] Zajacova A, Lawrence EM. *The Relationship Between Education and Health: Reducing Disparities Through a Contextual Approach.* Annu Rev Public Health. 2018 Apr 1; 39:273-289. doi: 10.1146/annurev-publhealth-031816-044628. Epub 2018 Jan 12. PMID: 29328865; PMCID: PMC5880718.

[12] Retrieved from: https://dol.ny.gov/system/files/documents/2021/03/stem-occupations-in-new-york-state.pdf.

[13] The Education Trust (2023). *Shifting Student Populations*

[14] See Figure 1b.01

Figure 1a.04

New York State Total K-12 enrollment from 2017-18 through 2021-22					
School year	**Traditional Public**	**Charter**	**Homeschool**	**Private**	**Total[1]**
2017-18	2,483,316	139,563	25,541	401,799	3,050,219
2018-19	2,451,499	147,422	26,805	398,228	3,023,954
2019-20	2,421,858	159,211	33,013	390,779	3,004,861
2020-21	2,342,473	170,500	52,052	382,644	2,947,669
2021-22	2,275,355	173,182	54,414	382,510	2,885,461

Figure 1a.05

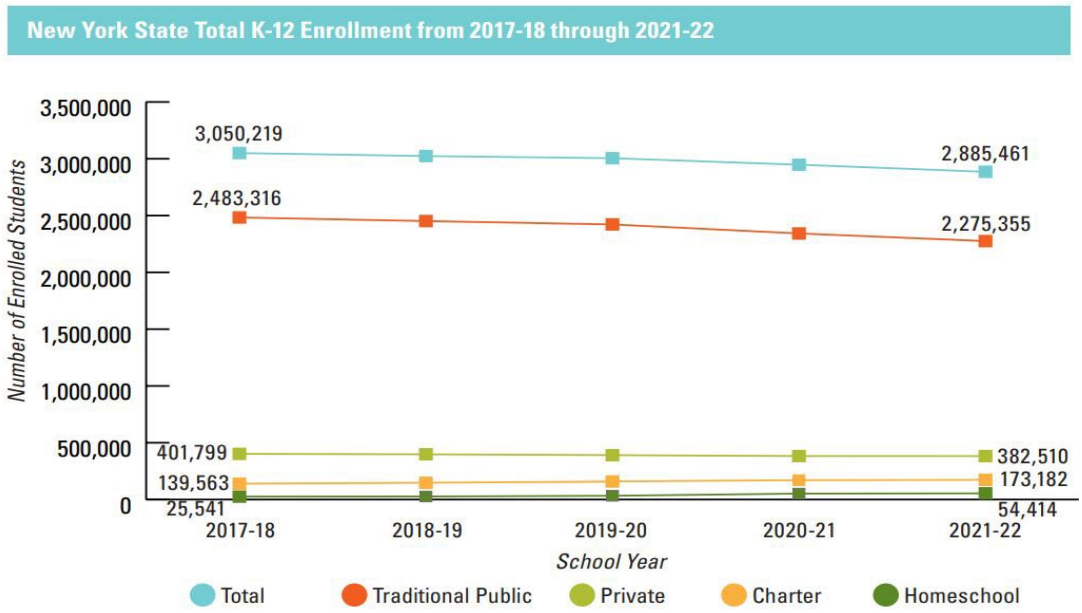


Figure 1a.06

Since the 2017-18 school year, the number of public charter schools across the state increased from 281 to 330. New York's charter schools experienced large increases in enrollment before the pandemic, with even greater increases during the first year of the pandemic.

Statewide Charter Enrollment, Percentage Change Year Over Year by Grade Level				
	Early Elementary (K-2)	**Late Elementary (3-5)**	**Middle (6-8)**	**High (9-12)**
2017-18 to 2018-19	5%	4%	7%	7%
2018-19 to 2019-20	8%	7%	8%	9%
2019-20 to 2020-21	4%	8%	11%	7%
2020-21 to 2021-22	-3%	3%	4%	5%

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.*

Existing Educational Options

The Traditional Public Schools (TPS) located in the target neighborhoods, as indicated in Figure 1b.01, not only trail the progress of the rest of New York but also Charter Schools in the same area. The listed data outlines school options in ET²ECH's targeted neighborhoods for Traditional Public Schools (TPS) Charter Schools, and Private Schools.

Figure 1b.01: Existing School Options in Target Neighborhoods[15]

Type – School Name	Grade Range	English Proficiency	Math Proficiency	Science Proficiency	Graduation Rates
TPS – PS 031 Harriet Ross Tubman School	PK-8	8%	11%	27%	N/A
TPS – PS 053 Community School	PK-8	13%	8%	42%	N/A
TPS – PS 059 Dr. Charles R. Drew Science Magnet	3-8	15%	12%	50%	N/A
TPS – PS 074 Hamlin Park Claude & Ouida Clapp Academy	PK-8	21%	19%	48%	N/A
TPS – East Community High School	9-12	70%	51%	25%[16]	11%
Private – Universal Islamic School	K-8	N/A	N/A	N/A	N/A

[15] Retrieved from: https://data.nysed.gov/ [2019] New York State Assessment Data; Grades 3-8 ELA & Math Assessments; Grades 4&8 Science Assessment

[16] Aggregate NYSED Data compiled from all assessments categorized as a Science.

Private – Saints Tabernacle of Excellence	3-12	N/A	N/A	N/A	N/A
Private – Darul Uloom al Madina	PK-11	N/A	N/A	N/A	N/A
Charter – King Center Charter School	K-8	35%	36%	94%	N/A
Charter – Buffalo Academy of Science	K-12	46%	53%	62%[17]	94%
Charter – Persistence Preparatory	K-8	N/A	N/A	N/A	N/A

Programmatic Impact of Proposed Charter School on Local Options

ET²ECH intends to have a positive impact on the programmatic offerings of existing public and non-public schools in the Buffalo City School District. ET²ECH will be a school of high expectations immediately apparent upon entry. It is expected that area schools will adopt ET²ECH's best practices.

ET²ECH will fill the void in the city and region's engineering and technology workforce. By preparing our students to matriculate into these very important careers we would be contributing to fill the current 12,000 tech jobs in the region.[18]

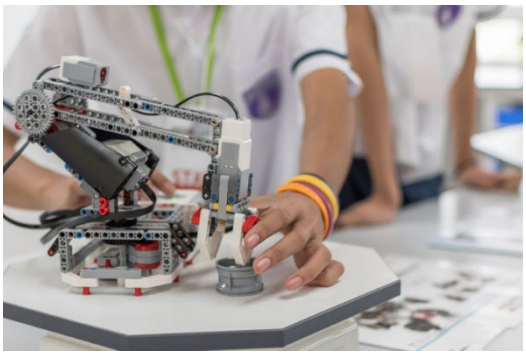
The significance of ET²ECH's endeavors is to help students break the chains of poverty for themselves, their families, and their community through relevant education.

Lastly, due to the 3,900 students currently on waiting lists for charter school placement in the City of Buffalo, it is not expected for ET²ECH's presence in the City of Buffalo to largely impact BPS enrollment rates.

[17] NYSED [2019] Grades 4&8 Science Assessment

[18] Brophy, N. (2023). *Why Buffalo Niagara struggles to find – and keep – tech workers.* The Buffalo News

ET²ECH : A PREMIERE ALTERNATIVE



At ET²ECH, we believe in creating a unique environment where career and technological education can meld with valuable life experience. Our team loves seeing each and every student rise to their true potential.

Utilizing a cross curricular approach[19], ET²ECH students can look forward to:

- Hands-on engineering classes.
- Internship opportunities for upper class.
- Fieldtrips to the local medical corridor for learning done in the field. Unlike other schools, we intend our field trips to be fun and educational while offering useful insight into the fields we teach. That's why we will use our great connections and partnerships to provide our students with a behind-the-scenes look at the fields of engineering and technology.

Addressing the Need

In the 2020-21 school year, students with disabilities in the target area TPS' on average accounted for 25% of the total student body (551 students).[20] With a focus on **discipline, dedication** and **determination** towards academic rigor, socio-emotional intelligence, and leadership, Engineering & Technology Academy of Distinction will ensure that over 75% of sixth through twelfth graders achieve proficiency results in English Language Arts and Mathematics – despite perceived inabilities. As a middle to high school model, we further intend and design the proposed school so that our students will be college and career ready by graduation. For more detail on our academic goals and metrics, please see our Draft Accountability Plan in **Request-06**.

Our rigorous approach to teaching will allow us to celebrate academic growth and achievement as we develop within our students the knowledge, skills, and abilities required for college graduation and success in the fields of engineering and technology.

Community Need and Support

ET²ECH will be deeply committed to serving students with disabilities. At 551 students identified as having a disability in the target neighborhoods' traditional schools, this number accounts for approximately 8.5% of the disabled student population within Buffalo City School District. As further explained in Response 2a, many students go without being properly identified as having a disability and therefore never receive the appropriate supports. Therefore, the 8.5% of disabled students in ET²ECH's target neighborhoods could be perceived as a microcosm to larger issues.

[19] See Response 06af

[20] Retrieved from: https://data.nysed.gov/enrollment

c. Fiscal Impact

In its first year of operation, ET²ECH expects to enroll 120 students. The entire revenue from student aid will be $1,626,019. The school's overall revenue in Year 1 is expected to be $2,434,640. In Year 5, 2028-29, we anticipate total revenue of $5,922,147. We've planned for the likelihood that district revenue would increase during the period of our first charter (see section R-21e- Budget). Figure 1c-1 depicts our revenue expectations for the first charter term based on student enrollment.

Figure 1c-1

5-YEAR FISCAL IMPACT REPORT

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 (2024-25)	120	13,550	1,626,019	808,621	2,434,640	985,000,000	0.247%
Year 2 (2025-26)	240	13,686	3,284,559	1,200,574	4,485,133	985,000,000	0.455%
Year 3 (2026-27)	360	13,823	4,976,107	1,175,861	6,151,967	985,000,000	0.625%
Year 4 (2027-28)	420	13,961	5,863,512	1,371,838	7,235,350	985,000,000	0.735%
Year 5 (2028-29)	420	14,100	5,922,147	1,371,838	7,293,985	985,000,000	0.741%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.buffaloschools.org/Page/1672
OTHER NOTES:	

R-02ab - Addressing Need

a. Mission

Our Mission

To **support** dynamic, critical, and reflective abilities within our students needed to solve new, complex challenges confronting engineers and information technology professionals in the State of New York and across the United States.

To **engage** every student with basic technical concepts, high impact teaching strategies and rigorous academics.

To **prepare** students for leadership in their respective fields, despite race, class, gender, perceived ability, or any convergence of these attributes.

b. Key Design Elements

Key Design Elements

By exercising a deep commitment to serving students with disabilities, Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or any convergence of these attributes.

With that said, Buffalo Public Schools ("BPS") has been experiencing an upward trend in students being identified for special education.[1] However, a study commissioned by the National Center for Learning Disabilities ("NCLD") indicates the number of identified students with learning disabilities is merely a fraction of the true scope of students who need educational supports.[2] Nationally, millions of children have undiagnosed intellectual disabilities that may attribute to the 17.5% functional illiteracy we experience in Erie & Niagara counties.[3]

To **support**, **engage** and **prepare ALL** our students at ET^{2}ECH for careers and/or post-secondary education, we have come to understand how internet-related technologies have dramatically changed the speed, scale, and scope of human communications, resulting in significant changes in how people work, play, shop, find friends and learn about other people.[4]

Equipped with the aforementioned information **ET^{2}ECH** will pride ourselves on the following**:**

Effective community-school relationships: creating partnerships with parents and community groups through a multilevel engagement approach.

[1] https://data.nysed.gov/specialed/?year=2021&instid=800000052968
[2] https://ldaamerica.org/lda_today/the-state-of-learning-disabilities-today/#:~:text=One%20does%20not%20grow%20out,NCLD%20research%2C%20approximately%2011.75%25.
[3] Literacy New York – Buffalo/Niagara (2023)
[4]

Transformative and inclusive educational environment: it is our intent to prefer students with identified disabilities; we also aim to be a hub of opportunity in the Buffalo City School District, for **ALL** students to achieve and apply their genius.

Technology: students will have hands-on engagement with the latest technology and associated terminology through a systems-based approach.

Engaging and Comprehensive Socio-Emotional Health Programming: through community partnerships, immediate access to mental health services, and an inculcation of socio-emotional techniques within the curriculum.

Challenging Academics: ET^{2}ECH's emphasis will be on differentiated instruction with a standard of academic excellence, despite where a student stands academically. To meet ET^{2}ECH's academically rigorous standards, all students will be given tools such as: intensive tutoring and extended instructional time.

Helpful Access to Wrap Around Services: ET^{2}ECH will give students the support they need throughout the school day as well as access to resources outside of the school via community and organizational partnerships. [5]

Effective Community-School Relationships

"Having community schools is the perfect way to ensure that the system answers to the community, not the other way around."

- Kerry Motovilof, Madison, Wisc.

Periodic surveying of parental needs will assist ET^{2}ECH in employing the best strategies for parent engagement and how best to **support** their child. The founding team has already embarked on this endeavor by surveying Buffalo city parents on what they consider most important in their child's educational experience. Overwhelmingly, results indicate parents value effective parent-school relationships. The efficacy of these relationships is determined by respect, "great" communication, and consistency. Meaningful parent-school partnerships, according to extensive research, is a factor in the academic achievement and career readiness of students, despite levels of ability. Therefore, parents will be made aware of their role in the partnership expected to Parent engagement at ET^{2}ECH will take place through many family events throughout the school year, distribution of a parent newsletter, and materials to help support learning in the home. To track the effectiveness of parent engagement efforts on student academic achievement will coincide with achievement of the goals listed within the school's draft accountability plan, as presented in Response-06g.

[5] Positive behavioral interventions – expounded on within Request 08ad.

Transformative and Inclusive Educational Environment

"Community schools provide not only tremendous opportunities for learning and success for students, but they also offer hope, opportunity, and transformation."

- Anonymous

Literacy is so much more than a collection of words. It is a means of building bridges between people of different backgrounds, cultures and generations. ET^{2}ECH will cultivate a transformative and inclusive educational environment through differentiated instructional techniques by focusing on the following[6]:

- Removing barriers to learning.
- Providing mental health support.
- Aligning partners to provide solutions.
- Preparing for crises like COVID 19.
- Transforming the learning environment into a "home away from home."

Technology

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."

- David Warlick

There is an interrelation between technology use, self-directed learning, and student engagement.[7] To prepare students for life after ET^{2}ECH we will implement technology use in teaching and learning. For critical thinking and reflective abilities to be cultivated within our students, ET^{2}ECH will offer students self-directed learning (SDL) opportunities. According to the research:

SDL is promoted as one of the critical skills for 21st Century students and the development of SDL skills are much emphasized e.g., Glenn (2000) as cited by Barnes, Marateo, & Ferris (2007) stated. It is argued that technology-rich learning environment can provide students with great opportunities and abilities to be self-directed in their learning as it warrants the students to be not only knowledgeable about the pertinent resource selection, but also the management and appropriate usage of the information (Fahnoe & Mishra, 2013). (Rashid & Asghar, 2016)

Engaging and Comprehensive Socio-Emotional Health Programming

"Effective Social-Emotional instruction must be sufficient, meaningful, and intentional."

- From Unpacking the Pyramid Model, edited by Hemmeter, Ostrosky, & Fox

At ET^{2}ECH, **all** means **all**. All students, faculty and administrative staff will receive the support they require to succeed. Through community partnerships, ET^{2}ECH will offer workplace wellness trainings, restorative healing & resolution workshops, yoga and mindfulness

[6] Adapted from the National Education Association's Community Schools Initiative

[7] Rashid, T., Asghar, H. (2016). Technology use, self-directed learning, student engagement and academic performance: Examining the interrelations. *Computers in Human Behavior*, 63(604-612).

workshops, mindful executive coaching, social emotional learning programs & implementation, and diversity, equity, and inclusive leadership. As a result of these offerings, we expect students, staff and administration to have:

- increased productivity.
- greater attention and focus.
- more control and awareness of thoughts and actions.
- reduction in involuntary stress reactions.
- increased use of peaceful conflict resolution skills.
- positive retention in the workplace.
- improved work-life balance.

Challenging Academics

"What seems to us as bitter trials are often blessings in disguise."
- Oscar Wilde

At ET^{2}ECH, we believe that students should feel success and challenge daily. This will be accomplished through high levels of student engagement and learning. Using the THINK cross curricular approach which aligns with the Next Generation Literacy Standards that span across all content areas as well as the Lifelong Practice of Readers and Writers[8], students will be expected to enter their classrooms daily with the intention of giving their absolute best. Yet, each student will be supported in accomplishing this goal. Morning affirmations will be conducted, school-wide, daily to put each student, teacher, and administrator in a successful mindset. Rubrics and syllabi will be utilized in all subject areas to ensure the clarity of standards to students, parents and families. Teachers will provide positive reinforcement for students, showing they have confidence in their students' abilities. Lastly, students will be given several ways to demonstrate their understanding of course materials. In result, students will discover their genius and grow to become lifelong learners.

Helpful Access to Wrap Around Services

"Wraparound services are family-centered, results-driven, and adaptable to the needs of the population of which they were meant to serve."
- *Munirah Ali, MSEd.*

ET^{2}ECH will provide access to wraparound services to students, parents, and families to curtail significant behavioral, emotional and development learning challenges. It is the goal to have a resident mental health professional that will not only be available to students, parents, and families but also all staff. ET^{2}ECH will also partner with local organizations to meet housing, nutritional, healthcare, and other needs. Within the walls of ET^{2}ECH there will be a food pantry, toiletry cabinet and laundry room for student use – with supervision.[9]

[8] See Response 06af – Curriculum & Instruction
[9] See Response 16ac - Facilities

Evaluation of Key Elements

To ensure the viability of our efforts to support, engage, and prepare our students by focusing on our key elements, ET2ECH will measure the results of our efforts against the goals outlined in our accountability plan in Response 06g of this proposal.

For example, we will evaluate our effectiveness of implementing our key design elements in a way which ensures that over 75% of sixth through eighth graders achieve proficiency results in ELA and Mathematics, as well as 65% of high school students score a 75 or above on the Regents exam in ELA and Mathematics.

R-03ad - Proposal History

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed charter school would be located.

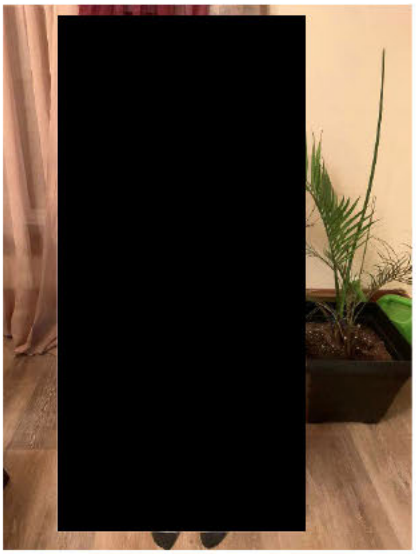
Engineering & Technology Academy of Distinction (ET^{2}ECH) is a charter school concept developed in 2021 by a group of passionate educational, engineering and technology professionals in the City of Buffalo. Munirah Ali is the Founder and proposed Head of School for ET^{2}ECH. Ms. Ali is a highly motivated parent with extensive experience.

The catalyst for creating ET^{2}ECH was Ms. Ali's realization that, "*True resistance begins with people confronting pain...and wanting to do something to change it* (bell hooks, Yearning: Race, Gender, & Cultural Politics, 1990)." While reflecting on bell hooks' stance, Ms. Ali began to recognize change as confrontational. Initially, Ms. Ali's life's endeavors were geared towards championing the causes of African American women, because who else would better understand the facets associated with the intersectional convergence of existing as a Black woman than another Black woman? In result, Ms. Ali romanticized the idea of creating a movement for Black women that did not need a stamp of approval from indigenous people, other women, ethnic minorities, etc. Yet, it wasn't until she truly reflected on the hurt and harm associated with being marginalized that Ms. Ali began to realize all who are considered a minority were vying for the same thing - equity. With this new understanding she wanted to explore equity in the educational setting. Such an exploration began while studying at Buffalo State University ("BSU").

During her tenure at BSU Ms. Ali started off as a newly divorced, single mother of two children in a city she had not been in since the age of five. Ms. Ali owned nothing except three credit cards and a suitcase full of clothes. She finished her undergraduate degree and transitioned into graduate school where, through resilience and determination, Ms. Ali served as the Graduate Student Association's Senator for the School of Education, and became a mentor to youth through organizations like Say Yes and Buffalo Prep. She also became very active in the City of Buffalo community by visiting many classrooms, including the classrooms of her own two children – one of which was recently accepted into New York Universisty. Ms. Ali received the President's recognition for community engagement, the Dr. Joan Rosso award for overcoming significant adversity while in pursuit of scholarship, and the Graduate Schools' Diversity Fellowship. In culmination to her graduate degree program in Adult Education, Ms. Ali interviewed her childhood friend who came to visit the Queen City from New York City. While reminiscing and interviewing with him, it was at that point Ms. Ali realized how selfish she'd been regarding her perspectives towards equality. What she learned was that equality was not something more deserving of one group over another, but rather something to be shared and supported for **all** by **all**. Ms. Ali learned that in some capacity, all people who are marginalized are hurting, some at different variations than

others. As her friend began crying while sharing his educational experiences Ms. Ali further discovered his adverse educational experiences led to, what she termed as, educational insecurities. Ms. Ali was confronted with her friend's pain and wanted to do something about it. Consequently, she went into solution mode, wherein, Ms. Ali sought to cure this ailment of educational insecurity plaguing her friend, and that plagues so many others as well. Reflection seemed to be the way Ms. Ali had been led to profound revelations, so she reflected on her experiences at Buffalo State University. In doing so, the answers to her concerns presented themselves in the robust curriculum once pursued as a student. While at BSU, Ms. Ali studied Diversity in Education, Individuals with Special Needs in the Educational Environment, and Ethnic & Minority Literature. Ms. Ali analyzed the works of Patricia Hill Collins, bell hooks, Monique Morris, Paulo Freire, Frantz Fanon, Cornel West, and Toni Morrison - to name a few, which further highlighted the disparities in society and the educational environment.

On a quest for answers, Ms. Ali performed ground level contract work with the founder of a newly chartered elementary school in the City of Buffalo and became amongst the 2022 cohort of Minority, Women, and Emerging Entrepreneurs ("MWEE") through the University of Buffalo's Center for Entrepreneurial Leadership. Such an experience made her confront the hurt and harm of educational insecurities towards the marginalized within the City of Buffalo. She was even confronted with her own dormant educational insecurities. The experience was rather humbling. For example, one of Ms. Ali's students allowed himself to be vulnerable by admitting to me that he did not feel like he deserved the high school diploma he received. Her student went on to say that due to his insecurity he was not ready to transition into the world as a young adult. His confession resonated with Ms. Ali. She was confronted with her student's pain and wanted to do something about it.



Yet it wasn't until Ms. Ali's own son, who was diagnosed with ADHD and is now 7 years of age, went to her with similar sentiments. Her beloved son expressed how he did not feel smart. The level of anguish Ms. Ali experienced at his confession superseded anything she'd ever experienced in personal, professional, or scholarly endeavors. In result, the solutions Ms. Ali were searching for transitioned from theory to action. She was confronted with pain and wanted to do something to change it, because now it was personal.

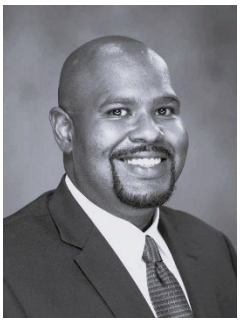
After being accepted into D'Youville University's Doctorate Program for Educational Leadership with a focus on Social Justice, Ms. Ali began focusing on educational policy and its impact on marginalized youth in the City of Buffalo. What she encountered when going in and out of educational spaces were the innumerable missed opportunities to truly reach students where they were. It was at that point the beginnings of ET^{2}ECH emerged.

b. Proposal History

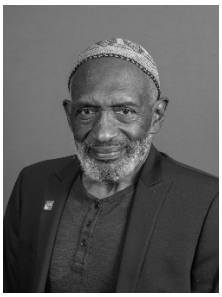
Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors (e.g., support organizations or consultants), even if these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

Founding Board recruitment began in August 2020 before the start of the 2021-22 MWEE Cohort and was **ongoing**. Ms. Ali was strategically guided by her mentor and retired school leader of Charter School for Applied Technologies, Jose Efrain Martinez and coached by Sheri L. Mooney, Esq. Through her connections with organizations such as Buffalo State University, University of Buffalo's Center for Entrepreneurial Leadership, AmeriCorps, and Buffalo's Rotary Club, Ms. Ali garnered individual relationships with each member of the founding team, who will eventually oversee ET^{2}ECH and serve as the governing board of trustees.

The team was built of professionals with varied skill sets such as:

Mike Broderick MSEd **School Operations Management**	Molly Gallagher MSEd **Literacy**	Lisa Hicks MSRED **Real Estate**	Jonathon Ling Esq. **Law**
			

Dawud Sabu Adeyola
MSEd
Social Work



Kevin Miller, EdD
Educational Administration

Javier Mejia
MA
Finance

Meetings formally began as a group September 2021 and continued monthly through 2022. First, the mission and vision were discussed in detail and subsequently developed. Secondly, a commitment was made towards the Key Design Elements of:

Effective community-school relationships: creating partnerships with parents and community groups through a multilevel engagement approach.

Transformative and inclusive educational environment: it is our intent to prefer students with identified disabilities; we also aim to be a hub of opportunity in the Buffalo City School District, for **ALL** students to achieve and apply their genius.

Technology: students will have hands-on engagement with the latest technology and associated terminology through a systems-based approach.

Engaging and Comprehensive Socio-Emotional Health Programming: through community partnerships, immediate access to mental health services, and an inculcation of socio-emotional techniques within the curriculum.

Challenging Academics: ET^{2}ECH's emphasis will be on differentiated instruction with a standard of academic excellence, despite where a student stands academically. To meet ET^{2}ECH's academically rigorous standards, all students will be given tools such as: intensive tutoring and extended instructional time.

Helpful Access to Wrap Around Services: ET^{2}ECH will give students the support they need throughout the school day as well as access to resources outside of the school via community and organizational partnerships. [1]

ET^{2}ECH's founders came together based on the belief that Buffalo needs divergent thinkers and people who aren't afraid to be the change needed in our community. The change needed are equitable educational practices and opportunities for all students in each step of their educational path and in life; Making sure students explore engineering and technology; Making sure students live what they learn at ET^{2}ECH to become leaders and to exhibit persistence and

[1] Positive behavioral interventions – expounded on within Request 06af.

resilience when faced with challenges. For more detail on our Founding Team, please see **Request 14.**

In result of embarking on this journey, when Ms. Ali considers bell hooks' quote, she wants to confront every challenge faced by underserved and marginalized youth because she sees herself, her daughter, and her son in every student she encounters. This type of purpose, one she walks in daily, is one that an entire generation can use to make a lasting impact through teamwork, collaboration, and true understanding.

c. List of Founding Team Members
Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school.

Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

The Founding Team Members will also serve as the inaugural board. Please see Request 14.

c. 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 detailed 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 or is currently applying for a charter from a
charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities
in other states. If yes, provide:
• The name of the charter entity;
• The state where the application was submitted (if not New York);
• 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 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.

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

This response is not applicable.

R-03e - Letters of Justification

Request is not applicable.

R-03f Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

Request is not applicable due to founding team members serving as Board Members.

R-03g - Probationary Status of Affiliated Charter School(s)

Request is not applicable.

R-04abc – Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including: • 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. In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

"People need to care about their community if they're going to act for the benefit of their community. Most often it comes down to them caring about somebody in their community."

– Paul Born, Co-founder & President of Tamarack Institute

Narrative Description

Unfortunately, the term "outreach" is often juxtaposed with engagement. Yet, the two have very different meanings and require different approaches. Community outreach is short term and may indicate why many schools fall short in truly engaging the community of which they were meant to serve. Whereas community engagement is a long-term approach to true change and requires relationship building, collaboration between the organization and community, and is cyclical. With that said, the founding team of Engineering & Technology Academy of Distinction are, and have been, actively engaged members of the City of Buffalo with deep and meaningful ties to the community. Additionally, some founding members have children attending schools within the district, and therefore, have a pulse on ground realities of educational experiences students face on a day- to-day basis.

Engagement Strategies

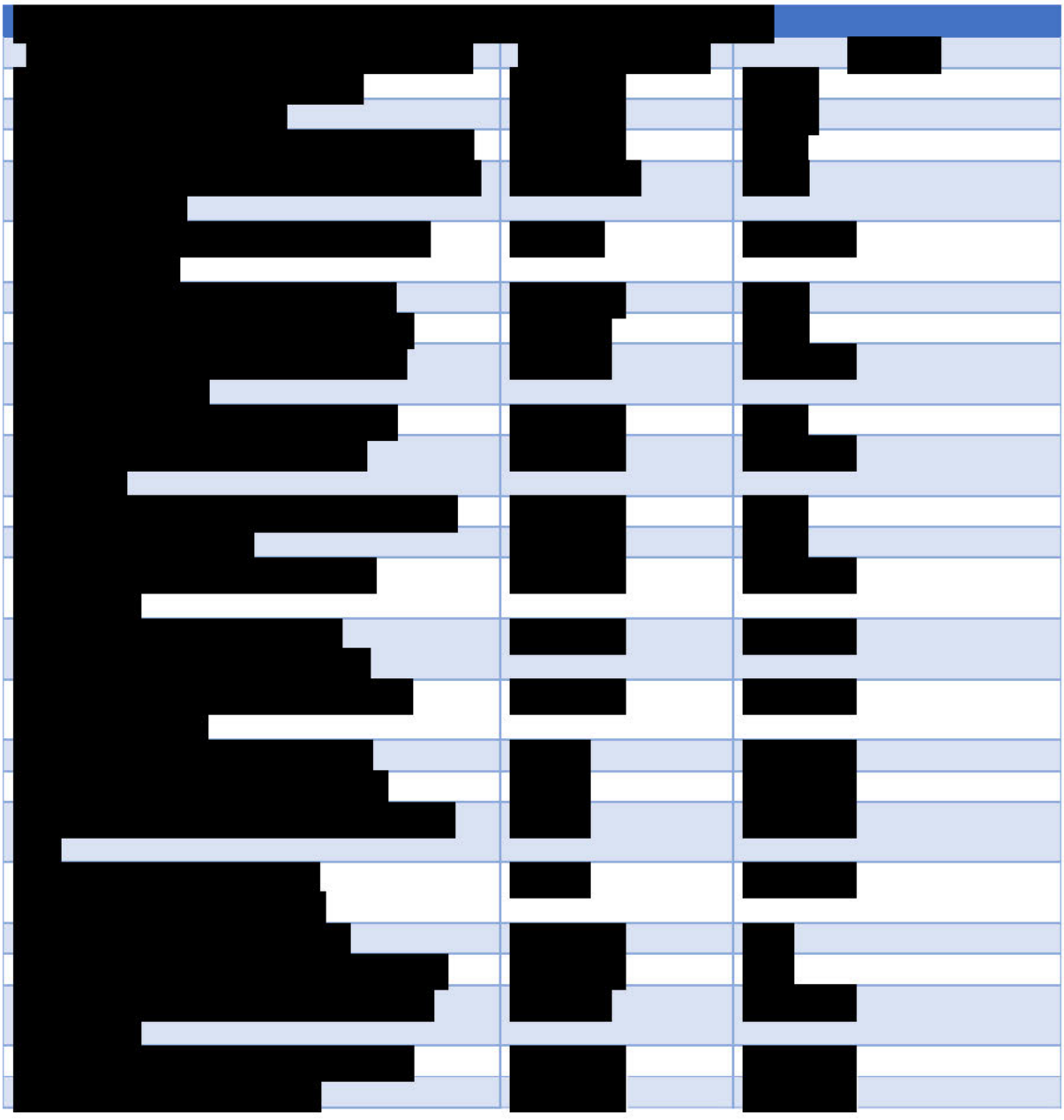
These experiences and subsequent relationships have facilitated ET^{2}ECH's efforts to garner insight and input into the educational landscape within the city from the community at large; Insight that has informed our charter school concept. Our engagement strategy has been:

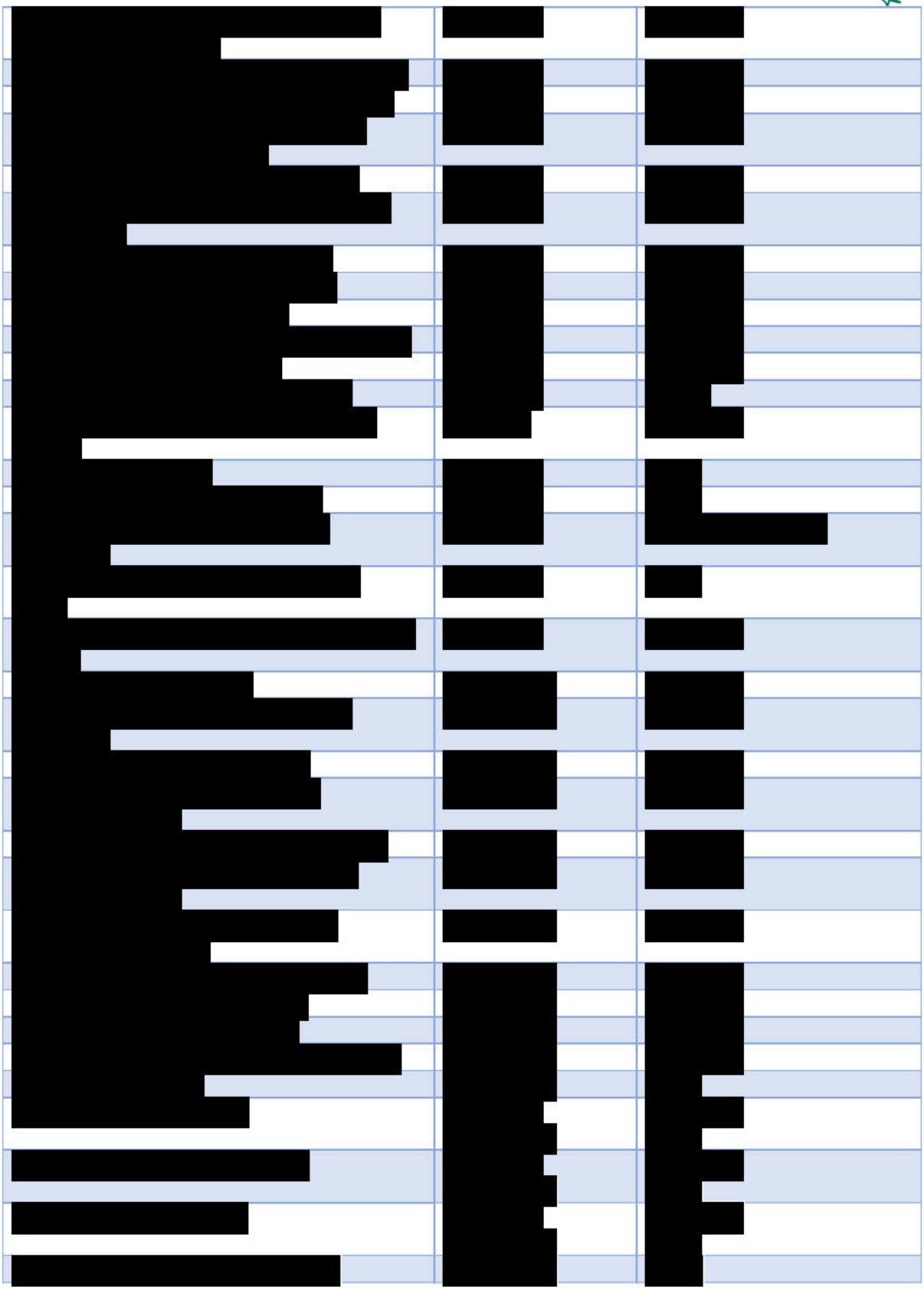
- Building trust by sharing ET^{2}ECH's value to the Buffalo community.
- Conducting surveys within the community to identify what they think is the biggest problem facing their children in school.
- Inviting community stakeholders for meetings (within smaller groups, if

necessary) and listen to whether they agree with ET^{2}ECH's assessment.

- Sending emails, bulk texts, and hold peer to peer text conversations with our findings to ensure that the community is aware of the problem.
- Tabling at community events.
- Holding focus group sessions.

The feedback obtained from the engagements informed ET^{2}ECH's family engagement policies as well as curriculum choice(s). The proceeding figures exemplify ET^{2}ECH's efforts to engage with the Buffalo community, as well as the analysis of those engagements.





Response 4abc-3

[redacted]

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school.

From inception, the existence of charter schools has always been controversial. Critics say charter schools harm the wider public school district, due to funding and transparency concerns.[1] These concerns have been echoed on a local level within the City of Buffalo. However, these concerns have only been voiced from Buffalo City School district leaders. Andy Pallotta, President of New York State United Teachers ("NYSUT") expressed in a recent interview, "Buffalo definitely has I feel been saturated with the amount of charter schools in the city"[2]

In a district where there was only 25% ELA proficiency and 21% Math proficiency in 2019[3], the other echoes in the Buffalo City School District are of parents wishing to exercise their right to choose where their child attends school. Buffalo City School District has consistently been ranked within the bottom 50% of all 787 school districts in New York.[4]

Rather than be at odds with our home district, the founders of Engineering & Technology Academy of Distinction ("ET^{2}ECH") look forward to partnering with Buffalo City School District leaders because we must regard the children first and what is best for them. The support for ET^{2}ECH's school design has been innumerable. As to not duplicate information regarding support we have received, the Figure 4b.01 exemplifies the support our school concept has received locally and throughout the region.

Figure 4b.01 Stakeholder Expressed Support

[redacted]

[1] Morabito, C. (2022). *It's been 30 years. Here's why America still can't agree on charter schools.* CNBC

[2] Epps, T. (2023). *Is adding more charter schools in WNY a good thing? Some say they take away from our public schools.* WKBW Buffalo

[3] https://data.nysed.gov/assessment38.php?subject=ELA&year=2019&instid=800000052968

[4] https://www.publicschoolreview.com/new-york/buffalo-city-school-district/3605850-school-district

Figure 4b.02: Focus Group Responses		
Status	Question/Response	ET²ECH Design Elements
Student	Do you feel challenged in your classes? (Why/Why Not) Paraphrased: *No; The classes are boring and I don't feel like I am going to use that stuff in life. I am not going to use Calculus in my everyday life.*	Using the tenets of a THINK Co-Curricular structure, students will experience learning concepts across several subject areas. Furthermore, Project-based learning will bring concepts to life.
Student	Do you feel like your educational experience is preparing you for life after high school? (Why/Why Not) Paraphrased: *No; I can't take the classes I want to take because I'm in special education. And because of my schedule I can't take the computer drafting class I want to take. If there were more options then I wouldn't be limited to just that one particular class. So basically I am just wasting my time taking an extra "study hall," when we are in here we don't do anything.*	**C**hallenging Academics: ET²ECH's emphasis will be on differentiated instruction with a standard of academic excellence, despite where a student stands academically. To meet ET²ECH's academically rigorous standards, all students will be given tools such as: intensive tutoring and extended instructional time. **T**echnology: students will have hands-on engagement with the latest technology and associated terminology through a systems-based approach. **T**ransformative and inclusive educational environment: it is our intent to prefer students with identified disabilities; we also aim to be a hub of opportunity in the Buffalo City School District, for ALL students to achieve and apply their genius.
Student	Describe behavior in the hallways and at lunch.	The three D's: Discipline Dedication and Determination. These are

	Paraphrased: *There was a TikTok challenge where some kids were smoking in and wrecked the bathrooms. We already don't have many bathrooms. Because of that we could only use one bathroom in the school, on a certain floor, and there was a monitor outside of the door. All because of one kid.*	the tools instilled within our students daily to mitigate academic, behavioral and attendance challenges. **E**ngaging and Comprehensive Socio-Emotional Health Programming: through community partnerships, immediate access to mental health services, and an inculcation of socio-emotional techniques within the curriculum. **H**elpful Access to Wrap Around Services: ET^{2}ECH will give students the support they need throughout the school day (positive behavioral Interventions) as well as access to resources outside of the school via community and organizational partnerships
Parent Parent	What choices do you and your child have regarding classes? Paraphrased: *The basics, but what happened to classes that will prepare them for the work force?*	Mission: To support dynamic, critical, and reflective abilities within our students needed to solve new, complex challenges confronting engineers and information technology professionals in the State of New York and across the United States. To engage every student with basic technical concepts, high impact teaching strategies and rigorous academics. To prepare students for leadership in their respective fields, despite race, class, gender,

		perceived ability, or any convergence of these attributes.
Parent Parent	What is a "must have" for your school of choice? *Unanimously: Safety*	**H**elpful Access to Wrap Around Services: ET^{2}ECH will give students the support they need throughout the school day (positive behavioral Interventions) as well as access to resources outside of the school via community and organizational partnerships
Teacher	Do you feel like a valued member of a team? Paraphrased: *At a charter school I was working at I felt like the principal who was hired to turn the school around didn't like me. We (the teaching staff) never new what was going on. He started laying people off. Any valued team member is at least afforded some sort of communication.*	Our mission of support, engagement, and preparedness is not exclusive to ET^{2}ECH students. School administration will work with teachers and other staff to support them in their duties, engage them to build a relationship based on trust, and prepare them to fulfill clearly defined obligations.
Community Stakeholder Community Stakeholder	What is your perception regarding the level of preparedness of students entering the workforce in the City of Buffalo?	Mission: To support dynamic, critical, and reflective abilities within our students needed to solve new, complex challenges confronting engineers and information technology professionals in the State of New York and across the United States. To engage every student with basic technical concepts, high impact teaching strategies and rigorous academics. To prepare students for leadership in their respective fields, despite

		race, class, gender, perceived ability, or any convergence of these attributes.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on the experience of how many waitlist entries it takes to fill a seat.

In addition to the many events we have attended, we also hosted events to engagement our community. Although our target neighborhoods are located in East Buffalo, we have engaged with the entire Buffalo community as we anticipate interest among all students and families in the City of Buffalo. Through engagement efforts families have had the opportunity to provide their own insight on whether Engineering & Technology Academy of Distinction was something needed by the East Buffalo Community. We provided online surveys via our LinkedIn Page, Facebook Page, Website, and other social media outlets. During our review of the many responses that were provided by parents, we learned of the many expectations that parents on the East Side Community have. We have learned that parents value school-community partnerships rooted in effective and transparent communication. Our Founding Team has and will continue to host and attend events that will allow us to continue to efficiently engage with the community by soliciting their continuous input.
This will continue to provide us the opportunity to keep ourselves abreast with the needs of the community as well as ensuring that our school positively contributes to the development of the East Side Community and Buffalo as a whole. We have interfaced with over 200 students, parents, partners, and community stakeholders who look forward to what Engineering & Technology Academy of Distinction will offer.

R-04d – Evidence of Outreach

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Figure 04d-1 Engineering & Technology Academy of Distinction Website

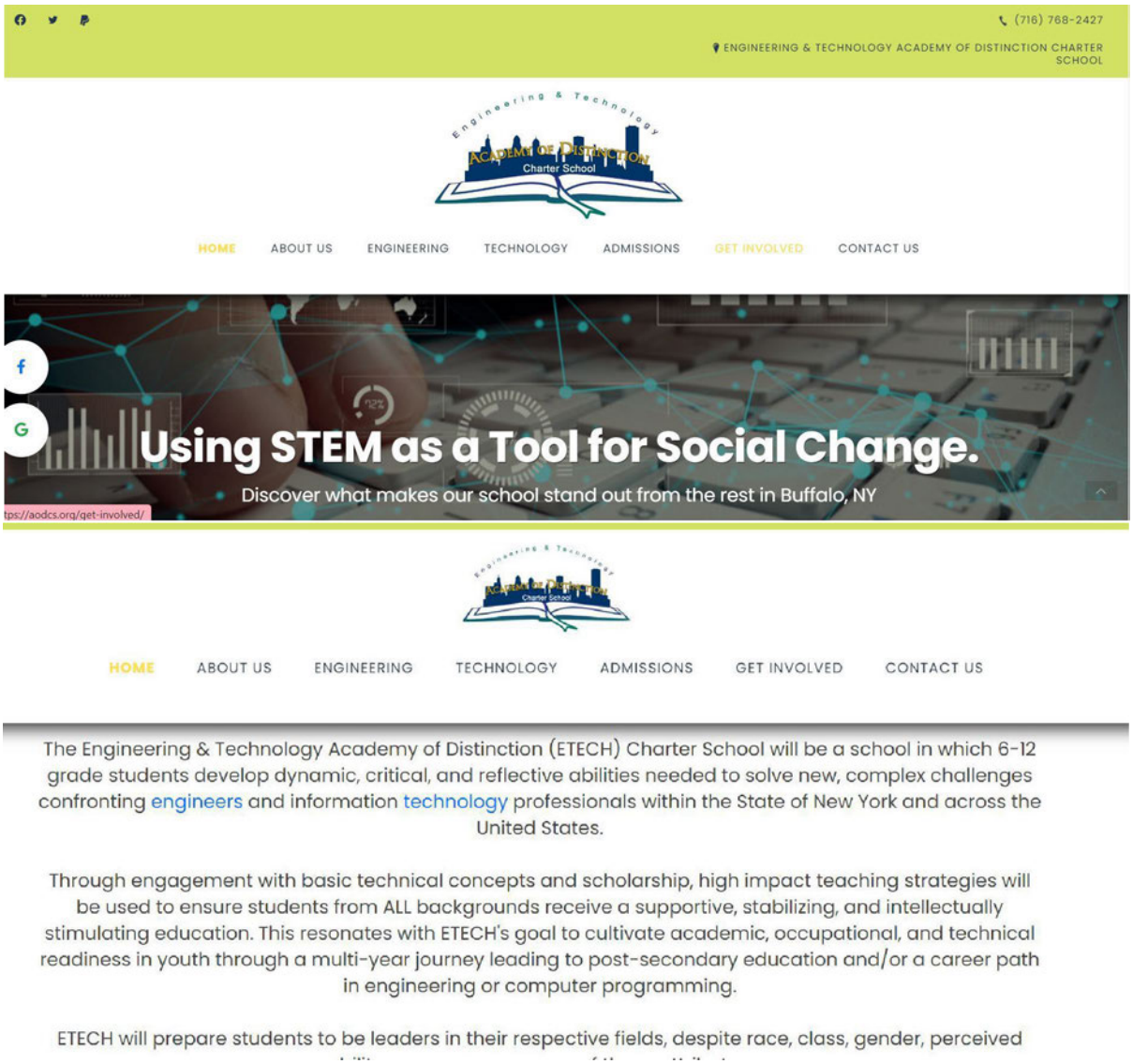


Figure 04d-2 Engineering & Technology Academy of Distinction Latest Website Report

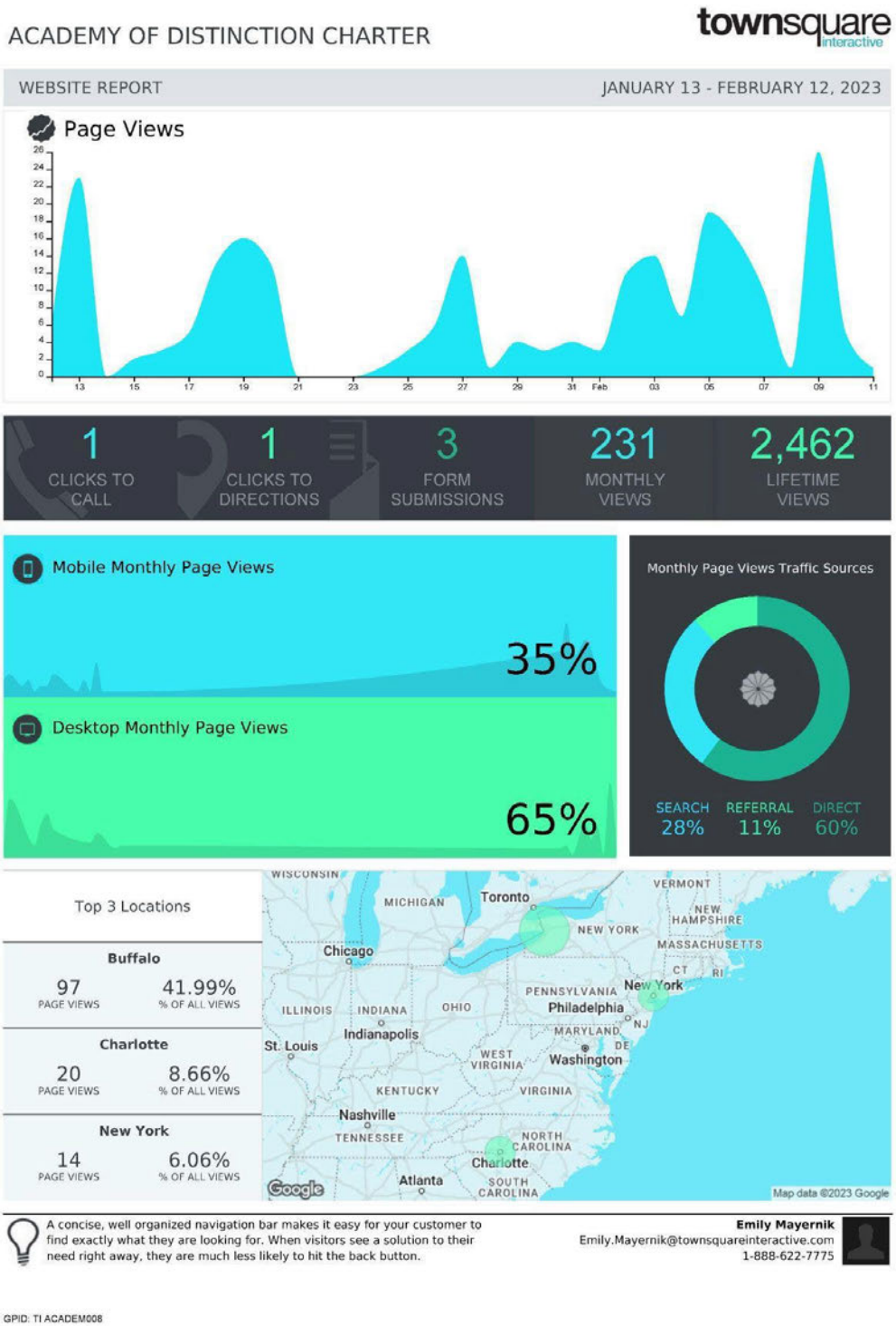


Figure 04d-3 Engineering & Technology Academy of Distinction Facebook Landing Page

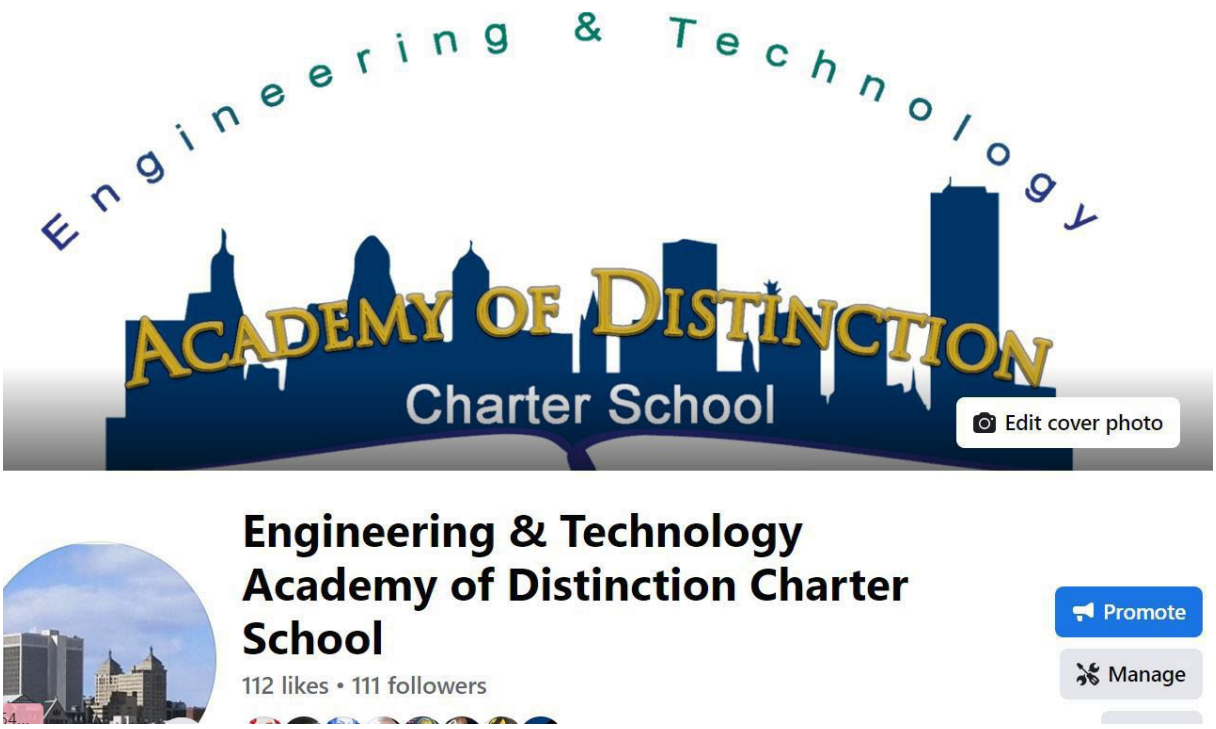


Figure 04d-4 Engineering & Technology Academy of Distinction Twitter Landing Page

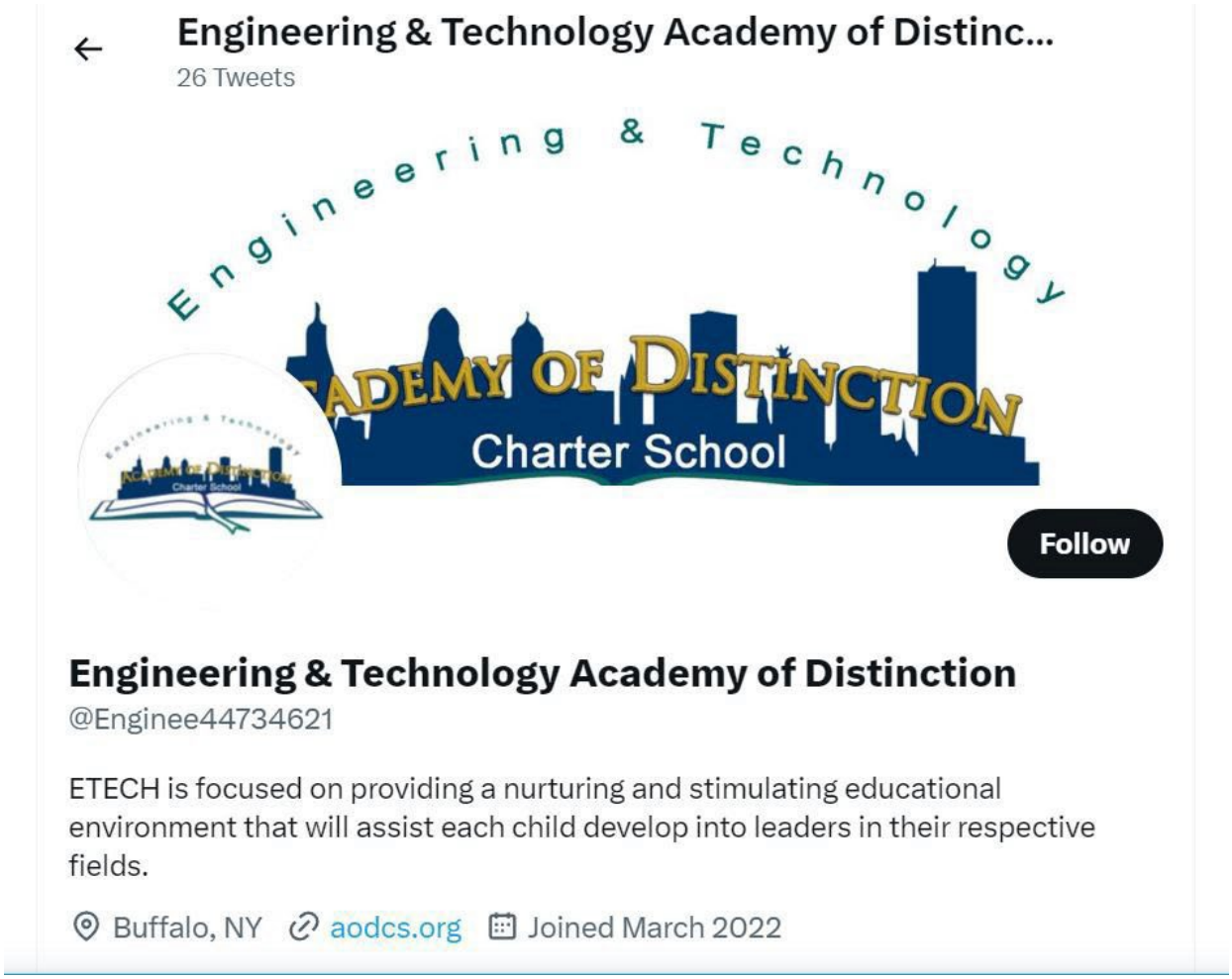


Figure 04d-5 Engineering & Technology Academy of Distinction LinkedIn Landing Page

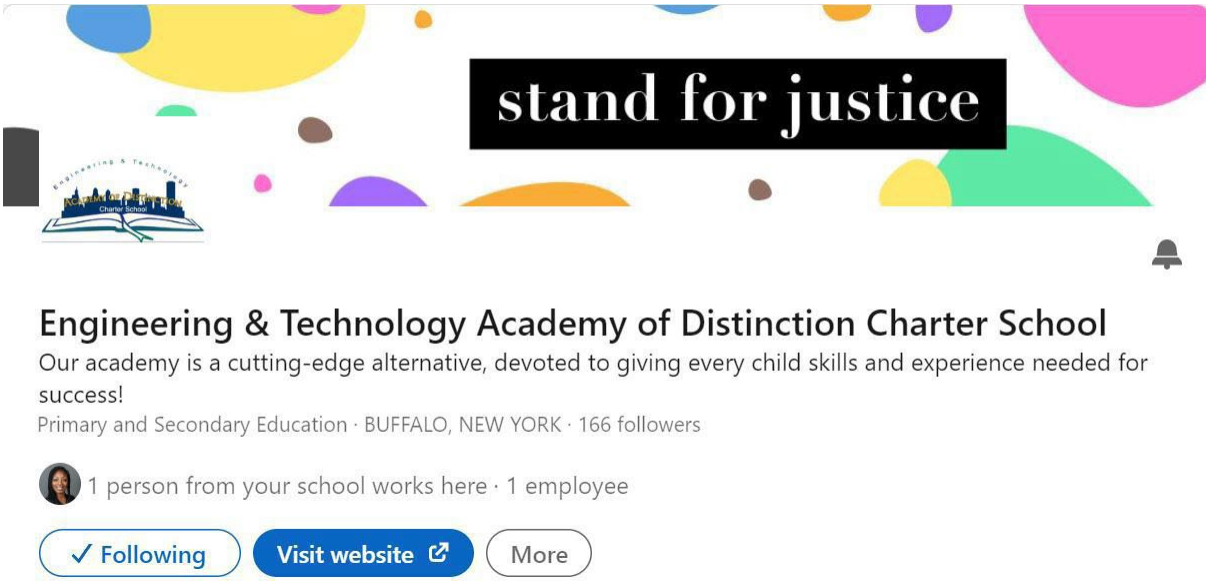


Figure 04d-6 Engineering & Technology Academy of Distinction Instagram Landing Page

Figure 04d-7 Informational meeting with female social group

Figure 04d-8 Tabling : 3rd Annual Shay Day

Figure 04d-9 Tabling: University Festival

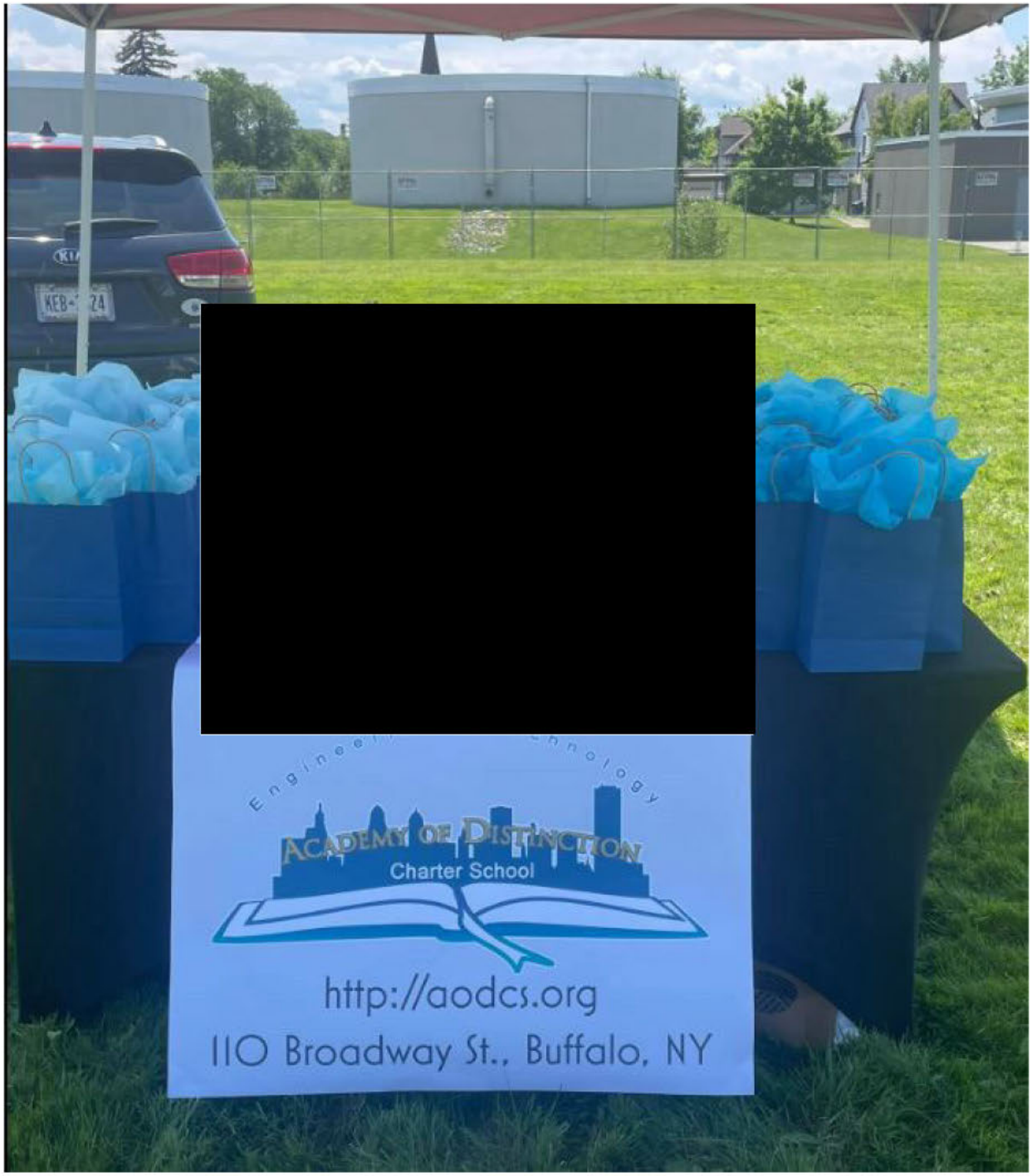


Figure 04d-10 Presentation at the University of Buffalo's Center for Entrepreneurial Leadership

Figure 04d-11 Engineering & Technology Academy of Distinction Founding Member with UB's MWEE Cohort 2022

Figure 04d-12 Engineering & Technology Academy of Distinction Interacting with M&T Innovation Lab Cohort

Figure 04d-13 - Engineering & Technology Academy of Distinction Focus Group Flier

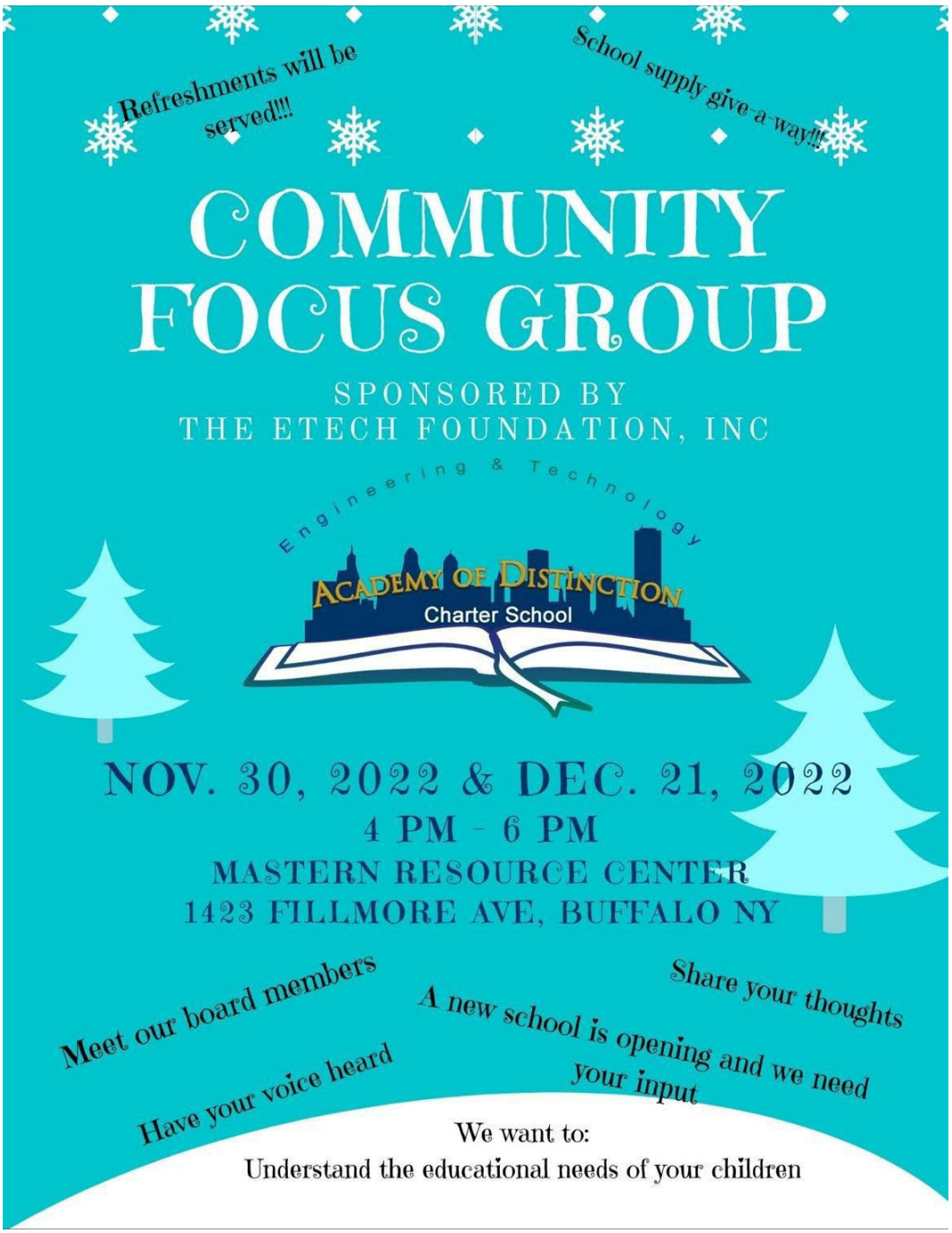
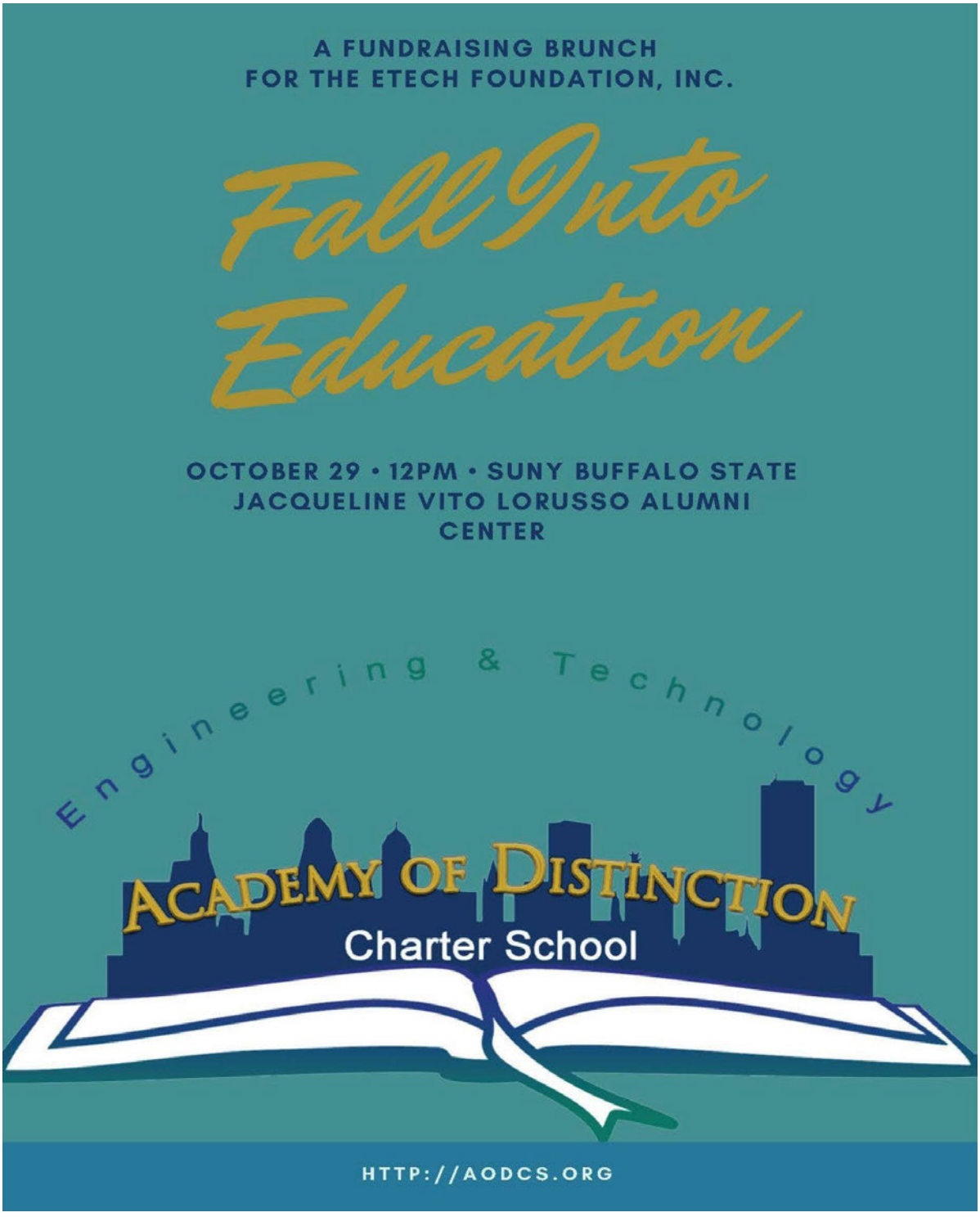


Figure 04d-14 Engineering & Technology Academy of Distinction Focus Group Set-Up

Figure 04d-15 Engineering & Technology Academy of Distinction Fundraiser Program



Programme

OCTOBER 29, 2022 12 PM

Order of Events

Reception & Music	Sabu's Oasis Jazz Ensemble
Acknowledgement of Special Guest	LaShea Green-Thomas Founding Vice-President
Charter Presentation	Munirah Ali Founder & President

Intermission

Food & Drink Service	Chartwells
Musical Guest Performance	Sabu's Oasis Jazz Ensemble
Raffle	Andre Nunn, Jr. Founding Board Member
Closing & Thank You's	Munirah Ali Founder & President

HTTP://AODCS.ORG

Figure 04d-16 Engineering & Technology Academy of Distinction Fundraiser Photos

Figure 04d-17 ET²ECH Founder Giving Talk to Young Audiences of WNY

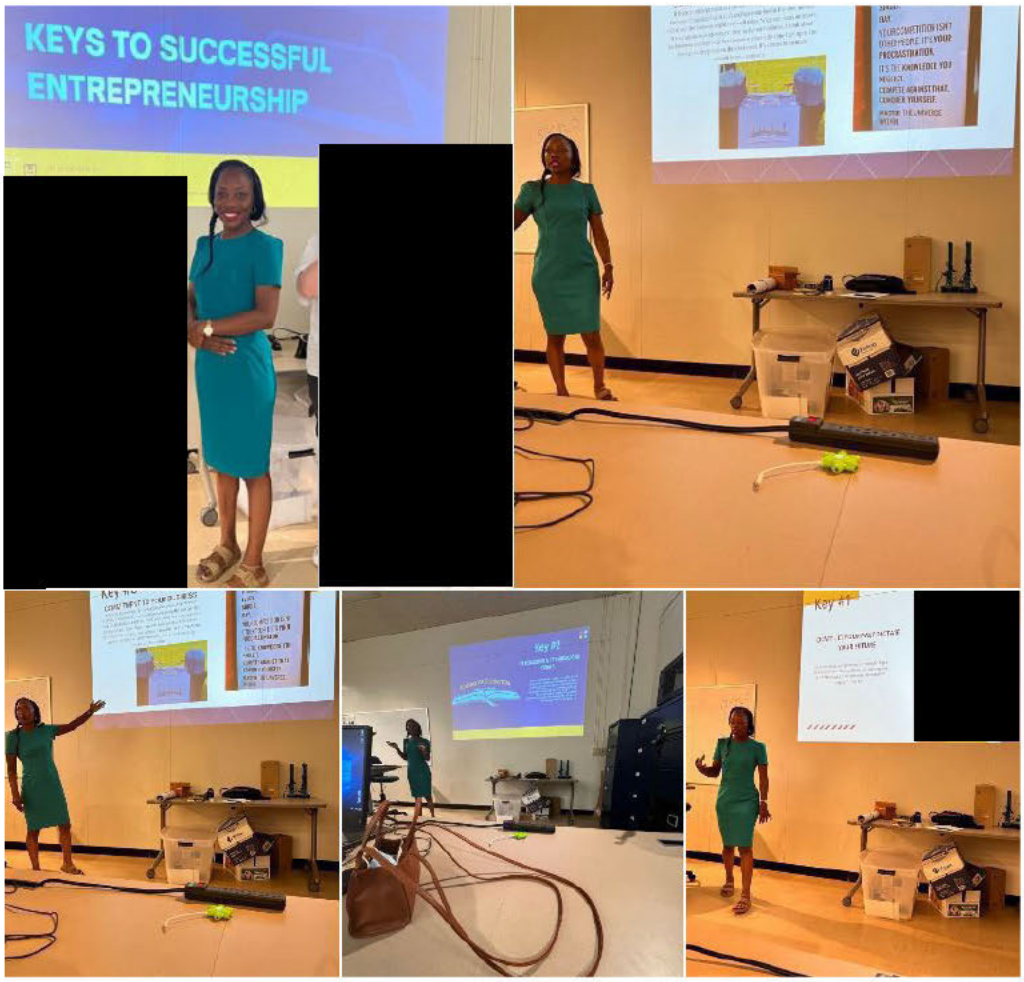
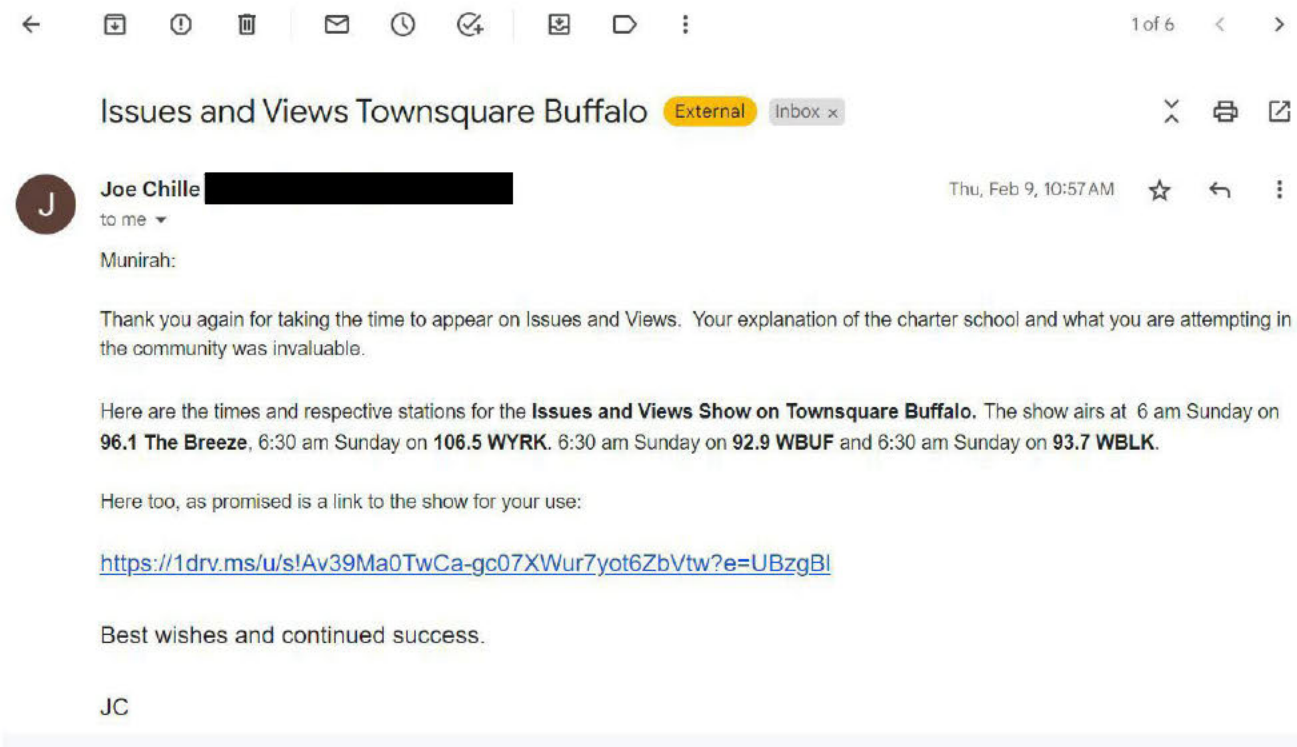


Figure 04d-18 Engineering & Technology of Distinction Radio Interview(s)



1 of 6

Issues and Views Townsquare Buffalo External Inbox ×

J **Joe Chille** [redacted] Thu, Feb 9, 10:57 AM

to me

Munirah:

Thank you again for taking the time to appear on Issues and Views. Your explanation of the charter school and what you are attempting in the community was invaluable.

Here are the times and respective stations for the **Issues and Views Show on Townsquare Buffalo.** The show airs at 6 am Sunday on **96.1 The Breeze**, 6:30 am Sunday on **106.5 WYRK**. 6:30 am Sunday on **92.9 WBUF** and 6:30 am Sunday on **93.7 WBLK**.

Here too, as promised is a link to the show for your use:

https://1drv.ms/u/s!Av39Ma0TwCa-gc07XWur7yot6ZbVtw?e=UBzgBl

Best wishes and continued success.

JC

ETECH Academy Parent Survey

Dear Parent(s)

We are proposing a 6th-12th grade free Charter school in the City of Buffalo and need your input. We would like to give you the opportunity to provide your feedback regarding school choice, safety and a culturally sound atmosphere for youth in the City of Buffalo. Please take a few minutes to take the below survey and visit our website to enter our raffle: http://aodcs.org. We look forward to hearing from you!

* Required

1. Name (First, Last) *

2. Phone Number *

3. Zip Code *

Response 04d-22

4. Do you have a child currently enrolled in Elementary or Middle School? *

Mark only one oval.

- ◯ Yes
- ◯ No

5. What is the age of your child? *

_____

6. What do you think is the most important component of a school? *

Mark only one oval.

- ◯ Academics
- ◯ Parent-Teacher Relationships
- ◯ Student-Teacher Relationships
- ◯ School Environment
- ◯ Safety

School Fit

[redacted]

7. If you could change one aspect of your child's school to help him/her learn more, what would you change? Why? *

8. What changes could your school make to help your child feel like the school is a great fit for him/her? *

9. What is the best thing that the school does to help your child feel like the school is a good fit for him/her? *

Learning Behaviors

10. How much does the school value the diversity of children's backgrounds? *

Mark only one oval.

- ◯ Not at all
- ◯ A little bit
- ◯ Some
- ◯ Quite a bit
- ◯ Extremely Well

11. Overall, how much respect do you think the children at your child's school have for the staff? *

Mark only one oval.

- ◯ Almost no respect
- ◯ A little bit of respect
- ◯ Some respect
- ◯ Quite a bit of respect
- ◯ A tremendous amount of respect

12. Overall, how much respect do you think the teachers at your child's school have for the children? *

Mark only one oval.

- ◯ Almost no respect
- ◯ A little bit of respect
- ◯ Some respect
- ◯ Quite a bit of respect
- ◯ A tremendous amount of respect

School Social Climate

13. School staff seems too busy? *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. The school provides little information about involvement opportunities? *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. The school does not communicate well with people from your culture? *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. Can we contact you about focus groups or about enrolling your child at the Engineering & Technology Academy of Distinction Charter School? *

Mark only one oval.

- Yes
- No

17. Do you support a new middle/high school in the City of Buffalo? *

Mark only one oval.

- ◯ Yes
- ◯ No

18. **THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. PLEASE LEAVE ANY OTHER QUESTIONS OR COMMENTS BELOW.**

This content is neither created nor endorsed by Google.

Google Forms

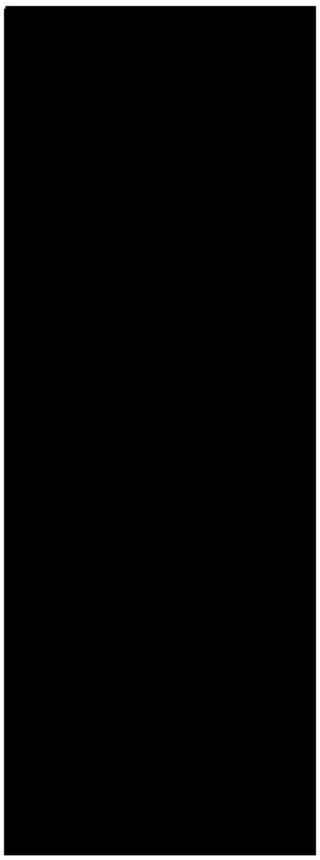
Figure 04d-19 Parent Survey Results & Analysis

[redacted]

Do you have a child currently enrolled in Elementary or Middle School?	[redacted]	What do you think is the most important component of a school?
Yes		Student-Teacher Relationships
Yes		Parent-Teacher Relationships
No		Academics
Yes		School Environment
Yes		Parent-Teacher Relationships
Yes		Academics
No		Academics
No		Student-Teacher Relationships

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?	What changes could your school make to help your child feel like the school is a great fit for him/her?	What is the best thing that the school does to help your child feel like the school is a good fit for him/her?	How much does the school value the diversity of children's backgrounds?	Overall, how much respect do you think the children at your child's school have for the staff?	Overall, how much respect do you think the teachers at your child's school have for the children?
More personalized attention	More diverse programs	Offers additional resources for help	Some	Quite a bit of respect	A tremendous amount of respect
Take Their time on making sure the kids understand the work and give them more work to practice like homework	Create more activities more things for the kids to do after school besides just play creative kids sports team	Not sure	Quite a bit	A tremendous amount of respect	A tremendous amount of respect
Discipline	More student accountability	Communication with parents	Some	Some respect	Some respect
Class size and working on social skills and life skills more	My children ate very different. They feel bad sometimes because they are not like the other kids.	Try to make them feel included when there is need to	Quite a bit	Quite a bit of respect	Quite a bit of respect
Smaller Classes. So each student has more attention	Ask him/her about their dreams!!	Great communication with parents.	Quite a bit	Quite a bit of respect	A little bit of respect
More hands on	Being more understanding	Listening	Some	Some respect	Some respect
The way the teachers speak go through students. They need more patience.	The teacher take sensitivity training often.	Security. Knowing my child is safe.	A little bit	Some respect	A little bit of respect
Making sure students had acess field trips, travel, every child afterschool program	More mentorship, deeper relationship building opportunities, projects and books they would like to read.	Principals and teacher all communicate effectively with child to provide positive and negative feedback on the monthly basis.	A little bit	Quite a bit of respect	Quite a bit of respect

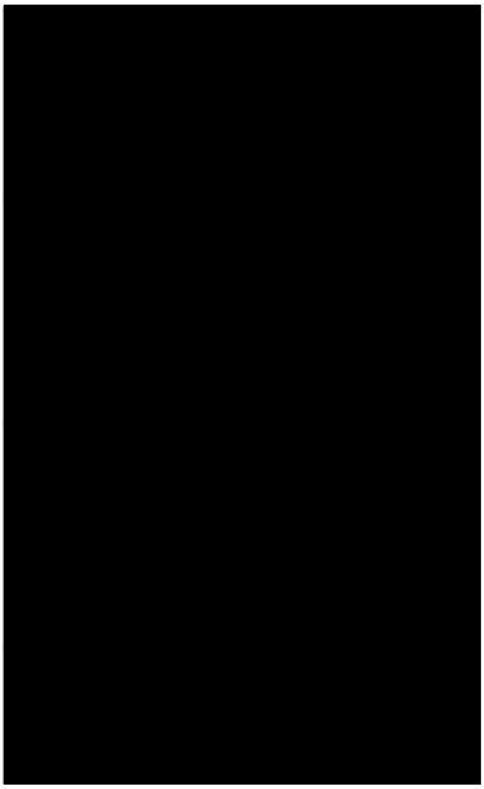
School staff seems too busy?	The school provides little information about involvement opportunities?	The school does not communicate well with people from your culture?	Can we contact you about focus groups or about enrolling your child at the Engineering & Technology Academy of Distinction Charter School?	Do you support a new middle/high school in the City of Buffalo?	THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. PLEASE LEAVE ANY OTHER QUESTIONS OR COMMENTS BELOW.
Disagree	Strongly disagree	Neutral	No	Yes	
Strongly disagree	Strongly disagree	Strongly disagree	Yes	Yes	
Neutral	Neutral	Neutral	No	Yes	
Neutral	Disagree	Neutral	Yes	Yes	
Neutral	Agree	Neutral	No	Yes	Only reason i don't want my child to be enrolled, he really loves it at 81. And he has a lot of friends
Agree	Neutral	Neutral	No	Yes	
Agree	Agree	Agree	Yes	Yes	
Disagree	Agree	Strongly disagree	Yes	Yes	



Name (First, Last)	Phone Number	Zip Code	Do you have a child currently enrolled in Elementary or Middle School?	What is the age of your child?	What do you think is the most important component of a school?
[redacted]			Yes	[redacted]	chool Environment
			Yes		Student-Teacher Relationships
			Yes		Safety
			Yes		Academics
			No		chool Environment
			Yes		Parent-Teacher Relationships
			Yes		Academics

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?	What changes could your school make to help your child feel like the school is a great fit for him/her?	What is the best thing that the school does to help your child feel like the school is a good fit for him/her?	How much does the school value the diversity of children's backgrounds?	Overall, how much respect do you think the children at your child's school have for the staff?	Overall, how much respect do you think the teachers at your child's school have for the children?
Better teachers because they don't give best effort anymore	Being more comfortable talking to staff	Good reading classes	Some	Some respect	A little bit of respect
One on one	Offer learning after school	Tablets	Not at all	Almost no respect	A little bit of respect
The education	Better and clear communication about students education	Extra teacher help	Extremely Well	Quite a bit of respect	Some respect
Math	Yes	Yes	Not at all	A little bit of respect	Some respect
More parent envolvement	Include activities/programming that promotes healthy peer relationships and inclusivity	They give each child a day where they are celebrated	Some	Quite a bit of respect	A tremendous amount of respect
Parent and teachers relationship. Parents want to be invovled .	Creat a welcoming relationship and safe environment for their learning experience.	Respect the student. Help them feel a part of the school.	Extremely Well	Quite a bit of respect	Quite a bit of respect
The availability of services	Have programs geared towards his interest & learning style	Can't really put it in words but my don went from a shy kid who didn't want to go to school to a social butterfly who loves to read & learn new things	Extremely Well	Quite a bit of respect	Quite a bit of respect

School staff seems too busy?	The school provides little information about involvement opportunities?	The school does not communicate well with people from your culture?	Can we contact you about focus groups or about enrolling your child at the Engineering & Technology Academy of Distinction Charter School?	Do you support a new middle/high school in the City of Buffalo?	THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. PLEASE LEAVE ANY OTHER QUESTIONS OR COMMENTS BELOW.
Agree	Agree	Agree	Yes	Yes	
Neutral	Disagree	Strongly agree	No	Yes	
Neutral	Agree	Disagree	No	Yes	
Neutral	Neutral	Agree	Yes	Yes	Welcome
Disagree	Disagree	Neutral	Yes	Yes	
Strongly disagree	Strongly disagree	Strongly disagree	Yes	Yes	I think this new school opening will be the start of getting children to want to go to school and learn new challenges.
Agree	Neutral	Strongly disagree	Yes	Yes	



Name (First, Last)	Phone Number	Zip Code	Do you have a child currently enrolled in Elementary or Middle School?	What is the age of your child?	What do you think is the most important component of a school?
[redacted]			Yes	[redacted]	School Environment
			Yes		Academics
			Yes		Academics
			Yes		School Environment
			Yes		Academics
			No		Student-Teacher Relationships
			No		Academics

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?	What changes could your school make to help your child feel like the school is a great fit for him/her?	What is the best thing that the school does to help your child feel like the school is a good fit for him/her?	How much does the school value the diversity of children's backgrounds?	Overall, how much respect do you think the children at your child's school have for the staff?	Overall, how much respect do you think the teachers at your child's school have for the children?
1:1 assistance in holding the children accountable, teaching them how to be students at every level, not just assuming they know how to navigate the classroom and its expectations	more inclusive extra curricular activities.	adjust when I have concerns	Quite a bit	Some respect	Some respect
The Personal One On One Time With The Student!	Smaller Class Sizes	The Classroom Setups	Extremely Well	A tremendous amount of respect	Quite a bit of respect
Communication, cultural enrichment because without this there will always be a divide	Engagement	Make every child fell as they are a leader	Some	Quite a bit of respect	Quite a bit of respect
Culture because kids because what they see.	Offer opportunities for them to learn things that interests them and promote hands-on engagement.	Teaching is very invested in building a relationship with the family especially the kids	Quite a bit	Quite a bit of respect	A tremendous amount of respect
I feel that more staff in the class room the better	More class participation and teacher parent communication	He likes the after school programs	Some	Some respect	Some respect
Communication/ because there are a lot of problems due to poor communication	Communicate more and get more involved	Activities	Quite a bit	A little bit of respect	A little bit of respect
Environment. I feel uniformity helps our children focus more on studies and not outside interferences.	More like thinkers.	Value of diversity	A little bit	Some respect	Some respect

School staff seems too busy?	The school provides little information about involvement opportunities?	The school does not communicate well with people from your culture?	Can we contact you about focus groups or about enrolling your child at the Engineering & Technology Academy of Distinction Charter School?	Do you support a new middle/high school in the City of Buffalo?	THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. PLEASE LEAVE ANY OTHER QUESTIONS OR COMMENTS BELOW.
Neutral	Disagree	Disagree	Yes	Yes	
Neutral	Strongly disagree	Strongly agree	Yes	Yes	
Agree	Strongly disagree	Strongly disagree	Yes	No	
Neutral	Agree	Disagree	Yes	Yes	
Neutral	Disagree	Neutral	Yes	Yes	
Agree	Disagree	Neutral	Yes	Yes	
Neutral	Disagree	Agree	Yes	Yes	

[redacted]

Name (First, Last)	Phone Number	Zip Code	Do you have a child currently enrolled in Elementary or Middle School?	What is the age of your child?	What do you think is the most important component of a school?
[redacted]					

If you could change one aspect of your child's school to help him/her learn more, what would you change? Why?	What changes could your school make to help your child feel like the school is a great fit for him/her?	What is the best thing that the school does to help your child feel like the school is a good fit for him/her?	How much does the school value the diversity of children's backgrounds?	Overall, how much respect do you think the children at your child's school have for the staff?	Overall, how much respect do you think the teachers at your child's school have for the children?
Give him more opportunities self direct and use more creative skills	Focus on social emotional growth oppose to intellectual. Focus on the child strength areas	Encouraging his love of dinosaurs	A little bit	Some respect	Some respect

School staff seems too busy?	The school provides little information about involvement opportunities?	The school does not communicate well with people from your culture?	Can we contact you about focus groups or about enrolling your child at the Engineering & Technology Academy of Distinction Charter School?	Do you support a new middle/high school in the City of Buffalo?	THANK YOU FOR TAKING OUR SURVEY. WE APPRECIATE YOUR SUPPORT. PLEASE LEAVE ANY OTHER QUESTIONS OR COMMENTS BELOW.
Neutral	Agree	Disagree	Yes	Yes	

Data and Results

This section discusses results from the ET^{2}ECH Parent Survey. Specifically, preliminary findings are presented taken from a self-administered questionnaire wherein a sample of twenty-four parents responded to a twenty-four items questionnaire. The questionnaire included both objective, e.g., number and age of children, and subjective questions, e.g., attitude towards school staff. The findings reveal a total of eighteen parents had children currently enrolled in Elementary or Middle school. Combined, there were twenty-three children currently enrolled with an average age of 10 years old. While the questions asked about a wide range of issues such as what respondents thought was the most vital component of a school; how much respect do you think the children at your child's school have for the staff; and how much the child's school values the diversity of children's backgrounds? The findings reported here report on three salient questions: (1) If you could change one aspect of your child's school to help him/her learn more, what would you change: Why? (2) What changes could your school make to help your child feel like the school is a great fit for him/her? and (3) The school provides little information about involvement opportunities?

Regarding item number one which ask respondents if they could change one aspect of their child's school to help him/her learn more, what would it be? Some responses indicated, among others, parents felt that the more staff in the classroom, the better; Parents also stated they wanted more personalized attention; better discipline; improvement in class size; more hands on; more patience by teachers; more parental involvement; and the availability of more services.

The next question asked what changes could your school make to help your child feel like the school is a great fit for him/her? Here, parents stated they would like to see more diverse programs; more student accountability; teachers being more understanding; providing better after school programs; creation of a welcoming relationship and safe environment for their children's learning experience; providing more inclusive extracurricular activities; better class participation and teacher parent communication; and focus on social emotional growth of their children as oppose to so much emphasis on their intellectual growth.

Finally, the last question's data reveal most parents either disagreed or were neutral about the statement suggesting the school provided little information about involvement opportunities. Ideally, one would prefer that a plurality of parents disagreed with the statement; however, this was not the case. Had it been as such it would have been possible to infer that parents were receiving adequate information about involvement opportunities.

Overall, the ET^{2}ECH Parent Survey was a useful tool for gleaning what are some of the educational needs in the community. Having done so, we hope the SUNY Charter School Institute agrees with the role ET^{2}ECH can play in redressing such needs by approving its charter school application.

R04-e - Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

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Figure 04e-4	[redacted] Professor & Chair of Department of Sociology, Buffalo State University	5
Figure 04e-5	[redacted] Founder & Owner, Resumes with Rashada	6
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ERIE COUNTY LEGISLATURE

[redacted]

1ST DISTRICT LEGISLATOR

[redacted]

June 2, 2022

RE: Letter of Support for Engineering & Technology Academy of Distinction Charter School

To Whom it May Concern,

I am writing to express my support for Academy of Distinction Charter School. I am a resident of the City of Buffalo school district and I believe the Charter School will be an asset to the Western NY community. Academy of Distinction Charter School will provide an educational choice to families, one with rigorous academics and core values of safety, community, diversity, fun, and personal growth. High standards combined with Engineering & Technology to teach a curriculum that will prepare students for success in college and career, and create contributing, connected citizens.

The proposed mission of the school, to cultivate academic, occupational, and technical readiness in youth (grades 6-12) through a multi-year journey leading to post-secondary education or career path in engineering or computer software development, is highly relevant to the resurgence of the City of Buffalo and Western New York at Large.

I support the approval of Academy of Distinction Charter School to serve students in my district and the Western NY community. I value the mission and approach of Academy of Distinction Charter School and I would be pleased to see a school of choice in the community. Thank you.

Sincerely yours,

[redacted]

Erie County Legislator, 1st District

Response 04e-2

Community Hope Builders CDC, Inc.

June 13, 2022

[redacted]

Re: Letter of support for Engineering & Technology
Academy of Distinction Charter School

To Whom It May Concern:

In my capacity as President of Community Hope Builders CDC, Inc., in the City of Buffalo, New York, I fully support the Charter Application for Engineering & Technology Academy of Distinction.

The proposed mission of the school is to cultivate academics, occupational and technical readiness in youth (grades 6-12) through a multi-year journey leading to post-secondary education or career path in the engineering or computer software development is highly relevant to the resurgence of the City of Buffalo and Western New York at large.

The educational initiative of the proposed charter school is one that coincides with my belief that providing creative teaching methods will empower youth in the City of Buffalo to become their best self as well as a benefit to their families and the communities in which they live.

Sincerely,

[redacted]

DJ/yss

[redacted]

BUFFALO STATE
The State University of New York

[redacted]

August 3, 2022

Letter of support for the Engineering & Technology Academy of Distinction Charter School

SUNY Charter Schools Institute,

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

Academy of Distinction Charter School will provide a well-rounded and robust educational opportunity blending academic, occupational, and technical readiness in a values-driven environment. The high expectations and community involvement that the Academy is being founded on will prepare students for success in college and/or career and will create engaged members of the Buffalo community.

The high-level of community involvement and support in the founding of this school sets it apart from other charter schools in our area. Blending learning, leading, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering and technology and values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe. Now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Sincerely,

[redacted]nD

Buffalo State
State University of New York

1300 Elmwood Avenue
Buffalo, NY 14222-1095
www.buffalostate.edu

June 20, 2022

[redacted]ol

Dear Ms. Ali:

Subject: Letter of Support For ADCS

Without reservations, I write this missive in support of your Charter Application for the creation of the Engineering & Technology Academy of Distinction Charter School (ADCS). Having served on a charter school Board of Trustees for over five years, I am uniquely qualified to write a letter such as this because I fully understand the arduous work involved in conceiving, developing, and sustaining a charter school in today's educational climate. Be that as it may, germane, in terms of my support for your effort to create an engineering and technology charter school of academic distinction, is the intrepid and indefatigable manner you have adopted to establish a charter school which will "*cultivate academic, occupation, and technical readiness in youth (grades 6-12) through a multi-year journey leading to post-secondary education or career path in engineering or computer software development.*"

The mission of the proposed charter school sets it up to become an innovative institution for providing tomorrow's engineers and technological "savants." Western New York will certainly have a need for these potentially important skilled workers. Moreover, I am confident in your ability to recruit and hire the most diverse and inclusive staff that will be second-to-none in being representative of the students who attend the school. Reflecting upon how familiar I am with your preference for academic excellence, I also take comfort in knowing the type of academic standards you will demand of both the staff and students who attend ADCS. In my view, your school will fill a significant void in the education of students in the city of Buffalo. That void is the paucity of Black and brown kids to successfully matriculate into college with a strong precollegiate understanding of engineering and technology. Furthermore, the creation and success of ADCS will demonstrate how prescient you are in terms of meeting the impending need for highly trained persons from underrepresented population, e.g., Black and Latino students.

In sum, I support your vision of creating a charter school of academic distinction. Whereas most charter school purport to embrace this ideal, i.e., academic distinction, it will be in the "DNA" of your institution. Furthermore, knowing you and your penchant for excellence over perfection, I am 100% confident the ADCS will not graduate one student devoid of the academic "chromosomal" wherewithal to succeed with "distinction!"

[redacted]

Response 04e-5

SUNY Charter Schools Institute,

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

Academy of Distinction Charter School will provide a well-rounded and robust educational opportunity blending academic, occupational, and technical readiness in a values-driven environment. The high expectations and community involvement that the Academy is being founded on will prepare students for success in college and/or career and will create engaged members of the Buffalo community.

The high-level of community involvement and support in the founding of this school sets it apart from other charter schools in our area. Blending learning, leading, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering and technology and values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Sincerely,

[redacted]

Create Space Buffalo

Art Therapy Studio

August 02, 2022

RE: Letter of support for the Engineering & Technology Academy of Distinction Charter School

SUNY Charter Schools Institute,

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

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I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Sincerely,

[redacted]

STRICKLY BUSINESS SAFETY SOLUTIONS, LLC

"Be Safe, Be Ready"

[redacted]

August 15, 2022

Dear SUNY Charter Schools Institute,

I am writing to express my most sincere support for Engineering & Technology Academy of Distinction Charter School. I am a resident of the city of Buffalo, and I believe that the Engineering & Technology Academy of Distinction Charter School will be an asset to our community.

The Engineering & Technology Academy of Distinction Charter School will provide an educational choice to families, one with rigorous academics and core values of safety, community, diversity, fun, and personal growth. Ambitious standards combined with an emphasis of engagement through an integrated approach to teaching a STEAM curriculum will prepare students for success in college and career, and create contributing, connected citizens.

I am confident that the Engineering & Technology Academy of Distinction Charter School's team and its years of school experience and leadership, the STEM education will provide high quality education and wrap around services to the families and surrounding community, are a good match and will work well together to provide an exceptional educational choice to middle school students throughout the community.

I support the approval of Engineering & Technology Academy of Distinction Charter School to serve students of the city of Buffalo. I value the mission and approach of Engineering & Technology Academy of Distinction Charter School and I would be pleased to see a school of choice, and excellence of this caliber in the community.

To address any questions, I can be contacted directly at 716.335.2523.

Thank you for your attention.

Sincerely,

[redacted]

High Performance Coaching

07/28/2022

[redacted]

RE: Letter of support for the Engineering & Technology Academy of Distinction Charter School

SUNY Charter Schools Institute,

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

Academy of Distinction Charter School will provide a well-rounded and robust educational opportunity blending academic, occupational, and technical readiness in a values-driven environment. The high expectations and community involvement that the Academy is being founded on will prepare students for success in college and/or career and will create engaged members of the Buffalo community.

The high-level of community involvement and support in the founding of this school sets it apart from other charter schools in our area. Blending learning, leading, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering and technology and values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Sincerely,

[redacted]

KELLERWILLIAMS.
REALTY WNY

SUNY Charter Schools Institute,

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

Academy of Distinction Charter School will provide a well-rounded and robust educational opportunity blending academic, occupational, and technical readiness in a values-driven environment. The high expectations and community involvement that the Academy is being founded on will prepare students for success in college and/or career and will create engaged members of the Buffalo community.

The high-level of community involvement and support in the founding of this school sets it apart from other charter schools in our area. Blending learning, leading, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering and technology and values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Sincerely,

[redacted]

[redacted]

[redacted]

RE: Letter of support for the Engineering & Technology Academy of Distinction Charter School

SUNY Charter Schools Institute

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create extraordinary results for the students they reach in Western New York and I am excited about the prospect of collaborating.

Academy of Distinction Charter School will provide a well-rounded and robust educational opportunity blending academic, occupational, and technical readiness in a values-driven environment. By offering mindfulness and wellness program through the Yoga & Fitness program sets demonstrates the school's commitment to developing the "whole" student. Blending emotional maturity, learning, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering and technology with values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Cordially,

[redacted]

Mind Squad

HR, inside and out[sourced]

SUNY Charter Schools Institute
H Carl McCall SUNY Building 353, Broadway,
Albany, NY 12246

RE: Letter of support for the Engineering & Technology Academy of Distinction Charter School

To Whom It May Concern:

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

Academy of Distinction Charter School will provide a well-rounded and robust educational opportunity blending academic, occupational, and technical readiness in a values-driven environment. The high expectations and community involvement that the Academy is being founded on will prepare students for success in college and/or career and will create engaged members of the Buffalo community.

The high-level of community involvement and support in the founding of this school sets it apart from other charter schools in our area. Blending learning, leading, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering, technology, and values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

Sincerely,

[redacted]

MIND SQUAD CONSULTING, LLC | BUFFALO, NY 14127 716.479.9800

Munirah Ali
Founder & Chair
Engineering & Technology Academy of Distinction Charter School
110 Broadway Street, 1st Floor
Buffalo, NY 14203

RE: Letter of support for the Engineering & Technology Academy of Distinction Charter School

SUNY Charter Schools Institute,

I am writing to convey my support for the Engineering & Technology Academy of Distinction Charter School. I believe this charter school will create remarkable, much-needed changes in Western New York.

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The high-level of community involvement and support in the founding of this school sets it apart from other charter schools in our area. Blending learning, leading, and citizenship is exactly what this city needs. The trajectory of the school will prepare students for careers in engineering and technology and values that are relevant to Buffalo's resurgence.

I support the approval of Academy of Distinction Charter School to serve students in the area. I value the mission and vision of the Academy and believe, now more than ever, it is critical to reshape the opportunities available to our youth, to the future of Western New York.

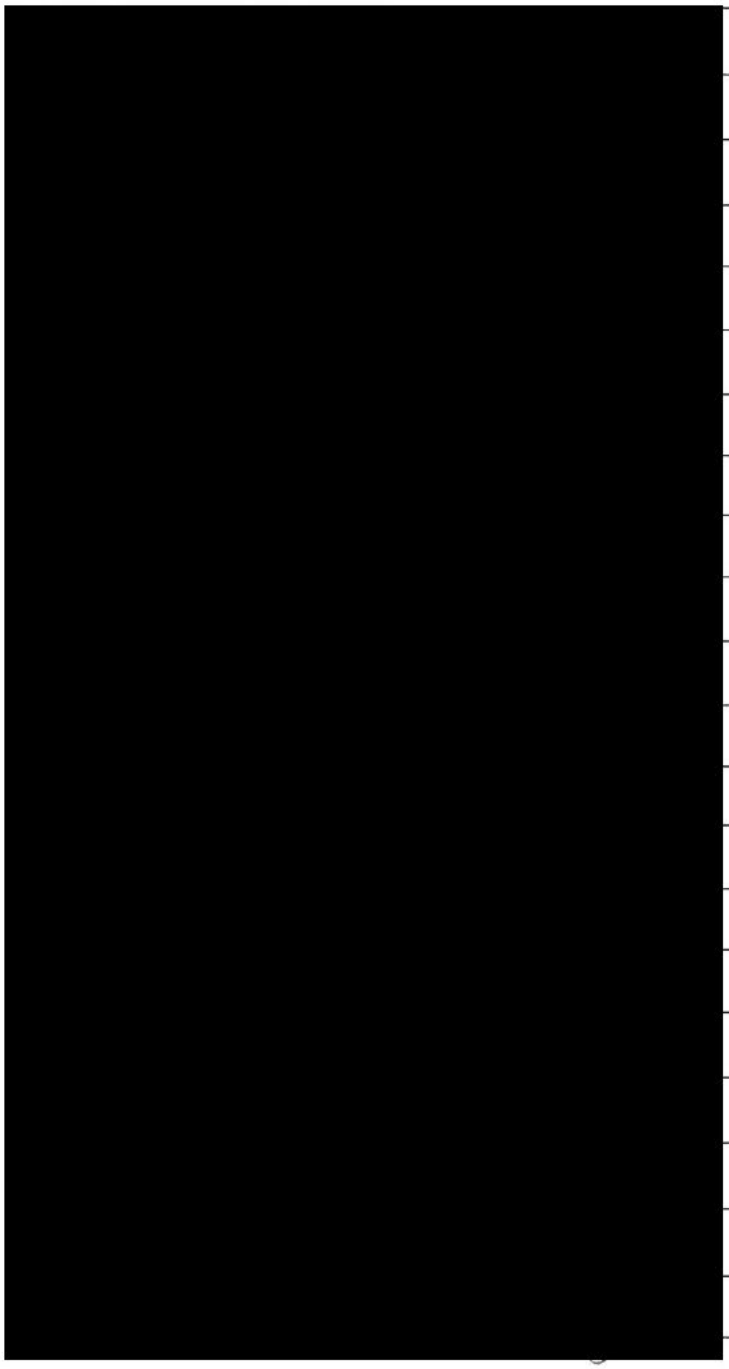
Sincerely,

[redacted]

R-04f - Evidence of Student Demand

Submit documents that provide evidence of 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, etc.).

[redacted]	# of Children in 5th and/or 8th grade	I support a high-quality school option in Buffalo, NY
	1	☑
	2	☑
	3	☑
	1	☑
	4	☑
	1	☐
	4	☑
	3	☑
	2	☑
	1	☑
	1	☑
	1	☑
	3	☑
	1	☑



1	☑
2	☑
1	☑
4	☐
1	☑
3	☑
1	☑
	☑
5	☑
1	☑
2	☑
2	☑
4	☑
1	☑
3	☑
2	☑
1	☑
1	☑
3	☑
	☐
2	☑

[redacted]

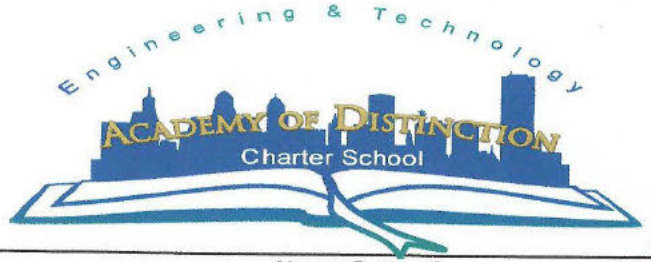
1	☑
3	☑
1	☑
2	☑
5	☑
1	☑
1	☑
3	☑
2	☑
2	☑
1	☑
1	☑
1	☑
1	☑
2	☑

Engineering & Technology

ACADEMY OF DISTINCTION
Charter School

University Festival 2022

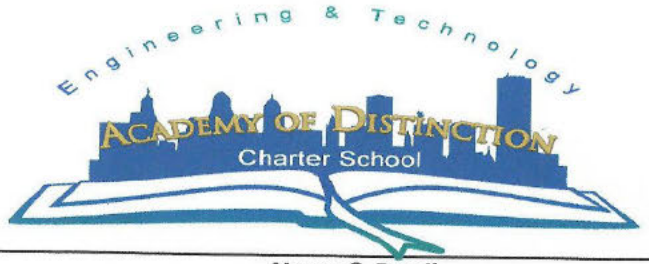
Name & Email	Mailing Address/Telephone
[redacted]	



University Festival 2022

Name & Email	Mailing Address/Telephone
[redacted]	

Response 5-1-5



University Festival 2022

Name & Email	Mailing Address/Telephone
[redacted]	

Presentation for Young Audiences of Western New York. 8_8_2022

[redacted]

R-05ac - Enrollment

a. Enrollment Plan

Provide a narrative description of 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 (i.e., the proposed school's "backfill" policy); and • A statement about any growth that the applicants may seek in a future charter period if the school is renewed.

Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") proposes to open in August 2024 with 120 students, with three classes of 20 students in the sixth grade and three classes of 20 students in the ninth grade. ET^{2}ECH will enroll 60 additional sixth graders in each subsequent year, maintaining a slow growth model until we reach a full grade 6-12 school in 2027-2028.

Grade Configuration and District Alignment

As a public school, we intend to backfill seats in all grades. During the initial charter term, and at maximum capacity, we will enroll 420 students in grades 6-12.

ET^{2}ECH will specifically serve the Broadway-Fillmore, Ellicott Genesee-Moselle, and Schiller Park communities within the City of Buffalo. In these targeted areas families are compelled to decide between a failing school, busing their children to other areas' schools, or paying for private schools. The decision for starting at the sixth grade is based not only on meetings and input from community stakeholders but also students moving from middle to high school lacking the necessary literacy and math skills to thrive in secondary school and beyond. ELA and Math 2019 proficiency rates for 3rd through 8th graders in the Buffalo City School District were 25 percent and 21 percent respectively.[1]

It was also decided to provide a ninth-grade entry point in year one, better ensuring our financial viability as families are most typically looking for schools as their child(ren) transition(s) from traditional middle school. We expect that as the school grows and our reputation is established within the community our ability to attract students to our premiere school.

[1] Aggregate percent proficiency rates represent a weighted average of all 3-8 graders that tested in each school & grouping. *Per the Department of Education, due to the ongoing impacts of COVID-19, it was not appropriate to compare 2022 NYS standardized assessment results to prior years; Graduation data extracted from NYSED.

Growth Pattern and Anticipated Attrition

In effort to remain committed to appropriately supporting, engaging, and preparing students in our target neighborhoods, ET²ECH's "back fill" policy will allow enrollment in all grades to fill any vacancy up to February 15 except seats in the second half of a school's grade span.

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 on our website; • Describe the recruitment strategies the school will employ to attract each target population to the school; • Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students; • 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; and, • Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.

Meeting Enrollment Targets

ET²ECH has a deep commitment towards recruiting and educating students within our target neighborhoods but also throughout the Buffalo City School District. ET²ECH's Head of School and Board of Trustees will ensure we accomplish the SUNY Board of Trustees mandated enrollment targets for numbers of students in our population who are economically disadvantaged and receive free or reduced-price lunch, students with disabilities, and students who are English Language Learners (ELLs). **Figure 5b.01** outlines how many students will be designated for each category within our inaugural class of 120 students in the academic year 2024-2025, and within our fifth year of 420 students in academic year 2028- 2029. Through our monthly reporting requirements as management to our Governing Board and our oversight responsibilities as that Governing Board, we will communicate and oversee in all monthly reports the breakdown of our student demographics for student enrollment and retention, including all SUNY-required demographics. The Board will review our enrollment and recruitment policies and practices on an annual basis to ensure that we are meeting all goals and metrics.

Figure 5b.01 Enrollment Targets Based on Attrition for Year 1 and Year 5

Academic Year	Total Enrollment	Students with Disabilities		Economically Disadvantaged		English Language Learners	
		Percentage	Count	Percentage	Count	Percentage	Count
2024-2025	120	19.9%	25[2]	80.4%	99[3]	11.7%	14[4]
2028-2029	420	18.5%	78	78.1%	330[5]	11.0%	47[6]

[2] Rounded
[3] Ibid
[4] Ibid
[5] Ibid
[6] Ibid

Outreach & Recruitment Efforts. As referenced in Response 04abc, our engagement strategies will include:

- Building and maintaining trust by sharing ET^{2}ECH's value to the Buffalo community. By doing so, demand will be created for what we have to offer students and families.
- Conducting surveys within the community to identify what parents and families think is the biggest problem facing their children in school.
- Inviting community stakeholders for meetings (within smaller groups, if necessary) and to solicit input
- Tabling at community events. By accomplishing this, it makes us accessible to the community
- Holding focus group sessions.

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request.

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School	60	60	60	60	60	11-12
7th Grade	Middle School		60	60	60	60	12-13
8th Grade	Middle School			60	60	60	13-14
9th Grade	High School	60	60	60	60	60	14-15
10th Grade	High School		60	60	60	60	15-16
11th Grade	High School			60	60	60	16-17
12th Grade	High School				60	60	17-18
Ungraded							
TOTAL		120	240	360	420	420	

R-05d – 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 the location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Further Institute guidance relating to school admissions, including the new employee and CMO employee preference, is available on our website.

Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or any convergence of these attributes, and therefore, will have a preference for students with disabilities.

Engineering & Technology Academy of Distinction will be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable antidiscrimination laws governing public schools, including Title VI of the Civil Rights Act and §2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school. This admissions policy was influenced by Valence College Preparatory Charter School and Persistence Preparatory Charter School; both schools have been authorized by the SUNY Charter Schools Institute. ET^{2}ECH will be an open enrollment charter school and welcomes all students who come through our doors.[1] If we receive a greater number of applications than seats available, we will administer a random/blind public lottery; in our inaugural year of 2024-2025, there will 120 seats available for our sixth and ninth grade classes (60 per grade); in all future years there will be 60 available seats for grade six and additional seats in grades seven through twelve as may become available. We will conduct separate lotteries for each grade level into which we enroll, ensuring families have either an assigned seat or an ordered wait list designation.

Eligibility and Lottery

Engineering & Technology Academy of Distinction does not discriminate against any applicant, or their family based on race, ethnicity, sex, color, national origin, disability, genetic information, religion, sexual orientation, gender identify, socioeconomic status, parent's or guardian's marital status, political affiliation, or any convergence of these attributes. A student will be eligible to apply to ET^{2}ECH for the sixth grade if s/he is set to finish the fifth grade in the spring of 2024, and seventh grade if s/he is set to finish the sixth grade in the spring of 2024. Each applicant must be a resident of New York State by the application deadline.[2] For our first class in 2024, all

[1] Practices follow the policies laid out in this document and mandated by New York Education Law § 2854(2).

[2] Two forms of proof of residency will be required for all students, except for students without permanent residence. If an applicant seeks to apply for preferential status based on residency, they must provide proof prior to the application deadline. Residency will be documented for all students during the registration process after the lottery. Acceptable forms of proof of residency include an original signed lease, deed, or

students who have submitted a complete application by April 1, 2024, will be eligible for the public lottery. Practices are in compliance with the policies laid out in this document and mandated by New York Education Law § 2854(2). Two forms of proof of residency will be required for all students, except for those without a permanent residence. If an applicant seeks to apply for preferential status based on residency, they must provide proof prior to the application deadline. Residency will be documented for all students during the registration process after the lottery. Acceptable forms of proof of residency include an original signed lease, deed, or mortgage agreement, utility bill, paystub or other proof of payroll including mailing address, official documentation with a name and mailing address, or banking statement.

The lottery will be held in a public space, no more than ten (10) business days after the application. deadline of April 1, 2024; we will post public notice of the lottery date, time, and location on our school's website and through media platforms. If by April of 2024 it is determined that our facility would not be able to provide the sufficient space required for such an event, we will utilize the Buffalo & Erie County Public Library, located within the school's proposed target market and is fully accessible to the public; if unavailable, we will utilize the Jacqueline Vito LoRusso Alumni & Visitor Center on the campus of Buffalo State University. An impartial person, who is not an ET^{2}ECH board member, employee of the school, or parent or family member of a current student or applicant, will conduct the randomized lottery. To administer the lottery, Engineering & Technology Academy of Distinction will use a random number generator to assign random numbers to all applicants. The lottery will be attended by a third-party auditor to ensure that the process is conducted transparently and in accordance with the policies laid out in this document and as mandated by New York Education Law § 2854(2). Attendance on the day of the lottery by families/students is not mandatory nor required to earn a seat at Engineering & Technology Academy of Distinction. We will draw all names until every applicant has either a seat or an ordered number on the wait list. Families will be notified of their seat or waitlist number via U.S. mail, email, and/or phone within one week of holding the lottery and will have two weeks from the post-marked mailing to accept their seat. Engineering & Technology Academy of Distinction will document all steps of our lottery process and make them available to SUNY Charter Schools Institute or NYSED upon request.

Priority Enrollment

Preferential treatment will be awarded to students residing in the City of Buffalo. Engineering & Technology Academy of Distinction will track two applicant groups - those who are City of Buffalo residents and those who live outside of the City of Buffalo. In the case that we receive more applications than we have seats, we will first hold a random public lottery for students who reside within the City of Buffalo, placing all students and generating a waitlist as required. Once we have concluded the public lottery for City of Buffalo residents, we will commence a second random public lottery for all remaining applicants. Remaining applicants will either continue to the waitlist or in the case where there is no waitlist generated by demand within the City of Buffalo, the applicants from outside of the district will establish the waitlist for our school. In the case that we receive less applications from City of Buffalo than there are available seats, students from the City of Buffalo will receive automatic enrollment; we will then hold a separate lottery for all remaining applicants who are residing outside of our proposed school community.

mortgage agreement, utility bill, paystub of other proof of payroll including mailing address, official documentation with a name and mailing address, or banking statement.

There also exists specific applicant groups who are not required to participate in the enrollment lottery and will receive certain enrollment considerations.

Siblings of Students Currently Enrolled

Siblings are defined as children whose primary guardian(s) are also the primary guardian(s) of other children already enrolled in the program. This is defined as guardian(s) who have custody of children at least 50% of the time and includes half-siblings, stepsiblings, adopted siblings, or other family members such as cousins, nieces, or nephews being cared for as primary dependents. If a child is drawn for an enrollment seat at Engineering & Technology Academy of Distinction, siblings will be automatically granted enrollment if there is space available in their grade-level. Siblings of students currently enrolled will receive an exemption from future lotteries and will be automatically granted a seat at their grade level if available.

Children of Founders

Children of the founding school leaders and founding Board members will not be allowed to participate in the lottery as long as there is a waiting list. These are individuals listed on the charter application submitted to the State University of New York Charter Schools Institute on March 28, 2023. Provided that a waiting list does not exist, founding school leaders and board members may participate in the lottery.

Children of School Employees

Children of school employees will be exempt from the lottery provided that the parent employed at Engineering & Technology Academy of Distinction has full or joint custody of the child, as long as there is a waiting list. Employees include anyone who works at least half-time for Engineering & Technology Academy of Distinction, who started work on or before the first day of school of the year in which they are submitting their application, and includes all staff members, including teachers, administrators, custodial staff, office staff, classroom assistants, etc. Provided that a waiting list does not exist, employees of Engineering & Technology Academy of Distinction may participate in the lottery.

R-06af – Curriculum and Instruction

a. Curriculum Selection Process

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; • Discussion of how the curricula selected address or will be adapted to address unfinished instruction resulting from schooling disruptions due to COVID-19. • An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes; • 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 sequence documents, pacing guides, etc.), and specifically address 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.

R-06g – Draft Accountability Plan

Engineering & Technology Academy of Distinction Charter School

Draft Accountability Plan for the Accountability Period 2024- 25 TO 2028- 29

Introduction

Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") seeks to open in the Fall of 2024 with sixth and ninth grade students centrally located in the City of Buffalo. Per our plan, ET^{2}ECH wishes to serve students in grades six through twelve, with the first class of seniors graduating in the 2027-28 school.

Our Mission

To **support** dynamic, critical, and reflective abilities within our students needed to solve new, complex challenges confronting engineers and information technology professionals in the State of New York and across the United States.

To **engage** every student with basic technical concepts, high impact teaching strategies and rigorous academics.

To **prepare** students for leadership in their respective fields, despite race, class, gender, perceived ability, or any convergence of these attributes.

ET^{2}ECH is committed to:

Effective community-school relationships: creating partnerships with parents and community groups through a multilevel engagement approach.

Transformative and inclusive educational environment: it is our intent to prefer students with identified disabilities; we also aim to be a hub of opportunity in the Buffalo City School District, for **ALL** students to achieve and apply their genius.

Technology: students will have hands-on engagement with the latest technology and associated terminology through a systems-based approach (PBIS).[1]

Engaging and Comprehensive Socio-Emotional Health Programming: through community partnerships, immediate access to mental health services, and an inculcation of socio-emotional techniques within the curriculum.

Challenging Academics: ET^{2}ECH's emphasis will be on differentiated instruction with a standard of academic excellence, despite where a student stands academically. To meet ET^{2}ECH's academically rigorous standards, all students will be given tools such as: intensive tutoring and extended instructional time.

[1] Positive behavioral interventions – expounded on within Request 06af.

Helpful Access to Wrap Around Services: ET^{2}ECH will give students the support they need throughout the school day as well as access to resources outside of the school via community and organizational partnerships.

ACADEMIC GOALS

GOAL I: HIGH SCHOOL GRADUATION

Goal: Engineering & Technology Academy of Distinction Charter will maintain high graduation rates each year.

Leading Indicators

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

- Each year, 75 percent of students in the second year high school Graduation Cohort will score at or above proficiency on at least three different New York State Regents exams required for graduation.

Absolute Measure

- Each year, 75 percent of students in the fourth year high school Graduation Cohort will graduate.

- Each year, 95 percent of students in the fifth year high school Graduation Cohort will graduate.

- Each year, 75 percent of students in the high school Graduation Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Comparative Measure

- Each year, the percent of students in the fourth year high school Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL II: COLLEGE PREPARATION

Goal: Students of Engineering & Technology Academy of Distinction Charter School will be prepared for academic institutions of higher education.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
    - passing an Advanced Placement ("AP") exam with a score of 3 or higher;
    - earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
    - passing a College Level Examination Program ("CLEP") exam;
    - passing a college level course offered at a college or university or through a school partnership with a college or university;
    - achieving the college and career readiness benchmark on the SAT[2];
    - earning a Regents diploma with advanced designation; or,
    - a school-created indicator approved by the Institute.

- Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

- Each year, the school's CCCRI for the Graduation Cohort will exceed that of the district's Graduation Cohort.
  .
- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

GOAL III: ENGLISH LANGUAGE ARTS

Goal: Engineering & Technology Academy of Distinction students will demonstrate proficiency in reading, writing, and comprehension of the English language.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State English language arts exam for grades 3-8.

[2] Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf, p3.

- Each year, the school's aggregate Performance Index[3] ("PI") on the state English language arts exam will meet that year's state MIP set forth in the state's ESSA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

- Each year, the PI on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

Comparative Measures

Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts 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 meaningful degree) according to a regression analysis controlling for the enrollment economically disadvantaged students among all public schools in New York State.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable

[3] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. See: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

students from the district meeting or exceeding Common Core expectations.

- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

Growth Measures

Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4th – 8th grades will be above the target of 50.

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts) by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

GOAL IV: MATHEMATICS

Goal: Engineering & Technology Academy of Distinction students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.

- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, the PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

Comparative Measures

Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics 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 meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

High School

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.

- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district partially meeting Common Core expectations.

- Each year, the PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

Growth Measures

Middle School

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4^{th} – 8^{th} grades will be above the target of 50.

High School

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8^{th} grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8^{th} grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.

GOAL V: SCIENCE

Goal: Engineering & Technology Academy of Distinction students will demonstrate competency in the understanding of scientific reasoning.

Absolute Measures

Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

High School

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

Middle School

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

High School

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VI: SOCIAL STUDIES (High Schools Only)

Goal: Engineering & Technology Academy of Distinction students will demonstrate proficiency in the social sciences.

Absolute Measures

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

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

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth

year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VII: ESSA

Goal: Engineering & Technology Academy of Distinction Charter school will remain in good standing.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

R-7ac – 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 first year calendar or where further explanation is necessary.

Below is the School Calendar for Engineering & Technology Academy of Distinction. For the inaugural 2024-2025 school year, students will engage in 189 days of instruction, totaling 1,134 hours of instruction (not including lunch). What is not illustrated on the school calendar are the many opportunities for families to engage with teachers and administrators through a Parent Teacher Council or, school community events.

Lastly, Summer Academy will be offered for two weeks (10 days) each year for students who are failing one or two courses can attend Summer Academy to remediate remaining gaps and have second opportunity to re-take a full-year comprehensive assessment in the course(s) in which they struggled; a score of 70% or higher on the comprehensive assessment(s) is required to earn grade-level promotion.

Engineering & Technology Academy of Distinction
Charter School
2024-2025 School Calendar

Day(s) of Week	Date(s)	Event
Friday-Friday	August 2-9	Pre-Planning August 7-Professional Development Day

Monday	August 12	First Day of School Begin First Semester
Monday	September 2	Labor Day Holiday
Friday	October 11	End of First Marking Period
Monday	October 14	Teacher Workday/Student Holiday
Tuesday	October 15	Begin Second Marking Period
Friday	October 25	Teacher Professional Day Student Holiday/Teacher Non-Workday
Monday-Friday	November 25-29	Thanksgiving Break
Friday	December 20	End of Second Marking Period
Monday-Friday Two Weeks	December 23-January 3	Winter Break
Monday	January 6	Teacher Workday/Student Holiday
Tuesday	January 7	Begin Third Marking Period Begin Second Semester
Monday	January 20	Martin Luther King, Jr. Holiday
Monday	February 17	Presidents' Day/Teacher Non-Work Day
Thursday	March 13	End of Third Marking Period
Friday	March 14	Teacher Workday/Student Holiday
Monday-Friday	March 17-21	Spring Break
Monday	March 24	Begin Fourth Marking Period
Monday	May 26	Memorial Day Holiday
Wednesday	May 28	Half Day/Teacher Evaluations
Friday	June 20	Last Day of School End of Fourth Marking Period
Monday-	June 23-26	Post Planning Grade Submissions

Thursday		

2024-2025 Prioritized Severe Weather Make-Up Days

Priority	Date	Current Use
1	October 25, 2024	Professional Day/Student Holiday
2	November 25, 2024	Monday of Thanksgiving Break
3	November 26, 2024	Tuesday of Thanksgiving Break
4	November 27, 2024	Wednesday of Thanksgiving Break
5	February 17, 2025	Presidents' Day
6	March 21, 2025	Friday of Spring Break
7	March 20, 2025	Thursday of Spring Break
8	March 19, 2025	Wednesday of Spring Break
9	March 18, 2025	Tuesday of Spring Break
10	March 17, 2025	Monday of Spring Break

Month	*Student Days*	*Teacher Days (Instructional + Planning)*
August 2024	*15 student days*	*22 teacher days*
September 2024	*20 student days*	*20 teacher days*
October 2024	*17 student days*	*17 teacher days*
November 2024	*16 student days*	*16 teacher days*
December 2024	*14 student days*	*14 teacher days*
January 2025	*19 student days*	*19 teacher days*
February 2025	*19 student days*	*19 teacher days*
March 2025	*13 student days*	*16 teacher days*

April 2025	*22 student days*	*22 teacher days*
May 2025	*19 student days*	*21 teacher days*
June 2025	*15 student days*	*19 teacher days*
Total Days of Instruction	*189*	
Total Hours of Instruction	*1134 (6 hrs daily, not including lunch)*	*8 hour work day (not including lunch)*

b. Sample Student Schedule

The mission of ET^{2}ECH involves supporting, engaging, and preparing our students towards academic success for that they may become leaders in the field of engineering or technology. To this end, we have created alternating A/B Days Block scheduling for our 6th & 7th graders. Doing so increases their level of engagement with reading and math which will support more intensive studies in higher grade levels.

Our 8th through 12th graders will utilize period class scheduling, again with A/B alternating days. This allows for students to interface with multiple subjects several times a week. Doing so, prepares these students for NYS Regents exams and the like.

Grades 6 and 7 4X4 (A/B) BLOCK SCHEDULES

Block schedules work well for science labs and project-based learning. In a block schedule, students have longer to engage in inquiry and collaboration than they would in a period schedule. Teachers will have a longer prep period which will allow for more time to lesson plan, grade assignments, and take mental, and bio breaks during the day.

Figure 7b.01 : Sample Student Schedule A

Time		Period	Possible Subject Content
In	Out		
7:00 AM	8:00 AM	Pre-class planning	Possible morning tutoring or credit recovery
7:45 AM	8:45 AM	Student Arrival & Breakfast	-
8:45 AM	9:00 AM	Morning Affirmations	-
9:00 AM	10:30 AM	Block 1	Social Studies
10:33 AM	12:05 PM	Block 2	English
12:08 PM	12:38 PM	LUNCH	-
12:41 PM	2:11 PM	Block 3	Math
2:14 PM	3:44 PM	Block 4	Science
3:44 PM	4:00 PM	Dismissal	-
4:03 PM	4:45 PM	Afterschool & Mandatory Tutoring (Tier II & III)	RTI Interventions

Figure 7b.02 : Sample Student Schedule B			
Time		**Period**	**Possible Subject Content**
In	Out		
7:00 AM	8:00 AM	Pre-class planning	Possible morning tutoring or credit recovery
7:45 AM	8:45 AM	Student Arrival & Breakfast	-
8:45 AM	9:00 AM	Morning Affirmations	-
9:00 AM	10:30 AM	Block 1	
10:33 AM	12:05 PM	Block 2	
12:08 PM	1:38 PM	Block 3	
1:41 PM	2:11 PM	LUNCH	
2:14 PM	3:44 PM	Block 4	
3:44 PM	4:00 PM	Dismissal	
4:03 PM	4:45 PM	Afterschool & Mandatory Tutoring (Tier II & III)	RTI Interventions

Grades 8th – 12th (A/B Days) PERIOD SCHEDULES

ET²ECH graduating seniors who have made it to the finish line, have the autonomy to choose their classes that will make up their instructional day. Figure 7b.03 exemplifies some of the class offerings we look forward expanding to for our students.

Figure 7b.03: Sample 12th grader Student Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival & Breakfast (7:00 AM – 8:00 AM)					
Period 1 (8:03 AM – 8:43 AM)		Music	Senior Seminar (w/college counselor)	Music	
Period 2 (8:46 AM – 9:27 AM)	Foreign Language	Economics	Foreign Language	Economics	Foreign Language
Period 3 (9:30 AM – 10:10 AM)	AP English	AP English	AP English	AP English	AP English
Period 4 (10:13 AM – 10:53 AM)	Engineering Design	Engineering Design	Engineering Design	Engineering Design	Engineering Design
Period 5 (10:56 AM – 11:34 AM)	Physical Education		Physical Education		Physical Education

Period 6a (11:37 AM – 12:17 PM)	Physical Education	Technology	Physical Education	Technology	Physical Education
Period 6b (12:20 PM – 1:00 PM)		Technology		Technology	
Period 7 (1:03 PM – 1:43 PM)	Astronomy	Government	Astronomy	Government	Astronomy
Period 8 (1:46 PM – 2:26 PM)	Intro to Statistics	Intro to Statistics	Intro to Statistics	Intro to Statistics	Intro to Statistics

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' workday; • Time devoted to core teaching assignments, planning, and other activities; and, • A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.).

All teachers will start the day within their respective classrooms for planning and to focus on the activities of the day. This would also be time used to collaborate with other teachers and discuss any issues requiring front facing.

Next, students will start to arrive at the school; based on a duty schedule, a teacher will either be on duty throughout the school hallways for this time, at a point of entry, in the cafeteria or posted in the exterior of the building.

Students will file into breakfast at the cafeteria. Morning affirmations in the gymnasium will begin promptly at 8:45 AM daily. This is also where the Pledge of Allegiance, attendance, and daily announcements will be conducted. The 6th & 7th grade teachers will teach for up to 4 blocks per day. Dismissal will be at approximately 3:45 PM; the teacher will be on duty if they do not have an extra-curricular group, if they do have extra-curricular they will be preparing for that session instead of dismissal duty. For 8th – 12th grade teachers, they will teach up to 8 periods.

Figure 7c.01 : Sample Teacher (1) Schedule A			
Time		**Period**	**Teacher Placement**
In	Out		
7:00 AM	8:00 AM	Pre-class planning	Classroom
7:45 AM	8:45 AM	Student Arrival & Breakfast	Duty (Hallway, Cafeteria, Exterior)
8:45 AM	9:00 AM	Morning Affirmations	Duty (Hallway, Cafeteria, Exterior)
9:00 AM	10:30 AM	Block 1	Teaching
10:33 AM	12:05 PM	Block 2	Teaching
12:08 PM	12:38 PM	LUNCH	Planning/Lunch
12:41 PM	2:11 PM	Block 3	Teaching
2:14 PM	3:44 PM	Block 4	Teaching

3:44 PM	4:00 PM	Dismissal	Duty (Hallway, Cafeteria, Exterior)
4:03 PM	4:45 PM	Afterschool & Mandatory Tutoring (Tier II & III)	Specialists

R-08ad – 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, specific curricula, 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.); How the school would ensure the effective implementation of these interventions in a remote setting; • 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.

Definitions

Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") will utilize a multi-tiered system of supports ("MTSS") to support struggling students. Due to the demographic of student we expect to serve, it will be our goal to assess students upon enrollment, intervene early, and maintain consistent standards. MTSS is an umbrella term which includes techniques such as: Response to Intervention ("RTI") and Positive Behavioral Interventions and Supports ("PBIS"). MTSS will not only support academic growth through implementing RTI but also behavior, social, emotional needs, and absenteeism through PBIS. MTSS will also be used to support teacher effectiveness. It is not a specific curriculum but rather a proactive approach.

Other pertinent definitions include:

- **T.I.E.R.S.**
  Teams **I**ntervening **E**arly to **R**each all **S**tudents.
- **Struggling students**
  Are defined as those students who are struggling to arrive to school daily; those who are struggling to achieve grade level expectations in English Language Arts and Mathematics in grades 6-8, and English Language Arts, Mathematics, Social Studies, and Science in grades 9-12; those who struggle with managing their behavior.

Methods and Strategies for Students Needing Support

ET^{2}ECH's administrative proactivity will consist of:

- Development of a team with established roles (Ie. Data Collector, Academic Interventionist, Behavioral Interventionist, Attendance Interventionist)
- Weekly Meetings to Identify at-risk students.
- Planning appropriate interventions to student need.

- Evaluating student progress and intervention effectiveness.

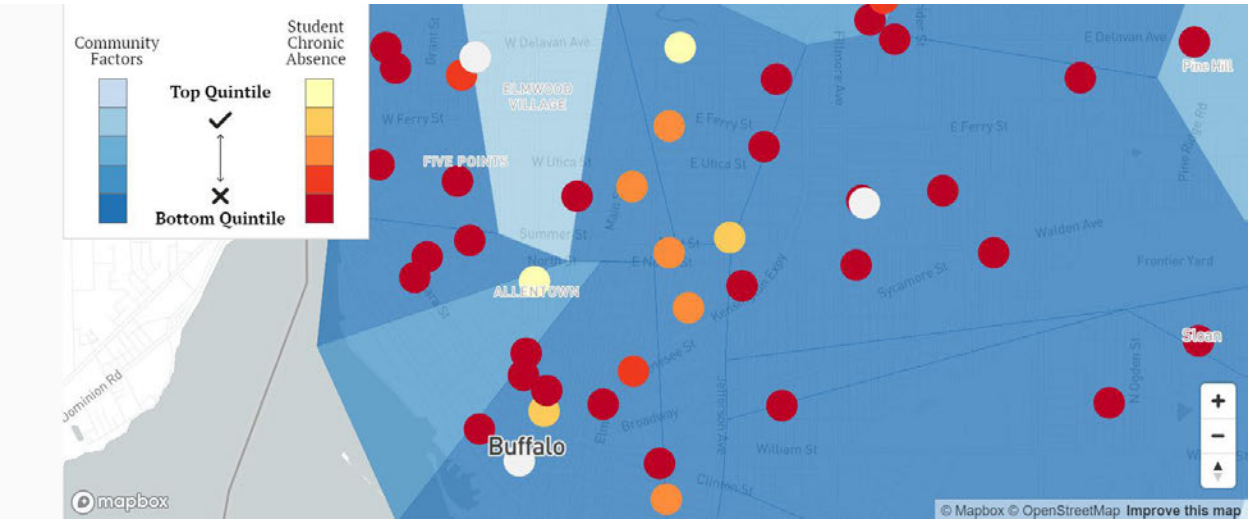
When remote instruction is necessary, the same standards for each of the proceeding categories will apply. Yet, it will be the role of the Head of School to ensure that EACH student has the necessary learning material, technology, and supports needed to ensure their success. Support may come in the form of home visits.

ET²ECH's Intervention Policies (ABC's – *Attendance, Behavior, Course Performance*) are as follows:

(1) ATTENDANCE[1]

Students who struggle with arriving to school are not only at risk for lower academic achievement than their peers but also are at risk for school dropout, criminal behavior, and other adverse outcomes. ET²ECH's targeted neighborhoods, according to Figure 8a.01, experience the most severe rates of absenteeism in the City of Buffalo.[2]

Figure 8a.01: Chronic Absence: School and Community Factors



Although studies show school culture as having a marginal impact on student absenteeism, at ET²ECH we will, nonetheless be proactive in maintaining an environment ripe in academic rigor, physical and emotional health, and safety.

Strategies for Support

Tier 1 – Universal Standards

- Clear, concise, and consistent communication about schedules and expectations
- Routines, rituals, and celebrations related to attendance and engagement.

[1] Chang, H., Osher, D., Schanfield, M., Sundius, J., & Bauer, L. (2019). *Using chronic absence data to improve conditions for learning.*

[2] Bauer, L. (2019). *What are the factors that affect learning at your school?* The Hamilton Project – An Interactive map

- Personalized positive communication to families when students are absent.
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood.
- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance

Tier 2 – Early Interventions

- Common community and school barriers identified and addressed.
- Individualized student success plan that includes attention to attendance
- Attendance strategies added to IEP.
- Family visit
- Mentors
    - Success Mentors
    - Peer Group Connections
- Intensive tutoring
- Check-In/Check-Out (CICO)
- Expanded learning opportunities.
- Small group interventions and supports for students.
- Restorative alternatives to discipline and suspension

Tier 3 – Intensive Interventions

- Interagency case management (through partnerships)
- Student attendance review board.
- Educational support champions / advocates
- Housing stability supports.
- Community-based, non-criminal truancy court
- Individualized learning and success plan leading to graduation.

Fidelity of Implementation

*Improved attendance rates

(2) BEHAVIOR

Strategies for Support

Tier I - Positive Behavioral Interventions and Supports

Give clear directions

While lesson planning, teachers will consider what behavioral goals students are to accomplish. Teachers will consider how students should move, at what volume they should be speaking, and what participation looks like. This will help prevent unwanted behaviors and ensure that students have clarity about the expectations. After directions are given, it's important that teachers positively narrate the students who are meeting expectations.

Behavior contract

A behavior contract is an agreement between staff and a student where each party receives some benefit or payoff. It describes the behavior that is expected and outlines what students earn if they meet expectations.

Having a management ladder

Teachers will use a management ladder where self-regulation is in the middle. At the top of this ladder are the ways in which students who are behaving can advance. For example, if a student meets basic expectations, teachers might offer them an opportunity to have a classroom job, lead part of the class, or offer some other level of independence or leadership.

Below the basic expectations on the ladder are modifications of ways teachers can adjust to help students regulate behavior. If a student is struggling, a teacher might redirect the student, provide an alternative workspace, or reach out to the parent for extra support if the behavior continues. Thinking strategically about supporting struggling students prepares teachers to reinforce behavior in a positive, productive, and predictable way.

Track daily class points

Teachers can give the entire class points when they are collectively meeting expectations. These points can be connected to classroom incentives such as extra break time.

Tier II - Behavior Interventions

Sometimes, students will need more specific behavioral support to succeed. When that is the case, teachers will rely on Tier II and Tier III positive behavior interventions to help students. Tier II interventions apply to a small group of students, and Tier III interventions are individualized. Here are a few Tier II interventions teachers can use to support students:

Behavior contract

A behavior contract is an agreement between staff and a student where each party receives some benefit or payoff. It describes the behavior that is expected and outlines what students earn if they meet expectations.

Check in/Check out (CICO)

This system appoints a partner to host strategic check-ins at the start and end of the day with students who are struggling with behavioral expectations. This will be an intervention specialist who tracks how effectively a student is reaching their goal. Students get a daily rating as ongoing feedback, which helps them adjust their behavior. These ratings may be attached to incentives for the student working to improve.

Break passes.

This intervention is designed for students who exhibit disruptive classroom behavior that interferes with their and other students' ability to learn. Students are given passes and are taught how to appropriately request a break. This helps students learn to identify their behavioral patterns and advocate for time to readjust. Ideally, over time, students will be more aware of what influences their behavior changes and will begin to self-regulate and adjust without a break.

Tier III - Behavior Interventions

If a student needs Tier III behavioral support, the school will hold a RTI or Individualized Education Plan (IEP) meeting focused on the student's behavior. This meeting will include the parent, the student's teachers, and any relevant service providers. Tier III behavioral supports can really improve student behavior, but they require intentionality. Here are a few Tier III interventions teachers can use to support students:

Individualized behavior plan

A behavior plan is a thoughtful, all-encompassing plan that clarifies a student's specific behavior that is impacting learning. The school's behavior interventionist will assess what antecedents trigger the negative behavior. The plan will include an analysis of why the behavior may be happening and clarification of what behavior is desired. Additionally, it will break down the steps of what will need to happen and who will help support the student as they work to reach their goals. Behavior plans include ways of monitoring progress and may also involve services, such as counseling or classroom modifications.

All staff that work with the student, including non-instructional persons, will need to review and execute a student's behavior plan. Adjustments can be made to expedite growth. After a while, students may be able to operate without behavior plans if they continue to progress.

Counseling

Consistent negative behaviors are often tied to a root cause that a student needs to work through. Routinely meeting with the school counselor can help a student get the support that they need to improve their behavioral challenges. With parent approval, ET^{2}ECH will offer this option for the long-term stability and success of any student needing it.

Modified schedule

After multiple interventions, teachers may learn that a student needs a completely different type of school day. This schedule can be created for a student in conjunction with the parent and the RTI team. Timing of breaks, transitions from class to class, and the location where the student

starts and ends their day will be considered. This individualized approach to looking at the school day can be the key to helping improve a student's school experience.

Administrators at ET^{2}ECH will consistently reflect on our behavioral practices to ensure that they maintain realistic expectations that are equitable for all students. Teachers, leaders, parents, RTI, and special education teams will analyze student behavior data to clarify if students are reaching goals or need more modified support.

Fidelity of Implementation

ET^{2}ECH will use PBIS Tiered Fidelity Inventory (TFI)[3] as a valid, reliable, and efficient measure of the extent to which our staff has applied the core features of school-wide positive behavioral interventions and supports (SWPBIS).

(3) COURSE PERFORMANCE

Strategies for Support

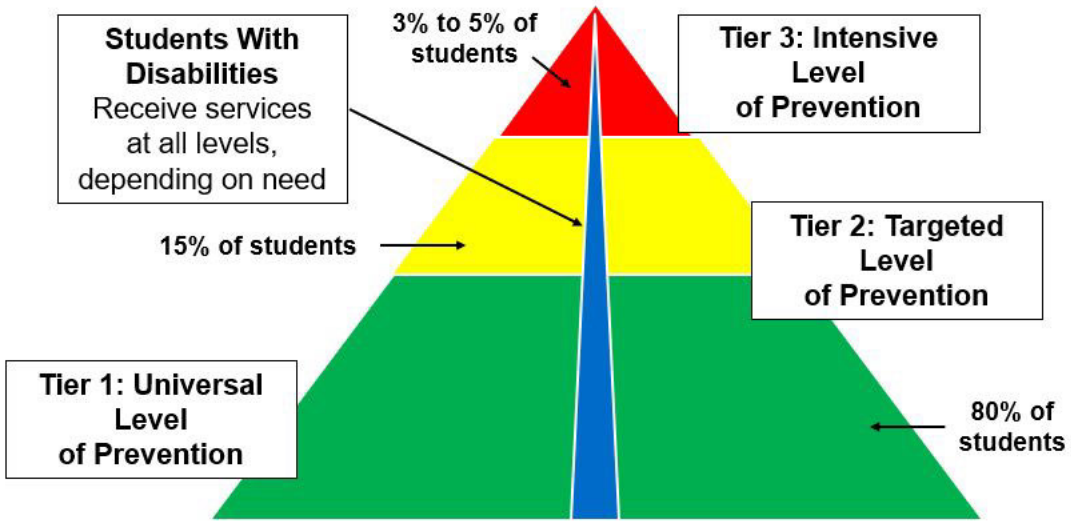
To determine the need for RTI, at ET^{2}ECH all students will take a universal screening; students' skills will be assessed upon enrollment confirmation to identify if they may be considered at-risk of not meeting school academic standards.

At ET^{2}ECH a school wide approach will be taken to **support** all students, with teachers, counselors and other specialists working as a team to assess and plan interventions.

After enrollment students will experience **engaging**, transformational instruction, as indicated in Response -6af – Curriculum and Instruction, through evidence-based strategies at every tier of support.

[3] Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Figure 8a.02 Visual of Multi-Tiered System of Academic Support



Tier 1 Instruction -

- Occurring in the general education classroom. The methods and materials used will be based on research.[4] Students' progress will be monitored regularly through quarterly assessments.

If a student has been identified as needing interventions, due to assessment results, rather than implementing a "push in and push out" approach to intervention, ET^{2}ECH will implement interventions that will be part of class-wide instruction as much as possible.

Tier 2 Intervention –

This tier of intervention will be orchestrated by the Academic Interventionist. This tier is characterized by:

- small group work for students to receive individualized attention using differentiated instructional methods. Students' progress will be monitored regularly through assessments.
- Family involvement so parents and families can understand the interventions and give support at home. Parents of students requiring Tier 2 or 3 support must be notified in writing by the principal of the student's school notifying parents the student is receiving Academic Intervention Supports ("AIS"). Parents must also be notified in writing by the principal of the school that AIS for his or her child will be discontinued. Such notice must include the reason for ending the service.

4

Tier 3 Intervention –

This tier of intervention will be orchestrated by the Academic Interventionist. It is characterized by data regarding the student and increased intensity but also:

- more frequent smaller group work for longer periods of time, outside of the classroom. Utilization of programs which focus specifically on skills with which our students may be having difficulty.
- Professional development so staff can provide interventions and monitor progress effectively.
- Family involvement so parents and families can understand the interventions and give support at home. Parents of students requiring Tiers 2 or 3 support must be notified in writing by the principal of the student's school notifying parents the student is receiving Academic Intervention Supports ("AIS"). Parents must also be notified in writing by the principal of the school that AIS for his or her child will be discontinued. Such notice must include the reason for ending the service.

Fidelity of Implementation

The fidelity of any intervening student support rests heavily on input from the student and family, consistency, clear team roles and responsibilities, and use of data wisely. The purpose of fidelity checks will be to support teachers' implementation of prescribed interventions. The specific academic assessments utilized are expounded upon in Response 06af of this proposal.

Progress Monitoring

Tier 1 Instruction - Proactive assessments will be used at least three times per year (beginning, middle, and end) and will be used as general screening procedures for all students. Additionally, curriculum-based measurements (CBM)[5] will be espoused weekly in alternating forms as a best practice.[6] If fewer than 80% of students are benefitting from the implemented prevention system, ET^{2}ECH will focus on improvision in the instruction and curriculum.

Tiers 2 & 3 Intervention - The main purpose of progress monitoring of Tier 2 and Tier 3 is to determine whether the intervention is successful in helping the student learn at an appropriate rate. Decision rules need to be created to determine when a student might no longer require Tier 2 and Tier 3 services and can be returned to the general classroom (Tier 1), when the intervention needs to be changed, or when a student might be identified for special education.

Specifically, progress monitoring for students in tiers 2 & 3 will be conducted on their skill/instructional level.

[5] See Response 06af – Curriculum & Instruction

[6] National Center on Student Progress Monitoring, 2006

b. Students with Disabilities

Methods and Strategies

With a deep commitment to serving students with disabilities, Engineering & Technology Academy of Distinction will abide by all Special Education Assurances as outlined in **Appendix B**.

Fact: There will be a small percentage of students who will not make the expected progress from RTI measures and who may require further evaluation.

ET^{2}ECH will take the initiative to determine other reasons for their lack of progress. Whenever there is concern that a student might have a disability affecting his/her ability to progress, the school will seek the consent of a parent or guardian to conduct an individual evaluation in conjunction with Buffalo Public School's Committee on Special Education, to determine if the student needs special education services. The information gathered through the RTI process will be considered as part of this evaluation. Parents will be informed of their rights throughout the process.

Relationally, we expect for at least 18.5% of our student population to be identified as having disabilities. In result, we look forward to having a teacher and teacher aide in each classroom. For those students with IEPs that require Tier 3 Interventions, we have special education teachers designated for the Lower School (6-8) Upper School (9-12) to accommodate self-contained classrooms when necessary.

Records and IEP Storage Requirements

At ET^{2}ECH, all IEPs will be stored in the Head of School's office, in a locked cabinet; this office will always be locked and access to the IEPs will only be made available to authorized personnel by the Instructional Coordinator or the Head of School. The Head of School and Instructional Coordinator will be the only two personnel who will possess keys to the office and the cabinet. During the Summer Session, all teachers will be trained on how to access the IEPs. The Head of School will ensure that all teacher evaluations include implications for IEP compliance.

504 Plans

Our school will ensure that all students learn in an environment that is adapted to their particular learning needs. To accomplish this, there may be situations which require the school to draft a 504 Plan in accordance with the Rehabilitation Act of 1973. We understand that there may be situations when a family may request a plan due to a sudden injury or traumatic event, in which case all responsible school staff will be made aware of the required school accommodation to provide unified support to the student. The Instructional Coordinator will oversee the 504-plan program.

Services

ET^{2}ECH has a deep commitment to students with disabilities. The belief is that all students can achieve success with the proper support, engagement, and preparedness. We will provide all students with the curricular resources, instructional techniques, staff, accommodations, and modifications they need to make adequate academic progress and achieve academic success. For all of our teachers and staff to provide such accommodations and modifications, our Instructional Coordinator will provide quarterly professional development. Then as needed throughout the school year in understanding and implementing accommodations specified in IEPs for our students with disabilities. This professional development will be delivered both in the summer and throughout the year, and the Instructional Coordinator will provide additional support for individual staff members throughout the year in strategies to implement the instructional services outlined in our students' IEPs. Portions of this professional development will include Data Days to look specifically at the performance of students with special needs.

Following up on these sessions, the Instructional Coordinator or teachers may choose to schedule follow-up meetings on an ad-hoc or regular basis to discuss the needs of individual students. The Instructional Coordinator will ensure that additional services are provided as required during the school day, including but not limited to, speech therapy, counseling, occupational therapy, and hearing or vision services.

In the first year, the Instructional Coordinator will start to manage the RTI program. In conjunction with special education teachers students will receive supports on a specific grade level and will work with the Instructional Coordinator to monitor students' progress and general education teachers' implementation of accommodations and modifications for each student on their case load. In tandem with professional development in implementing students' IEPs, staff will receive copy of the accommodations and modifications necessary for specific students in their classes based on their IEPs. All general education teachers will meet individually with a special education teacher in the first 30 days of the school year to review the IEPs for students in the general educator's classes and to discuss the supports needed for each individual student, including those with IEPs. Special educators will meet on a weekly basis with general education teachers in each of the core subjects to ensure that our students' needs are being met.

Program Management and Evaluation

Under the leadership and oversight of the Head of School, The Principal(s), and the Instructional Coordinator will manage ET^{2}ECH's special education program and performance. The Instructional Coordinator will be responsible for:

- Managing and developing all special education teachers
- Leading all special education teachers (fully credentialed in Special Education in New York State) in progress monitoring of IEP goals for students receiving special education services as well as ensuring that all services detailed in the student's IEP are being provided.
- Leading annual and ongoing professional development for all Buffalo Creek Academy staff members (including general education teachers) in providing content-specific classroom-based supports, including accommodations and modifications, for all students with special needs
- Safeguarding the privacy of IEPs and related documents in strict compliance with state and federal law

- Serving as the primary ET²ECH contact and liaison to the Buffalo City School District Committee on Special Education (CSE)
- Completing all legal reporting requirements for the special education program
- Monitoring progress on nationally normed assessments (NWEA MAP) and internal assessment performance results to the same degree and with the same frequency as for general education students in order to continuously improve the efficacy of our program for all of our students receiving special needs services

c. English Language Learners

As previously indicated, thousands of new Americans flock to the City of Buffalo annually. Studies conducted by the offices of Buffalo's Mayor, Hon. Byron Brown, indicate Buffalo is home to well over 22,000 foreign-born residents.

Therefore, it is the goal of Engineering & Technology Academy of Distinction will provide an equitable education for every one of our students, including those still developing their language skills. ET²ECH will operate in accordance with all local regulations and federal education laws, including Title IV of the Buffalo City School District Committee on Special Education,[7] Civil Rights Act of 1964, the Education Opportunities Act of 1974, and the New York State Education Law 3204, Section 3. These provisions provide protection for students who speak home languages other than English.

By full charter term, we expect to have at least 11% of our student population to be identified as an English Language Learner based on our target neighborhoods.

The best way of providing a quality education to this student population will be primarily through the utilization of push-in Structured English Immersion services as well as small group instruction. We will do this by employing certified English Language Specialist, all certified in teach English to Speakers of Other Languages (ESOL).

Identifying English Language Learners

Engineering & Technology Academy of Distinction will operate in compliance with guidance as outlined by SUNY.

The process begins with the **Home Language Questionnaires** to screen all new entrants to New York State schools for potential limited English proficiency.

- If the home language is other than English or the student's native language is other than English, then appropriate school staff should conduct an informal interview in the student's native language and English.
- If a student speaks a language other than English and speaks little or no English, then the school should administer the New York State Identification Test for English Language
- Learners ("NYSITELL"). A score below the designated cut score for the child determines
- eligibility for English as a second language ("ELL") or bilingual services. The NYSITELL is administered only once to each incoming student.

[7] https://www.buffaloschools.org/Page/4449.

- The exit criteria for students who are ELLs are as follows: Student achievement or progress in the English language is measured annually with the New York State English as a Second Language Achievement Test11 ("NYSELLAT"). The scores on the NYSELLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the student has achieved each year, and whether or not the student's level of English is high enough to exit the ELL or bilingual program.

Providing Services for English Language Learners

The Instructional Coordinator, will oversee the implementation of an individualized support plan for all ELL students. This support plan is completely separate from the RTI process for struggling students and is specifically targeted toward the English language acquisition needs of ELL students.

EL Specialist and general education teachers to provide support to our ELL students. We will conduct small-group instruction during our mandatory tutoring sessions afterschool which will occur five times per week, for those students requiring Tier II and Tier III level supports. For more details on our daily schedule, please see Request 7**.**

To ensure that students are not separated from their peers or provided with different academic expectations, we will use a structured English language immersion model. We expect that the majority of ELLs in our school will attend all of the same academic classes as their peers but will experience some supports in class and some small group pull-outs during independent practice times and during 50-minute Tutoring Session blocks.

EL Students will have the opportunity for:

- Integration of Oral and Written Literacy into Content Instruction
- Regular Opportunities for Writing
- Small Group Instruction

Program Implementation and Evaluation

At ET^{2}ECH, our English Language Learner program is a component to our commitment to supporting, engaging, and preparing students for success in the fields of engineering and technology. On a monthly basis (at minimum), the Instructional Coordinator will analyze and report assessment data and academic progress. Progress will be measured by our ongoing assessment mechanisms: daily exit tickets, weekly quizzes, and unit assessments. On an annual basis, every identified ELL student will take the New York State English as a Second Language Achievement Test ("NSYESLAT") to reassess their need for ELL services and ELL status. Students who achieve proficient results as determined by designated cut-off scores on this exam will be exited from ELL services. If after receiving the detailed weekly report, the data shows that specific groups of students or specific individual students are making inadequate progress, we will make the necessary programmatic adjustments to ensure that all students are being adequately prepared to make sufficient annual academic progress across all content areas and ultimately are able to graduate from college and positively impact the community. Towards the end of each academic year, and formally before the school's summer break, our school will utilize end-of-year assessments, end-of-year academic performance, and family

survey data results to inform our evaluation of our English Language Learner program and make the necessary adjustments of staffing, professional development, curriculum resources, instructional techniques, and supports as needed.

Family Partnership

All parent-facing communication documents will be translated into the home language that families provide to us when students enroll into ET^{2}ECH, and that all school meetings have the necessary interpreters to the greatest extent possible. Our continuous communication practices will ensure that all families and all students have equal access to all the programs and student expectations offered by our school. Programs include, but are not limited to, after-school or extracurricular programs; translation of all communications will ensure that parents have full access to our school and to programs and events such as International Day, Open House, Student-Led Parent-Teacher Conferences, and other opportunities that allow families to engage with and actively participate in our school community. We will ensure that our operations staff, and specifically our Office Manager who will be the first point of daily contact for our families, consists of personnel who are fluent in the major languages represented by our student and family's population. We will contract with local translation services as necessary and appropriate for translation into other home languages of our families.

d. Gifted and Advanced Students

ET^{2}ECH's proactivity towards supporting students is not limited to at-risk students.

ET^{2}ECH will identify advanced and gifted students early through the universal assessments each student completes upon enrollment. Students with performance result that are above the 90th percentile, and thus in the upper decile of national achievement, will be identified as needing greater academic challenges in at least part of their program. Students who complete grade level work with ease, as identified by their teacher(s), will also have several supports for greater challenge in their academic experience, including challenge work during our daily Tutoring Session block, leveled independent reading, and in-class challenges.

During our Tutoring Sessions, we will provide students with extension and challenge work to push their thinking. This work might be math problems that pose a greater challenge than standard math work, science articles or other written and media-based texts on more advanced topics or more sophisticated treatment of similar topics, with challenge questions to accompany them, or special projects in technological problem-solving. Planning of this work will be led by Tutoring Session facilitators, typically general education teachers overseeing a whole-group Tutoring Session and will be supported by discipline-specific teachers during our Friday professional development sessions as needed.

Students who need the least intervention will be in large group Tutoring Session sections, and the Instructional Coordinator will support teachers facilitating a whole group Tutoring Session to identify appropriate challenges for students in their Tutoring Session group and to share these challenge opportunities to create a bank of such learning activities to provide to students who are gifted or advanced. Students will also always have an independent reading book, and they will choose that book based on their reading level.

Grade Level Leaders will collaborate with teachers on their grade level to ensure that all students are benefitting from a rigorous academic experience appropriate to their level of challenge, with coordination occurring on a weekly basis. Our curriculum has also been designed to adapt for students performing at the advanced level. In mathematics our 8th graders have the option of taking Algebra I, depending on their performance in the math area in the 7th grade, placing them on course to take advanced statistics or discrete mathematics by the time they are in grade 12. Students in our high school also have wide access to Advanced Placement (“AP”) studies across content areas.

R-09ad – 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.

Engineering & Technology Academy of Distinction ("ET^{2}ECH") will be led by a strong management team capable of maintaining the highest level of quality and growth. During the initial charter period, we will add key personnel and thoughtfully structure departments to maximize efficiencies and create processes and controls that support continuous growth. By recruiting professionals with experience from a variety of sectors, we expect to experience sustainable growth.

Instructional Leadership Team

To fully implement our mission to support, engage and prepare our students for careers in engineering & technology we will employ strong instructional leadership. lead instructional activities will have a major impact on our school's success.

The **Head of School** will be the key visionary for our instructional program and someone who will be able to lead the academic leadership team and develop current and future leaders for additional roles as the organization grows over time.

In Year 1, we will employ the following instructional leaders:

- **Head of School**
- **Instructional Coordinator**

Roles and Responsibilities

The **Head of School** has an operational leadership role and an instructional leadership role.

S/he is responsible for all resources and management required for the school to fulfill its mission. S/he sets the instructional vision for the school and manages, directly or indirectly, all instructional staff to execute their roles towards this vision. S/he manages School Principal(s). We intend to add a Principal in Year 3.

ET^{2}ECH's instructional leadership will model it's practices based on the expertise in leader and teacher training from Success Academy's Education Institute. S/he will create a school culture rooted in a love for reading, math, and science – all of which are components to support critical skills in the fields of engineering & technology. S/he will lead the planning of all curricula, instruction, and professional development.

S/he coaches teachers in Year 1 and will maintain a small coaching load in all

years following, serving as mentor to other instructional leaders within the building. S/he will take an active role in the management of curriculum and instruction, along with the Instructional Coordinator.

The **Instructional Coordinator** is the primary owner of curriculum and instruction in the school, primary planner of content-based professional development, and coach for all teachers in their subject areas of purview. ET^{2}ECH will employ an Instructional Coordinator in all years, starting in Year 1, and with the Head of School will work to develop the curriculum for each grade as added through enrollment and grade growth, transitioning that responsibility to the Principal as hired. Principals will plan and oversee all assessment program elements for the content areas of their responsibility.

In the inaugural year, the **Special Education Coordinator** will be fulfilled by the most senior special education teacher and will be responsible for the special education program and all services for English Language Learners (ELLs). This person will manage all special education teachers, social workers, and EL specialists, and the procurement and logistics of all contracted services to support students with IEPs. These services may include speech therapy, occupational therapy, counseling services, or other services detailed in students' IEPs. S/he is responsible for compliance with all applicable special education law, and s/he oversees all support and academic intervention systems. S/he is responsible for implementing the Academic Response to Intervention system (see **Response-08** for details) and overseeing the tracking of students' progress within the system.

Grade Level Leads are full-time teachers with the leadership responsibility to monitor, support, and report on the student cultures of their grade level team. These individuals will work with the Head of School until Year 3 - to plan meetings and professional development for their grade level teams to ensure that students receive a consistent experience of the cultural and disciplinary system.

Selection and Recruitment

Instructional leaders will be selected based on their demonstrated ability to carry out the tasks in their job description, their belief in the mission of ET^{2}ECH, and their demonstrated work ethic, professionalism, and ability to collaborate. We aim to source some instructional leaders from inside of our organization as we grow and others from outside of the organization to ensure that ideas and experience continue to flow into our leadership team. Internal candidates will be selected based on the results they have achieved in their previous role(s), most importantly student achievement but also the results of manager reviews and survey results concerning their work. All leaders, including those sourced from within, will complete a formal interview process with the Head of School.

Monitoring of Effectiveness

As indicated in Response 08, the fidelity of instructional leadership will not only manifest in the overall culture of the school but also in student academic achievement, attendance rates, and behavioral dispositions. Success would manifest in at least 80% of students meeting all attendance, behavioral, and course performance expectations.

Instructional leadership will have key performance indicators by which to measure teacher effectiveness. Expectations will be clearly communicated, and expectations monitored regularly through classroom observations, and weekly meetings.

b. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

Teacher Support and Supervision

Arguably, the most important way to provide support to teachers is through clear standards and expectations. Secondly, would be to have access to tools to help the teacher achieve those standards. In Response 09d, the attached figures exemplify just some of the standards that will be used to support, engage and prepare our teachers for success in their classrooms.

ET^{2}ECH's approach to teacher supervision and support is as follows:

Year 1&2: the Head of School and Instructional Coordinator will provide support and supervision to all teachers; the Head of School will complete supervision and the Instructional Coordinator will coach.

Year 3: the Principal will take on the supervision role with the support of Grade Level Leaders; and the Head of School.

Year 4 and beyond : the Head of School will continue to oversee supports and supervision in all grade levels, but will shift to focus primarily on students with disabilities. This will leave Teacher Supervision to the Instructional Coordinator and the Principals.

c. Professional Development

At ET^{2}ECH we believe that administrators and teachers are not the only arbiters of knowledge. Therefore, we will endeavor to engage in professional development opportunities at least twice a school year. The Head of School in conjunction with the Instructional Coordinator will be responsible for leading or acquiring a third party to facilitate professional development. Topics

will be determined based on data collected from classroom observations, student and parent surveys, as well as contemporary educational topics that may shift the school's culture.

Student achievement is the ultimate goal of professional development. Our mission was created with student achievement in mind. Yet, it is not just our students who are expected to be supported, engaged and subsequently prepared. Our professional developments will engage teachers to focus on the needs of our students. We do not want to discourage our teachers, therefore, administration will be responsible for encouraging a growth mindset, providing supports, and taking inventory of the needs of the teachers.

Our Professional Development will be data-driven to provide:

Specificity – based on the skill level of the teacher; insight from teachers will be considered.
Teacher "Buy In" – Identify the best way each teacher learns, similar to differentiated classrooms, and provide options.
Consistency – Not only will the implementation of professional development be specific but also the evaluation of its effectiveness.
Relevance – Professional development will present information or skills that teachers could implement into their classrooms.
Personalized – each teacher will have their own professional development plan; SMART goal setting will be used and their content area will be considered.

d. Teacher Evaluation and Accountability

As previously indicated, instructional leadership will have key performance indicators by which to measure teacher effectiveness. Expectations will be clearly communicated, and expectations monitored regularly through classroom observations, and weekly meetings.

As a means to provide clarity, a teacher evaluation rubric will be used. Rubrics will be designed to help both administration and teachers (1) develop a consistent, shared understanding of what Proficiency looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) to make informed professional judgments about Formative and Summative Performance Ratings.

Standards and expectations will be outlined for teachers to follow, as indicated in Figures 09d.01 – 09d.06, and the basis for classroom observations – of which will have a prescribed quantity but not a prescribed occurrence.

Figure 09d.01 – Teacher Professional Accountabilities[1]

Professional Accountabilities	Teacher embodies expectations of professional accountabilities through dependability, core values, communication, and teamwork.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Dependability: Teacher can be relied upon to complete duties and responsibilities in a timely manner; consistently shows initiative and a desire to handle crucial duties effectively; maintains an acceptable attendance record; can be counted on when a task needs to be completed immediately.	·Teacher has an unacceptable attendance record. ·Teacher cannot be counted on by stakeholders or teammates to deliver on job requirements. ·Teacher does not exhibit a "sees a need, fills a need" behavior.	·Teacher has an inconsistent attendance record. ·Teacher inconsistently follows through on job requirements. ·Teacher does not consistently exhibit a "sees a need, fills a need" behavior.	·Teacher has a consistent attendance record. ·Teacher fulfills all aspects of their job requirements with limited supervision. ·Teacher consistently exhibits a "sees a need, fills a need" behavior.	·Teacher takes initiative by demonstrating a "sees a need, fills a need" behavior. ·Teacher positively influences others to exceed their job responsibilities. ·Teacher delivers quality work within tight timelines or constraints.
Core Values: Teacher demonstrates a commitment to NHA's core values: 1) Take ownership for the success of our students; 2) Do the right thing always; 3) Behave with care; 4) Make our schools the best choice for parents and students; and 5) Act with discipline to sustain our academic success and financial viability to guide their intentions, actions and character.	·Teacher does not make decisions that were founded in NHA's core values. ·Teacher's behavior and/or words do not align to NHA's core values.	·Teacher's behavior is at times at odds with NHA's core values. ·Teacher speaks to core values, but actions do not always align to NHA's core value expectations.	·Teacher consistently makes decisions found in NHA's core values. ·Teacher's communications and actions reflect a clear understanding and belief of NHA's core values at all times.	·Teacher serves as a model for how NHA's core values should be lived out. ·Teacher acts as a cheerleader for others to embrace NHA's core values.
Communication: Teacher communicates clearly and appropriately with staff, parents and leaders; listens well and allows others to share ideas and opinions without interrupting; involves the right people at the right time to address important issues.	·Teacher's communication does not employ the appropriate medium, message, tone, or timing. ·Teacher does not communicate information that will impact staff, parents, and leaders. ·Teacher does not listen to the point of view of others.	·Teacher's attempts at communication do not always employ the appropriate medium, message, tone, or timing. ·Teacher does not always communicate information that will impact staff, parents and leaders. ·At times, teacher does not listen well or allow others to share ideas or viewpoints.	·Teacher communicates clearly and appropriately utilizing the appropriate medium, message, tone and timing. ·Teacher communicates information to staff, parents, and leaders that impacts them.	·Teacher strategically communicates to ensure clarity and consistency of messaging. ·Teacher seeks to develop strong team performance through communication. ·Teacher proactively engages all stakeholders.
Teamwork: Teacher works collaboratively to contribute to the overall success of the team; develops a positive workplace culture by treating co-workers with respect and dignity while supporting team decisions even when he/she may not agree.	·Teacher exhibits a negative influence in the workplace as reported by stakeholders. ·Teacher undermines the effectiveness of others. ·Teacher seeks to work in isolation. ·Teacher does not positively contribute to the success of the team or school.	· Teacher occasionally supports team members by providing good ideas and work product that contributes to the overall success of the team. ·Teacher seeks the input from others in the spirit of growth. ·Teacher does not consistently create a positive impact in the workplace.	·Teacher holds teammates accountable for team decisions. ·Teacher acts in best interest of the team's overall objectives. ·Teacher actively seeks input in the spirit of growth.	·Teacher collaborates with co-workers and leaders to support school-wide improvement. ·Teacher provides informal leadership through words, actions, and work product.

INEFFECTIVE: Below expected performance level **DEVELOPING: Approaching expected performance level**
EFFECTIVE: Meets expected performance level **EXEMPLARY: Model to other staff and shares knowledge**

[1] Retrieved from: teacherspayteachers.com

Figure 09d.02 – Teacher Classroom Culture

Classroom Culture	Teacher leads a self-managing classroom by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to behavioral expectations.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Building Positive Relationships: Teacher builds relationships with and among students based on mutual respect, trust, and appreciation to create a safe environment for all.	A) Teacher does not attempt to build relationships or attempts at building relationships are not successful at relationally engaging students.	B) Teacher develops and teaches expectations for respectful interactions among students. C) Teacher demonstrates care and respect in interactions with all students.	D) Teacher and student interactions are intentionally planned and are focused on creating personal connections. E) Students demonstrate care and respect for the teacher and one another.	F) Students collaborate and engage in positive, supportive relationships with one another.
Physical Environment: Teacher optimizes the physical space of the classroom for student learning by maintaining a clutter free and print-rich environment, providing access to materials, as well as arranging space for movement and collaboration.	A) Teacher does not maintain physical space in a way that optimizes student learning.	B) Teacher maintains a clutter free environment. C) Teacher purposefully arranges the learning space. D) Teacher arranges materials for students to access.	E) Teacher arranges the learning space in a way that optimizes movement, collaboration (student-student, teacher-student) and presentation. F) Teacher creates a print-rich environment that comprises a majority of authentic student or teacher created materials along with real life materials (maps, newspaper, etc.).	G) Students utilize materials and furniture arrangement to further their learning. H) Students self-manage and contribute to maintaining the cleanliness and order of the classroom.
Routines and Procedures: Teacher establishes, models, and practices effective classroom routines and procedures that allow students to move seamlessly throughout the day without disruption of learning.	A) Teacher has not effectively taught classroom routines and procedures.	B) Teacher has established basic classroom routines and procedures.	C) Teacher maximizes instructional time by effectively upholding classroom routines and procedures.	D) Students are motivated to meet expectations and follow routines and procedures without prompting.
Student Behavior and Moral Focus: Teacher establishes, models, and practices high behavioral expectations for all students including implicit and explicit teaching of Moral Focus virtues in order to create a self-managed classroom.	A) Teacher does not clearly establish behavioral expectations.	B) Teacher establishes, models, and practices behavioral expectations. C) Teachers explicitly teaches Moral Focus virtues through lessons and activities.	D) Teacher effectively anticipates and responds to student behavior. When appropriate, teacher references Moral Focus virtues. E) Teacher uses positive and proactive strategies to increase student motivation, engagement, and positive behavior. F) Students are able to identify and define the monthly Moral Focus virtues, including examples of behaviors that exemplify them.	G) Students are respectful of one another and self-correct off-task or disruptive behavior. H) Students exemplifies Moral Focus virtues in their behavior.

INEFFECTIVE: Below expected performance level DEVELOPING: Approaching expected performance level
EFFECTIVE: Meets expected performance level EXEMPLARY: Model to other staff and shares knowledge

Figure 09d.01 – Teacher Instructional Implementation

Teaching	Teacher delivers content at a level of rigor that challenges students, cognitively engages them, intentionally uses all time for learning, and personalizes instruction.			
Indicators	**Ineffective**	**Developing**	**Effective**	**Exemplary**
Instructional Rigor: Teacher communicates measurable learning goals and delivers content that is challenging to each student and gives them opportunities to engage in higher order thinking processes, so that they may interact with the content in a deep and meaningful way.	A) Teacher does not communicate the lesson objective for the students. B) Teacher questioning and assignments reflect a lack of rigor (i.e., basic recall of knowledge, single word responses, etc.).	C) Teacher incorporates the use of academic vocabulary. D) Teacher clearly communicates (verbally or in writing) lesson objectives for students. E) Teacher questioning and assignments reflect an attempt at rigor; however, opportunities for students to engage with content using higher order thinking processes are missed.	F) Students are able to articulate the learning objective and how activities align. G) Teacher identifies for students critical information in the lesson and links it to previously learned content. H) Teacher scaffolds content in the right amount and complexity for student processing.	I) Teacher requires students to engage in elaborated communication (written or verbal) and/or to process new information and draw inferences from the new content. J) Students connect lessons, content, and content application with other disciplines, real-world experiences and/or abstract concepts.
Cognitive Engagement: Teacher uses effective instructional strategies to cognitively engage students; creating student ownership for their learning.	A) Teacher does not effectively use instructional strategies to cognitively engage students.	B) Teacher provides complex, cognitive learning opportunities in an attempt to engage all students.	C) Teacher assures students give continuous, engaged attention to complex, cognitive learning opportunities.	D) Students self-regulate their learning and remain engaged and focused on the learning tasks.
Use of Time: Teacher demonstrates urgency for learning by pacing lesson delivery and activities in a way that maximizes the use of time and creates a balance between instruction and opportunities for student processing.	A) Teacher does not pace activities or lessons in a way that maximizes learning.	B) Teacher uses time adequately to deliver lesson content, however, students lack the appropriate amount of time to process their learning and do not remain engaged.	C) Teacher intentionally uses all time for learning through an effective balance of content delivery and activities such that students are able to process their learning through opportunities to think, speak, and write for the entire lesson.	D) Students demonstrate an urgency and sustained energy for learning throughout the lesson.
Personalized Instruction: Teacher uses preplanned corrections and extensions in a whole group, small group and individualized setting, to address deficit, grade level or advanced learning needs.	A) Teacher does not preplan or provide opportunities for corrections and extensions.	B) Teacher provides supporting activities to accommodate student needs for corrections and extensions.	C) Teacher assures that all preplanned extensions or correction opportunities include explicit instruction, the appropriate level of challenge, active engagement, and feedback.	D) Teacher provides for each student's needs as instruction flows between whole group, small group, and individual support. E) Teacher makes adjustments to instruction during the lesson to meet the needs of students.

INEFFECTIVE: Below expected performance level **DEVELOPING: Approaching expected performance level**
EFFECTIVE: Meets expected performance level **EXEMPLARY: Model to other staff and shares knowledge**

R-10a - Culture and Discipline

a. *School Culture*

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; • Any specific programs the school intends to implement and the rationale for their selection; and, How the school will maintain a safe and orderly environment.

The belief of ET^{2}ECH is that its culture will be strong or weak depending on the interactions between the people in the school community, and that for an institution to be culturally relevant, there are many, overlapping, and cohesive interactions among all members of the school community. This includes its administrators and staff in addition to the students. In accord with this rationale, knowledge of ET^{2}ECH's distinctive character, as well as what is essential for it to thrive, will be widely spread and reinforced within the school. In addition to our mission to support, engage and prepare students for careers in engineering and technology realms, we also aspire to prepare young people to make ethical and moral choices over the course of their lives by identifying and educating them with positive social and economic values.

Specifically, at ET2ECH we will have a school culture that values the following:

- **Discipline**
- **Dedication**
- **Determination**

The aforementioned are tools that will help not only our students achieve success but everyone in our school community.

It will be through these values we acknowledge and embrace the fact that in the USA we live in a very diverse, multi-ethnic and multi-lingual society that is becoming more so as time passes. We at ET^{2}ECH also know that beliefs, values, and actions will spread the farthest and be tightly reinforced when everyone is communicating with everyone else. In our school culture, our leaders communicate directly with teachers, administrators, counselors, and families, who also all communicate directly with each other.

A diminished cultural environment will result from poor communications and will result in a limited and less collaborative effort. It is imperative, for instance, for the principal or administrative leader to be in touch with administrators, teachers, staff and students. If they are consistently excluded from communications, or any subdivisions of staff members are operating in isolation from others, this will constitute a barrier making it difficult for messages about shared beliefs and commitments to spread. In short, ET^{2}ECH is committed to a culture that is built on the principles of communication, collaboration, honesty, and hard work.

Furthermore, we will consistently keep in mind our key elements listed below:

Effective community-school relationships: creating partnerships with parents and community groups through a multilevel engagement approach.

Transformative and inclusive educational environment: it is our intent to prefer students with identified disabilities; we also aim to be a hub of opportunity in the Buffalo City School District, for **ALL** students to achieve and apply their genius.

Technology: students will have hands-on engagement with the latest technology and associated terminology through a systems-based approach.

Engaging and Comprehensive Socio-Emotional Health Programming: through community partnerships, immediate access to mental health services, and an inculcation of socio-emotional techniques within the curriculum.

Challenging Academics: ET^{2}ECH's emphasis will be on differentiated instruction with a standard of academic excellence, despite where a student stands academically. To meet ET^{2}ECH's academically rigorous standards, all students will be given tools such as: intensive tutoring and extended instructional time.

Helpful Access to Wrap Around Services: ET^{2}ECH will give students the support they need throughout the school day as well as access to resources outside of the school via community and organizational partnerships. [1]

[1] Positive behavioral interventions – expounded on within Request 08ad.

R-10b – Discipline Policy

Engineering & Technology Academy of Distinction's Discipline policy has been adapted from The Safe Schools against Violence in Education Act (Project SAVE) that was signed into the New York State Law on July 24, 2000.

Engineering & Technology Academy of Distinction ("ET^{2}ECH") is committed to providing a safe and orderly learning environment free from disruption or interference. Responsible behavior by students is essential to achieving this goal.

ET^{2}ECH's expectations for conduct on school property and at school functions are based on the **CORE VALUES** of:

- Civility
- Mutual respect
- Citizenship
- Character
- Tolerance
- Honesty and
- Integrity.

PURPOSE

ET^{2}ECH recognizes the need to clearly define expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, ET^{2}ECH has adopted this code of conduct ("code").

These rules are needed to enable ET^{2}ECH to function appropriately. Our school has established rules for three primary purposes:

- To assure a positive climate conducive to the learning process;
- To give each person in our school-community protection and freedom with responsibility; and
- To assist each student in the development of self-discipline.

PROHIBITED STUDENT CONDUCT

ET²ECH expects all students to conduct themselves in an appropriate and civil manner, per the school's Code of Conduct, with proper regard for the rights and welfare of other students, school personnel, other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and ET²ECH students will learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The rules of conduct included herein are intended to focus on safety and respect for the rights and property of everyone at ET²ECH.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health, or welfare of others, engage in misconduct on transportation, or engage in academic misconduct including work/internship sites.

A. **Engage in conduct that is disorderly.** Examples of disorderly conduct include but are not limited to:

    1. Engaging in any act which disrupts the norn1al operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
    2. Obstructing vehicular or pedestrian traffic.
    3. Violating traffic laws and regulations.
    4. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
    5. Loitering.
    6. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the school's content filter; using an outside wireless network; or any other violation of the School Acceptable Use Policy.
    7. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed

inappropriate by the administration).

8. Unauthorized use of personal computer, laptop, tablet, or e-reader and/or other computerized information resources through the school computer system is prohibited.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect;

2. Missing or leaving school or class without permission.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect.

2. Endangering the health and safety of other students or staff or interfering with classes or school activities by means of inappropriate appearance or behavior as per school Code of Conduct.

3. Repeatedly violates school rules.

D. Engage in conduct that is violent or threatening. Examples of violent or threatening conduct include, but are not limited to:

1. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other school employee.

2. Threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.

3. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.

4. Subjecting individuals to danger by throwing objects, intentionally or recklessly, that could result in a grave risk of death or serious physical injury.
5. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
6. Displaying a weapon or what appears to be a weapon.
7. Threatening to use or attempting to use any weapon(s).
8. Using any weapon(s).
9. Intentionally damaging or destroying school property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other school employee or any person lawfully on school property, or at a school function including but not limited to graffiti or arson.
10. Communication by any means, including oral, written, or electronic (such as through the Internet, email, or texting) off school property, where the content of such communication

- (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or
- (b) results in material or substantial disruption to the educational environment.

E. Engage in any conduct that endangers the safety, morals, health, or welfare of others.

Examples of such conduct include, but are not limited to:

1. Lying, deceiving, or giving false information to school personnel.
2. Stealing, or attempting to steal, school property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).

4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender, or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.

5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender/gender identity or sex.

6. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.

7. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

8. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, forwarding, or receiving sexually explicit videos, pictures, text messages or auditory recordings and other verbal or physical conduct or direct or indirect communication of a sexual nature.

9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.

10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.

11. Selling, using, possessing, or distributing obscene material.

12. Using vulgar, obscene, or abusive language, cursing or swearing.

13. Possessing and/or using tobacco, tobacco/nicotine products, e-cigarettes and/or associated paraphernalia including, but not limited to lighters and matches. Tobacco/nicotine/e-cigarette use shall not be permitted within one

hundred (100) feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools.

14. Possessing, consuming, selling, attempting to sell, distributing, or exchanging alcoholic beverages or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids (also known as synthetic marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."

15. Inappropriately using, sharing, selling, attempting to sell, distributing, or exchanging prescription and over-the-counter drugs.

16. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing, or exchanging other substances such as dietary supplements, weight loss pills, etc.

17. Gambling and gaming.

18. Inappropriate touching and/or indecent exposure (exposure to sight of the private parts of the body in a lewd or indecent manner).

19. Initiating or repo1iing warning of fire (i.e., pulling a fire alarm) or other catastrophe (including but not limited to a bomb threat or a threat of harm from chemical or biological substance) without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

20. Violating personal privacy when using school restroom facilities.

F. Engage in misconduct while on a transportation.

It is crucial for students to behave appropriately while utilizing transportation to ensure their safety and that of other passengers and to avoid distracting a driver or conductor. Students are required to conduct themselves in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment and discrimination will not be tolerated.

G. Engage in any form of academic misconduct.

Examples of academic misconduct include, but are not limited to:

1. Plagiarism: The representation of ideas or work of another person as the student's own.
2. Cheating.
3. Copying.
4. Collusion: Suppo1iing malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another. *
5. Altering records.
6. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
7. Violation of the District Acceptable Use Policy for technology.
8. Assisting another student in any of the above actions.

H. Instigating or encouraging another person to violate this Code of Conduct or facilitating and/or assisting the same.

Reporting Violations/Suspicion of Violations

All students are expected to promptly report a violation of the code of conduct, or a reasonable suspicion of a violation of this code of conduct, to a teacher, counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function or observed to be under the influence of alcohol or an illegal substance shall report this information immediately to a teacher, the building principal, the principal's designee or the head of school.

School staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Disciplinary Procedures, Penalties and Referrals Student Disciplinary Records

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

ET^{2}ECH staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor.

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age;
2. The nature of the offense and the circumstances which led to the offense;
3. The student's prior disciplinary record, including the passage of time since and the relevance of any past acts of misconduct and/or violations of school policies and codes;
4. The effectiveness of other forms of discipline;
5. Information from parents, teachers and/or others, as appropriate; and
6. Other extenuating circumstances.

'Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a lesser penalty than subsequent violations, considering all factors relevant to the severity of the current violation. The circumstances of a violation may, however, warrant a severe form of disciplinary action even if it is the student's first offense.

The school will maintain a complete record of each student's disciplinary record, if any, during the student's enrollment at ET^{2}ECH. As indicated above, past instances of discipline may be relevant to the determination of the appropriate level of discipline for a current violation of this Code. However, in making such a determination, the school shall consider the passage of time since and the relevance of

any such past instances of misconduct, including consideration of the student's age at the
time of any such past instances and any other explanatory and/or mitigating circumstances.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted. This may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime. (See A-11, Statement 5, in Appendix).

Nothing in this Code shall limit the school's authority to impose disciplinary action in circumstances where conduct in violation of this Code occurs outside of school property or a school function, but where there is nonetheless a connection between the conduct and the school such that discipline is appropriate.

A. Disciplinary Options

Students who are found to have violated the District's code of conduct may be subject to penalty, either alone or in combination, as outlined below.

The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

Note: *Involunta,y transfers, mandatmy referrals for counseling, and community service are not included in the list of penalties. The*

Commissioner has held that these are not appropriate disciplina y procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Options

1. Oral warning - any member of the district staff;
2. Written warning- bus drivers, hall and lunch monitors, coaches, counselors, teachers, principals, head of school;
3. Written notification to parent - bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principals, head of school;
4. Detention - teachers, principals, head of school;
5. Suspension from transportation - director of transportation, principals, head of school;
6. Suspension from athletic participation - coaches, principals, head of school;
7. Suspension from social or extracurricular activities - activity directors, principals, head of school;
8. Suspension of other privileges – principals, head of school;
9. Restorative Practices -principals, superintendent, (victim/offender agreement)
10. Removal from classroom by teacher- teachers, principals;

11. In-school suspension – principals, head of school;
12. Short-term (five days or less) suspension from school - principals, head of school, board of trustees;
13. Long-term (more than five days) suspension from school -principals, head of school, board of trustees;
14. Restitution of damaged or stolen goods or property;
15. Legal action through Family Court and/or law enforcement agencies.
16. Under certain circumstances, a permanent suspension may be warranted. However, permanent suspension is an extreme penalty that the Commissioner of Education has held is generally educationally unsound except under extraordinary circumstances such as where the student exhibits an alarming disregard for the safety of others and where it is necessary to safeguard the well-being of other students.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional 1ights are explained below.

1. **Detention:**
   Teachers, principals and the superintendent may use after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty if there is assurance that there is not parental objection to the penalty and the student has appropriate transportation home following detention.

2. **Suspension from athletic participation, extra-curricular activities and other privileges:**
   A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved. Complete information regarding any additional terms of participation in interscholastic athletics and extra-

curricular activities. may be outlined in individual code of conduct documents particular to such athletics and activities.

3. **In-school suspension**:
The board recognizes the school must balance the need for students to attend school and the need for order in classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension".

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

4. Teacher disciplinary removal of disruptive students:
A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: short-term "time away" facility in an elementary classroom or in an administrator's office; sending a student to the principal's office for the remainder of the class time only; or sending a student to a counselor or other school staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially

disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to three days.

The removal from class applies to the class of the removing teacher only.

If the disruptive student does pose a danger or ongoing threat of disruption to the academic process, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

R-10c - Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

When a student's IEP includes a Behavior Intervention Plan ("BIP"), the BIP sets forth the school's approach to managing the student's behavior. The BIP identifies the student's behavior issues and outlines individualized behavior management strategies that the school implements for the student. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed, the school may make changes to the BIP and submit the revised BIP to the CSE. If the student inflicts serious bodily injury upon another person, carries or possesses a weapon, or knowingly possesses or uses illegal drugs within the meaning of 34 CFR §300.530(g), the school may remove the student to an interim alternative educational setting as described below.

If a student identified as having a disability is suspended during the course of the school year for a single period of more than 10 consecutive school days or a pattern of substantially similar behaviors amounting to more than 10 school days, such student will immediately be referred to the Committee on Special Education for the community school district where the charter school is located (the "CSE") because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE is expected to follow its ordinary policies with respect to parental notification and involvement.

The school shall inform the CSE when the suspension or removal of a student with a disability constitutes a disciplinary change of placement, so that the CSE can convene within 10 days of the date of the disciplinary decision. The CSE will be notified of the incident so that it can meet its required obligations to:

♣ Provide the student's parent with a copy of their procedural due process rights.

♣ Convene a CSE meeting within 10 school days of the date of the disciplinary decision to make a manifestation determination.

♣ Convene a CSE meeting within 10 school days of the date of the disciplinary decision to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.

♣ Determine educational services or an interim alternative educational setting that would ensure the provision of the requirements of a free and appropriate public education ("FAPE").

All students with disabilities who are suspended will be provided with alternative instruction as per Education Law § 3214. Those students removed for a period of 10 school days or less will be disciplined in accordance with the general education discipline policy. During a subsequent removal that, combined with previous removals, equals more than 10 school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination. The school may place students in interim alternative educational settings as appropriate under 34 CFR §300.530(g). During any removal for drug or weapon offenses, or for infliction of serious bodily injury, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. Weapon means a "dangerous weapon" as defined in 18 USC § 930(g)(2), which means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury and does not include a pocket knife with a blade of less than 2 1/2 inches in length. Serious bodily injury, as defined in 18 USC § 1365(h)(3), means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, and protracted loss or impairment of the function of a bodily member, organ, or mental faculty. These service determinations will be made by the CSE in consultation with the school. In the first instance, if the CSE is not available or does not respond to a request for an interim alternative educational setting, the school may select the setting.

During any subsequent removal that constitutes a change in placement, but where the behavior is not a manifestation of the disability, related services, as applicable, 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 will make the service determination. When the behavior of a student with a disability constitutes a pattern of substantially similar behavior resulting in disciplinary removals, a Functional Behavioral Assessment ("FBA") is conducted, and a decision is made by the school regarding a BIP. Both the FBA and the BIP are submitted to the CSE. These procedures are followed to ensure that behavior incidents do not result in a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE and other qualified individuals. If discipline that would constitute a change

in placement is contemplated for any student with an IEP, or for any student the school is deemed to know is a student with a disability under 34 CFR § 300.534, the following steps shall be taken:

♣ The school will notify the CSE;

♣ No 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

♣ Immediately, if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE and other qualified personnel shall meet and review the relationship between the child's disability and behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(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 child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative education setting or the manifestation determination resulting from a disciplinary action relating to weapons, drugs, or serious bodily injury, the child 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, the school, and the CSE agree otherwise.

R-10d – Dress Code

At Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") students and staff will be required to dress for success. The student uniform policy specifically reflects these expectations.

The rationale for issuing a uniform policy relates to the goal of removing barriers to student achievement. ET^{2}ECH's targeted neighborhoods ae situated in areas of the city with concentrated poverty. Poverty is a severe barrio to student achievement. So, we want the students and families to have one less thing to worry about.

The Uniform Policy is as follows and can be found in greater detail within Response 10d – Discipline.

All students (6-12)

- School-issued, collared, light blue polo shirt.
- Properly sized (must be firm around waistline) navy or black dress pants or knee length skirt.
- Black dress shoes with a hard rubber sole and closed toe and heel or all black sneakers. No multicolored sneakers, work or military boots, flip-flops/sandals or winter boots including Uggs, Timberland, etc.
- School-issued fleece or a solid navy blue or black knit sweater may be worn over the polo.
- Navy or black capri-style pants or shorts may be worn from August - October 1 and May 1 - June.
- If belt is worn, it must be brown or black. No decorative buckles allowed.
- Outdoor attire (including hats, jackets, scarfs, etc) will not be worn in school and should remain in student's locker throughout the day.
- No wearing of hooded sweatshirts.
- No wearing of any headphones.
- Clothing should be neat, clean, in good repair and neither too short/long, too tight, nor too revealing.

Upon enrollment, families will be provided with an initial issue of a full uniform set. The initial issue will include one cardigan sweater, two polo shirts, one pair of slacks, and one belt; families are expected to purchase socks and shoes, as well as the PE uniform of sweatpants and t-shirt, both of which will be of nominal cost.

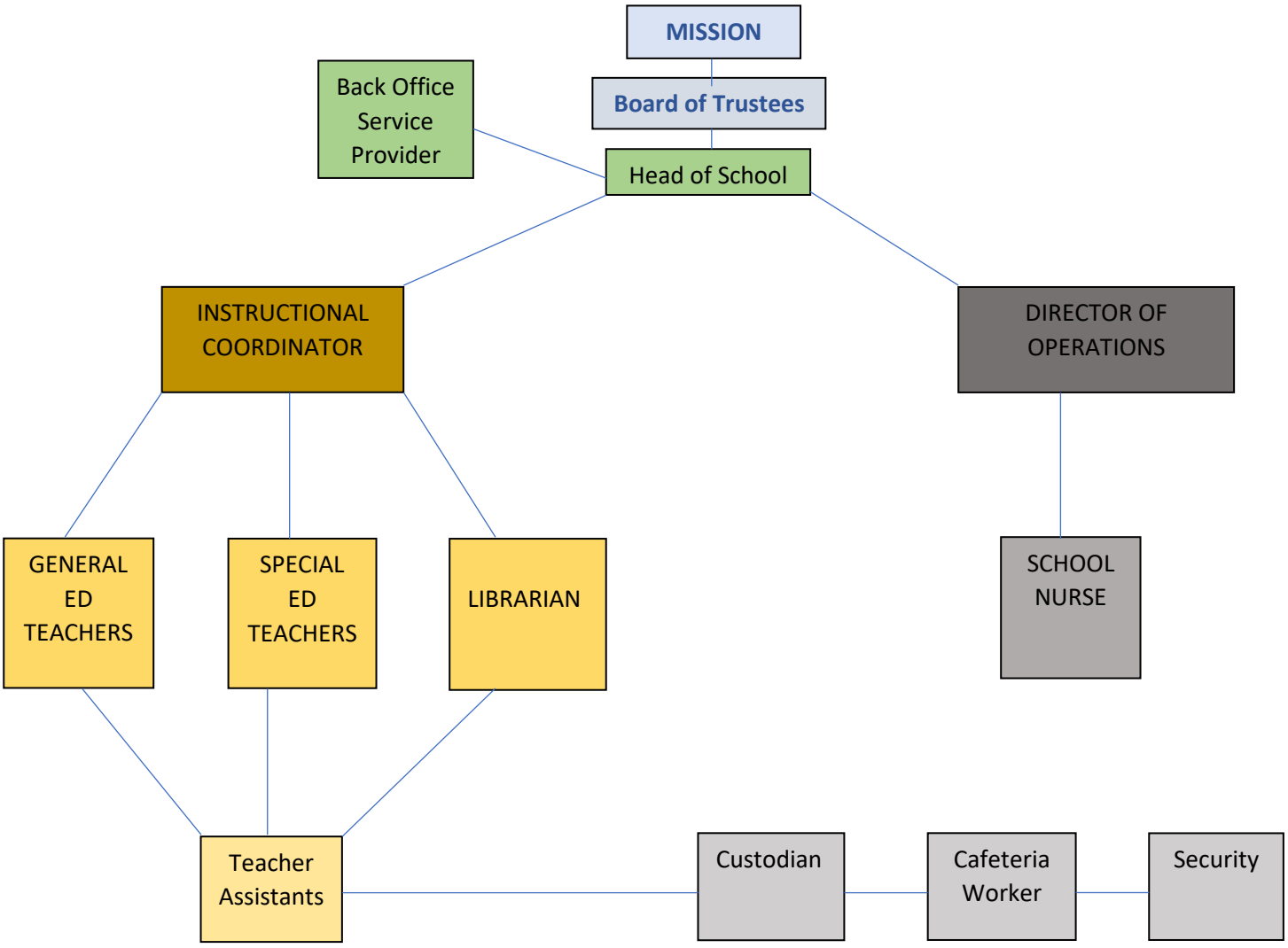
Parents having financial difficulties that prevent them for obtaining school-issued items should contact the school principal in order to apply for assistance.

The school will work with families to ensure that uniforms are provided to each student with minimum cost incurred by the families. Our school will have laundry facilities onsite.

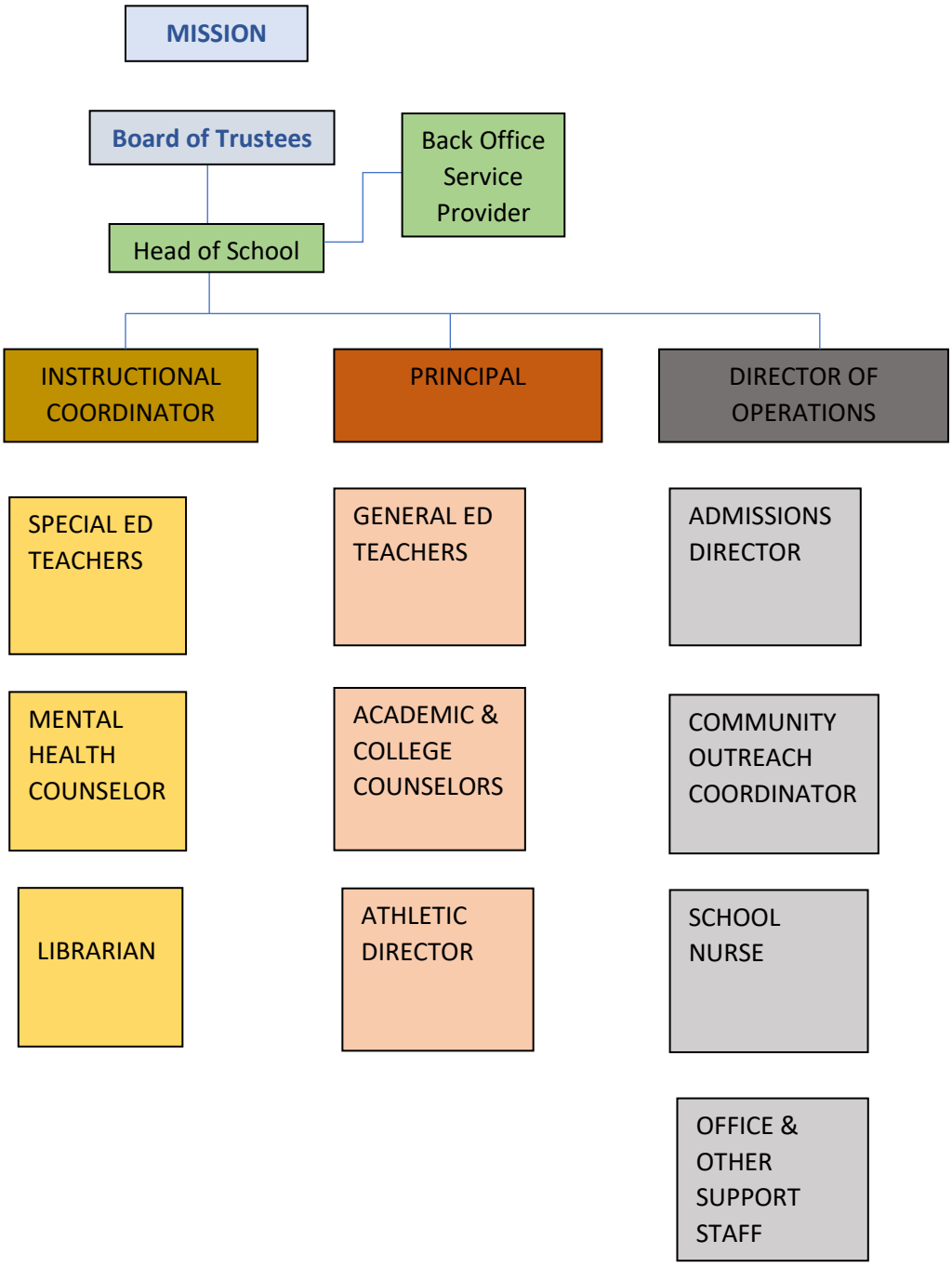
R-11ab – School Management & Leadership

a. Organizational Chart Sample

Year 1



Year 5


MISSION
Board of Trustees
Back Office Service Provider
Head of School
INSTRUCTIONAL COORDINATOR
PRINCIPAL
DIRECTOR OF OPERATIONS
SPECIAL ED TEACHERS
GENERAL ED TEACHERS
ADMISSIONS DIRECTOR
MENTAL HEALTH COUNSELOR
ACADEMIC & COLLEGE COUNSELORS
COMMUNITY OUTREACH COORDINATOR
LIBRARIAN
ATHLETIC DIRECTOR
SCHOOL NURSE
OFFICE & OTHER SUPPORT STAFF

b. School Leadership and Management Structure

Once authorizer, the ET²ECH's Board of Trustees will officially approve the Head of School's formal job description and establish compensation for the position. The Head of School has been identified as Founding Lead Applicant, Munirah Ali, MSEd.

We will conduct formal background check as required prior to finalizing the hire. In all future years, there will be a full and formal hiring process as we may need to hire for this position. Details of such hiring process are detailed within this section.

The Head of School will report to the Board of Trustees formally each month in open meetings, work with its committees and be evaluated by its governing body each year. All management responsibilities belong to the Head of School, who will hire, manage, support, and evaluate all staff members and who will build a leadership team to which s/he will increasingly delegate management responsibilities.

Opening with 120 students in Year 1 (grades 6, 9), maximum capacity during the charter term will be 420 students (grades 6-12)

All staffing decisions and organizational structure/reporting lines will be in response to the growing needs of the school in alignment with our mission.

Upon full capacity the Head of School will work with the Back Office Provider contracted by the Board of Trustees and will supervise the Director of Operations, Principal and Instruction Coordinator.

• Director of Operations will supervise the Admissions Director, Community Outreach Coordinator, School Nurse, Office and other school operational support staff.

• The Principals will supervise the General Education Teachers, Academic and College Counselors, and the Athletic Director.

• Instruction Coordinator will supervise Special Education Teachers, the Mental Health Counselor and the School Librarian.

Key Administrative Roles

Engineering & Technology Academy of Distinction Charter School ("ET²ECH") will be governed by its Board of Trustees. The Board assumes responsibility and accountability for governance and administration of the school in pursuit of our mission and in accordance with all relevant laws and regulations and as described in its By-Laws in **R-13 – Governance.** The Head of School will be managed and evaluated by the Board. Following the model of high-performing charter schools, we will clearly divide the school's operational roles and responsibilities from its academic roles and responsibilities. We believe that if our school's operational leadership and staff execute effectively, our instructional leaders and faculty will be freed up and best positioned to be able to execute on our academic program and which together will best position the entire team to prepare our students to graduation from college and positively impact our community. The **Head of School** is the primary external representative of the school and is responsible for all operations of the school. S/he is responsible for executive management of all

staff. Further roles and responsibilities of the Head of School can be found in the school's policy handbook – **Response 12d**.

The **Director of Operations** is responsible for all operational needs of the school, including the facility, all financial operations, entrance and exit procedures, attendance, record-keeping, and human resource functions. S/he will be the primary liaison with the Back Office Provider for the day-to-day management of the budget, procurement and accounting systems, financial reporting, and any matters of compliance with federal, state, or local law governing the fiscal management of the school. S/he will be responsible for management of logistical portions of our academic program, including but not limited to, family conferences, homework collection system, and progress reporting. S/he will directly manage the Office Manager and Nurse, lead the operations team, including managing all operations vendors, including but not limited to, food service vendors and custodial staff. The Director of Operations will report directly to and be evaluated by the Head of School. Further roles and responsibilities of the Director of Operations can be found in the school's policy handbook – **Response 12d**.

Once acquired, in Year 3 and beyond, the **Principal** will be a part of the planning of professional development and coach for all general education teachers. The principal will have the support of and work closely with teachers who have been designated as Grade Level Leaders. These administrators will be the main point of contact for families alongside the Director of Operations.

The **Instructional Coordinator,** in Years 1 &2, will be the primary owner of curriculum and instruction in the school for all grades, and is the primary planner of professional development regarding curriculum development, and coach for teachers in their subject area prior to the start of the Principal.

Evaluation Procedures

ET^{2}ECH will utilize the Interstate School Leaders Licensure Consortium ("ISLLC")[1] Standards as an evaluation tool for school administrators. This tool will guide efforts of all school leaders, regardless of grade level or context, to strengthen the school culture, support teachers, lead instruction, and advance student learning. The standards are clearly defined such as:

Standard 1 – MISSION, VISION, AND VALUES
Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

[1] Retrieved from: http://www.nysed.gov/common/nysed/files/professional-standards-for-educational-leaders_2015.pdf

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

This and the other prescribed standards associated with ISLLC will be the expectation of all school leaders. Upon evaluation (quarterly), an objective rubric will be utilized to grade progress of each school leader in each standard.

R-12ac – Personnel

a. Staffing Chart and Rationale

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	6, 9	6-7, 9-10	6-11	6-12	6-12
	Enrollment	120	240	360	420	420

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year 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	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	0.0	0.0	1.0	2.0	2.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	0.0	0.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	3.0	3.0	5.0	6.0	6.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	6.0	12.0	18.0	21.0	21.0
Teachers - SPED	2.0	4.0	6.0	8.0	8.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	3.0	8.0	10.0	10.0	10.0
Specialty Teachers	0.0	0.0	0.0	0.0	0.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	2.0	4.0	4.0	4.0
Other	0.0	0.0	1.0	1.0	1.0
TOTAL INSTRUCTIONAL	13.0	26.0	39.0	44.0	44.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	1.0	1.0	1.0	1.0	1.0
Custodian	1.0	2.0	2.0	2.0	2.0
Security	1.0	1.0	2.0	2.0	2.0
Other	3.0	3.0	4.0	4.0	4.0
TOTAL NON-INSTRUCTIONAL	7.0	8.0	10.0	10.0	10.0

TOTAL PERSONNEL SERVICE FTE	23.0	37.0	54.0	60.0	60.0

Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") will utilize our fiscal resources to operationalize our deep commitment to our school mission and serving students with disabilities. The goal of the proposed staffing plan was to ensure enough instructional supports, supervision and access to resources so that students families and staff all feel supported, engaged and prepared to accomplish day-to-day tasks. Each year it is budgeted for staffing levels to increase. Cushion has been arbitrarily included in these staffing levels to allow for financial viability in the event management decides not to fill certain roles.

b. Qualifications and Responsibilities

Figure 12b.02: Staff Responsibilities and Qualifications		
Role	Responsibilities	Qualifications
Head of School[1]	**Educational Leadership** Implements a high-quality, rigorous, joyful elementary and middle school program that is consistent with ET²ECH's mission and vision. Sets ambitious school goals for student achievement and performance and holds staff members accountable for achieving results. Develops, oversees, and continual evaluates and improves the school's instructional model and curriculum. Models high quality instruction and provides frequent coaching for instructional staff. Uses data to inform practice and drive decision-making and instruction at the school. **Legal compliance** Assures the filing of all legal and regulatory documents and monitors compliance with relevant laws and regulations. **Mission, policy and planning** Works with Board to oversee the growth of the school to its full capacity with grades 6-12 and 420 students. Helps the Board determine the school's vision, overall direction, and short- and long-term goals. Oversees the charter renewal and site visit process and development of school's Annual Report.	**Minimum** Master's Degree or advanced coursework in education **Preferred** Doctorate Degree in Educational Leadership **The ideal candidate:** is self-reflective, self-aware, and has a 360° view of what's going on can see how a change in policy or new idea or event will be interpreted by others has a thick skin and takes criticism and negative feedback well handles stress well, and accepts responsibility for problems and mistakes inspires and motivates students and teachers wants to create the best school in the city and state understands the unique nature of schools as organizations is a strong manager of people and can manage inward, outward, upward, and downward is willing to give clear, direct, and tough feedback to students, teachers, and families

[1] Roles and Responsibilities have been adapted from those of Springfield Prep Charter School. Springfield Prep is a high-performing charter school in the State of Massachusetts.

	Develops, implements, and ensures adherence to the school's accountability plan. Keeps the Board fully informed on the condition of the school and on all the important factors influencing it**.** **Management and administration** Creates and sustains an environment of mutual respect, high standards, safety, and support for learning. Provides general oversight of all school activities, manages the day-to-day operation of the school, and develops a smoothly functioning, efficient organization through coordination with Board, committees, staff and volunteers. Ensures that the Instructional Coordinator has the necessary resources and expertise to lead the school's educational program. Ensures that the Director of Operations has the resources to effectively oversee all operational aspects of the school. Leads recruiting efforts for all staff members. Recommends staffing and financing to the Board. In accordance with Board action, negotiates professional contracts, and sees that appropriate salary structures are developed and maintained. Evaluates and supervises members of the Leadership Team and Principal and supervises evaluation of all members of the staff. **Governance** Helps the Board establish role and accountabilities for Board, its committees and members and helps evaluate performance regularly.	is willing to make singularly tough decisions believes in standards-based curriculum and assessment is data-driven and purposeful in instruction

	Develops agendas for meetings so that the Board can fulfill all its responsibilities effectively. Develops an annual calendar to address all crucial issues in a timely fashion. Works with Board officers and committee chairs to: get the best thinking and involvement of each Board member and to stimulate each Board member to give his or her best; and, enable Board committees to function effectively. **Finance** Works with the Director of Operations and Finance Committee to develop and implement an annual operating budget based on tuition revenue and public entitlement grants. Works with Board to ensure financing to support short- and long-term goals. Assures an effective fund development program by serving as the chief development. Helps the Board and sub committees design, implement and monitor a viable fund-raising plan, policies, and procedures. Participates actively in identifying, cultivating, and soliciting donor prospects and assures the availability of materials to support solicitation. Assures the development and operation of gift management systems and reports for quality decision-making. **Community relations** Works with the broader charter school community to advocate for choice, charter schools, and education reform.	

	Encourages the integration of the school within the community by using effective communication and public relations programs. Acts as an advocate, within the public and private sectors, for issues relevant to the school, its cause, and its constituencies. Listens to clients, volunteers, donors and the community in order to improve services and generate community involvement. Assures community awareness of the school's response to community needs. Serves as chief spokesperson for the school, assuring proper representation of the school and the Board to the community/	
Instructional[2] Coordinator	Management of the special education program, all services for English Language Learners (ELLs) Oversight of compliance with all applicable special education law Develops and implements the curriculums Plans, organizes, and conducts teacher training, conferences, or workshops Analyzes student test data Assesses and discusses the curriculum standards with school staff Reviews and suggests textbooks and other educational materials	**Minimum** Master's Degree in Education or Curriculum and Instruction New York State Certification in Special Education **Preferred** Current CPR/First Aid Certification Content Specific Specialty The desired candidate should have: Minimum of three years of teaching experience with a similar student population Knowledge of relevant technology Knowledge of a range of

[2] Retrieved from: https://www.truity.com/career-profile/instructional-coordinator#:~:text=Instructional%20coordinators%2C%20also%20known%20as,curriculum%20with%20the%20school%20staff.

	Recommends teaching techniques and the use of different or new technologies Develops procedures for teachers to implement a curriculum Trains teachers and other instructional staff in new content or programs Mentors or coaches teachers to improve their skills Evaluates the effectiveness of curriculums and teaching techniques approved by the Board. Based on research, may recommend changes in curriculums to the school board. Observes teachers in the classroom, review student test data, and discuss the curriculum with the school staff. Conducts trainings for teachers related to teaching or technology. Explains new learning standards to teachers and demonstrates effective teaching methods to achieve them.	accommodations and modifications typically described in Individualized Education Plans (IEPs) Knowledge of the design of a Response to Intervention processes Knowledge of all applicable laws associated with carrying out of duties. **Analytical skills** to recommend improvements in curriculum and teaching **Communication Skills** to explain changes in the curriculum and teaching standards to teachers, principals, and school staff **Decision-making** skills to make sound decisions when recommending changes in curricula, teaching methods, and textbooks **Interpersonal skills** to efficiently work with teachers, principals, and other school administrators **Leadership skills** to serve as mentors, trainers and coaches to teachers
Principal	Manage school activities and staff, including teachers and support personnel Establish and oversee class schedules Develop, implement, and maintain curriculum standards Counsel and discipline students	**Minimum** Master's Degree in Education Necessary State Licensure **Preferred** Current CPR/First Aid Certification Content Specific Specialty

	Observe teachers and evaluate their performance Meet with parents and teachers to discuss students' progress and behavior Assess and prepare reports on test scores and other student achievement data Organize professional development programs and workshops for staff Manage the school's budget, order school supplies, and schedule maintenance Establish and coordinate security procedures for students, staff, and visitors Sets and oversees academic goals and ensure that teachers have the equipment and resources to meet those goals. Supervises additional programming such as counseling, extracurricular activities, and before- and after-school	The desired candidate should have: Minimum of three years of teaching experience with a similar student population Knowledge of relevant technology Knowledge of the design of a Response to Intervention Process Knowledge of all applicable laws associated with carrying out of duties. **Communication skills.** To communicate effectively with students, teachers, and parents. **Critical-thinking skills.** To analyze student test results and testing procedures to determine if improvements are needed. **Decision-making skills.** Due to the responsibility for students, staff, and the overall operation of the school, they consider many factors when making decisions. **Interpersonal skills.** To effectively work with teachers, parents, and other school staff and must develop positive working relationships with them. **Leadership skills.** To set educational goals and establish policies and procedures for the school; to motivate staff to achieve these goals. **Problem-solving skills.** Teachers, students, and other staff report problems to the principal. Principals need to be

		able to analyze problems and find appropriate solutions.
Director of Operations	Supervises enrollment and admissions processes Supervises non-instructional staff Maintains student records Supervises Requisitions Prepares and processes field trip requests Maintains school website Assists in writing, translating school publications Prepares and communicates weekly staff memos Organizes interview process for non-instructional staff Processes, assigns, trains, and directs work of volunteers Organizes summer school programs Perform other duties as assigned by Head of School	**Minimum** B.A. or B.S. Degree in Business Administration, Organizational Management, or related field Knowledge of relevant technology Knowledge of all applicable laws associated with carrying out of duties.
Office Manager		**Minimum** High school diploma or GED; at least 1 year of experience directly related to the duties and responsibilities specified. **Preferred** Current CPR/First Aid Certification Completed degree(s) from an accredited institution that are above the minimum education requirement may be substituted for experience on a year for year basis.

		Knowledge of relevant technology Ability to communicate effectively, both orally and in writing. Ability to understand and follow safety procedures. Ability to understand and follow specific instructions and procedures.
General Education Teacher	Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning. Develops schemes of work, lesson plans and tests that are in accordance with established procedures. Instruct and monitor students in the use of learning materials and equipment. Use relevant technology to support and differentiate instruction. Manage student behavior in the classroom by establishing and enforcing rules and procedures. Maintain discipline in accordance with the rules and disciplinary systems of the school. Provide appropriate feedback on work. Encourage and monitor the progress of individual students and use information to adjust teaching strategies. Maintain accurate and complete records of students' progress and development.	**Minimum** B.A/B.S degree in teaching from an accredited institution or related field teaching New York State certification in teaching in appropriate subject area. **Preferred** Current CPR/First Aid Certification Knowledge of relevant technology Ability to establish and maintain cooperative and effective working relationships with others. Ability to communicate effectively orally and in writing. Must have the ability and proven ability to report to work on a regular and punctual basis. Perform all other related work delegated or required to

	Update all necessary records accurately and completely as required by laws, district policies and school regulations. Prepare required reports on students and activities. Participate in department, school, district and parent meetings. Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. Establish and communicate clear objectives for all learning activities. Prepare classroom for class activities. Provide a variety of learning materials and resources for use in educational activities. Observe and evaluate student's performance and development. Assign and grade class work, homework, tests and assignments.	accomplish the objectives of the total school program. Knowledge and implementation of relevant technology. Regularly required to sit, stand, walk, talk, hear, operate a computer, hand-held learning devices and other office equipment, reach with hands and arms, and must occasionally lift and/or move up to 10 pounds.
Special Education Teacher	Provides research-based specialized instruction to address the instructional goals and objectives contained within each student's IEP. Assesses student progress and determines the need for additional reinforcement or adjustments to instructional techniques. Employs various teaching techniques, methods and principles of learning to enable students to meet their IEP goals. Develops and implements annual Individualized Educational Program (IEP) plans for students to include:	**Minimum** B.A/B.S degree in teaching from an accredited institution in the appropriate special education area. Current New York State teaching license in required content area. **Preferred** Current CPR/First Aid Certification Thorough knowledge of the principles, practices and procedures of special education and specialty area.

	present levels of educational performance, special education needs, instructional goals and objectives, and the special education and related services required to meet those goals. Schedules team meetings and works cooperatively with child study team members and others in developing instructional goals and strategies. Coordinates the delivery of special education services in each student's IEP. Creates a positive learning experience with emphasis in individualized instruction using appropriate sources Serves as primary contact for the parent. Conducts special education evaluations and reevaluations. Provides direction, supervision and evaluation of educational assistants as directed. Complies with School Board policies and all state/federal rules and regulations. Completes all district and state reporting requirements.	Thorough knowledge of the principles and methodology of effective teaching of students with disabilities. Thorough knowledge of school rules, regulations and procedures; ability to establish and maintain standards of behavior. Ability to deliver and articulate oral presentations and written reports. Ability to effectively an analyze needs and problems objectively. Ability to establish and maintain effective working relationships with children, students, parents, staff, administration and the general public. Perform all other related work delegated or required to accomplish the objectives of the total school program. Knowledge of relevant technology Knowledge and skills in working with children with ADD/ADHD and behavior and emotional disabilities. Regularly required to sit, stand, walk, talk, hear, operate a computer and other office equipment, reach with hands and arms, and must occasionally lift, move and/or support up to 50 pounds (and/or up to adult size body weight with two-to-three person lift). Position can require some degree of physical interaction with students who

		have difficulty controlling physical behavior.
Teacher Assistant	Provides support to the teacher to ensure a safe and stimulating educational environment. Assists the teacher in planning and preparation for daily activities; aids instructional efforts of the teacher. Assists the teacher in preparing lesson outlines, plans, and curricula in assigned areas. Plans, prepares, and develops various teaching aids for use in classroom, including activity sheets, drawings, and similar handouts. Presents subject matter to children or adults, under the guidance of a teacher, utilizing a variety of methods including stories, discussions, and role playing. Leads classroom activities; may confer with parents on children's progress in the absence of the teacher. Performs miscellaneous job-related duties as assigned.	**Minimum** High school diploma or GED; at least 1 year of experience directly related to the duties and responsibilities specified. **Preferred** Current CPR/First Aid Certification Completed degree(s) from an accredited institution that are above the minimum education requirement may be substituted for experience on a year for year basis. Knowledge of relevant technology Ability to communicate effectively, both orally and in writing. Ability to understand and follow safety procedures. Ability to understand and follow specific instructions and procedures. Ability to provide activities for children that encourage healthy growth. Child supervision skills. Ability to provide a supportive and caring environment for children. Skill in preparing instructional aids and plans.
	Provide individual mental health counseling	**Minimum**

Mental Health Counselor	Address bullying/harassment Provide education (prevention and awareness via classes/presentation on topics such as anger/stress management, cyber safety, etc.) Develop youth leadership and empowerment skills Facilitate restorative justice and conflict resolution Provide crisis assistance (i.e. family death) Provide truancy intervention Provide mental health resources Liaison to/for community resources; next steps involving short term and/or long term therapy or intervention; advocacy Provide small group mental health counseling (i.e. anger/stress management, girl/boy issues, self esteem, grief, relationships, etc.) Address mental health and mental illness Address risky behaviors (i.e. alcohol/drug use) Address depression and anxiety (i.e. suicide ideation) Address abuse (i.e. physical, emotional, sexual) Maintain and track documentation of mental health support for students	A CDE, school-based license in one of the following areas: school counseling and/or school social work **Preferred** Current CPR/First Aid Certification Secondary (middle and high school) experience Strong facilitation, coaching, conflict resolution and problem solving skills Experience in the use of technology Demonstrated leadership skills Demonstrated skills in written and verbal communication Demonstrated understanding and appreciation of diversity Knowledge of and experience with mediation and conflict resolution Ability to promote and follow Board of Education policies, Superintendent policies and other district department procedures A high level of organizational skills and initiative Strong communication skills Experience and training in mental health support within a learning or school environment
	Meeting with students whose names appear on the low grade list for each	**Minimum**

Academic Counselor	marking period and in conjunction with the Instructional Coordinator, formulating a plan of action for success involving the student and the parent Planning and/or promoting programs which enhance the academic, social or emotional growth of students, e.g., Curriculum Fair, Career Fair, Underclass Honors Assembly & Senior Honors Program, Graduation, opportunities for student enrichment and/or remediation, scholarship opportunities and parent informational programs Meeting with seniors once each semester and mailing updates on their graduation status to their parents Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record Working with students who have discipline, attendance and academic problems and are referred by teachers, parents or administrators	Master's Degree in Guidance & Counseling with School Counseling Endorsement on a Valid New York State Teaching Certificate **Preferred** Current CPR/First Aid Certification
College Counselor	Insuring that students are aware of requirements for graduation and college admission, as well as any NCAA requirements that may be necessary for athletic participation Guiding each student to choose courses consistent with his/her interests, abilities and career plans Helping students develop post-secondary educational plans in accordance with their interests, abilities and career plans Assisting students with the completion of college admissions applications	**Minimum** Master's Degree in Guidance & Counseling with School Counseling Endorsement on a Valid New York State Teaching Certificate **Preferred** Current CPR/First Aid Certification

	Organizing and promoting standardized assessment opportunities and interpreting test results to students and/or parents on request Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record Making necessary schedule changes for individual students that are both appropriate for their abilities and aligned with their educational and career plans.	
Community Outreach Coordinator	Develop programs and activities designed to engage families and the community in order to improve student achievement. Plan these in collaboration with an action team of families, school staff, parent organizations, business-community partners, and community members. Assist teachers/staff, families and community partners develop strong partnerships and enhance communication between parents/families and school staff. Work with the school leadership team, plan and implement a family/community partnership-friendly school climate. (i.e. Develop customer satisfaction protocols for greeting parents and community partners in the building or over the phone, make the physical climate of school inviting, etc.) Nurture relationships with school staff, parents, volunteers and community partners including local churches, and service providers.	**Minimum** Associate Degree **Preferred** Bachelor's Degree Knowledge and experience in building community partnerships and youth and family development Proven skills in leadership, group facilitations, marketing, communication, and data collection Experience working and serving urban diverse families and understanding knowledge of their needs Excellent organizational skills, with a high level of proficiency using technology efficiently as a time management and organizational tool Ability to create and maintain strong community collaborations Ability to assess and evaluate community and school needs

	Work with principals and teachers to maintain accurate data on volunteers, community programs, and parent engagement initiatives/outreach. Develop relationships and partnerships with community stakeholders Develop and maintains the school Parent Teacher Council	and resources, and develop and implement programs to meet these needs
Summer Youth Director		
Nurse	Will serve as program manager/coordinator, case manager/care provider, collaborator/advocate, educator, and counselor for health concerns of the school	**Minimum** Registered Nurse with current license in New York State Current CPR/First Aid Certification **Preferred** Bachelor of Science in Nursing
Librarian	Direct and train paraprofessionals and student helpers in the processing of books, technological operations, shelving, filing, library displays, and other research activities. Provide access to information through acquiring and organizing diverse materials selected to represent a wide range of subjects, levels of difficulty, and formats, both traditional and electronic or multimedia. Coordinate the selection, ordering, circulation, and inventory of library/media materials; direct the processing of new books, periodicals, and technological selections for the library; complete requisitions for the purchase of books, technology, publications, equipment, and other library materials. Develop a library collection that supports the schools' curriculum and state content standards; coordinate book orders with teaching staff to	**Minimum** Must possess a valid New York State credential authorizing service as a school librarian. **Preferred** Current CPR/First Aid Certification

	provide publications which support core curriculum. Design an accessible, efficient, and inviting facility for student learning.	
Custodian	Working knowledge of modern cleaning methods and the use of cleaning supplies and appliances; ability to follow simple oral and written directions; ability to get along well with others; ability to read, write, understand, and communicate in English sufficiently to perform the essential functions of the position; courteous; physical condition commensurate with the duties of the position.	**Minimum** High school diploma or GED; at least 1 year of experience directly related to the duties and responsibilities specified. **Preferred** Current CPR/First Aid Certification
Security Guard		**Minimum** High school diploma or GED; at least 2 years of experience directly related to the duties and responsibilities specified. **Preferred** Current CPR/First Aid Certification
Lunch Coordinator	Familiarity with the proper method of serving food and the care of tableware, glassware, silverware and kitchen appliances; working knowledge of modern cleaning methods and the use of cleaning supplies and appliances; ability to follow simple oral and written directions; ability to get along well with others; ability to read, write, understand, and communicate in English sufficiently to perform the essential functions of the position; courteous; physical condition commensurate with the duties of the position.	**Minimum** High school diploma or GED; at least 1 year of experience directly related to the duties and responsibilities specified. **Preferred** Serv Safe Certification Current CPR/First Aid Certification

c. Staff Recruitment and Retention

Recruitment Strategies Include:

- Design great recruitment materials through our current marketing team (to include radio coverage)
- Attend teacher job fairs and host them to attract soon to be certified teachers, previous teachers and those already in the field.
- Ask for referrals during front facing community engagement by Board members
- Be active on social media – to be managed by an intern
- Prioritize search engine optimization through our website host
- Create customized advertisements in print and on social media, again will be done through hour marketing team.
- Using online job boards.
- Partnering with Buffalo State University to receive student teachers and current students with certifications. Verbal commitment was made by Jim Mayrose, PhD. During a meeting in 2022.

Retainment Strategies:

Coincide with the school's mission to support, engage and prepare. These are not only tenets for students but for administrators and management to support instructional and non-instructional staff as well.

When expectations are clear it cultivates an equitable work environment. Furthermore, there will be transparency in wages. There will also be salary increases annually.

Staff will be offered a full benefit package which will include time off, sick days, and paid holidays. We will work with a tertiary company to acquire the most marketable package to both our instructional and non-instructional full-time staff.

The will be clear expectations set for all roles within the school. This will alleviate a lack of understanding in what is expected in any given position.

Staff will be surveyed regarding their work-life satisfaction as a measure of how successful ET^{2}ECH's school culture is.

Management and Administrators will be empathetic and responsive to the needs of all staff.

PERSONNEL POLICIES

DRAFT

MISSION

To **support** dynamic, critical, and reflective abilities within our students needed to solve new, complex challenges confronting engineers and information technology professionals in the State of New York and across the United States.

To **engage** every student with basic technical concepts, high impact teaching strategies and rigorous academics.

To **prepare** students for leadership in their respective fields, despite race, class, gender, perceived ability, or any convergence of these attributes.

VISION

To create leaders in the fields of engineering & technology within WNY and BEYOND!

VALUES

Discipline

Dedication

Determination

Dear New Team Member:

You are an essential partner in the education operation of Engineering & Technology Academy of Distinction Charter School ("School") and, as such, you serve as a role model for students within the school. This is an important responsibility.

Your dress and grooming should be appropriate to your position. As a school employee, you often provide the public the first, and sometimes the only impression of the school. You may greet the public by telephone or in person. Information must be accurate and should always be exchanged in a courteous manner. Complaints or criticisms should be handled with tact. If you are uncertain how to handle a situation, please talk with your principal or supervisor. It is also expected you show the same courteousness and respect to your fellow employees.

CONFIDENTIAL INFORMATION

In the course of performing your duties, you may have access to information about school business, students, tests, other employees, and records that should be considered confidential. If you are uncertain, do not release information prior to consulting your principal or supervisor.

POWERS AND DUTIES OF THE BOARD

As a Public Charter School, the Board of Trustees shall have powers and duties as set forth in New York State Education Law, and other applicable-Federal and State laws and regulations. In general, the Board shall have in all respects, the superintendence, management and control of the educational affairs of the School and shall have all the powers necessary to exercise these powers expressly granted to it by the laws of New York State and the Commissioner of Education.

MEDIA

School Media

The Head of School in cooperation with the Director of Operations is responsible for the preparation of news releases concerning the activities within the School building, and for reviewing them with the Board of Trustees prior to release.

In addition, a periodic newsletter may be prepared and sent to each parent of the School or posted on the School's website. Included in the newsletter will be information regarding school activities, a monthly calendar and other items of interest to the school community. The Board accepts the funding obligation for the necessary staff and production costs.

As the official spokesperson, the Head of School or his/her designee shall issue all news releases concerning the School.

School Website

In order to support the vision and mission of the School, the Board will create and maintain a website as a means of access for School information. In addition, the website shall be a gateway to resources. Also, it shall be a means of communication for School and Board personnel, District organizations/activities, and associated community organizations.

SCHOOL VOLUNTEERS –

The Board recognizes the need to develop an adult school volunteer program to support School instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

a) Assist employees in providing more individualization and enrichment of instruction;

b) Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;

c) Strengthen school/community relations through positive participation.

Volunteers are persons who are willing to donate their time and energies to assist Principals, teachers, and other school personnel in implementing various phases of school programs. Volunteers shall serve in that capacity without compensation or employee benefits except for liability protection under the School's insurance program.

There are two (2) levels of volunteer involvement with the schools:

a) Volunteers seeking to assist the school on an occasional basis, e.g., chaperoning a field trip or helping with a class day activity, should contact the school several days before the event to notify the principal that the volunteer will be in building and the purpose for his/her presence. The Principal shall make a note of the volunteer's presence in the building.

b) Individuals volunteering time in school on a regular basis, e.g., monitoring a math lab one (1) morning a week, shall meet with the principal to discuss the responsibilities of the volunteer, learn about the routines of the building, and provide the Principal with some background about the volunteer and past experiences working with children.

An application shall be filled out by each prospective volunteer and forwarded to the School Office for evaluation. The Building Principal will forward his/her decisions concerning selection, placement and replacement of volunteers to the Head of School for final evaluation. Following approval from the Head of School, volunteers selected for work in the School shall be placed on the list of approved volunteers.

School Personnel

Soliciting of funds from school personnel by persons or organizations representing public or private organizations shall be prohibited. The Head of School shall have the authority to make exceptions to this policy in cases where such solicitation is considered to be in the School's best interest. The Board of Trustees shall be notified of these instances.

Distribution of information about worthwhile area charities may be made through the Office of the Head of School as a service to School personnel.

ADVERTISING IN THE SCHOOLS

Neither the facilities, the staff, nor the students of the School District shall be employed in any manner for advertising or otherwise promoting the interests of any commercial, political or other non-school agency, individual or organization, except that:

COMMUNITY USE OF SCHOOL FACILITIES, MATERIALS AND EQUIPMENT

School Facilities

It shall be the policy of the Board to encourage the greatest possible use of school facilities, in accordance with the law, for community-wide activities; provided such facilities are not scheduled for use by students, or programs associated with parents, teachers or students of the School.

Groups wishing to use the school facilities or school equipment must complete and receive approval using the applicable request form. Such use is conditioned upon the individual(s) and/or organization abiding by the regulations and rules established for such use. The Head of School, at his/her discretion, may consult with the Board of Trustees and monthly reports may be made to the Board regarding community use of the school facilities.

School sponsored groups and Parent Teacher Groups will be allowed to use School facilities without charge. All other groups will be invoiced for costs incurred by the School in connection with the use of the facilities by the group (for instance heat, electricity, custodian/maintenance costs) in accordance with the Board adopted fee schedule. The fee schedule will be reviewed on an annual basis and adopted at the School's Annual Organization Meeting.

The Engineering & Technology Academy of Distinction Charter School may not aide or perpetuate

.. discrimination on the basis of race, creed, color, county of natural origin, religion, sex, sexual orientation, age, marital status or disability in accordance with law, and/or regulation. Community groups and organizations should review their use of school facilities request for conformity. The School reserves the right to require evidence of compliance with civil rights law. However, in accordance with law, the School will not discriminate in its community use of

school facilities against any group officially affiliated with the Boy Scouts of America or any other youth group listed m Title 36 of the United States Code. Nor will the School deny such access or opportunity for reasons based on the membership or leadership criteria or oath of allegiance to God and country. However, such use must be in accordance with the School's community use of facilities policy and regulations.

Materials and Equipment

Except when issued in connection with or when rented under provisions of Education Law Section 414, school-owned materials and equipment may be used by members of the community or by School employees and/or students for school related purposes only. Private and/or personal use of school owned materials and equipment is strictly prohibited.

The Board will permit school materials and equipment to be loaned to staff members when such use is directly or peripherally related to their employment and loaned to students when the material and equipment is to be used in connection with their studies or extracurricular activities. Community members will be allowed to use school-owned materials and equipment only for education purposes that relate to school operations.

Administrative regulations will be developed to assure the lender's responsibility for, and return of, all such materials and equipment.

PUBLIC ACCESS TO RECORDS

Access to records of the School shall be consistent with the rules and regulations established by the State Committee on Open Government and shall comply with all the requirements of the New York State Public Officers Law Section 87 and 89.

A Records Access Officer shall be designated by the Head of School, subject to the approval of the Board of Trustees, who shall have the duty of coordinating the School's response to public request for access to records.

The School shall provide copies of records in the format and on the medium requested by the person filing the Freedom of Information Law (FOIL) request if the District can reasonably do so regardless of burden, volume or cost of the request.

Regulations and procedures pertaining to accessing School records shall be as indicated in the School Administrative Manual.

Requests for Records via Email

If the School has the capability to retrieve electronic records, it must be provided such records electronically upon request. The School shall accept requests for records submitted in the form of electronic mail and respond to such requests by electronic mail using the forms supplied by

the School. This information shall be posted on the School website, clearly designating the email address for purposes of receiving request for records via this format.

CODE OF CONDUCT ON SCHOOL PROPERTY

The School will maintain a written Code of Conduct for the maintenance of order on school property and at school functions. The Code will govern the conduct of students, teachers and other school personnel, as well as visitors. The School will further provide for the enforcement of its Code of Conduct.

The Code of Conduct will be reviewed on an annual basis and amended as necessary in accordance with law. The Board will reapprove any updated Code or adopt revisions only after at least one public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The School will communicate the terms of the Code broadly throughout the school community. The School will provide all teachers with a copy of the Code at the beginning of the school year or upon employment. The School will also provide a summary of the Code to all students and parents at the beginning of each school year. The full Code will be available for review by students, parent, other staff and community members at any time.

The School will post the complete Code of Conduct (including all amendments and annual updates of the Code) on the School's website. A link to the School's posting will be provided to the Commissioner of Education as requested through the Uniform Violent Incident Reporting System 01 ADIR).

PROHIBITION OF WEAPONS ON SCHOOL GROUNDS

With the exception of law enforcement officers, as permitted by law, and individuals who have the express written permission of the Board of Education or its designee, no person may have in his/her possession any weapon on school grounds, anywhere in the School building, on a school bus or District vehicle, or at any school sponsored activity or setting under the control and supervision of the School. This prohibition shall include, but not be limited to: any of the objects or instruments referred to in Section 265.01 of the New York State Penal Law; any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge; and any object that could be considered a reasonable facsimile of a weapon.

DISCRIMINATION, HARASSMENT AND THE DIGNITY FOR ALL STUDENTS ACT

General

The Board of Education prohibits discrimination and harassment of anyone-by-anyone on School grounds or at School-sponsored functions. Discrimination involves negative or unequal treatment of an individual or individuals based on actual or perceived personal characteristics or membership in a group or category as set forth in law. Harassment involves hostile words or actions, including but not limited to bullying, hazing, taunting and intimidation, that have the purpose or effect of interfering with an individual's rights to learn, teach or otherwise function in the School or which may reasonably cause an individual to fear for his/her safety or well-being. This policy includes, but is not limited to, discrimination and harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or expression or sex.

The Board also prohibits acts of discrimination or harassment, including cyberbullying, that occur off school grounds or outside of school sponsored events and which can reasonably be expected to materially and substantially disrupt the educational atmosphere. Such acts may be subject to District intervention and response and may result in disciplinary consequences.

As part of this policy, the Board adopts all provisions of and definitions in the Dignity for All Students Act of2010 (DASA). The purpose of that act, and of this policy, is to "to foster civility in public schools and to prevent and prohibit conduct which is inconsistent with a school's education mission." While all harassment and unlawful discrimination is prohibited under this policy, School resources and training will focus on the protection of students, pursuant to the Act.

Moreover, the Board embraces its commitment to maintaining the school environments in which all students, staff, parents and other members of the school community feel safe, supported and fully included. Not only is the School committed to protecting individuals from discrimination and harassment, but also to affirmatively addressing the fit between particular individual needs and the physical, emotional, cultural and interpersonal dimensions of the school environment Where such needs may be _in conflict with one another, the administration is directed to seek outcomes that protect the integrity of that environment as well as of the individuals involved.

Staff Training

The Board directs the Head of School to establish training programs for staff aimed at sustaining a school environment that is free from discrimination and harassment, and to provide guidelines for such programs designed to:

a) Raise the awareness and sensitivity of school employees to potential discrimfr1ation or harassment; and

b) Enable employees to prevent and respond to discrimination or harassment.

The School will develop and maintain non-discriminatory instructional and counseling methods. The Superintendent will establish guidelines to be followed in the development and training for staff in these methods.

Dignity Act Coordinator (DAC)

The School will maintain at least one Board-appointed Dignity Act Coordinator (DAC) who is trained in dealing with human-relations situations with respect to the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender identity or expression and sex. The DA Cs will oversee programs designed to raise the sensitivity of students and staff to these human relations situations in their respective locations and will play an active role in prevention, intervention and follow up to incidents of harassment or discrimination.

Reporting of and Response to Suspected Discrimination or Harassment

The Head of School will establish procedures by which reports or complaints of harassment or discrimination are received and responded to expeditiously by the District officials who are responsible for addressing them. Because of the emotionally charged tensions that generally accompany situations of harassment or discrimination, thee procedures will be applied with sensitivity toward all individuals involved and, to the extent possible, with care to avoid unintended negative consequences.

Staff members who become aware of an incident of harassment, bullying, hazing, or discrimination against a student must submit an oral report to the principal or DAC within one school day, and a written report: within two school days of the time they learned of the possible offence.

Procedures will include provision for receiving and investigating reports of harassment or discrimination and of determining appropriate corrective action and will include opportunities for parties who are dissatisfied with the outcome of an investigation to appeal.

The School will maintain a minimum of two Compliance Officers, one male and one female. Compliance Officers will play a central role in provisions for investigating reports of harassment or discrimination as specified in procedures established by the Head of School. In addition, Compliance Officers will be responsible for reviewing cases to determine whether any School policies procedures, training, or programs should be adjusted in order to better prevent harassment and discrimination, and to advance a culture of respect for individuals and for the School's educational environment. Officers will submit any concerns and recommendations that emerge from their reviews to the Head of School.

The School's notice of non-discrimination, including names and contact information of Compliance Officers responsible for assuring non-discrimination in the School, is available in the main office.

Complaint procedures for issues involving discrimination and/or harassment are available in the School main office.

Prohibition of Retaliatory Behavior (Whistleblower Protection)

A person who, acting reasonably and in good faith, reports suspected discrimination or harassment or participates in a related investigation will not be subject to any retaliation on the part of School or its employees. Steps to prevent and respond to attempts at retaliation are set forth in the Compliant Procedures.

Knowingly Making False Accusations

Employees and/or students who knowingly make false accusations of discrimination or harassment may also face disciplinary consequences.

Reporting to the Authorizer (SUNY)

Pursuant to the Dignity for All Students Act, the School will report incidents of discrimination and of harassment of students to the Authorizer through the channels and in the manner that the Authorizer requires.

Code of Conduct and Summary

The School will include an age-appropriate, plan-language version of the teams of this policy, particularly as they affect students, in its Code of Conduct and in the Summery of the Code of Conduct.

EMERGENCY CLOSINGS

In the event it is necessary to close school for the day, activate a delayed starting time or early dismissal (as well as information relating to cancellation of after-school activities/late bus runs). due to inclement weather, impassable roads, or oilier emergency reasons, announcement thereof shall be made over local media and technology as available.

When school is closed, all related activities, including athletic events and student activities, will be cancelled for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

Snow Days

Days on which school is closed for children because of hazardous driving, poor visibility, or some similar situation existing when buses normally deliver children to school, will be

designated as "Snow Days.'' In general, retail businesses are open, public transportation operates, industrial plants are in operation, and other services are available, perhaps with some delays.

Emergency Days

Days on which the Head of School declares the School closed because of severe weather, a disaster such as a fire or flood, or any unusual circumstances under which normal work cannot be performed will be designated "Emergency Days."

ACCEPTANCE OF·GIFTS, GRANTS AND BEQUESTS TO THE SCHOOL DISTICT

The Board may accept gifts, donations, grants and/or bequests of money, real or personal property, as well as other merchandise which, in view of the Board, add to the overall welfare of the School, provided that such acceptance is in accordance with existing laws and regulations. Donations to the school are fully tax deductible so long as the gift is used exclusively for public purposes in accordance with USC Section 170(c) However, the Board is not required to accept any gift, grant or bequest and does so at its discretion, basing its judgment on the best interests of the School. Furthermore, the Board will not accept any gift, grant or bequest which constitutes a conflict of interest and/or gives an appearance of impropriety. At the same time, the Board will safeguard. The School, the staff and students from commercial exploitation, from special interest groups and the like.

The Board will not accept any gifts or grants which will place encumbrances on future Boards, or result in unreasonable additional or hidden costs to the School. The Board may, if it deems it necessary, request that gifts of equipment, facilities or any item that requires upkeep and maintenance include funds to carry out such maintenance for the foreseeable life of the donation.

The Board of Trustees will not formally consider the acceptance of gifts or grants until and unless it receives the offer in writing from the donor/grantor or their attorney/financial advisor. Any such gifts or grants donated to the Board and accepted on behalf of the School must be by official action and resolution passed by Board majority. The Board would prefer the gift or grant to be a general offer rather than a specific one. Consequently, the Board would suggest that the donor/granter work first with the school administrators in determining the nature of the gift or grand prior to formal consideration for acceptance by the Board. However the Board, in its discretion, may direct the Head of School to apply such gift or grant for the benefit of a specific school program.

The Board is prohibited, in accordance with the New York State Constitution, from making gifts/charitable contributions with School funds.

SMOKING/TOBACCO USE

School Grounds

Tobacco use shall not be permitted and no person shall use tobacco on school grounds or within one hundred (100) feet of the entrances, exits or outdoor areas of any public or private elementary or secondary schools. However, this shall not apply to smoking in a residence, or within the real property boundary lines of such residential real property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds, including entrances or exits, such legally defined property boundaries as registered in the County Clerk's Office;

For purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product (smokeless, dip, chew, snus and/or snuff) in any form.

It is the policy of the School that the use of e-cigarettes and any other products containing nicotine, except for current FDA- approved smoking cessation products, are also prohibited.

WELLNESS POLICY

The Engineering & Technology Academy of Distinction Charter School is committed to supporting a healthy environment where students and staff learn and participate in practices that enhance the development of life-long wellness behaviors. Such behaviors include healthy eating, regular physical activity and knowledge of nutrition and nutritional choices. Adopting these behaviors within a healthy school environment will lead to a more successful school experience and improved quality of living.

A school-wide Wellness Committee will be maintained to protect and support the health and safety of students, staff and others. The committee's composition may include representatives from all areas of the school community such as parents, students, staff (including health and physical education teachers), board members and others. The committee will focus on school wellness, including policy development implementation, evaluation and revision. The Head of School's designee will serve on this committee and will be responsible for oversight of this policy.

All School programs are expected to support the following goals intended to promote healthy nutritional choices, physical activity and social and emotional wellness.

Nutritional Goals

a) Where relevant to course content and student needs, classroom programs will emphasize nutritional knowledge and skills, including the benefits of healthy eating and weight

management, understanding of food labels, and the ability to assess the effects of nutritional choices

b) Medically authorized special diet requests will be honored. In addition, access to nutritional information of the Food Service Program will be available to the school community.

c) The School will maintain a program for free and reduced price meals for all students who qualify. The program will adhere to all federal and state laws and regulations. Applications will be kept strictly confidential.

d) Foods and beverages sold outside the school meal programs, on the. school campus in student accessible areas, and at any time during the school day - will follow, at a minimum, the nutrition standards specified by the Healthy, Hunger-Free Kids Act.

Physical Activity Goals

a) Physical Education classes will promote student understanding of, engagement with, and commitment to the development of motor skills and regular exercise of sufficient intensity and duration to provide significant health benefits

b) Where appropriate, other programs and the school environment itself will encourage healthy physical activity for students and staff.

Social and Emotional Goals

Classroom and school activities will encourage healthy group dynamics, such as collaboration, cooperation, mutual respect, and mutual support

Students will be encouraged to express thoughts and feelings in a responsible manner

School and community support services will be available for students and staff as needed and available to promote emotional and social well-being.

SAFETY AND SECURITY PLANS

The school-wide and school safety plans WILL be adopted by the Board of Trustees only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed by July 1 and recommended to the Board of Trustees for approval. These plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the School with local and county resources in the event of such incidents or emergencies.

School Safety Plan

School safety plan means a comprehensive, multi-hazard school safety plan that addresses prevention and intervention strategies emergency response and management within the school and has the contents as prescribed in Education Law and Commissioner's Regulations.
The school safety plan shall be developed by the school safety team appointed by the Board of Trustees. The team shall include, but not be limited to, representatives of the Board of Trustees, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

FIRE DRILLS, BOMB THREATS AND BUS EMERGENCY DRILLS

The Board of Trustees is committed to the safety of everyone on school grounds-students, staff, parents, community members and others. Therefore, at a minimum, the School shall adhere to all laws, Commissioner's Regulations, and Building Safety Plans pertaining to fire drills and safety, bomb threats, and school bus safety.

Prior to the beginning of each school year, the Head of School or designee will assure that each principal or other individual in charge of the building, receives copies of the School's building safety plans as well as of relevant laws and Commissioner's Regulations regarding fire drills, bomb threats, and bus safety along with the expectation that they be strictly followed.

Fire Drills

EQUAL EMPLOYMENT OPPORTUNITY

The Engineering & Technology Academy of Distinction Charter School is an equal opportunity employer and does not discriminate against any employee or applicant for employment in its programs and activities on the basis of race, color, national origin, sex, disability or age. Further, the District does not discriminate on the basis of religion or creed, sexual orientation, military status, genetic status, marital status, domestic violence victim status, criminal arrest or conviction record, or any other basis prohibited by state or federal non-discrimination laws.

SEXUAL HARASSMENT OF SCHOOL PERSONNEL

The Board of Trustees affirms its commitment to non-discrimination and recognizes its responsibility to provide for all School personnel an environment that is free of sexual harassment and intimidation. Sexual harassment, including sexual violence, is a violation of law

and stands in direct opposition to School policy. Therefore, the Board prohibits and condemns all forms of sexual harassment by employees, school volunteers, students and non-employees such as contractors and vendors which occur on school grounds and at all school-sponsored events, programs and activities including those that take place at locations off school premises or those that take place in another state.

Definitions

Generally, sexual harassment is defined as unwelcome sexual advances, including requests for sexual favors or other verbal or physical conduct or communication of a sexual nature. In addition, sexual harassment occurs when such conduct and/or communication has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. Sexual harassment also occurs when submission to sexual advances is, either explicitly or implicitly, made a condition of an individual's employment or is used as a basis for employment decisions affecting an individual. Sexual violence is defined by New York Penal Law as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes but is not limited to acts such as:

a) Rape
b) Sexual assault
c) Sexual battery
d) Sexual coercion

Complaint Procedures

The Head of School will establish and maintain procedures for reporting, investigating, and remedying allegations of discrimination and/or harassments, including sexual harassment. A copy of the procedures may be obtained in any School main office. The procedures will comply with all aspects of guidelines· provided by the United States Department of Education Office of Civil Rights. They will include stages of appeal and specific time frames for investigating and responding to complaints and for the submission of appeals. Complainants and alleged offenders will have equal rights to present evidence and to launch appeals up to and including appeal to the Board of Trustees. All parties involved in a complaint will receive written notification of the outcome and of any corrective action the School intends to take to remedy the situation.

Any staff member or volunteer who believes he/she has experienced sexual harassment in the school environment or any other person who becomes aware of or suspects an occurrence of sexual harassment should immediately inform his/her principal or supervisor and/or a

Compliance Officer. Even in the absence of a complaint, if the School has knowledge of or has reason to suspect any occurrence of sexual harassment, it will investigate such conduct promptly and thoroughly.

Awareness

The Superintendent will provide training and/or awareness programs for staff and students to help ensure knowledge of and familiarity with the issues pertaining to sexual harassment including the procedures for reporting and investigating cases and measures designed to help prevent them. Furthermore, special training in the investigation and follow up of sexual harassment complaints will be provided for designated administrators and other staff whose responsibilities may include prevention and response; to case of sexual harassment.

COMPLAINTS AND GRIEVANCES BY EMPLOYEES

The Head of School will establish and maintain procedures through which employees may present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal. These procedures will be in addition to grievance procedures established by negotiated agreements.
The School statement of non-discrimination, including names and contact information of Compliance Offices responsible for assuring non-discrimination in the School, is available in all main offices.

EMPLOYEE MEDICAL EXAMINATIONS

Pre-employment Medical Examinations

In accordance with the Americans with Disabilities Act, as amended, the School shall not require applicants for positions to undergo a medical examination prior to an offer of employment. Further, the School shall not make inquiries of a job applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. However, the School may make pre-employment inquiries into the ability of an applicant to perform job-related functions.

Employment Entrance Examinations

All entering employees are required to obtain a medical examination after an offer of employment has been made and prior to the commencement of the employment duties of such applicant. Further, the School may condition an offer of employment on the results of the examination in accordance with law.

When such examination is made by the school physician/nurse practitioner the cost of such examination shall be borne by the School. A staff member, however, may elect to have a medical examination at his/her own expense by a physician of his/her own choice.

The Board reserves the right to request a medical examination at any time during employment, at School expense, in order to determine whether any employee can perform the essential functions of the position with or without reasonable accommodation.

Annual or more frequent examinations of any employee may be required, when, in the judgment of the school physician/nurse practitioner and the Head of School, such procedure is deemed necessary.

DRUG-FREE WORKPLACE

It shall be the general policy of the Board of Trustees to affirm that all programs in the School that receive Federal funds shall guarantee that their workplaces are free of controlled substances. "Controlled substance" means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined in regulation at 21 Code of Federal Regulations (CFR) Sections 1308.11-1308.15. An acknowledgment form shall be signed by the Superintendent indicating that the School is in full compliance with the Drug-Free Workplace Act. This policy shall guarantee that not only federally funded programs, but the entire school is free of controlled substances. "Workplace" is defined as a school building or other school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school.

STAFF-STUDENT RELATIONS (FRATERNIZATION)

The Board of Trustees requires that all School employees maintain a professional, ethical relationship with students that is conducive to an effective, safe learning environment; and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or

regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of School policy, and my result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the School up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student unrelated to course work, official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations. ("Frequent personal communication with a student unrelated to course work or official school matters" means any form in which that personal communication may occur including, but not limited to, voice or text-based communication via phone, email, instant messaging, text messaging or through social networking websites.)

Even if the student participated "willingly" in the activity (regardless of the student's age), inappropriate fraternization of staff with students is against District policy and may be in violation of professional standards of conduct and New York State Law. However, inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of School rules and subject appropriate disciplinary sanctions.

Any student who believes that he/she has been subjected to inappropriate staff behavior as enumerated in this policy, as well as students, school employees or third parties who have knowledge of or witness any . possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member or either the employee's supervisor, the student's Principal or the School's designated Complaint Officer. In all events such reports shall be forwarded to the designated Complaint Officer for further investigation.

Anonymous complaints of inappropriate fraternization of staff members with students shall also be investigated by the School. Investigations of allegations of inappropriate staff student relations shall follow the procedures utilized for complaints of harassment within the School

Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically,

child abuse in an educational setting) must also follow the School's reporting procedures for such allegations; and such information will be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.

PROBATION AND TENURE

Probation

Staff members will be appointed to a probationary period by a majority vote of the Board upon recommendation of the Head 0f School.

Teachers, all other members of the teaching staff, administrators, directors, supervisors, principals and all other members of the supervisory staff, except associate, assistant, and other head of school, will be appointed to a probationary period of one academic year. The probationary period will not exceed two years for teachers previously appointed to tenure in this or another school district or BOCES within the state, provided that the teacher was not dismissed from the prior district or BOCES and met the required annual professional ppyears of service as a regular substitute teacher may be applied toward probationary service. (This is sometimes referred to as Jarema Credit.)

During the probationary period, a staff member will be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance will be assumed because the staff member attained the required certification or license.
A staff member's appointment may be discontinued at any time during his/her probationary period upon the recommendation of the Superintendent and by majority vote of the Board. Any person not recommended for tenure appointment will be notified in writing by the Superintendent no later than 60 days before his/her probationary period expires.

R-13a – Partner Organizations

a. Partner Information

The importance of leveraging social capital cannot be overstated. Doing so, allowed the Founder and Lead Applicant to meet the representatives from the partnering organizations listed in Figure 13a.01. These partners have tentatively made the commitment – See Response 13b, to partner with Engineering & Technology Academy of Distinction Charter School to provide not only financial backing but also back office supports. These organizations have a long track record of success within charter schools and have partnered with at least one locally.

Figure 13a.01: Partner Organizations

Organization	Contact Name	Organization's Address	Contact Phone	Contact Email	Nature of Relationship	Any Contract	Board Affiliation
EdTec	[redacted]	[redacted]	[redacted]	[redacted]	Potential Back Office Service Provider	No	No
Charter School Capital	[redacted]	[redacted]	[redacted]	[redacted]	Potential Facility Financer	No	No

R-13b – Partner Commitment

[redacted]

March 27, 2023

VIA EMAIL

Munirah Ali, Head of School
Engineering & Technology Academy of Distinction Charter School
PO Box 193
Buffalo, New York 14213

Re: Qualification for Funding – Engineering & Technology Academy of Distinction Charter School

Ladies and Gentlemen:

Please be advised that Engineering & Technology Academy of Distinction Charter School has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $608,660.00.

Funding for Engineering & Technology Academy of Distinction Charter School is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of New York, including the New York State Education Department;
3. CSC receiving a copy of the approved charter;
4. Having a valid Certificate of Existence, in good standing, with the Board of Regents of the New York State Education Department;
5. A "Good Standing Certification" being executed by school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC; and
6. Being in compliance with its charter and New York laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

[redacted]

Funding Charter School Success

edtec

Business and Development Specialists
for Charter Schools

DATE: **March 16, 2023**

TO: **Buffalo Public Schools**

FROM: [redacted], **Business Development Manager-East for EdTec Inc.**

RE: **Letter of Support for the Engineering and Technology Academy of Distinction Petition Approval**

I am writing in support of the Engineering and Technology Academy of Distinction charter school petition that is under consideration for your approval.

Based on EdTec Inc.'s considerable experience since 2001 in working with numerous charter school development teams and operating charter schools, we offer the following statements of support for your consideration:

- EdTec has been working with Engineering and Technology Academy of Distinction for several months and has developed a strong working relationship with the Engineering and Technology Academy of Distinction development team.

- Our assessment of the team and the organization is that they are capable, conscientious, and dedicated to providing a rich instructional program to the students and communities to be served.

- If the Engineering and Technology Academy of Distinction petition is approved, the school plans to contract with EdTec for its comprehensive charter school back-office support services. EdTec will provide its expertise, guidance and support in the successful launch and business operations of the school.

EdTec has built an excellent reputation with charter schools and their authorizers throughout the nation for providing the highest quality business and operations support. A brief EdTec company description is below and a detailed description of the specific support areas that Engineering and Technology Academy of Distinction plans to contract for with EdTec is included with this letter (Attachment 1).

EdTec Inc.
Business & Development Specialists for Charter Schools

EdTec is a social venture founded in 2001 to develop, support and advance quality charter schools. Our exceptional team has provided unparalleled expertise and support to over 250 charter schools and charter developers across a comprehensive range of services.

EdTec provides business, educational support and school software solution services – exclusively to charter schools. EdTec's economies of scale deliver senior, experienced personnel specializing in various areas of school management, development of benchmarks and best practices.

We welcome the opportunity to answer any questions that the Board may have regarding our services and how we plan to support the [School Name] staff and board. Please let us know if EdTec can be of further assistance.

We look forward to the potential of supporting the launch and operations of the school and to the potential of working with Engineering and Technology Academy of Distinction.

Best Regards,

[redacted]

Attachment 1

EdTec Back-Office Services Support Detail

1. FINANCE and ACCOUNTING

Budgeting:

- Annual and multi-year budgets including cash flows – In the spring or when services begin, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the state before July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school.
- Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in the state funding.
- Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision).

Financial Statements:

- Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the monthly board meeting.(For schools with board meetings before the 15th of the month, EdTec will furnish the financials and presentation prior to the board meeting; otherwise EdTec sends the financials and presentation as part of the board package ahead of the meeting.)
- Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow.
- Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.
- Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g. providing a comparative analysis of the school's budget relative to industry norms or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.
- Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.

Accounting:

- Setup of school's chart of accounts and general ledger – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with GASB.
- Customized account codes – EdTec maintains customized account codes for unique features of the school program. These are established at the beginning of the fiscal year to avoid re-coding of historic transactions.
- Fund accounting – EdTec tracks revenue and expenditures by fund, e.g. implementation grant funds and expenses or Title I expenditures.
- Training – EdTec trains appropriate school personnel on accounting procedures and practices designed to ensure accurate record keeping.
- Transaction recording – EdTec records in detail all transactions in a computerized accounting system.
- Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.

[redacted]

- Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
- Account for Capital Outlay Expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.
- Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances.

Accounts Payable & Receivable:

- Revenue verification – EdTec verifies that the school is receiving the correct amount of funds.
- Revenue collection – if the funds from the state or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.
- Accounts Payable – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them in the financial software, typically on a two-week schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots payment issues with vendors. EdTec also verifies that funds are available to pay the bill.

Purchasing:

- Vendor selection – EdTec provides recommendations of vendors based on its experience with vendors around the state and country.
- Purchasing assistance on big-ticket items – EdTec can assist the school leader in its purchase or leasing of big ticket items such as portables.

Audit:

- Audit support – EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g. attendance records, employee records, teacher certifications.
- Audit compliance training – EdTec helps the school leader and staff develop financial policies that meet audit requirements and help protect the school from financial mismanagement.
- Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- IRS Form 990 Support – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school).
- The school is responsible for attendance and audit of employee work.

2. PAYROLL and HUMAN RESOURCES

Payroll:
EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor, and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.

- Payroll Processing – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized School representatives (excluding vacation and/or sick time tracking). EdTec generates checks for signature by authorized School representatives (or through electronic signature) or facilitates Direct Deposit at the School's request. EdTec processes payroll monthly.
- Payroll reporting – EdTec prepares, and files all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities.
- Payroll record maintenance – EdTec keeps track of employee payroll information. The school maintains employee files (based on EdTec-provided template files).
- W-2 and 1099 processing – EdTec prepares and sends Forms W-2 and 1099 to employees and government.

3. INSURANCE

- Insurance procurement – EdTec advises the school on the insurance quote process.
- Insurance administration – Upon request, EdTec can assist in communications between the insurance company and the school to facilitate claims processing.

4. BUSINESS CONSULTING

- Negotiations – EdTec supports the school director and board in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- Strategic Budget Development – EdTec can assist the school director and board with strategic financial planning and budget scenario development.
- Financing support – EdTec assists schools in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as New Market Tax Credits, Low Income Investment Fund resources, and philanthropic funds.
- Legal services management – EdTec can help manage legal services to keep costs down.
- Special Projects – EdTec performs business-related special projects within reason, such as finding food service providers, analyzing transportation options, and modeling growth and facilities scenarios. (Note that EdTec does not assist schools with qualification as a provider of subsidized school meals.)

5. FACILITIES

- Facility needs assessment and planning – EdTec works with schools to identify facility needs based on the school program and industry standards. EdTec helps schools think creatively about their facility needs and come up with workable solutions.
- District negotiations – EdTec will help the school negotiate deals with the district regarding facilities.
- Facility search – On a separate fee basis, EdTec assists real estate agents to identify possible school sites and cost out tenant improvements.
- Facility acquisition/lease negotiation – On a separate fee basis, EdTec assists schools in negotiating purchase and/or lease terms and helps to develop loan packages for facilities and identify likely lenders. The school's attorney should review these.

6. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION

[redacted]

- Financial reports – EdTec prepares customized financial reports for grant purposes.
- Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants.
- ConApp – EdTec prepares and files the ConApp parts 1 and 2 for eligible schools.
- Grant writing – On a separate fee basis, EdTec can do grant prospect analysis and write grants.
- Charter renewal – On a separate fee basis, EdTec will prepare and advocate a charter petition for school renewal.

[redacted]

R-14 ad - Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) 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.

- *Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Treasurer," "CMO Representative," "Parent Representative," etc.*
- *Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).*
- *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 first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the role would be "Voting" or "Non-Voting and/or "Ex-Officio."*

NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Board Member Selection and Recruitment

The Founding Board of The Engineering and Technology Academy of Distinction Charter School ("ET^{2}ECH") is comprised of a diverse group of professionals, dedicated to the community, and ready to use their skills and leadership to ensure ET^{2}ECH will be effectively governed and meet the academic, organizational, financial, and regulatory oversight goals and requirements of the proposed charter school.

The members of ET^{2}ECH's Founding Board have professional experienced in educational administration, school operation and management, real estate development, community

economic development, finance, community organizing, social work, educational administration, and law.

The members of the Founding Board were selected by the Founding Chair through her interactions, networking in and connections in the community. Each member of the Founding Board was selected because of their willingness to serve the community and the skills and knowledge they could contribute to ET²ECH.

Upon authorization, ET²ECH's board member selection will be led by the Governance Committee, the Chair, and the Executive Director according to a process approved by the Board and the requirements of the ET²ECH's By-Laws. The Governance Committee, the Chair and Executive Director will work together to regularly assess and make sure the Board continues to be comprised of individuals with diverse backgrounds, and skill sets knowledge, required to ensure ET²ECH and its students successful.

TRUSTEE NAME	BOARD POSITION	COMMITTEE AFFILIATIONS	EXPERTISE	VOTING	EX-OFFICIO
1. Munirah Ali	Head of School	Development	Education Administration	No	No
2. Mike Broderick	Chair	School Support & Evaluation	School Operation Management	Yes	No
3. Javier Mejia	Treasurer	Finance	Finance	Yes	No
4. Molly Gallagher	Secretary	Academic Excellence	Literacy	Yes	No
5. Kevin Miller	Vice Chair	Academic Excellence	Education Administration	Yes	No
6. Dawud Sabu Adeyola	Member	Governance	Social Work	Yes	No
7. Lisa Hicks	Member	Finance	Real Estate	Yes	No
8. Jonathon Ling	Member	Governance	Law	Yes	No

b. 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, specifically detailing what that monitoring will entail; and,
- Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for the achievement of the school's mission and goals.

Following authorization, the Board of Trustees shall govern the Engineering and Technology Academy of Distinction Charter School ("ET²ECH"). The Founding Chair shall serve as the

Founding Executive Director. The Founding Executive Director and the Founding Board will work together to create a job description and an accountability plan for the Executive Director. The Board of Trustees will be responsible for selecting any future Executive Director. The Executive Director will work with the Founding Board to identify and approve a principal.

The Board will be ultimately responsible for the fulfillment of ET^{2}ECH's mission, achievement of funding goals, and regulatory compliance. To achieve this the Board of Trustees shall:

- Regularly review the academic performance records provided by the Principal to ensure the school is fulfilling its mission
- Regularly review the financial statements of the school, provided by the Treasurer and the Executive Director, to ensure the ET^{2}ECH's is financially stable and able to continue its mission
- Review school policies and procedures to ensure compliance with applicable federal, state, and local regulations and statutes as required
- Annually review the By-Laws of the Board and update as necessary
- Annually conduct an evaluation of the effectiveness of the board

The Board of Trustees will be responsible for evaluating the Executive Director. The annual evaluation of the Executive Director will be based on the job description, the accountability plan, academic performance, and financial health of the school. The Evaluation Committee will also survey the Board and request their individual feedback on the Executive Director. The annual evaluation of the Executive Director will be performed by an Evaluation Committee. The Evaluation Committee will deliver the evaluation to the Executive Director and the Board and will ensure the evaluation is included in the Executive Director's personnel file.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Ex-officio* members (voting and non-voting);
- Information to be received from the CMO, partner, school leadership, staff, or contractors as applicable;
- Trustee recruitment and selection process and criteria;
- New trustee orientation process; and,
- Board/trustee training and development including the self-evaluation tool the board intends to use.

ET^{2}ECH's Board of Trustees will have no fewer than five and no more than fifteen trustees in compliance with New York Education Law, General Municipal Law and New York Not-For-Profit Corporation Law.

The positions on the board shall include: (a) Chair, (b) Vice Chair, (c) Secretary, (d) Treasurer.

The Chair will preside over all meetings of the Board of Trustees. The Board Chair will oversee the implementation of Board decisions and work with the Executive Director to establish and maintain administrative practices. The Chair will serve as member as all committees and will stay apprised of all committee work.

The Vice Chair will fulfill the Board Chair's duties when the Chair is absent and assist the Board Chair in the execution of his or her duties as needed.

The Treasurer will be the principal financial officer of the School and the Chair of the Finance Committee. The Treasurer will ensure that there is an adequate and correct accounting of the property and business transactions of the School. The Treasurer will work with Executive Director and Principal and other staff to produce accurate financial reports for the Board.

The Secretary will be responsible for recording of the minutes of all meetings, ensuring written notice of all meetings are delivered to the Board, and maintaining the School's records.

d. Stakeholder Participation

As referenced in Response 04abc, our engagement strategies will include:

- Building and maintaining trust by sharing ET^{2}ECH's value to the Buffalo community. By doing so, demand will be created for what we have to offer students and families.
- Conducting surveys within the community to identify what parents and families think is the biggest problem facing their children in school.
- Inviting community stakeholders for meetings (within smaller groups, if necessary) and to solicit input
- Tabling at community events. By accomplishing this, it makes us accessible to the community
- Holding focus group sessions.

Our board meeting will be public and parents, students and community stakeholders will be allotted time to address the full board. Stakeholders will also have the opportunity to sit on the board – as our voting process, too, will be made public.

Engineering & Technology Academy of Distinction Charter School

ARTICLE I

NAME

The name of this Corporation is Engineering & Technology Academy of Distinction Charter School (the "School").

ARTICLE II MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the trustees of the School (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

Section 1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

(a) To elect and remove Trustees;

(b) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;

(c) To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;

(d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;

(e) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

(f) To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

(g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

(h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws; and

(i) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

Section 2. Number of Trustees. The number of Trustees of the School shall be no fewer than five (5) and shall not exceed fifteen (11).

Section 3. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office.

Section 4. Eligibility. The Board may elect any person who is not an employee of the School and who is at least twenty-one (21) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 5. Term of Office. Trustees shall hold office for a term of three (3) years. Trustees may succeed themselves in office and there shall be no limits on the number of terms a Trustee may serve. Notwithstanding the foregoing, at the initial meeting of the Board after the School receives its Charter, the initial Trustees shall be divided evenly (or as close to evenly as possible) into three (3) classes as follows: one (1) class of Trustees whose initial term which shall expire in June 2024, one (1) class of Trustees whose initial term shall expire in June 2025 and one (1) class of Trustees whose initial term shall expire in June 2026. For the avoidance of doubt, if re- elected, Trustees with an initial term shorter than three (3) years (or new Trustees) shall be re- elected for three (3) year terms.

[Alternatively: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspectives.]

Section 6. Interested Persons.

(a) Trustees, subject to certain limited exceptions listed in General Municipal Law §802, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with ET^{2}ECH, as applicable.

(b) Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the School for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

(c) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The New York State Education Department, on behalf of the Board of Regents may, in its sole discretion, waive this restriction upon written request from the School.

(d) Where the School has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the School pursuant to a contract between such entity and the School, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such Trustee's affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply:

(i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;

(ii) such person(s) shall not hold the offices of Chairperson or Treasurer of the Board;

(iii) when the Board has proper grounds to exclude the public from any meeting and to enter into executive session ("Executive Session") pursuant to the New York Open Meetings Law ("Open Meetings Law"), and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and

(iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 8. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Section 9. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the School's charter. If any Trustee fails to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned, and the vacancy shall be filled. The Board may fill any vacancy occurring in the middle of a Trustee's term by electing another individual to serve for the duration of his or her predecessor's unexpired term and may be reelected in accordance with the provisions of this section.

Section 10. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

Section 11. Parent Representative. The Board shall include at least one parent or guardian of a current or former student at the School once the School has enrolled students. The parent representative shall be a voting member of the Board.

Section 12. Meetings.

Section 12.1. Annual Meetings. An annual meeting of the Board shall be held at the School (and until a School facility is identified, such location as determined by the Board) each June at a date and time designated by the Board or in such other month, date and time as the Board may designate. At the annual meeting, the Board shall, if nominated, re-elect Trustees and officers whose terms as expiring or otherwise elect new Trustees and officers if Trustees whose terms are expiring are not presented for re-election. Nothing herein shall prohibit the election of Trustees and officers at such other times the Board may designate if there are open seats to be filled by vacancy or otherwise.

Section 12.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than required by law.

Section 12.3. Special Meetings. Special meetings of the Board of Trustees may be called (i) at

any time by the Chairperson, (ii) by the senior Trustee on written request of three Trustees if the Chairperson is absent, or (iii) by any other manner determined by the Board of Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 13. Notice of Meetings. Annual, regular, and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be transmitted to each Trustee to the usual address (email acceptable) of every Trustee with as much advance notice as practicable.

Section 14. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 15 Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law ("Open Meeting law'), Trustees who do not reside in New York, or who cannot be present at the location and date of the meeting may participate by video conference to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live videoconferencing shall not be permitted to vote. Further, members will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

Section 16. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 17. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 18. Action by the Board of Trustees. Any reference in these By-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he or she shall

have no more than, nor not less than, one vote.

Section 19. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 20. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented, or prepared by:

(a) one or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

(b)

(i) legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(ii) a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in section 19 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 21. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in section 19, and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 22. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE IV
OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected by the Board and shall serve a term that is co-terminus with their term as Trustee. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall serve as Chairperson of the Board of Directors and shall carry out those duties usually incident to the office of President and shall serve as Chair of the

Executive Committee. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee of the School.

Section 1.2. Vice Chair. The Vice Chair shall fulfill the Board Chair's duties when the Chair is absent and assist the Board Chair in the execution of his or her duties as needed.

Section 1.3. Secretary. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the School's records.

Section 1.4. Treasurer. The Treasurer shall be the principal financial officer of the School and shall ensure that there is an adequate and correct accounting of the property and business transactions of the School.

Section 2. Term. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation, or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Trustees of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V
COMMITTEES OF THE BOARD

Section 1. Committees.

(a) The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among the Trustees, Committees of the Board consisting of three or trustees or more Trustees as the Board may deem appropriate, except that if the Board designates an Executive Committee, the Executive Committee shall consist of at least five or more Trustees. Notwithstanding the foregoing, nothing herein shall prevent or restrict individuals other than Trustees from participating in committees in a supporting capacity.

(b) Unless a shorter term is prescribed by the Board in its resolution creating a committee, the committee members shall be elected for a one-year term at each annual meeting of the Board. Vacancies in the membership of any committee with the authority of the board shall be filled in the same manner as initial appointment. The membership of committees, other than committees with the authority of the board, shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these By-laws or by the Board, the chairperson of each committee shall be chosen by the Chairperson of the Board from among the Trustee members of the committee.

Section 2. Authority of Committees. The Board may grant to a committee any of the authority of

the Board of Trustees, except with respect to the following and as otherwise prohibited by law:

(a) the election or removal of Trustees and Officers;

(b) filling of vacancies on the Board of Trustees or any committee;

(c) the amendment or repeal of these By-laws or the adoption of new By-laws;

(d) the appointment of other committees, or the members of the committees;

(e) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable;

(f) the approval of a merger or a plan of dissolution;

(g) the authorization of the sale, lease, exchange, or other disposition of all or substantially all the assets of the Corporation; or

(h) the approval of amendments to the certificate of incorporation (provisional charter).

Section 3. Alternate Members. The Board of Trustees may elect one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the board.

Section 5 Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the School as the Trustees may authorize, or undertake any actions specified in Section 2 of this Article.

Section 6. Finance Committee To the extent permitted by law and these By-laws, the Audit and Finance Committee shall assist the Chairperson of the Board to (a) develop the annual budget, (b)investigate and develop sources of revenue for the Corporation; (b) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time); (c) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the Corporation and oversee such independent auditor; and (d) fulfill such other financial and audit duties and responsibilities as needed or the Board may assign from time to time.

Section 7. Curriculum Committee. The Curriculum Committee shall review all new proposal and revisions to curriculum of academic programs. The Curriculum Committee shall oversee the academic programs and review student achievement data. The Academic Committee shall also assist the Executive Director with assessment, performance, and the review of educational qualitative data as it pertains to the fulfillment of the School's mission.

Section 8. Personnel Committee. The Personnel Committee shall: (a) assist the Executive Director of the School in developing and reviewing the personnel manual; (b) shall advise the Executive Director in responding to personnel issues as they arise; and (c) fulfill additional tasks as required by the Chairperson or the Board. The Personnel Committee will also collaborate on talent recruitment and evaluations, and oversee grievance matters as they pertain to the Board.

Section 9. Governance Committee. The Governance Committee shall assess the Board's composition and identify missing qualities and characteristics; draft a recruitment plan and continuously cultivate new prospects; develop job descriptions for Board members; plan and execute orientation for new Board members; continue to educate all Directors on their responsibilities; ensure that the Board regularly engages in self-assessment; develop a statement about the different roles (if any) or precedence of Vice-Chairpersons; and those additional tasks and duties required by the Chairperson or the Board of Directors.

Section 10. Standards & Program Committee. The Standards and Program Committee, in consultation with the Chairperson of the Board, shall conduct an annual review of the Bylaws and assist the Chairperson in meeting and establishing programming goals for the Corporation, and those additional tasks and duties required by the Chairperson or the Board of Directors.

Section 11. Procedures of Committees. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees are subject to the New York Open Meetings Law. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.

Section 12. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI
CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable School officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict-of-Interest Policy. The Conflict of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict-of-Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust

company designated as a depository or paying agent or for investment of funds of the School.

Any Trustee, Officer, employee, or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be averse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars ($50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

Section 3. Avoidance of Self-Dealing Transactions. The Board of Trustees and the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE VII
CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2. Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and

for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

Section 3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

Section 4. Property Holding. The Board of Trustees may take and hold by gift, grant, devise or bequest in their own right or in trust for any purpose comprised in the objects of the school, such additional real and personal property, [beyond such as shall be authorized by its charter, as the regents shall authorize within one year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority given by the regents shall make any such gift, grant, devise, or bequest operative and valid in law. Any grant, devise or bequest shall be equally valid whether made in the School's name or to the Trustees, and such powers given to the Trustees shall be powers of the School.

Section 5. Control of Property. The Board of Trustees may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the School; and
(b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific, or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the school. [Any such transfer of property, if approved by the Board of Regents, shall during its continuance, transfer responsibility thereafter to the school, which shall also be entitled to receive any money, books or other property from the state or other sources to which the school would have been entitled but for such transfer.] .][DISCUSS: Is there anything in the charter about transferring property?]

ARTICLE VIII
NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency. This should include an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other

enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law Sections 721, 722, 723 and 725.

Section 3. Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board.

ARTICLE IX
BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board, the Executive Committee and all Standing Committees shall be kept at the main office. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligations imposed by any applicable federal, state or local law.

ARTICLE X
FISCAL YEAR

The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XI
CORPORATE SEAL

The Board may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XII
AMENDMENTS

Section 1. Amendments. These By-Laws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in advance, in accordance with the notice provisions set forth in Article III of these By-laws.

Section 2. SUNY Charter Schools Institute Approval. No material amendment to these By-laws shall be effective without approval of the SUNY Charter Schools Institute on behalf of the Board of Trustees of the State University of New York.

***

CERTIFICATE OF THE SECRETARY

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

_____ _____

Board Secretary Date

R-14f Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics and conflict of interest policy. 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 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 N.Y. General Municipal Law. Please see the Guidance Handbook for more details.

DRAFT
Engineering & Technology Academy
of Distinction Charter School

CODE OF ETHICS

The Board of Trustees (the "**Board**") of Engineering & Technology Academy of Distinction Charter School (the "**School**") recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a "**Trustee**" and collectively, "**Trustees**") and the School's staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School's goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the "**Code of Ethics**") consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law, as amended by the Non-Profit Revitalization Act of 2013.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics is incorporated by reference into the School's duly adopted by-laws (the "By-laws"). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School**. The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School's Charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. **Makeup of the Board**. All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee's Family.

3. **Representation before the Board**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.

4. **Representation before the Board for a Contingent Fee**. A Trustee, officer or employee

shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Participation in Board Discussions and Votes**. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a potential Conflict of Interest (as defined in the Board's Conflict of Interest Policy (the "Conflict of Interest Policy") and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

6. **Confidential Information**. No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

7. **Self-Dealing Transactions**. A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of the School shall engage in any Self-Dealing Transaction, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

8. **Loans**. The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.

9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A Trustee, officer or employee shall be deemed to have an "interest" in a contract or other transaction if he or she, or such person's spouse, minor children and dependents, is the party (or one of the parties) contracting or dealing with the School (except a contract of employment with the School), or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.

10. **Not-for-Profit Disclosure**. Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.

11. **Business Relationship with the School**. No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the approval of such relationship complies with the terms and procedures of the Conflict of Interest Policy and in any such case, shall not be permitted to be an officer of the Board.

12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

13. **Private Employment**. A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

14. **Future Employment**. A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

15. **Educational Management Organization**. In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.

16. **Organizational Limit on Board Seats**. Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.

17. **Undue Influence**. Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

18. **Financial Disclosure**. Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.

19. **Gifts**. No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of

$75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth $75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.

20. **Political Contributions**. The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.

21. **Related Party Transactions**. The School has not had, nor does it anticipate having, any Related Party Transactions that have occurred or may occur as a result of a less than arm's length relationship with a Related Party. The School has established requirements and procedures in its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.

22. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

DRAFT
Engineering & Technology Academy
of Distinction Charter School

CONFLICT OF INTEREST POLICY

ARTICLE I
Purpose

The purpose of this Conflict-of-Interest Policy (the "**Policy**") is to protect the interests of Engineering & Technology Academy of Distinction Charter School ("**ET²ECH**" or the "**Corporation**") when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person, or employee of the Corporation, the Board of Trustees of the Corporation (the "**Board**") shall determine whether the transaction or arrangement is prohibited under this Policy.

ARTICLE II
Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

i. **Affiliate**. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

ii. **Conflict of Interest**. A Conflict of Interest exists if an outside interest or activity, including a Financial Interest, influences or appears to influence the ability of an individual to exercise objectivity or impair the individual's ability to perform his or her responsibility in the best interests of the Corporation.

iii. **Financial Interest**.

(A) A person has a Financial Interest if the person has, directly or indirectly, through business, investment, or a Relative:

(1) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
(2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
(3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

(B) Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(C) A Financial Interest is not necessarily a Conflict of Interest. A person who

has a Financial Interest may have a Conflict of Interest only if the board of directors or the appropriate committee decides that a Conflict of Interest exists.

iv. **Independent Trustee**. A Trustee shall be considered "independent" for the purposes of this policy if :

a. The Trustee is not and has not been an employee of the Corporation, a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
b. Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
c. Has not received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
d. Does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
e. Does not have a substantial Financial Interest in and has not been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21)(iii), over the last three fiscal years (payment does not include charitable contributions);
f. Is not a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
g. Does not have a relative who is a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years.
h. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
i. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;

v. **Key Person**. A person, other than a director or officer, whether or not employed by the Corporation, who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of directors and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

vi. **Officer**. A person who has the authority to bind the Corporation as designated in the By- Laws of the Corporation.

vii. **Related Party**. Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:

a. Trustees, Officers, or Key Persons of the Corporation or any Affiliate of the Corporation;

b. Relatives of any individual described in subparagraph (a) of this subsection;

c. Any entity in which a person in subparagraph (a) or (b) of this subsection has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%; and

d. Founders of the Corporation.

viii. **Related Party Transaction**. Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Corporation or any Affiliate of the Corporation is a participant, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's financial interest in the transaction is de minimis; (ii) the transaction would not customarily be reviewed by the Board or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms; or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission which benefit is available to all similarly situated members of the same class on the same terms.

ix. **Relative**. A spouse or domestic partner, ancestors, brothers, and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, nephews and nieces; or spouses or domestic partners of brothers, sisters, children, grandchildren, and great- grandchildren, nephews and nieces.

x. **Trustee**. Any voting or non-voting member of the governing board of the Corporation.

ARTICLE III
RESTRICTIONS

Section 1. Pecuniary or Material Benefit. Trustees, Officers and employees of the Corporation, subject to certain limited exceptions listed in General Municipal Law §802, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with ET^{2}ECH, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with ET^{2}ECH), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Treasurer. The Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School.

Section 3. Related Party Transactions. Trustees, Officers and Key Persons of the Corporation are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the Corporation at the time of such determination.

With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available, approve the transaction by not less than a majority vote of those present at the meeting, and contemporaneously document in writing the basis for the approval and the consideration of any alternative transactions.

Section 4. Gifts. No Trustee, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars ($75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board of Directors.

Section 4. Employees of ET^{2}ECH may not serve on the Board.

ARTICLE IV
DISCLOSURE

Section 1. Initial and Annual Disclosure. Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees shall disclose in writing to the Board Secretary:

a) Any entity of which the Trustee is an officer, director, trustee, member, owner or employee;

b) Any entity of which a Relative of the Trustee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;

c) Any Financial Interest the Trustee may have in any corporation, organization, partnership, or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and

d) Any position or other material relationship such Trustee may have with any not-for-profit corporation, or any position or other material relationship held by a Relative of such Trustee, with which the Corporation has a business relationship.

e) Each Trustee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy. The Secretary shall provide a copy of all completed statements to the Chair of the Board.

Section 2. Continuing Duty to Disclose. Any person with a potential or actual Conflict of Interest must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be set forth in the minutes of the Board. All such potential or actual conflicts of interest shall be reviewed by the Board.

Section 3. Recusal of Self. Any director shall recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists, provided that when any such director becomes aware of the aware of a confirmation of a Conflict of Interest or Related Party Transaction such director must disclose the existence thereof pursuant to Section 2 above. .

Section 4. Approval and Influence. If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that a Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. Any person with a potential or actual conflict of interest defined in Article 1 shall not directly or indirectly attempt to influence improperly the deliberation or voting on the transaction or arrangement giving rise to the conflict.

Section 5. Presence. No Trustee, Officer, Key Person, or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with ET^{2}ECH. Notwithstanding the foregoing nothing in this Policy shall prohibit the Board or a committee from requesting that the person with the conflict-of-interest present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting relating thereto.

ARTICLE V
COMMITTEE REVIEW

The Board may delegate to the Audit Committee, or any Board committee comprised solely of Independent Trustees (each a "Committee") the implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article VI
RECORDS OF PROCEEDINGS

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

i. The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board's decision as to whether a conflict of interest exists.

ii. The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer, Key Person or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article VII
MISCELLANEOUS

Section 1. Any contract willfully entered into by or with the Corporation which is prohibited by this Conflict-of-Interest Policy shall be null, void and wholly unenforceable.

Section 2. In no instance shall a trustee, officer or employee of a for-profit educational management organization having a business relationship with ET^{2}ECH serve as a voting member of the Board for the duration of such business relationship.

Section 3. Trustees, officers, or employees of any single external organization shall hold no more than 40% of the total seats comprising the Board.

Section 4. Trustees, Officers, Key Persons, and employees shall always avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, such Trustee, Officer, Key Person, or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, Key Person or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers, Key Persons, and employees shall make all appropriate disclosures whenever a grievance or conflict of interest is lodged against them.

Section 6. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict-of-Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Section 7. No Trustee, Officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests.

Section 8. Trustees, Officers and employees may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.

Appendix
Conflict of Interest Disclosure Statement

The undersigned, being a Trustee, Officer or Key Employee of the Corporation, hereby acknowledges and confirms the following:

(1) I have received, read and understand the Corporation's Conflict of Interest Policy in effect as of the date written below, and I agree to comply with the Conflict-of-Interest Policy.

(2) I understand that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

(3) Personal Interests & Relationships. I am an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or an employee of the following entities with which the Corporation has a relationship: *[If none, please write "None." If such interests exist, please specify the capacity in which you hold such an interest (for example, employee, director, or owner). If an owner, please specify your percentage ownership).]*

(4) Interests & Relationships of Relatives. A Relative (spouse or domestic partner, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren; great-grandchildren, and spouses of brothers, sisters, children, grandchildren and great-grandchildren) of mine is an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or an employee of the following entities with which the Corporation has a relationship: *[If none, please write "None." If such interests exist, please specify the Relative (for example, sibling or spouse) and the Relative's position (for example, employee, director, or owner). If an owner, please specify the percentage ownership).]*

(5) Transactions. The Corporation is a participant in the following transactions in which I or my Relative may have a Financial Interest that may give rise to a Conflict of Interest or Related Party Transaction, as defined in the Conflict-of-Interest Policy. *[If none, please write "None." If such transaction(s) exists, please specify the transaction and the potential financial interest involved and whether you or a Relative has such an interest for any such transaction(s). Please specify the Relative and their position, if applicable.]*

I certify that the above statements are true and correct to the best of my knowledge.

Name: _____
Position: _____
Signature: _____
Date: _____

R-14g – Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

Engineering & Technology Academy of Distinction Charter School

Complaint Policy and Procedures

Engineering & Technology Academy of Distinction Charter School prides itself on being open to the concerns and suggestions of the school community to ensure the success of the school. Anyone wishing to formally complain about a school-related matter, other than alleging a violation of the provisions of Article 56 of the education law, must direct their complaint in writing to the principal, who will respond within ten (10) business days.

Reporting a Concern

Academic Concern/Complaint Process:

1. Request a meeting with your child's teacher to discuss the concern.
2. Once you have met with the teacher, if the situation has not been resolved, request a meeting with the academic team to discuss the concern.
3. After meeting with the academic team, if you still have a concern, request a meeting with the principal, or complete a Complaint Form that will be forwarded to the principal for review and follow up. Complaint forms can be requested at the Reception Desk in the school's main lobby, or from the parent coordinator.
4. The principal will review the complaint/concern and contact the parents within (10) business days. Serious concerns are prioritized and responded to immediately. The parent will be required to attend a meeting at the school to discuss the concern/complaint.
5. If the concern has not been adequately addressed by the school's administration after a meeting at the school, the concern/complaint is then submitted to the School's Board. The parent is to contact the school's **Head of School** in order to submit a written complaint to the Board of Trustees.

For Non-Academic Concerns:

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school.

The process requires that any and all complaints be brought first to the School Administration. All complaints must be submitted in writing to the principal's office.

If the concern has not been adequately addressed by the school's administration after a meeting at the school, the concern/complaint is then submitted to the School's Board. If, after making your complaint to the School's Board of Trustees, you believe that the Board of Trustees has not adequately addressed your complaint, or if, after a reasonable period of time, the Board of Trustees or its designee does not respond to your complaint in writing – or does not respond within the time that the School provides in its formal complaint – you then have the right to bring your complaint to the entity that authorized the charter school (the "Charter Entity" or "Authorizer"), which in this case is State University of New York Board of Trustees ("SUNY Trustees").

Bringing a Complaint to the State University of New York Board of Trustees

SUNY Charter Schools Institute acts on behalf of, and exercises authority for, the SUNY Trustees with respect to complaints regarding SUNY authorized education corporations/charter schools. to act on behalf of, and exercises authority for, the SUNY Trustees with respect to complaints regarding SUNY authorized education corporations/charter schools. Pursuant to the Act, if a complainant who properly appealed an education corporation's formal complaint decision to the Institute is unhappy with the Institute's final decision on the matter, the complainant may appeal to the New York State Education Department (which handles complaints for the New York State Board of Regents ("Board of Regents"). Contact information for the Board of Regents is available at: http://www.newyorkcharters.org/contact/. Both the Institute and the Board of Regents can issue school remedial orders to remedy complaints.

All complaints brought to the Board of Regents/Commissioner concerning charter schools must be submitted in writing to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: charterschools@nysed.gov The subject line of the email should read:

Complaint: [Name of School].

The contents of the letter/email should include:

- A detailed statement of the complaint, including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's Board of Trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School, and you and the Charter Entity, if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

R-14h – Board Member Resumes

Submit updated resumes for all board members that include each board member's professional experience and educational background. Please do not submit full-form curriculum vitae that include extensive information about publications, conference presentations, etc.

MUNIRAH A. ALI

[redacted]

"High-performing collaborative leader committed to student success, demonstrating a passion for helping others succeed professionally."

PROFESSIONAL SUMMARY

CAREER & ACADEMIC ADVISEMENT | Resourceful professional with an all-inclusive advisement approach skilled at providing encouragement and advice to students about their career and academic aspirations. Provide recommendations to help students reach their desired career goals through identifying individuals' interests, values, preferences, strengths, and goals. Skilled in working with diverse populations demonstrating an understanding and working knowledge of Arabic, French, Wolof, and Spanish.

LEADERSHIP & ADMINISTRATION | Accomplished educator with proven leadership in streamlining processes, promoting learning, and building cohesiveness through innovative programming, strategic planning, staff supervision, and data-analysis.

RELATIONSHIP BUILDING | Results-oriented professional who will perform outreach strategies and business development functions to source new partners. Skilled in building and maintaining internal/external relationships with colleagues, students, businesses, non-profits, and community stakeholders, whose partnerships have provided mutual benefit.

TECHNICAL SKILLS | Microsoft Suite- Word, Excel, PowerPoint, Publisher, SharePoint, Teams ■ ADOBE Photoshop ■ Customer Relationship Management (CRM) ■ Prezi ■ Social Media ■ Instructional Platforms ■ Video Conferencing -Zoom, WebEx

RELATED PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

EDUCATION

DOCTORATE IN EDUCATIONAL LEADERSHIP: D'Youville College PRESENT

- Recipient of the Saints 4 Action Scholarship (2022-2023), Doctoral Center for Educational Leadership Graduate Assistant

MASTER OF ARTS IN ADULT EDUCATION: State University of New York (SUNY) Buffalo State AUG 2020

- Recipient of the Educational Opportunity Program (EOP) Scholarship Award (2019-2020), SUNY Graduate Diversity Fellowship (2019-2020), and the President's Certificate of Recognition for Community Engagement (May 2020)

BACHELOR OF ARTS IN ENGLISH LITERATURE: SUNY Buffalo State, *Dean's List*

- Recipient of the Dr. Joan Rosso Award (2018) and the EOP Honors Distinction Award (2018) DEC 2018

ASSOCIATE OF ARTS OF CULINARY ARTS, The Art Institute of Atlanta, *Dean's List* MARCH 2009

VOLUNTEER, LEADERSHIP & PROFESSIONAL MEMBERSHIP EXPERIENCE

[redacted]

ADDITIONAL WORK EXPERIENCE

[redacted]

Mike Broderick

[redacted]

Objective

Seasoned administrator seeking to fill a senior to mid-management role.

Qualifications

Seasoned administrator offering expertise in the development and implementation of educational programs designed to meet a broad cross-section of learning needs. I have relevant experience in administration, admissions, instruction, project development and behavioral management along with strategic planning. I have over a decade's experience in, and excel at, hiring the right people and building effective teams.

Professional Experience

[redacted]

[redacted]

Ph.D Educational Leadership Vanderbilt University — Sept 2018- 2023 (projected)

Masters Of Educational Administration Canisius College — 2008

Masters Of Science, School Counseling Canisius College — 2003

Bachelors Of Arts, History Tufts University — 1998

Activities

- United States Marine Corps 1998-2002
- US Army Reserves 2003-2008
- Member of Harvard Principals Center
- Member of Independent Educational Consultants Association (IECA)
- NCAA Baseball & Ice H c(Tkuef tys University)
- Still enjoy playing summer baseball.
- Avid outdoorsman.
- Varsity Hockey Coach, Canisius HS 2010-2012

MOLLY GALLAGHER

[redacted]

EDUCATION

NIAGARA UNIVERSITY, Niagara University, New York *Master of Science in Elementary Education, Literacy Instruction* — May 2010

NIAGARA UNIVERSITY, Niagara University, New York *Bachelor of the Arts in Special and Childhood Education* — January 2008

CERTIFICATIONS

New York State Initial Teacher Certification in Literacy Instruction — June 2012

TEACHING EXPERIENCE

[redacted]

[redacted]

ACTIVITIES AND HONORS

[redacted]

L/H Lisa Hicks

COMMERCIAL REAL ESTATE PROFESSIONAL

EXPERIENCE

[redacted]

Lisa Hicks

COMMERCIAL REAL ESTATE PROFESSIONAL

EDUCATION

SUNY, University at Buffalo
Master of Science, Real Estate Development
2015 to 2017

George Brown College, Toronto, CA
Institute of Law Clerks of Ontario Law Clerk/Paralegal Designation
2009-2011

McMaster University, Hamilton, Ontario
BA, Political Science
1999-2003

VOLUNTARISM & CIVIC ENGAGEMENT

Broadway Market Management Inc.
Board Member and Chair of Development & Construction Committee
June 2022 to present

The Exchange at Beverly Gray
Board Member and Finance Committee Member
June 2021 to present

MSRED Program Mentor
Masters' Student Mentor
October 2019 to present

Course Instructor
Community-Based Real Estate Development Training (Sales & Leasing)
July 2020

Fillmore Forward
Design Committee Member and Economic Restructuring Committee Member
January 2016 to September 2020

SUNY UB Real Estate Development Student Association
President
September 2015 to May 2017

Planned Parenthood of Toronto
September 2010 to September 2013
Board Member & Chair of Community Engagement Committee, BHO Accreditation, Policy & By-law Committees

Unison Health and Community Services
Board Member & Finance and Accreditation Committee
August 2008 to September 2010

AWARDS & MEMBERSHIPS

- Finalist Colvin Real Estate Case Study Competition http://ap.buffalo.edu/news/2016/ColvinCase.html
- Member, Urban Land Institute - ULI, Member Women's Leadership Initiative - WLI

OCCUPATIONAL TALENTS

- Thorough knowledge of federal, state, local laws, and policies governing economic development
- Establishes and maintains professional relationships (federal, state, local agencies, and private companies)
- Substantial comprehension of all aspects of commercial real estate transactions including acquisition, disposition, special partnerships, contract negotiation, CRE financing, loan underwriting, construction management, architectural design, property management, sales & leasing

design, property management, sales & leasing

JONATHON LING, ESQ.

[redacted]

BAR ADMISSION

New York, 2021

EDUCATION

SUNY Buffalo Law School - Juris Doctor Degree — May 2016

- Finance and Law Concentration, Community Economic Development and Affordable Housing Clinic, Corporate and Partnership Tax, Finance and Law Society President, Treasurer of Black Law Students Association

Hunter College, City University of New York - BA in Political Science [redacted]

PROFESSIONAL EXPERIENCE

[redacted]

VOLUNTEER EXPERIENCE/MEMBERSHIPS & AFFILIATIONS

[redacted]

Dawoud Sabu Adeyola,

[redacted]

Education

Environmental Design (Cum Laude)	**(B.A.)**	1976
Music Performance	(Minor)	
University at Buffalo		
Educational Administration	**(M.Ed.)**	1986

Professional History

[redacted]

[redacted]

[redacted]

Military

United States Air Force 1964-1968 (Active duty) 1968-1970 (Reserve)

Memberships & Associations

Addeynu Allahe-Universal Arabic Association (Executive Board member)

American Federation of Musicians Local 92

Colored Musicians Club of Buffalo (Board member)

Majlis Shura for Muslim Chaplains in New York State

National Association for the Advancement of Colored People

Public Employees Federation

United University Professions

Awards

Music Appreciation Award

Langston Hughes Center for the Arts Outstanding Educator 1991

Family Resource Center 2008

Support Service Award 2007

New York State Department of Health Faith Initiative

Dr. Martin Luther King Community Activist Award 2013

New Hope Baptist Church Education Committee

Legends Service Award

Buffalo Association of Black Social Workers 2016

Commissioners Special Recognition 2018

JAVIER MEJIA

Grants & Contracts Analyst

[redacted]

PROFILE

My ultimate goal is having a career in management. Also having a role as a Grants and contracts analyst has been a great step in the right direction. A role that would allow me to utmze skills I have acquired, while allowing me to pursue learning new skills. I am seeking new frontiers as a creative leader while constantly finding new ways to solve problems for our future.

EDUCATION

MASTER'S CANDIDATE
Applied Economics
SUNY Buffalo State, NY

BACHELOR'S DEGREE
Economics & Finance
SUNY Buffalo State, NY
Graduated

PROFESSIONAL DEVELOPMENT

Creative Problem Solving Institute
C.E.F.
Buffalo, NY
January 2020

LANGUAGES

ENGLISH | Proficient
SPANISH I Basic

VOLUNTEER EXPERIENCE

SUNY Buffalo State

Creative Education Foundation,
2020- 2022
AMERICORPS
2020-900 Service Hours
Seneca Babcock Community Center
September 2020-December 2020
Tutored in a virtual lab for students
k-Bth grade. During COVID-19

[redacted]

KEVIN J. MILLER, Ed.D.

[redacted]

ACADEMICS

Ed.D.	WEST VIRGINIA UNIVERSITY, Morgantown, WV Major: Special Education Dissertation: *Performance of College Students in an Introduction to Special Education Course with Collaborative versus Traditional Method of Instruction* Minor: Educational Psychology Awarded fellowship to complete doctoral studies
M. Ed.	STATE UNIVERSITY COLLEGE OF NEW YORK AT BUFFALO Major: Special Education Course of studies led to NY State K-12 Certification and included advanced training in secondary and transition programming for students with disabilities Master's Project: *An Evaluative Study of Special Education Student Performance in Secondary Resource Room and Consulting Teacher Mainstreaming Programs*
B.A.	ST. EDWARD'S UNIVERSITY, Austin, TX Major: Psychology

Recipient of **2018 ACRES Eagle Award** for lifetime service to the field of rural special education. Award presented by the American Council on Rural Special Education (ACRES).

Leadership Professional Development

Academic Leadership Institute (ALI) – ALI is an inter-institutional collaboration offered through the Western New York (WNY) Consortium of Higher Education. ALI is a program with training and management development foci, designed to educate individuals holding positions such as: department chairs, associate deans, deans, directors, associate vice presidents and a variety of administrative additional staff members from regional campuses to better understand how to manage educational institutions from a variety of levels and perspectives (2013-14).

Achieving Success through Leadership Program (ASTL) - The ASTL program, offered through SUNY-Buffalo State, is a semester-long, individualized program of self-awareness and personal growth designed to enhance individual leadership potential. The program included 360 assessment process, leadership style assessment, feedback, workshops, coaching, leadership development plans, and cohort meetings (Spring 2012).

29th Academic Chairpersons Conference (2012)

AACTE Leadership Academy for new chairs and new deans (2009)

PROFESSIONAL EXPERIENCES

[redacted]

[redacted]

[redacted]

[redacted]

Response 14h-22

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. ***Responsible Tasks***

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

    All suspected conflicts or self-dealing should be brought to the Board Chair for review and evaluation according to Engineering & Technology Academy of Distinction's Code of Ethics/Conflict of Interest Policy. The Board Chair would investigate the presented information, and if a conflict or self-dealing is found, the issue will go before the full board for review and vote for that trustee's removal - if necessary.

Other

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

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

Certification

I, Munirah Ali, 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 Engineering & Technology Academy of Distinction Charter School is true and correct in every respect.

Signature

03-23-2023
Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

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

   Engineering & Technology Academy of Distinction Charter School

2. Full name: Munirah Ali

3. A brief educational and employment history (or 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   The ETECH Foundation, Inc.

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☑ Yes.

Details:

18. 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.

    All suspected conflicts or self-dealing should be brought to the Board Chair for review and evaluation according to Engineering & Technology Academy of Distinction's Code of Ethics/Conflict of Interest Policy. The Board Chair would investigate the presented information, and if a conflict is found, the issue will go before the full board for a vote.

Other

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

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

Certification

I, Dawud S. Adeyola, 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 Engineering & Technology Academy of Distinction Charter School is true and correct in every respect.

Digitally signed by Dawud S. Adeyola
Date: 2023.03.28 10:22:14 -04'00'

Signature

Date

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

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

   Engineering & Technology Academy of Distinction Charter School

2. Full name: Dawud S. Adeyola

3. A brief educational and employment history (or 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

☐ Yes.

Details:

18. 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.

All suspected conflicts or self-dealing should be brought to the Board Chair for review and evaluation according to Engineering & Technology Academy of Distinction's Code of Ethics/Conflict of Interest Policy. The Board Chair would investigate the presented information, and if a conflict or self-dealing is found, the issue will go before the full board for review and vote for that trustee's removal - if necessary.

Other

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

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

Certification

I, Jonathon Ling, 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 Engineering & Technology Academy of Distinction Charter School is true and correct in every respect.

Signature

3/27/23
Date

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Engineering & Technology Academy of Distinction Charter School
2. Full name: Jonathon Ling

3. A brief educational and employment history (or 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   (i) Broadway Fillmore Neighborhood Housing Services; (ii) Create A Healthy Niagara Falls Coalition

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

☐ Yes.

Details:

18. 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.

All suspected conflicts or self-dealing should be brought to the Board Chair for review and evaluation according to Engineering & Technology Academy of Distinction's Code of Ethics/ Conflict of Interest Policy. The Board Chair would investigate the presented information and if a conflict or self-dealing is found, the issue will go before the full board for review and vote for that trustee's removal- if necessary.

Other

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

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

Certification

I, Molly Gallagher, 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 Engineering & Technology Academy of Distinction Charter School is true and correct in every respect.

Signature

03/24/23
Date

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

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

   Engineering & Technology Academy of Distinction Charter School

2. Full name: Molly Gallagher

[redacted]

3. A brief educational and employment history (or 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   ETECH Foundation, Inc.

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

    All suspected conflicts or self-dealing should be brought to the Board Chair for review and evaluation according to Engineering & Technology Academy of Distinction's Code of Ethics/Conflict of Interest Policy. The Board Chair would investigate the presented information, and if a conflict or self-dealing is found, the issue will go before the full board for review and vote for that trustee's removal - if necessary.

Other

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

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

Certification

I, Javier Mejia Jr., 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 Engineering & Technology Academy of Distinction Charter School is true and correct in every respect.

Javier Mejia Jr.
Signature

03-23-2023
Date

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

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

   Engineering & Technology Academy of Distinction Charter School

2. Full name: Javier Mejia Jr.

[redacted]

3. A brief educational and employment history (or 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   The ETECH Foundation, Inc.

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.

Details:

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.

Details:

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

    All suspected conflicts or self-dealing will be brought to the Board Chair for review and evaluation according to Engineering & Technology Academy of Distinction's Code of Ethics/Conflict of Interest Policy. The Board Chair would investigate the presented information, and if a conflict or self-dealing is found, the issue will go before the full board for review and vote for that trustee's removal - if necessary.

Other

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

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

Certification

I, Kevin J. Miller, 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 Engineering & Technology Academy of Distinction Charter School is true and correct in every respect.

Kevin J. Miller Digitally signed by Kevin J. Miller Date: 2023.03.23 10:26:07 -04'00'

Signature Date

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

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

   Engineering & Technology Academy of Distinction Charter School

2. Full name: Kevin J. Miller

[redacted]

3. A brief educational and employment history (or 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   The ETECH Foundation, Inc.

☐ Yes.

Details:

18. 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 research to make sure my belief was correct. Then approach the president of the board. If, at that point, I received no support I contact SUNY as our accreditor.

Other

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

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

Certification

I, Michael J. Broderick, 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 Engineering and Technology Academy of Distinction Charter School is true and correct in every respect.

Signature

3/23/23
Date

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

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trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Engineering and Technology Academy of Distinction Charter School
2. Full name: Michael J. Broderick

[redacted]

3. A brief educational and employment history (or 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. **REQUEST FOR INFORMATION**

A. ***Applicable Charter Agreement Provisions***

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members.*

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. ***Applicable Laws and Regulations***

None.

C. ***Discussion***

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

R-15ab – District Relations

a. Relationship Strategies

Conclusive research indicates that when barriers to education are reduced, children thrive. A perceivable barrier to the students in our target neighborhoods is access to the appropriate educational supports.

Due to our deep commitment to serving students with disabilities together with Buffalo Public Schools ("BPS"), ET²ECH will provide services under the Individuals with Disabilities Education Act (IDEA) and New York Education Law § 2853(4), ensuring **every** child receives a free and appropriate education, in the least restrictive environment.

b. School Partnerships

Traditional Public Schools (TPS) located in ET²ECH's target neighborhoods, as indicated in Figure 15b.01, trail the progress of the rest of New York. Cumulatively, these schools have over 500 students as being identified with a disability. By partnering with schools in these target neighborhoods and being a option for those high need students may cause the proficiency rates of those schools to increase. As indicated in Response 01, across the State of New York student with disabilities perform better academically in charter schools.

Figure 15b.01: Existing School Options in Target Neighborhoods[1]

Type – School Name	Grade Range	English Proficiency	Math Proficiency	Science Proficiency	Graduation Rates
TPS – PS 031 Harriet Ross Tubman School	PK-8	8%	11%	27%	N/A
TPS – PS 053 Community School	PK-8	13%	8%	42%	N/A
TPS – PS 059 Dr. Charles R. Drew Science Magnet	3-8	15%	12%	50%	N/A
TPS – PS 074 Hamlin Park Claude & Ouida Clapp Academy	PK-8	21%	19%	48%	N/A
TPS – East Community High School	9-12	70%	51%	25%[2]	11%

[1] Retrieved from: https://data.nysed.gov/ [2019] New York State Assessment Data; Grades 3-8 ELA & Math Assessments; Grades 4&8 Science Assessment

[2] Aggregate NYSED Data compiled from all assessments categorized as a Science.

R-16ac – Facilities

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term 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 including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") will be a premiere educational institution that **supports**, **engages**, and **prepares** students for careers in engineering and technology. In order to do so, students will be afforded the opportunity to interface with the latest technology in a state-of-the-art educational facility. To accommodate such an endeavor there have been various factors considered when researching the best facility for our students These factors include but are not limited to spaces such as a state-of-the-art computer lab, state of the art science lab, and gymnasium. The desired facility will require the ability to fit multiple classrooms, nursing and administrative offices. Figure 16a.01 depicts projected enrollment, anticipated general education cohorts versus special education cohorts, and spaced needed. All details are based on an approximate 20 square feet per student measure in each classroom.[1]

Figure 16a.01: Projected Enrollment and Estimated Space Needs

Academic Year	Grades	Projected Enrollment	General Education Cohort: Special Education Cohort	Space Needed
2025-26	6,9	120	6:1	7,577 sq ft
2026-27	6,7,9,10	240	12:1	15,154 sq ft
2027-28	6-11	360	18:2	22,731 sq ft
2028-29	6-12	420	21:2	25,525 sq ft

Through a partnership with Charter School Capital[2] we look forward to having the start-up capital needed to secure a location within a reasonable timeframe. Through this partnership access to better lease terms and lower lease payments are possible.

[1] Manual of Planning Standards (1998). *The University of the State of New York The State Education Department*

[2] See Response 16d – Facility Documents

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 (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation; • If another organization is assisting the applicants in obtaining facilities, provide information about the organization; • 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, and 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 the organization.

Primary Plan and Location. The architect we have been working with utilized the SED Manual to construct the floor plan depicted in R-16d of this proposal. Pertinent information from those correspondences have been copied below as a frame of reference regarding regulations for school build out compliance standards. It is and will not be necessary for us to have all the space reflected in the attached floor plan. However, we are still in the throws of negotiating the costs associated with occupying the space.

The correspondences were as follows (Dated June 24th, 2022 @ 5:18pm):

Muni,

I've attached the concept floor plan Peg generated from our recent meeting, which was prepared in accordance with Building Code and NY State requirements for educational facilities in the grades you outlined. Peg had the following Notes and Questions:

Please note the following:

- *Automatic Sprinkler system will be required throughout – only half the building is currently sprinklered and other half is not*
- *Existing interior walls and doors were reused as much as possible in the Administrative Area*

- *Balance of space shows primarily new walls and doors due to SED requirements, 8'-0" corridor width requirement and ADA requirements*
- *Plan includes recapturing the existing loading dock area for educational space – existing overhead doors would need to be infilled and major renovation would need to be done to accomplish this*
- *Plan includes Administrative Suite with new dedicated Staff restrooms and new Mail/Copy room*
- *Plan includes Health Suite with Nurses Office and Separate Wellness/Sick Room*
- *Plan includes Unisex restroom accessible from the Lobby – recommend baby changing station*
- *Existing multi–user Restrooms were not ADA compliant and had to be reconfigured*
- *Existing corridor stair/ramp areas are shown with new 8'-0" wide ramps (to match corridor width) for ease of traffic flow*
- *Twenty-one (21) classrooms were requested. Plan shows ten (10) classrooms @ 380 square feet each, which allows for a maximum of 19 occupants per classroom per NYS Building Code. SED requires recitation rooms or interchangeable classrooms to be 770 square feet each. Plan could accommodate five (5) 770 sq ft classrooms in lieu of the ten (10) 380 sq ft classrooms. Please note that Classrooms less than 500 square feet require two separate means of egress, each into a separate smoke zone. Primary exit can be a door into a corridor and second exit may be a door to exterior or a rescue window.*
- *The following spaces could not fit onto the floorplan:*
    - *Classrooms (quantity depends on minimum required size)*
    - *Two (2) Music Rooms and dedicated Storage*
    - *Two (2) Tech Classrooms. Is dedicated Storage required?*
    - *One (1) Resource Room*

Questions:

- *Will student-use lockers be required? If required, should lockers be in a room? Please note that lockers located in a corridor will increase the required width of the corridor*
- *Can you please verify minimum required classroom sizes?*
- *Can you please verify minimum Lab Room sizes?*
- *Gymnasium:*
    - *Can you please verify minimum required Gym size & height?*

- *If High School Basketball court is needed – minimum 84' long x 50' wide is required with top of backboard @ 13' above floor*
- *If High School Volleyball court is needed – minimum 30'wide x 60' long x 23' high is required*

  - *Please note that the higher +/- 21'-8" ceiling only exists in a limited portion of the proposed gym area. The balance of ceiling height is lower (Exact height TBD) and likely cannot be increased.*

- *Can you please verify required Kitchen size, equipment & appliances?*
- *Can you please verify Kitchen Storage requirements & size?*
  - *Is a walk-in cooler and/or freezer required?*
- *Please provide metal detector requirements, quantity and proposed locations.*
- *Is an Art Room required? If so, is a dedicated Storage Room also required?*

Recommendations:

- *Review the proposed plan with SED Office of Facilities & Planning*
- *Review the proposed plan with the City of Buffalo*
- *Additional field verification will be required*
- *Detailed NYS Building Code, ADA Code and SED Code reviews will be required*
- *Required Plumbing Fixture counts may change based on final approved layout*

Following receipt of the plan, we met with Ellicott Development Company's construction project estimator. In essence, the attached plan requires a virtual complete removal of the existing improvements, conversion of the existing loading dock area into office area and new construction of the vast majority of the walls, plumbing, electrical, mechanical and ceiling system shown on the plan. With this in mind, he estimates that the cost to deliver the first floor of 110 Broadway to you as shown on the plan would be approximately $85.00 per square foot, which when multiplied by the 25,939 square feet, would equate to $2,204,815.00.

As mentioned previously, the Base Rent rate at the building is $22.00 per square foot per year, anticipating that the space would be taken in substantially as-is condition. Monthly Base Rent for the entire first floor, including the recaptured dock area, would equate to $47,555.00. Because Mr. Paladino has a sincere interest in assisting you in getting this School established, Landlord would provide you with a tenant improvement allowance of

$30.00 per square foot, equating to $778,170.00. This would leave a balance of $1,426,645.00 for the School to fund for tenant improvements. As you raise funds, you will want to keep this in mind.

Should you have questions or if you would like to meet to go through the above or modified scope, feel free to let me know when you would be available. I look forward to speaking with you soon.

Contingency Plan and Location. In the event we are unable to reach an appropriate arrangement for the proposed primary location, we will endeavor to secure a location within the same area for ease of access to transportation options for our students.[3] We have been working with another developer who has provided a proposal for a smaller space that would require ET^{2}ECH to move after our first charter renewal. Upon moving it would be the goal to purchase a facility to call our home on a more permanent basis. The following is a proposal from a different developer regarding another location.

[3] See Response 19 - Transportation

Proposed Lease Terms and Conditions – Modified-Gross – As-Is

Client	Engineering & Technology Academy of Distinction Charter School	**Date**	9/27/2022
Proposed Location	77 Broadway, Suite 112 Buffalo, NY 14203	**File**	9085
Rentable Floor Area	9,277 Square Feet		

- **PARTIES**

[redacted]

- **LEASED PREMISES**

  Approximately 9,277 RSF of educational space located at 77 Broadway, Buffalo, New York. This represents 14.6% of the entire building.

- **INITIAL LEASE TERM**

  A Seven (7) Year Term

- **FINANCIAL TERMS**
  - **Base Rent**

Period (Years)	Annual Rent	Monthly Rent	Annual Rate PSF
1-2	$15.25	$11,790	$141,480
3-4	$15.54	$12,014	$144,168
5-6	$15.83	$12,238	$146,856
7	$16.12	$12,463	$149,556

- **Additional Rent**
  After the Base Year, the Tenant shall pay its pro-rated share of the cost necessary to operate the building in excess of the Base Year Allowance.

  - **Base Year**
    The Base Year is considered the first (12) twelve full months of the Tenant's occupancy of the demised premises.
  - **Base Year Allowance**
    The Base Year Allowance is considered the cost to operate the building during the first twelve (12) months of Tenant's occupancy.

    The calculation of all operating expenses shall be in accordance with Generally Accepted Accounting Principles (GAAP).

- **After Hours Use**
  Standard hours of the building will be 8:00 A.M. to 6:00 P.M. weekdays and 8:30 A.M. to 1:00 P.M. Saturdays.

TENANT IMPROVEMENTS

Landlord to deliver the space as-is.

STRUCTURAL MAINTENANCE

Landlord shall perform and be financially responsible for the maintenance of all structural elements of the building including the roof structure, exterior walls, and concrete floor slabs.

BUILDING SERVICES

- **Interior**
  Landlord will provide routine maintenance and repair to the interior of the demised premises.
- **Exterior**
  Landlord will provide exterior services which shall include lawn and landscape maintenance, drive and parking lot maintenance, snow plowing and snow shoveling during normal business hours. Landlord shall also provide routine maintenance and repair to the exterior of the building and building site.
- **Mechanical - Electrical**
  Landlord will provide services necessary for the maintenance of electrical and mechanical systems installed in the building by the Landlord including elevators, plumbing, heating, air-conditioning, and electrical systems.
- **Other Contract Services**

Landlord will provide all necessary routine services to maintain the building in a manner consistent with standards of other first class buildings in Western New York. Services such as window washing (semi-annually), trash container removal, and other ad hoc building services will be provided to maintain a first class office environment.

- **Landlord Reimbursement**
  During the Base Year, the Landlord will be financially responsible for the building services as described above. This amount is considered the Base Year Allowance. Any increase in the cost of building services in excess of the Base Year Allowance will be charged to the Tenant as Additional Rent.

JANITORIAL SERVICES

Tenant will be responsible for all janitorial and cleaning services in a manner consistent with similar buildings in Western New York.

PROPERTY MANAGEMENT SERVICES

Landlord shall provide Property Management Services necessary to manage, operate and maintain the Complex, Building and Leased Premises. These services include but are not limited to contractor and vendor management, handling of maintenance contract procurement, real estate tax management, lease administration, preventative maintenance and emergency services. The Tenant shall be charged a Property Management Service Fee of 3.5% of the Base Rent due from Tenant for the Leased Premises.

PROPERTY TAXES

Landlord shall be responsible for the payment of property taxes during the Base Year. This amount shall be considered the Base Year Allowance for real estate taxes and is included in the base rent. Any increase in the cost of property taxes in excess of the Base Year Allowance will be charged to the Tenant as Additional Rent.

PROPERTY INSURANCE

Landlord shall secure and be responsible for payment of Commercial, General Liability and Special Perils property insurance during the Base Year. This amount shall be considered the Base Year Allowance for building insurance and is included in the base rent. Any increase in the cost of building insurance in excess of the Base Year Allowance will be charged to the Tenant as Additional Rent.

- **UTILITIES**

  Landlord shall be responsible for payment of utilities including natural gas, electricity, and water during the Base Year of the lease. This amount shall be considered the Base Year Allowance for utilities. Any increase in the cost of utilities in excess of the Base Year Allowance after the Base Year will be charged to the Tenant as Additional Rent.

- **PARKING**

  Tenant to be provided with two (2) parking spots on site at 77 Broadway and one (1) parking spot at 55 William Street parking garage as part of the lease. Tenant may enter into contract with Landlord for additional spots in 55 William Street parking ramp at a rate of $110/month plus tax.

- **FINANCIAL ASSURANCE**

  - **Disclosure**
    Prior to the lease being signed, the Tenant shall provide Landlord with a copy of the most recent financial statement for the entity that will be signing the lease document. During each year of the lease, the Tenant will supply the Landlord with a copy of its most current annual financial statement.
  - **Security Deposit**
    A security deposit of one (1) month's rent will be required upon lease signing. Additional security may be required upon review of the Tenant's financial statement.
  - **Additional Security (optional)**
    Additional security may be required upon review of the Tenant's most recent financial statements.

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.

Request is not applicable.

R-16d – Facilities Documents

d. Additional Facility Information
Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets NYSED or NYC specifications, as applicable, by the date the school would commence instruction and the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed startup budget.

Request begins on Response 16d-1

Figure 16d.01: Proposed Facility for Engineering & Technology Academy of Distinction

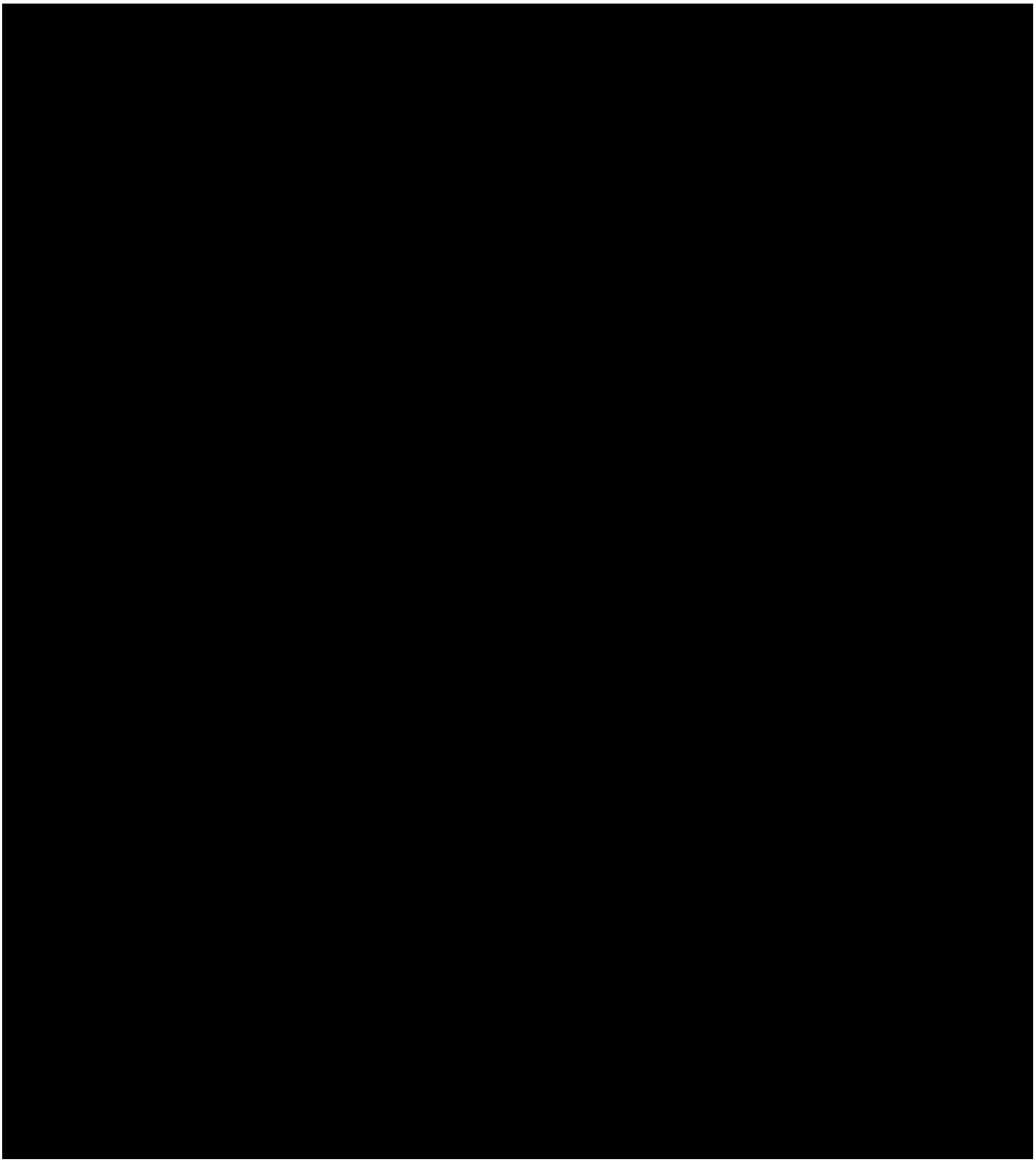
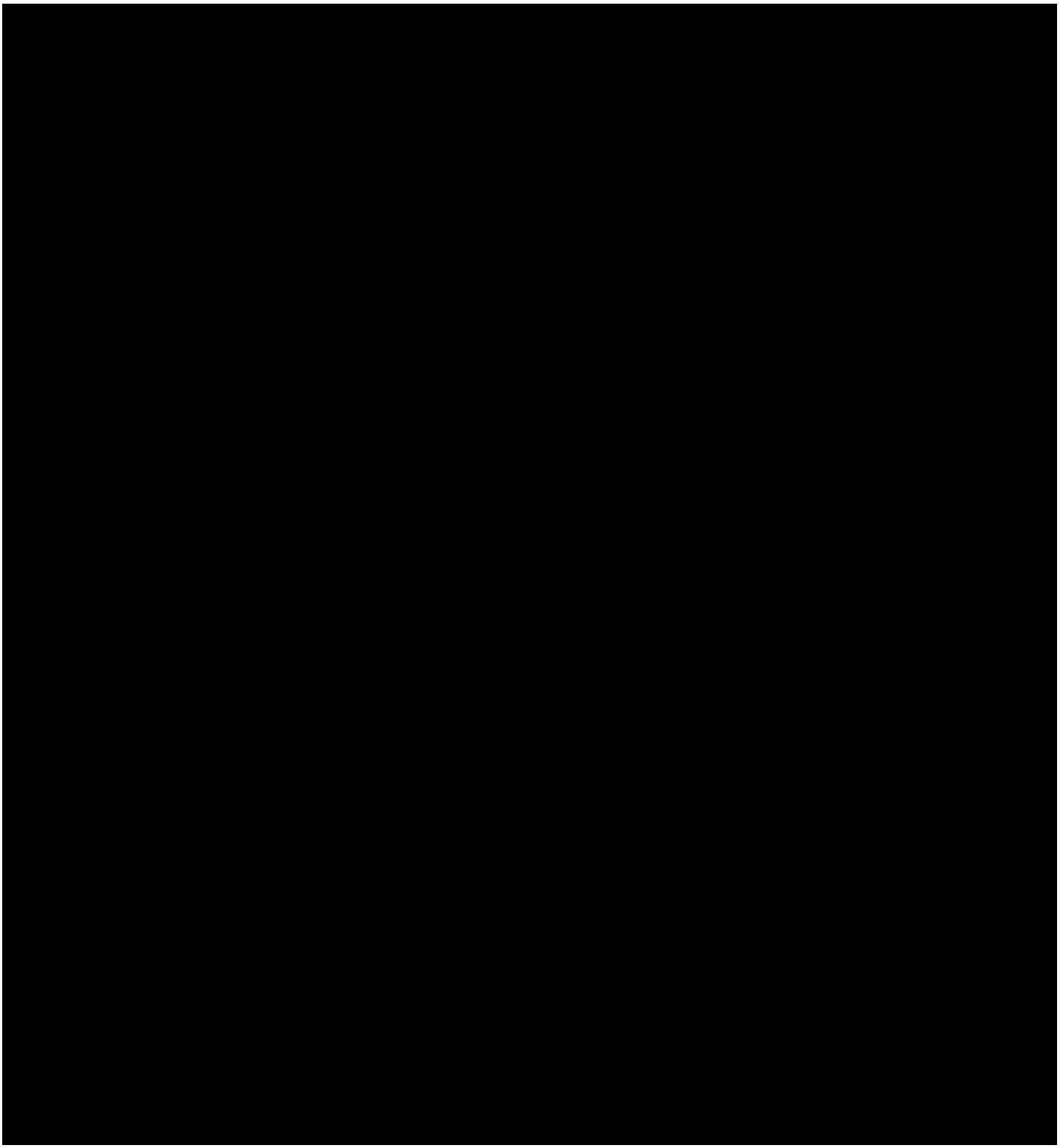


Figure 16d.02 Proposed Contingency Facility



R-17 Food Services

Describe the plans for food services the charter school will provide including plans for the provision of food services in the event that the physical school building must close.

In recent studies, researchers have confirmed that feeding kids help them learn better.[1] The mandate, after the onset of the COVID 19 pandemic, to feed every child has proven to have positive impact on student academic achievement. Therefore, it is the goal of ET^{2}ECH to ensure that each students receives at least two meals and a snack each daily.

Under the Community Eligibility Provision (CEP) of the USDA, all Buffalo Public Schools ("BPS") students are entitled to one free meal at breakfast, lunch, and after school snack. This program includes the charter and private schools located within the BPS geographic area. Therefore, ET^{2}ECH will apply to receive students' daily meals through the district. All ET^{2}ECH meals will comply with the New York State Education Department and the National School Lunch Program (NSLP) guidelines. ET^{2}ECH students will also have the option to bring their own meal(s) to school and not partake of the school's offerings.

ET^{2}ECH's administrative team will work with families to complete the School Meals Application Form to document students' eligibility for free and reduced-price meals. In BPS, 76 percent of students in BPS are eligible for free lunch and 1 percent are eligible for reduced-price lunch.

In the event ET^{2}ECH must close, the Head of School and Director of Operations will coordinate a combination of meal pick up times outside the school building and/or drop offs at centralized locations convenient to students' homes. Every effort will be taken to ensure food services are consistently provided for all students using reasonable logistics.

[1] O'Brien, B. (2023). *Push is on for free school meals for all students in the state*. The Buffalo News

R-18 – Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunization records checks, and medication to students within applicable law.

Engineering & Technology Academy of Distinction ("ET^{2}ECH") is bound by regulations as required by the NYSED Office of School Health Services. The physical, mental, and social-emotional health impact of students due to COVID 19 have yet to be determined. However, these services are integral, co-academic components of ET^{2}ECH's mission. A school nurse will be hired with a valid and current New York State license. ET^{2}ECH's facility will include a room dedicated for health services that is compliant with all building and health codes.

Health services at ET^{2}ECH will be the responsibility of the School's Nurse. This person will, at the very least, be a Registered Nurse with current license in New York State. S/he will serve as program manager/coordinator, case manager/care provider, collaborator/advocate, educator, and counselor for health concerns of the school.

It will be the nurse's responsibility to provide the following health services:

- Emergency care and treatment for ill or injured students;
- Securely store and dispense medication, including for students who require daily dosages;
- Compliance with and enforcement of mandatory immunization requirements;
- Monitoring of students' health;
- Provision of health services such as vision and hearing screening;
- Maintenance of students' cumulative health records.

The school will store all health records for enrolled students in a secure location to which only authorized personnel will have access. The school nurse will also be responsible for keeping records of all visits and documenting these visits in the students' cumulative health records. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured; this information will be maintained in students' health records and updated annually.

All staff will be trained in First Aid/CPR and Basic Life Saving Skills (BLS).

For students who need medication administered during school hours, ET^{2}ECH will require, in writing, a letter from their physician showing medical necessity and permission from the child's parent/guardian, or an Authorization for Administration of Medication to Students. Only those medications necessary to maintain the student during the instructional day and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school sponsored activities (e.g., field trips, athletics) should comply with the procedures described below.

All medication, including over the counter (OTC) drugs, must be prescribed by a licensed prescriber. All medication must be sent with the pharmacy label attached. All written orders for prescription and non-prescription OTC medication will need to include the following: • Student's name and date of birth; • Medication name; • Medication dosage and route of administration; •

Conditions under which the medication should be administered; • Dose frequency and time(s) of administration; and • Prescriber's name, title, signature, and phone number.

Students who require medication either on a daily or as needed basis, such as students with asthma, must have a current Authorization for Administration of Medication to Students form on file. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. Blood sugar monitoring and the administration of insulin will be performed by the school nurse. For certain medications, especially controlled substances, best practices include counting the medication upon receipt and periodically thereafter. Administration of medication in school will be communicated in ET^{2}ECH's parent handbook.

Pursuant to Public Health Law §2164 and the Commissioner's Regulations 10NYCRR§66-1, upon enrollment, ET^{2}ECH will ensure all students have the necessary immunizations and that the school has the proper associated records. Lastly, to proactively promote COVID-19 vaccination, we will partner with local health experts who can answer families' questions about COVID-19 vaccines and dispel any myths or concerns.

R-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.

Due to the ongoing transportation challenges within the Buffalo City School District, Engineering & Technology Academy of Distinction ("ET^{2}ECH"), is actively working with a prominent local developer to secure a premiere facility[1] in the heart of downtown Buffalo, which will be accessible for all students due to the various Niagara Frontier Transportation Authority ("NFTA") public transportation options. Additionally, ET^{2}ECH will seek to partner with Buffalo Public Schools ("BPS") and the NFTA to provide transportation services as outlined in **Figure 19.01**, in accordance with Education Law § 3635. For ET^{2}ECH students in the Lower School (6-8 grades), it is the goal to acquire a private contract with a local bussing agency to provide transportation for eligible students. Students residing less than .7 miles from the school will typically not receive bus services. ET^{2}ECH will assist parents in submitting transportation requests before each school year commences - typically, April 1st.

Figure 19.01: Transportation Services

Grades	Condition	Services
6-8	Students not living within two mile radius	Transportation provided
9-12	Students not living within a three mile radius	Transportation provided in partnership with BPS/NFTA
6-8	Students outside radius of two miles	Transportation provided
9-12	Students outside radius of three miles	Transportation provided in partnership with BPS/NFTA

Special Education Transportation. As with all students who need transportation, ET^{2}ECH will work directly with BPS to provide transportation for any student with special needs who requires specific transportation beyond what we can offer.

Weekend Travel. ET^{2}ECH is actively working to establish a partnership with the NFTA to provide students in grade 9-12 with bus passes for daily travel to and from school. For activities occurring on Saturdays at the school, students will be given NFTA day passes to cover travel.

Field Trips. ET^{2}ECH's budget also includes funds for field trips each year. For these field trips transportation will be provided for students.

[1] See section R-16ac - Facilities

R-20 – Insurance

Engineering & Technology Academy of Distinction Charter School will endeavor to obtain a full scope of insurance products to ensure we can focus on support, engaging and preparing our students. The Insurance coverage listed below has been allocated for within the schools' budget, **See Response 21**, at an allotment of $10,000 (Year 1), $20,000 (Year 2), $30,000 (Year 3), $40,000 (Year 4), $44,000 (Year 5). The increase in money being allocated for the cost of insurance relates to the assumptions of premium increases due to enrollment increasing. Figure 20.01 exemplifies a sample Director's & Officers Insurance Quote. It is important to note the low premium cost for just that portion of insurance. Yet, we have budgeted for a significant premium payment as exemplified in our budget projections.

The Required Insurance Coverage to be maintained by the school will include:

- Abuse/Molestation
- Directors & Officers' Coverage – *Includes financial protections*
- Educators' Error & Omissions Insurance
- Employee Benefits Liability
- Employment Practices Liability
- General Liability
- Internet Liability
- Property Insurance – *to include flooding*
- Student Accident Insurance
- Workers' Compensation Insurance

Figure 20.01 Director's & Officers Insurance Quote

RYAN TURNER SPECIALTY

[redacted]

NDO023M1993

Quote is valid until 5/6/2023

Re:

To:

Attn:

Commission: _____%

[redacted]

Please bind effective: _____

Insured email address: _____

Insured phone number: _____

Confirm optional coverages:

☐ Do not include any optional coverages.

☐ Include the following optional coverages from Section III

(Taxes & Fees may apply to optional premium if purchased)

☐ Option 1 - (add: $100.00) - Fiduciary Liability - Non-Profit Directors & Officers

☐ Option 2 - (add: 15% Credit) - Defense Within the Limits

I. PREMIUM AND UNDERWRITING NOTES/REQUIREMENTS

NON PROFIT DIRECTORS & OFFICERS LIABILITY POLICY INFORMATION	
Carrier:	Mount Vernon Fire Insurance Company
Status:	Admitted
A.M. Best Rating:	A++ (Superior) - XII

Coverage Part A: Non Profit Directors & Officers Liability Limit Options	
LIMIT OPTIONS	**PREMIUM**
☐ $1,000,000	$774

Coverage Part B: Employment Practices Liability Limit Options	
LIMIT OPTIONS	**PREMIUM**
☐ $1,000,000	$139

SHARED LIMIT OPTION (Parts A and B have Shared Limits of Liability)	
LIMIT OPTIONS	**PREMIUM**
☐ $1,000,000	$799

ADDITIONAL QUOTE INFORMATION
Part A Retention: $1,000 Each Claim
Part B Retention: $1,000 Each Claim
Coverage Part B cannot be purchased on a monoline basis for this product.
The limit for Coverage Part B cannot exceed the limit for Part A.
Shared Limit option includes a 13% credit which is included in the premiums shown

Please contact us with any questions regarding the terminology used or the coverages provided.

Read the quote carefully, it may not match the coverages requested

NDO023M1993

If Shared Limit Option is selected, DO-280 NY Shared Aggregate Limit endorsement will be added.
Defense Costs are Outside the Limits of Liability
Data and Security+ Endorsement is included in the Directors and Officers premiums shown
$100,000 FLSA sublimit for defense and indemnity is included in the Employment Practices Liability premiums shown.
Business Resource Center including Human Resources consulting services and online toolkit included in the premiums shown
Directors and Officers Coverage and Employment Practices Liability Coverage are provided on a Claims Made basis.

FREE AND DISCOUNTED BUSINESS SERVICES AVAILABLE TO USLI INSUREDS – VISIT BIZRESOURCECENTER.COM FOR DETAILS

This account is subject to the following - Sections A, B and C:

Please note that we will not be able to bind coverage until we satisfy all Prior to Binding requirements.

A. Prior To Bind Requirements:

- Please provide most recent 12 months income statement and balance sheet (Revenue quoted up to $500,000, if higher, quote subject to change.
- Underwriter receipt, review and acceptance of the fully completed application. We may modify the terms and/or premiums quoted or rescind this quote if the information provided in the completed application is different from the original submission or there is a significant change in the risk from the date it was quoted. Application requirements: USLI Non Profit Management Liability Application dated no more than 45 days prior to the effective date of coverage and signed by one of the following: officer, member of the board of directors, managing member or executive director with authority to bind Applicant to the representations therein.

B. Items Required Within 21 days of the inception of coverage:

- No Items Required Within 21 Days

C. Underwriting Notes:

- DO-239 (06/15) - Excludes Engineering & Technology Academy of Distinction Charter School
- If Fiduciary is desired, complete the fiduciary questions on the application.
- DO-207 NY may be deleted upon confirmation that General Liability Insurance is in place.
- Thank you for the opportunity to quote this risk.

II. REQUIRED FORMS & ENDORSEMENTS

Directors and Officers Endorsements

DO-100 NY	(03/15) Coverage Part A. Non Profit Directors And Officers Liability	DO-283 NY	(01/14) Data & Security+ Endorsement
DO-101 NY	(01/13) Employment Practices Liability	DO-290 NY	(03/13) Fair Labor Standards Act Sub-Limit Endorsement
DO-207 NY	(09/11) Failure to Maintain Insurance Exclusion	DO-NY DN	(06/12) New York Disclosure Notice
DO-209 NY	(09/11) General Professional Error & Omissions Exclusions	Jacket NY MTV	(12/19) Policy Jacket - Mount Vernon
DO-224A NY	(01/14) Abuse/Molestation Exclusion Endorsement	NPPLA	(05/12) Non Profit Professional Liability Application - All States
DO-239	(06/15) Specified Person Or Entity Exclusion Endorsement	USL DOJ NY	(10/12) Non-Profit Professional Liability Policy Common Policy Conditions

Please contact us with any questions regarding the terminology used or the coverages provided.

Read the quote carefully, it may not match the coverages requested

NDO023M1993

III. OFFER OF OPTIONAL COVERAGE(S)

Based on the information provided, the following additional coverages are available to this applicant but are not currently included in the quotation. The additional premium may be subject to taxes & fees. For a firm final amount please contact us and we will revise the quote.

	Coverage	Additional Premium
Option 1	Fiduciary Liability - Non-Profit Directors & Officers	$100.00

Important Information

- If purchased, the DO-256 NY Fiduciary Liability Coverage will be added which coincides with the D&O Limits up to $1 million with defense inside that limit.

	Coverage	Additional Premium
Option 2	Defense Within the Limits	15% Credit

Important Information

- If Defense Within the Limits is selected, DO-281 Defense Within the Limits endorsement will be added.
- Moves defense costs to within the limits of liability for a discounted price.

Please contact us with any questions regarding the terminology used or the coverages provided.

Read the quote carefully, it may not match the coverages requested

R-21ad – Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup 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.

More than half of charter school closures occur due to financial challenges.[1] So, it is the goal of Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") to stay ahead of financial issues as the school grows. In support of ET^{2}ECH's mission to **support, engage**, and **prepare** our students, we will utilize best financial management practices. These include but are not limited to: controls such as double signatures and ensuring that the person handling the money is not the person signing the checks; Reconciling bank statements, backing up documents, and encouraging whistleblowers[2] can help spot and mitigate problems before there are negative consequences. Anti-fraud controls alongside financial self-audits will be cautions in place to mitigate any financial woes.

The budget assumptions included in Figure 21a-1 are related to always holding our students' best interests in mind, therefore, only includes secured dollars. By doing so, ensures ET^{2}ECH will have the money to meet operational costs, pay teachers and staff on time, and purchase learning technology and supplies.

The included budget assumptions include annual increases in revenue linked to annual rates of increase and anticipated growth of ET^{2}ECH, i.e., enrollment. Assumptions also include annual increases in expenditures, based upon salary costs, facility costs, and other expenses. Each operational year presented within this budget has a positive monthly cash flow as well as a positive operating budget.

[1] Consoletti, A. (2011). *The State of Charter Schools: What we know – and what we do not – about performance and accountability*. The Center for Education Reform

[2] Please see "Whistle Blower Policy" in R-23

Figure 21a-1 Five-Year Budget Summary						
	Year 0 2023-2024	**Year 1** 2024-2025	**Year 2** 2025-2026	**Year 3** 2026-2027	**Year 4** 2027-2028	**Year 5** 2028-2029
Enrollment	0	120	240	360	420	420
Total Revenue	$83,333	$2,434,640	$4,485,133	$6,151,967	$7,235,350	$7,293,985
Total Expenses	$26,571	$2,419,648	$4,133,942	$6,110,885	$7,017,845	$7,210,702
Operating Income	$56,762	$14,992	$351,191	$41,083	$217,505	$83,283
Beginning Fund Balance	0	0	$14,992	$366,183	$407,266	$624,771
Ending Fund Balance	$56,762	$14,992	$366,183	$407,266	$624,771	$708,054
Operating Income as a % of Total Revenue	68%	.6%	7%	.7%	3%	1%
Ending Fund Balance as a % of Total Revenue	68%	.6%	8%	7%	9%	10%
Total Revenue Per Student	0	$20,289	$18,688	$17,089	$17,227	$17,367
Total Expenses Per Student	0	$20,164	$17,225	$16,975	$16,709	$17,168

Outlined below are detailed assumptions which are calculated using accessible algorithms. Our cost assumptions related to facility rent are based on actual figures presented from a local development firm within the City of Buffalo.[3]

Revenue

Revenues reflected are based on funding we have reasonable belief ET²ECH will receive, such as those dollars associated with education for students with special education needs, Title I Funding, and the Charter School Grants to be dispersed throughout all chartered years. Although, we have been conservative in our budget, a partnership with Charter School Capital[4], we anticipate having startup funding for Year 0 of up to 80% of anticipated funds from Charter School Grants. Furthermore, we did not make any assumptions based upon donations to be raised by the board. That said, we do intend to be a giving board and one that continues to source and sustain multiple revenues streams for the school.

We estimate all revenue line items based upon available rates and project a 0% rate increase in any public dollars. Our contingency for a case where the Charter School Grant dollars projected for Year 0 are reduced will be to reduce the salary for the Head of School and adjust the staffing model to where the staff onboarding, and expansion occurs at a slower rate. This would trigger an aggressive fund development campaign by the board of ET²ECH.

The assumptions regarding various demographic groups including the percentage of students receiving Special Education services are based on the data from local schools in ET²ECH's target neighborhoods. Our budget includes NYSTL, NYSSL, and NYSLIB allocations and reflects that said funding is accessible through the FAMIS only.

Expenses

A significant portion of ET²ECH's budget each year is attributed to personnel costs. This is to ensure that we staff our school with the required number of teachers and administrators to ensure a safe and high-quality school experience for our students. During the planning year, our leadership team will include the Executive Management and Instructional Management to be hired in July 2023. The Director of Operations will be hired in the January prior to the beginning of the inaugural school year. During Year 1 the Director of Operations will also act as the Business Office Manager. There will be an allocation of 1 FTE School Nurse, and 2 FTE for Therapists & Counselors. Our administrative team and teaching staff will grow each year as our school expands to become two schools: Lower School (6th through 8h grade students), Upper School (9h grade through 12th grade students). The salary we propose for our staff will experience a designated percentage increase annually. Total personnel wages, excluding benefits are $994,324 in Year 1; $1,513,702 in Year 2; $2,228,217 in Year 3; $2,508,451 in Year 4; $2,558,620 in Year 5. ET²ECH assumptions have included the costs associated with fringe benefits, professional development, and back-office providers. ET²ECH financial planning including the services of various contracted agencies/personnel to include back-office providers, food vendors, and curriculum consultants. Full support from University of Buffalo's Center for Entrepreneurial Leadership will be accessed which does have an associated cost due to the founder and proposed school leader being an alumnus.

[3] Please see R-16d – Facilities Documents

[4] Please see R-21f – Letters of Commitment

Cash Flow

There is a month. By Year 3, the lowest single month's reserve is $137,356, with an average of more than $200,00.

Mitigation Strategies

In the case were the Buffalo Creek Academy financial model experiences duress for a myriad of possible outcomes (reduced in student enrollment, unexpected increases for insurances costs, expected increases in rent costs) we have developed many strategies with which we can continue to operate our school while remaining financially viable, including:

- **Reduction of Staff and Outsourcing:** Outside of our core instructional staff, we may consider reducing some of our administrative staff to part-time status. We would also reduce non-instructional staff and consider employing tertiary consultants for operational and instructional supports.
- **Reduction of Administrative Salaries:** Administrative salary rates would be reduced by 5-10% and still retain competitiveness and cost of living based on estimates and averages from publicly available sources.
- **Reduction or Adjustment to Instructional Materials:** We could seek donations of instructional materials or supplement the higher-quality and higher-cost instructional materials we have currently budgeted for with less expensive options.

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.

The Head of School and Director of Operations will develop the annual budget for the school in collaboration with our Back Office Provider. The Head of School will develop budgeting priorities each year to ensure alignment between the budgeting and the mission, vision, and academic priorities and strategic goals of the school. The Head of School will also seek input from ET^{2}ECH staff, the Finance Committee, and the full Board of Trustees.

Each fiscal year, the Head of School will initiate the budget development process in January, with the support of the Director of Operations and Back Office Provider. The draft budget will then be submitted to the Finance Committee of the Board of Trustees for their review and feedback in February. The Finance Committee will analyze the draft budget, support any needed revisions, and prepare to provide a recommendation to the school's Board of Trustees for presentation and discussion in April, and then approval in June at a publicized and open Board meeting. Throughout the course of the budget development process, the budget will be evaluated to ensure fidelity between its contents and the charter, and whether ET^{2}ECH is adequately planning and using resources towards achieving those outlined goals. Management and the Back Office Provider will also ensure the budget is meeting restricted spending compliance requirements. Per SUNY requirements, ET^{2}ECH shall prepare and provide to SUNY a copy of its annual budgets and cash flow projections for each fiscal year by no later than June 30th of the immediately preceding fiscal year.

The Head of School and the governing Board of Trustees will review standard financial statements, including but not limited to, budget versus actuals report, balance sheet, and cash

flow, as well as a set of projections updated monthly. This continuous review process will occur at monthly Board meetings and Finance Committee meetings. As variances become material between the approved budget and actuals, the Head of School, Finance Committee, and the full Board of Trustees will revisit the approved budget and determine if the budget should be amended or if corrective action is required to align activity back within the approved budget. ET^{2}ECH plans to contract with a back-office provider and evaluate the budgetary impact and feasibility of insourcing this work in future years.

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.

ET^{2}ECH will hire a state-approved audit firm with New York State charter school experience and expertise to perform its annually required audit. The annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Finance Committee will solicit proposals for audit services and recommend an audit firm to the broader Board of Trustees for approval. The selected audit firm will report directly to the governing Board. The annual audit will be completed in compliance with all federal, state, and local auditing requirements and regulations, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter School Institute.

ET^{2}ECH will also leverage the audit firm for any other required reporting, including but not limited to, the initial statement on internal controls required for recently approved SUNY charters, CSP agreed upon procedures reporting for recipients of the CSP grant, an A-133 audit for any charter school expending more than $750K in federal funds in a given fiscal year, and the annual submission of its 990 to the IRS. We have included the cost of the audit and 990 filing based on standard pricing from a variety of charter school audit firms in New York and in the Buffalo area.

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. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In accordance with Education Law §2851(2)(t), in case of the dissolution of Engineering & Technology Academy of Distinction, the governing Board will delegate to the Head of School and the Director of Operations the responsibility of managing the dissolution process. The process will include notification to families of children enrolled at Engineering & Technology Academy of Distinction. Additionally, an enrollment roster will be sent to Buffalo Public Schools, with Engineering & Technology Academy of Distinction transferring student records to Buffalo Public Schools and notifying parents and/or legal guardians.

Unrestricted assets of Engineering & Technology Academy of Distinction, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within the school district or directly to the Buffalo Public School District as determined.

Engineering & Technology Academy of Distinction has included a dissolution line item of $25,000 each fiscal year of operation. These funds will be set aside and maintained in an escrow fund or non-liquid savings account with the singular purpose of funding dissolution activities in the event of closure. Specifically, these funds are to pay legal and audit expenses associated with dissolution, along with any unpaid financial obligations and liabilities. Engineering & Technology Academy of Distinction will maintain these set aside funds earmarked on its balance sheet in perpetuity.

SUNY Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
570101	ADDISON CSD	12,752	13,099
410401	ADIRONDACK CSD	12,755	12,906
080101	AFTON CSD	13,439	13,262
142101	AKRON CSD	11,581	11,798
010100	ALBANY CITY SD	16,179	16,653
450101	ALBION CSD	11,352	11,429
140101	ALDEN CSD	11,034	11,162
180202	ALEXANDER CSD	13,094	13,336
220202	ALEXANDRIA CSD	13,399	13,733
020101	ALFRED-ALMOND CSD	12,715	13,052
040302	ALLEGANY-LIMESTONE CSD	11,037	11,294
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,930	13,337
580303	AMAGANSETT UFSD	63,306	63,762
140201	AMHERST CSD	11,547	11,616
580106	AMITYVILLE UFSD	18,697	19,299
270100	AMSTERDAM CITY SD	10,711	10,941
120102	ANDES CSD	20,494	20,531
020601	ANDOVER CSD	14,073	14,369
660405	ARDSLEY UFSD	22,133	22,534
640101	ARGYLE CSD	12,684	13,214
571901	ARKPORT CSD	10,848	11,271
131601	ARLINGTON CSD	12,949	13,322
670201	ATTICA CSD	10,385	10,367
050100	AUBURN CITY SD	11,644	11,813
090201	AUSABLE VALLEY CSD	14,648	15,073
491302	AVERILL PARK CSD	11,311	11,508
570201	AVOCA CSD	15,097	15,499
240101	AVON CSD	12,005	12,268
580101	BABYLON UFSD	18,203	18,392
080201	BAINBRIDGE-GUILFORD CSD	12,357	12,560
280210	BALDWIN UFSD	16,626	17,082
420901	BALDWINSVILLE CSD	12,693	13,192
521301	BALLSTON SPA CSD	13,226	13,489
401301	BARKER CSD	13,206	13,489
180300	BATAVIA CITY SD	13,762	14,062
570302	BATH CSD	10,329	10,342
580501	BAY SHORE UFSD	17,370	17,943
580505	BAYPORT-BLUE POINT UFSD	18,785	19,059
130200	BEACON CITY SD	13,130	13,620

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
231301	BEAVER RIVER CSD	11,151	11,131
660102	BEDFORD CSD	21,695	22,370
090301	BEEKMANTOWN CSD	13,420	13,766
020801	BELFAST CSD	13,307	13,706
220909	BELLEVILLE HENDERSON CSD	10,634	10,631
280207	BELLMORE UFSD	21,147	21,210
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,968	15,327
061001	BEMUS POINT CSD	13,179	13,682
490101	BERLIN CSD	14,071	14,412
010201	BERNE-KNOX-WESTERLO CSD	15,097	15,485
010306	BETHLEHEM CSD	13,523	13,672

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
280521	BETHPAGE UFSD	18,674	19,042
030200	BINGHAMTON CITY SD	11,785	12,121
661905	BLIND BROOK-RYE UFSD	21,569	21,888
022902	BOLIVAR-RICHBURG CSD	13,148	13,477
630101	BOLTON CSD	22,617	23,228
151801	BOQUET VALLEY	15,026	15,662
570401	BRADFORD CSD	14,225	14,440
510101	BRASHER FALLS CSD	11,999	12,543
580512	BRENTWOOD UFSD	15,827	16,474
480601	BREWSTER CSD	18,209	18,631
661402	BRIARCLIFF MANOR UFSD	23,514	23,893
580909	BRIDGEHAMPTON UFSD	66,919	72,319
260101	BRIGHTON CSD	14,000	14,228
171102	BROADALBIN-PERTH CSD	9,944	10,116
261801	BROCKPORT CSD	12,319	12,493
062301	BROCTON CSD	14,380	14,725
660303	BRONXVILLE UFSD	22,071	22,369
250109	BROOKFIELD CSD	13,415	14,092
580203	BROOKHAVEN-COMSEWOGUE UFSD	15,128	15,376
490202	BRUNSWICK CSD (BRITTONKILL)	12,284	12,629
161601	BRUSHTON-MOIRA CSD	13,280	13,625
140600	BUFFALO CITY SD	13,308	13,416
520101	BURNT HILLS-BALLSTON LAKE CSD	11,673	11,793
661201	BYRAM HILLS CSD	21,349	21,733
180701	BYRON-BERGEN CSD	12,307	12,481
190301	CAIRO-DURHAM CSD	10,988	11,106
240201	CALEDONIA-MUMFORD CSD	11,681	11,735
641610	CAMBRIDGE CSD	13,816	14,085
410601	CAMDEN CSD	11,152	10,693
570603	CAMPBELL-SAVONA CSD	10,967	10,781
270301	CANAJOHARIE CSD	12,512	12,691
430300	CANANDAIGUA CITY SD	12,056	12,175
021102	CANASERAGA CSD	13,286	13,468
250901	CANASTOTA CSD	11,609	11,618
600301	CANDOR CSD	13,082	13,672
571502	CANISTEO-GREENWOOD CSD	16,320	16,483
510201	CANTON CSD	13,277	13,626
280411	CARLE PLACE UFSD	21,205	21,519
480102	CARMEL CSD	16,850	17,197

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
222201	CARTHAGE CSD	8,160	8,808
060401	CASSADAGA VALLEY CSD	14,142	14,753
050401	CATO-MERIDIAN CSD	11,796	12,076
190401	CATSKILL CSD	15,055	15,358
042302	CATTARAUGUS-LITTLE VALLEY CSD	12,417	12,808
250201	CAZENOVIA CSD	11,757	12,106
580233	CENTER MORICHES UFSD	16,304	16,788
580513	CENTRAL ISLIP UFSD	22,398	22,743
460801	CENTRAL SQUARE CSD	10,761	10,997
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,918	10,089
661004	CHAPPAQUA CSD	20,124	20,432

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
120401	CHARLOTTE VALLEY CSD	12,930	13,379
160801	CHATEAUGAY CSD	12,318	12,497
101001	CHATHAM CSD	13,834	14,011
060503	CHAUTAUQUA LAKE CSD	14,696	14,705
090601	CHAZY UFSD	12,849	13,134
140701	CHEEKTOWAGA CSD	11,502	11,595
140702	CHEEKTOWAGA-MARYVALE UFSD	12,111	12,516
140709	CHEEKTOWAGA-SLOAN UFSD	12,700	12,873
030101	CHENANGO FORKS CSD	11,925	12,038
030701	CHENANGO VALLEY CSD	12,004	12,325
472202	CHERRY VALLEY-SPRINGFIELD CSD	14,234	14,711
440201	CHESTER UFSD	14,966	15,728
251601	CHITTENANGO CSD	12,457	12,878
261501	CHURCHVILLE-CHILI CSD	11,296	11,500
110101	CINCINNATUS CSD	14,091	14,201
140801	CLARENCE CSD	10,768	11,276
500101	CLARKSTOWN CSD	14,860	15,456
140703	CLEVELAND HILL UFSD	12,109	12,660
510401	CLIFTON-FINE CSD	17,796	18,179
411101	CLINTON CSD	12,905	13,257
650301	CLYDE-SAVANNAH CSD	15,962	16,766
060701	CLYMER CSD	15,898	16,122
541102	COBLESKILL-RICHMONDVILLE CSD	12,549	13,052
010500	COHOES CITY SD	13,733	14,233
580402	COLD SPRING HARBOR CSD	21,168	21,013
510501	COLTON-PIERREPONT CSD	20,182	20,860
580410	COMMACK UFSD	16,385	16,451
580507	CONNETQUOT CSD	17,773	18,139
471701	COOPERSTOWN CSD	13,293	13,657
230201	COPENHAGEN CSD	11,077	11,167
580105	COPIAGUE UFSD	17,014	17,623
520401	CORINTH CSD	11,479	11,561
571000	CORNING CITY SD	12,463	12,725
440301	CORNWALL CSD	12,625	12,915
110200	CORTLAND CITY SD	11,306	11,600
190501	COXSACKIE-ATHENS CSD	13,100	13,308
660202	CROTON-HARMON UFSD	16,730	16,949
150203	CROWN POINT CSD	17,998	18,205
022302	CUBA-RUSHFORD CSD	13,344	13,495

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
241101	DALTON-NUNDA CSD (KESHEQUA)	13,064	13,199
241001	DANSVILLE CSD	12,060	12,814
580107	DEER PARK UFSD	16,670	16,547
120501	DELAWARE ACADEMY CSD AT DELHI	15,496	15,660
140707	DEPEW UFSD	11,190	11,310
031301	DEPOSIT CSD	15,170	15,199
250301	DERUYTER CSD	13,137	13,063
660403	DOBBS FERRY UFSD	20,768	21,320
211003	DOLGEVILLE CSD	11,450	11,203
130502	DOVER UFSD	12,792	13,134
120301	DOWNSVILLE CSD	18,084	18,511

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
610301	DRYDEN CSD	12,532	12,850
530101	DUANESBURG CSD	9,812	10,090
680801	DUNDEE CSD	10,633	10,368
060800	DUNKIRK CITY SD	14,254	14,786
140301	EAST AURORA UFSD	11,397	11,516
430501	EAST BLOOMFIELD CSD	12,093	12,264
490301	EAST GREENBUSH CSD	13,105	13,493
580301	EAST HAMPTON UFSD	24,543	24,970
260801	EAST IRONDEQUOIT CSD	13,175	13,549
580503	EAST ISLIP UFSD	15,083	15,107
280203	EAST MEADOW UFSD	16,940	17,196
580234	EAST MORICHES UFSD	17,451	17,486
580917	EAST QUOGUE UFSD	23,384	23,447
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,647	18,042
261313	EAST ROCHESTER UFSD	14,130	14,300
280219	EAST ROCKAWAY UFSD	19,345	19,639
420401	EAST SYRACUSE-MINOA CSD	15,330	15,808
280402	EAST WILLISTON UFSD	22,224	22,568
660301	EASTCHESTER UFSD	19,235	19,579
580912	EASTPORT-SOUTH MANOR CSD	13,560	13,658
141201	EDEN CSD	11,038	11,525
660406	EDGEMONT UFSD	19,622	20,077
520601	EDINBURG COMMON SD	23,212	23,481
470501	EDMESTON CSD	12,599	12,982
513102	EDWARDS-KNOX CSD	11,597	11,642
180901	ELBA CSD	12,889	13,357
590801	ELDRED CSD	14,242	14,145
622002	ELLENVILLE CSD	17,352	18,148
040901	ELLICOTTVILLE CSD	12,713	12,949
070600	ELMIRA CITY SD	12,700	13,029
070902	ELMIRA HEIGHTS CSD	11,232	11,542
280216	ELMONT UFSD	15,504	15,720
660409	ELMSFORD UFSD	23,952	24,769
580401	ELWOOD UFSD	15,749	15,918
141401	EVANS-BRANT CSD (LAKE SHORE)	12,614	12,769
420601	FABIUS-POMPEY CSD	13,510	13,740
261301	FAIRPORT CSD	11,760	11,875
061101	FALCONER CSD	10,935	11,219
590501	FALLSBURG CSD	20,292	20,436

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
280522	FARMINGDALE UFSD	18,454	18,908
421001	FAYETTEVILLE-MANLIUS CSD	12,382	12,762
022001	FILLMORE CSD	10,148	10,436
580514	FIRE ISLAND UFSD	112,720	115,110
581004	FISHERS ISLAND UFSD	0	0
280222	FLORAL PARK-BELLEROSE UFSD	15,970	16,149
442115	FLORIDA UFSD	15,231	15,586
270601	FONDA-FULTONVILLE CSD	11,334	11,311
061503	FORESTVILLE CSD	12,063	12,700
640502	FORT ANN CSD	14,576	14,872
640601	FORT EDWARD UFSD	13,929	15,275

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
270701	FORT PLAIN CSD	13,389	13,443
210402	FRANKFORT-SCHUYLER CSD	10,299	10,696
120701	FRANKLIN CSD	14,058	14,814
280217	FRANKLIN SQUARE UFSD	14,514	14,992
041101	FRANKLINVILLE CSD	12,433	12,753
062201	FREDONIA CSD	13,394	13,749
280209	FREEPORT UFSD	17,321	17,621
060301	FREWSBURG CSD	11,168	11,294
021601	FRIENDSHIP CSD	14,222	14,595
141604	FRONTIER CSD	9,702	9,742
460500	FULTON CITY SD	12,714	12,873
520701	GALWAY CSD	10,804	10,850
650902	GANANDA CSD	11,231	11,448
280218	GARDEN CITY UFSD	18,426	18,599
480404	GARRISON UFSD	22,137	22,212
260401	GATES-CHILI CSD	13,230	13,189
220401	GENERAL BROWN CSD	10,054	10,296
020702	GENESEE VALLEY CSD	12,691	13,016
240401	GENESEO CSD	13,648	13,765
430700	GENEVA CITY SD	15,163	15,712
081401	GEORGETOWN-SOUTH OTSELIC CSD	14,624	15,575
100902	GERMANTOWN CSD	15,589	16,032
470202	GILBERTSVILLE-MOUNT UPTON CSD	13,237	13,788
540801	GILBOA-CONESVILLE CSD	15,811	15,778
280100	GLEN COVE CITY SD	19,789	20,493
630300	GLENS FALLS CITY SD	12,992	13,219
630918	GLENS FALLS COMN SD	13,648	13,978
170500	GLOVERSVILLE CITY SD	10,770	10,964
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	13,785	14,240
440601	GOSHEN CSD	15,580	16,667
511101	GOUVERNEUR CSD	11,572	11,822
042801	GOWANDA CSD	12,276	12,288
141501	GRAND ISLAND CSD	11,443	11,676
640701	GRANVILLE CSD	11,103	11,247
280407	GREAT NECK UFSD	23,299	23,679
260501	GREECE CSD	12,256	12,553
010701	GREEN ISLAND UFSD	13,829	14,402
660407	GREENBURGH CSD	22,772	23,032
080601	GREENE CSD	11,936	12,282

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
581010	GREENPORT UFSD	20,224	21,084
190701	GREENVILLE CSD	14,360	14,835
640801	GREENWICH CSD	13,266	13,545
442111	GREENWOOD LAKE UFSD	19,167	19,633
610501	GROTON CSD	11,840	12,634
010802	GUILDERLAND CSD	13,101	13,529
630801	HADLEY-LUZERNE CSD	15,347	15,660
480401	HALDANE CSD	16,096	16,563
580405	HALF HOLLOW HILLS CSD	15,939	16,106
141601	HAMBURG CSD	11,335	11,707
250701	HAMILTON CSD	14,292	14,718

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
511201	HAMMOND CSD	14,515	15,084
572901	HAMMONDSPORT CSD	16,397	16,964
580905	HAMPTON BAYS UFSD	17,603	17,848
120906	HANCOCK CSD	14,169	14,019
460701	HANNIBAL CSD	11,079	11,271
580406	HARBORFIELDS CSD	15,168	15,409
030501	HARPURSVILLE CSD	9,956	9,899
660501	HARRISON CSD	24,445	25,039
230301	HARRISVILLE CSD	14,751	15,217
641001	HARTFORD CSD	12,928	12,527
660404	HASTINGS-ON-HUDSON UFSD	21,893	22,828
580506	HAUPPAUGE UFSD	18,281	18,756
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	18,112	18,654
280201	HEMPSTEAD UFSD	21,120	22,562
660203	HENDRICK HUDSON CSD	19,254	19,520
210601	HERKIMER CSD	10,909	11,210
511301	HERMON-DEKALB CSD	14,369	14,893
280409	HERRICKS UFSD	17,919	18,075
512404	HEUVELTON CSD	11,763	11,658
280214	HEWLETT-WOODMERE UFSD	23,859	24,217
280517	HICKSVILLE UFSD	16,328	16,829
620803	HIGHLAND CSD	14,001	14,466
440901	HIGHLAND FALLS CSD	15,712	16,285
261101	HILTON CSD	11,620	11,745
041401	HINSDALE CSD	11,442	11,650
141701	HOLLAND CSD	12,481	12,922
412201	HOLLAND PATENT CSD	12,039	12,427
450704	HOLLEY CSD	10,573	10,616
110701	HOMER CSD	12,402	12,669
431401	HONEOYE CSD	13,081	13,242
260901	HONEOYE FALLS-LIMA CSD	11,433	11,550
491401	HOOSIC VALLEY CSD	11,335	11,684
490501	HOOSICK FALLS CSD	13,368	13,687
571800	HORNELL CITY SD	10,851	10,943
070901	HORSEHEADS CSD	12,140	12,482
101300	HUDSON CITY SD	15,281	15,513
641301	HUDSON FALLS CSD	10,949	10,880
190901	HUNTER-TANNERSVILLE CSD	17,044	17,100
580403	HUNTINGTON UFSD	18,800	18,960

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
130801	HYDE PARK CSD	13,360	13,784
200401	INDIAN LAKE CSD	23,600	23,593
220301	INDIAN RIVER CSD	7,960	8,067
200501	INLET COMN SD	0	0
141301	IROQUOIS CSD	12,024	13,044
660402	IRVINGTON UFSD	22,090	22,561
280231	ISLAND PARK UFSD	29,952	30,662
280226	ISLAND TREES UFSD	16,501	16,720
580502	ISLIP UFSD	15,865	16,266
610600	ITHACA CITY SD	15,096	15,662
061700	JAMESTOWN CITY SD	11,407	11,730

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
420411	JAMESVILLE-DEWITT CSD	12,437	12,783
572702	JASPER-TROUPSBURG CSD	11,784	11,977
540901	JEFFERSON CSD	13,948	14,131
280515	JERICHO UFSD	24,527	25,150
630601	JOHNSBURG CSD	18,666	18,739
031502	JOHNSON CITY CSD	13,457	13,639
170600	JOHNSTOWN CITY SD	10,792	10,377
420501	JORDAN-ELBRIDGE CSD	12,916	13,415
660101	KATONAH-LEWISBORO UFSD	20,643	20,761
150601	KEENE CSD	21,946	22,991
450607	KENDALL CSD	13,219	13,482
142601	KENMORE-TONAWANDA UFSD	10,280	10,526
101401	KINDERHOOK CSD	12,846	12,994
580805	KINGS PARK CSD	15,019	15,247
620600	KINGSTON CITY SD	16,595	17,166
441202	KIRYAS JOEL VILLAGE UFSD	43,286	46,801
221401	LA FARGEVILLE CSD	11,005	11,391
141800	LACKAWANNA CITY SD	13,581	13,993
420807	LAFAYETTE CSD	18,308	19,055
630701	LAKE GEORGE CSD	13,710	14,023
151102	LAKE PLACID CSD	16,324	16,451
200601	LAKE PLEASANT CSD	27,422	28,341
662401	LAKELAND CSD	15,638	15,973
141901	LANCASTER CSD	10,030	10,392
610801	LANSING CSD	12,830	13,391
490601	LANSINGBURGH CSD	11,213	11,799
470801	LAURENS CSD	11,764	11,897
280215	LAWRENCE UFSD	20,784	20,204
181001	LE ROY CSD	12,535	12,798
670401	LETCHWORTH CSD	11,950	12,383
280205	LEVITTOWN UFSD	18,176	18,292
400301	LEWISTON-PORTER CSD	13,157	13,523
590901	LIBERTY CSD	19,341	20,082
580104	LINDENHURST UFSD	15,285	15,516
511602	LISBON CSD	14,894	15,637
210800	LITTLE FALLS CITY SD	13,281	13,776
421501	LIVERPOOL CSD	14,207	14,449
591302	LIVINGSTON MANOR CSD	18,230	18,500
240801	LIVONIA CSD	12,806	13,019

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
400400	LOCKPORT CITY SD	11,331	11,728
280503	LOCUST VALLEY CSD	24,143	24,667
280300	LONG BEACH CITY SD	23,143	23,391
200701	LONG LAKE CSD	41,847	42,512
580212	LONGWOOD CSD	15,834	16,197
230901	LOWVILLE ACADEMY & CSD	10,964	11,107
221301	LYME CSD	13,945	14,542
280220	LYNBROOK UFSD	19,030	19,380
421504	LYNCOURT UFSD	18,249	19,402
451001	LYNDONVILLE CSD	12,218	12,401
650501	LYONS CSD	12,474	12,939

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
251101	MADISON CSD	12,136	12,396
511901	MADRID-WADDINGTON CSD	12,485	12,867
480101	MAHOPAC CSD	14,977	15,217
031101	MAINE-ENDWELL CSD	12,103	12,324
161501	MALONE CSD	11,564	11,905
280212	MALVERNE UFSD	21,686	21,827
660701	MAMARONECK UFSD	19,372	19,777
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	12,564	12,953
280406	MANHASSET UFSD	21,713	22,034
110901	MARATHON CSD	14,089	14,378
421101	MARCELLUS CSD	11,513	11,820
121401	MARGARETVILLE CSD	15,101	16,037
650701	MARION CSD	12,480	12,747
621001	MARLBORO CSD	17,164	17,675
280523	MASSAPEQUA UFSD	17,226	17,834
512001	MASSENA CSD	11,514	11,674
581012	MATTITUCK-CUTCHOGUE UFSD	17,124	17,357
170801	MAYFIELD CSD	11,442	11,630
110304	MCGRAW CSD	13,060	13,705
521200	MECHANICVILLE CITY SD	12,268	13,015
450801	MEDINA CSD	11,861	11,836
010615	MENANDS UFSD	17,005	16,781
280225	MERRICK UFSD	19,306	19,677
460901	MEXICO CSD	12,750	13,291
580211	MIDDLE COUNTRY CSD	14,774	15,341
541001	MIDDLEBURGH CSD	13,539	13,626
441000	MIDDLETOWN CITY SD	15,067	15,775
471101	MILFORD CSD	14,077	14,570
132201	MILLBROOK CSD	13,421	13,485
580208	MILLER PLACE UFSD	14,277	14,404
280410	MINEOLA UFSD	24,559	24,839
150801	MINERVA CSD	25,451	26,057
441101	MINISINK VALLEY CSD	12,792	13,210
441201	MONROE-WOODBURY CSD	15,035	15,512
580306	MONTAUK UFSD	31,342	31,123
591401	MONTICELLO CSD	15,593	16,023
051301	MORAVIA CSD	11,632	11,805
150901	MORIAH CSD	13,705	14,186
471201	MORRIS CSD	11,730	11,664

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
512101	MORRISTOWN CSD	14,322	14,639
250401	MORRISVILLE-EATON CSD	13,470	13,830
212001	MOUNT MARKHAM CSD	12,720	12,893
240901	MT MORRIS CSD	14,605	14,859
660801	MT PLEASANT CSD	19,467	19,716
580207	MT SINAI UFSD	16,161	16,415
660900	MT VERNON SCHOOL DISTRICT	18,437	18,476
500108	NANUET UFSD	18,017	18,428
431201	NAPLES CSD	14,250	14,445
411501	NEW HARTFORD CSD	12,440	12,271
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,853	16,067

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
101601	NEW LEBANON CSD	16,028	16,565
621101	NEW PALTZ CSD	15,367	16,125
661100	NEW ROCHELLE CITY SD	17,722	18,053
581015	NEW SUFFOLK COMN SD	19,261	19,758
650101	NEWARK CSD	12,477	12,719
600402	NEWARK VALLEY CSD	11,378	11,689
441600	NEWBURGH CITY SD	16,821	17,391
151001	NEWCOMB CSD	44,745	44,732
400601	NEWFANE CSD	11,563	11,753
610901	NEWFIELD CSD	11,823	12,561
400800	NIAGARA FALLS CITY SD	12,227	12,531
400701	NIAGARA-WHEATFIELD CSD	11,580	11,757
530301	NISKAYUNA CSD	12,847	13,311
580103	NORTH BABYLON UFSD	16,164	16,445
280204	NORTH BELLMORE UFSD	17,807	17,474
142201	NORTH COLLINS CSD	14,645	14,856
010623	NORTH COLONIE CSD	12,219	12,686
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	13,352	14,056
280229	NORTH MERRICK UFSD	19,340	19,673
651501	NORTH ROSE-WOLCOTT CSD	13,473	13,722
661301	NORTH SALEM CSD	21,351	21,652
280501	NORTH SHORE CSD	25,559	26,157
420303	NORTH SYRACUSE CSD	12,473	12,806
400900	NORTH TONAWANDA CITY SD	11,824	12,127
630202	NORTH WARREN CSD	15,779	16,115
131101	NORTHEAST CSD	15,780	15,895
090501	NORTHEASTERN CLINTON CSD	12,846	13,307
090901	NORTHERN ADIRONDACK CSD	13,922	14,361
580404	NORTHPORT-EAST NORTHPORT UFSD	19,114	19,424
170901	NORTHVILLE CSD	15,516	16,098
081200	NORWICH CITY SD	11,305	11,080
512201	NORWOOD-NORFOLK CSD	12,459	12,793
411504	NY MILLS UFSD	13,260	13,439
500304	NYACK UFSD	19,882	20,238
300000	NYC CHANCELLOR'S OFFICE	16,844	17,626
181101	OAKFIELD-ALABAMA CSD	12,083	12,989
280211	OCEANSIDE UFSD	16,195	16,174
550101	ODESSA-MONTOUR CSD	12,094	12,442
512300	OGDENSBURG CITY SD	14,873	14,559

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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
042400	OLEAN CITY SD	12,295	12,650
251400	ONEIDA CITY SD	12,591	12,898
471400	ONEONTA CITY SD	13,442	13,844
421201	ONONDAGA CSD	13,833	14,296
621201	ONTEORA CSD	19,929	20,264
271201	OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD	12,748	12,957
142301	ORCHARD PARK CSD	12,257	12,454
412901	ORISKANY CSD	12,402	12,727
661401	OSSINING UFSD	19,697	20,347
461300	OSWEGO CITY SD	12,568	12,916
471601	OTEGO-UNADILLA CSD	12,001	12,300

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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
600601	OWEGO-APALACHIN CSD	13,004	13,172
081501	OXFORD ACADEMY & CSD	13,246	13,445
280506	OYSTER BAY-EAST NORWICH CSD	24,095	24,755
581002	OYSTERPONDS UFSD	32,561	34,704
650901	PALMYRA-MACEDON CSD	11,794	11,864
061601	PANAMA CSD	13,008	13,146
512501	PARISHVILLE-HOPKINTON CSD	12,534	12,727
580224	PATCHOGUE-MEDFORD UFSD	14,647	15,053
181201	PAVILION CSD	12,541	13,079
131201	PAWLING CSD	16,353	16,767
500308	PEARL RIVER UFSD	16,595	16,958
661500	PEEKSKILL CITY SD	17,871	18,507
661601	PELHAM UFSD	17,265	17,291
181302	PEMBROKE CSD	13,640	13,845
261201	PENFIELD CSD	13,593	13,844
680601	PENN YAN CSD	12,398	12,678
671201	PERRY CSD	12,470	13,121
091101	PERU CSD	13,816	14,262
431301	PHELPS-CLIFTON SPRINGS CSD	13,071	13,402
462001	PHOENIX CSD	12,944	13,005
440401	PINE BUSH CSD	13,006	13,169
131301	PINE PLAINS CSD	16,422	16,657
060601	PINE VALLEY CSD (SOUTH DAYTON)	13,990	16,216
261401	PITTSFORD CSD	14,268	14,642
280518	PLAINEDGE UFSD	16,752	16,842
280504	PLAINVIEW-OLD BETHPAGE CSD	18,899	19,313
091200	PLATTSBURGH CITY SD	14,646	15,141
660809	PLEASANTVILLE UFSD	17,293	17,373
660802	POCANTICO HILLS CSD	42,060	40,041
211103	POLAND CSD	12,822	13,003
051101	PORT BYRON CSD	11,859	11,948
661904	PORT CHESTER-RYE UFSD	15,471	15,776
580206	PORT JEFFERSON UFSD	23,026	23,461
441800	PORT JERVIS CITY SD	13,289	13,492
280404	PORT WASHINGTON UFSD	22,264	23,170
042901	PORTVILLE CSD	11,661	11,870
512902	POTSDAM CSD	13,369	13,691
131500	POUGHKEEPSIE CITY SD	14,347	15,030
572301	PRATTSBURGH CSD	11,520	11,977

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
461801	PULASKI CSD	13,424	13,821
641401	PUTNAM CSD	25,427	24,626
480503	PUTNAM VALLEY CSD	18,348	18,456
630902	QUEENSBURY UFSD	10,583	10,724
580903	QUOGUE UFSD	50,447	52,389
500401	RAMAPO CSD (SUFFERN)	17,931	18,153
043001	RANDOLPH CSD	12,665	13,557
010402	RAVENA-COEYMANS-SELKIRK CSD	14,202	14,188
651503	RED CREEK CSD	12,584	12,738
131701	RED HOOK CSD	14,876	15,165
411701	REMSEN CSD	17,086	17,841

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District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
580901	REMSENBURG-SPEONK UFSD	39,023	39,468
491200	RENSSELAER CITY SD	10,880	11,075
131801	RHINEBECK CSD	18,059	18,339
472001	RICHFIELD SPRINGS CSD	11,866	11,983
062401	RIPLEY CSD	14,989	14,359
580602	RIVERHEAD CSD	18,341	18,922
261600	ROCHESTER CITY SD	13,995	14,216
280221	ROCKVILLE CENTRE UFSD	20,193	20,561
580209	ROCKY POINT UFSD	14,778	15,108
411800	ROME CITY SD	13,584	13,978
560603	ROMULUS CSD	16,580	16,985
620901	RONDOUT VALLEY CSD	18,445	18,795
280208	ROOSEVELT UFSD	18,366	18,572
591301	ROSCOE CSD	18,704	19,043
280403	ROSLYN UFSD	22,032	22,495
530515	ROTTERDAM-MOHONASEN CSD	10,677	10,866
121502	ROXBURY CSD	18,357	18,704
401201	ROYALTON-HARTLAND CSD	11,140	11,302
261701	RUSH-HENRIETTA CSD	13,787	14,077
661800	RYE CITY SD	21,124	21,910
661901	RYE NECK UFSD	19,327	19,532
580205	SACHEM CSD	14,302	14,661
221001	SACKETS HARBOR CSD	11,312	11,392
580305	SAG HARBOR UFSD	28,712	29,846
580910	SAGAPONACK COMN SD	16,620	17,341
043200	SALAMANCA CITY SD	2,746	3,033
641501	SALEM CSD	14,677	15,517
161201	SALMON RIVER CSD	15,308	15,545
461901	SANDY CREEK CSD	14,155	14,667
091402	SARANAC CSD	12,950	13,417
161401	SARANAC LAKE CSD	15,378	16,032
521800	SARATOGA SPRINGS CITY SD	12,061	12,297
621601	SAUGERTIES CSD	13,719	13,981
411603	SAUQUOIT VALLEY CSD	13,058	13,672
580504	SAYVILLE UFSD	17,619	17,737
662001	SCARSDALE UFSD	23,816	24,450
530501	SCHALMONT CSD	14,797	14,840
530600	SCHENECTADY CITY SD	13,135	13,614
470901	SCHENEVUS CSD	14,187	14,074

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
491501	SCHODACK CSD	13,629	14,120
541201	SCHOHARIE CSD	13,500	13,782
151401	SCHROON LAKE CSD	18,334	19,487
521701	SCHUYLERVILLE CSD	12,516	12,585
022401	SCIO CSD	12,326	12,278
530202	SCOTIA-GLENVILLE CSD	12,793	13,312
280206	SEAFORD UFSD	17,187	17,477
560701	SENECA FALLS CSD	12,265	12,356
280252	SEWANHAKA CENTRAL HS DISTRICT	13,856	14,080
541401	SHARON SPRINGS CSD	15,275	15,959
580701	SHELTER ISLAND UFSD	28,587	28,919

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
520302	SHENENDEHOWA CSD	12,532	12,939
082001	SHERBURNE-EARLVILLE CSD	12,026	12,222
062601	SHERMAN CSD	11,639	11,996
412000	SHERRILL CITY SD	11,338	11,670
580601	SHOREHAM-WADING RIVER CSD	17,343	17,650
121601	SIDNEY CSD	12,702	12,790
061501	SILVER CREEK CSD	13,437	14,073
421601	SKANEATELES CSD	13,220	13,301
580801	SMITHTOWN CSD	15,384	15,736
651201	SODUS CSD	13,414	13,394
420702	SOLVAY UFSD	12,793	12,918
662101	SOMERS CSD	18,255	18,748
010601	SOUTH COLONIE CSD	13,517	13,910
580235	SOUTH COUNTRY CSD	17,810	18,366
521401	SOUTH GLENS FALLS CSD	11,592	11,859
580413	SOUTH HUNTINGTON UFSD	17,526	18,010
220101	SOUTH JEFFERSON CSD	10,622	10,964
121702	SOUTH KORTRIGHT CSD	14,206	14,206
231101	SOUTH LEWIS CSD	14,502	14,633
500301	SOUTH ORANGETOWN CSD	16,660	17,210
560501	SOUTH SENECA CSD	14,589	14,868
580906	SOUTHAMPTON UFSD	25,633	26,279
050701	SOUTHERN CAYUGA CSD	14,438	14,585
581005	SOUTHOLD UFSD	18,934	19,364
060201	SOUTHWESTERN CSD AT JAMESTOWN	12,172	12,877
131602	SPACKENKILL UFSD	17,683	18,189
261001	SPENCERPORT CSD	12,329	12,606
600801	SPENCER-VAN ETTEN CSD	12,702	13,081
580304	SPRINGS UFSD	24,409	25,129
141101	SPRINGVILLE-GRIFFITH INST CSD	12,689	13,047
161801	ST REGIS FALLS CSD	15,904	16,415
121701	STAMFORD CSD	14,273	14,302
401001	STARPOINT CSD	11,345	11,634
522001	STILLWATER CSD	10,231	10,345
251501	STOCKBRIDGE VALLEY CSD	11,751	11,757
591502	SULLIVAN WEST CSD	16,318	16,608
030601	SUSQUEHANNA VALLEY CSD	13,752	14,327
140207	SWEET HOME CSD	13,672	14,066
280502	SYOSSET CSD	21,358	21,661

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
421800	SYRACUSE CITY SD	13,442	13,769
100501	TACONIC HILLS CSD	14,700	14,790
220701	THOUSAND ISLANDS CSD	12,875	12,862
580201	THREE VILLAGE CSD	17,662	18,149
151501	TICONDEROGA CSD	15,350	15,780
600903	TIOGA CSD	10,930	11,480
142500	TONAWANDA CITY SD	11,259	11,565
211901	TOWN OF WEBB UFSD	20,582	20,932
591201	TRI-VALLEY CSD	20,438	21,070
491700	TROY CITY SD	16,817	17,237
611001	TRUMANSBURG CSD	12,232	12,654

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
580913	TUCKAHOE COMN SD	31,957	33,354
660302	TUCKAHOE UFSD	21,760	22,676
421902	TULLY CSD	11,284	11,291
160101	TUPPER LAKE CSD	13,215	13,458
441903	TUXEDO UFSD	16,305	16,501
660401	UFSD-TARRYTOWNS	18,174	18,601
081003	UNADILLA VALLEY CSD	13,160	13,646
051901	UNION SPRINGS CSD	12,985	12,862
280202	UNIONDALE UFSD	22,330	23,045
031501	UNION-ENDICOTT CSD	12,622	12,895
412300	UTICA CITY SD	10,755	11,330
660805	VALHALLA UFSD	22,026	22,099
441301	VALLEY CSD (MONTGOMERY)	13,108	13,423
280213	VALLEY STREAM 13 UFSD	16,714	17,017
280224	VALLEY STREAM 24 UFSD	20,742	21,383
280230	VALLEY STREAM 30 UFSD	19,076	19,145
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,694	15,994
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	13,083	13,199
031601	VESTAL CSD	13,466	13,813
431701	VICTOR CSD	11,631	12,104
011003	VOORHEESVILLE CSD	14,302	14,424
580302	WAINSCOTT COMN SD	19,969	22,136
621801	WALLKILL CSD	12,677	13,070
121901	WALTON CSD	11,788	11,866
280223	WANTAGH UFSD	14,882	15,083
132101	WAPPINGERS CSD	12,736	13,158
631201	WARRENSBURG CSD	15,696	16,228
671501	WARSAW CSD	13,084	13,598
442101	WARWICK VALLEY CSD	13,457	13,597
440102	WASHINGTONVILLE CSD	13,858	14,755
522101	WATERFORD-HALFMOON UFSD	15,334	16,947
561006	WATERLOO CSD	11,975	12,382
222000	WATERTOWN CITY SD	10,604	10,913
411902	WATERVILLE CSD	12,173	12,549
011200	WATERVLIET CITY SD	10,734	10,996
550301	WATKINS GLEN CSD	11,788	12,137
600101	WAVERLY CSD	10,559	10,937
573002	WAYLAND-COHOCTON CSD	11,833	12,129
650801	WAYNE CSD	11,540	11,390

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
261901	WEBSTER CSD	12,665	13,021
050301	WEEDSPORT CSD	13,350	13,608
200901	WELLS CSD	23,190	23,489
022601	WELLSVILLE CSD	13,467	13,875
580102	WEST BABYLON UFSD	16,688	17,135
210302	WEST CANADA VALLEY CSD	13,347	13,619
420101	WEST GENESEE CSD	11,645	12,154
280227	WEST HEMPSTEAD UFSD	17,093	17,555
260803	WEST IRONDEQUOIT CSD	12,123	12,525
580509	WEST ISLIP UFSD	15,267	15,574
142801	WEST SENECA CSD	11,371	11,833

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2021-22 Basic Tuition*	Final 2022-23 Basic Tuition*
040204	WEST VALLEY CSD	14,718	15,036
280401	WESTBURY UFSD	21,161	21,737
062901	WESTFIELD CSD	13,031	13,207
580902	WESTHAMPTON BEACH UFSD	19,564	19,785
420701	WESTHILL CSD	11,877	12,369
412801	WESTMORELAND CSD	12,297	11,794
262001	WHEATLAND-CHILI CSD	16,920	17,964
170301	WHEELERVILLE UFSD	17,871	17,539
662200	WHITE PLAINS CITY SD	20,971	21,439
641701	WHITEHALL CSD	13,478	13,828
412902	WHITESBORO CSD	11,720	12,061
022101	WHITESVILLE CSD	11,065	10,887
031401	WHITNEY POINT CSD	13,409	14,046
580232	WILLIAM FLOYD UFSD	15,661	15,970
651402	WILLIAMSON CSD	13,556	14,085
140203	WILLIAMSVILLE CSD	12,290	12,495
151701	WILLSBORO CSD	16,885	17,446
401501	WILSON CSD	11,932	12,224
191401	WINDHAM-ASHLAND-JEWETT CSD	20,254	20,584
031701	WINDSOR CSD	12,151	12,664
472506	WORCESTER CSD	13,872	13,923
580109	WYANDANCH UFSD	18,808	19,101
490804	WYNANTSKILL UFSD	13,720	14,321
671002	WYOMING CSD	16,159	17,831
662300	YONKERS CITY SD	16,481	17,068
241701	YORK CSD	13,556	15,187
043501	YORKSHIRE-PIONEER CSD	11,924	11,734
662402	YORKTOWN CSD	17,394	17,678

Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Engineering & Technology Academy of Distinction Charter School

Contact Name:	Munirah Ali
Contact Title:	Founder
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2024-25
Pre-Opening Period:	July 1, 2023 - June 30, 2024

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
2024-25 through 2028-29

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School	60	60	60	60	60	11-12
7th Grade	Middle School		60	60	60	60	12-13
8th Grade	Middle School			60	60	60	13-14
9th Grade	High School	60	60	60	60	60	14-15
10th Grade	High School		60	60	60	60	15-16
11th Grade	High School			60	60	60	16-17
12th Grade	High School				60	60	17-18
Ungraded							
TOTAL		120	240	360	420	420	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School	3	3	3	3	3
7th Grade	Middle School		3	3	3	3
8th Grade	Middle School	0	0	3	3	3
9th Grade	High School	3	3	3	3	3
10th Grade	High School		3	3	3	3
11th Grade	High School			3	3	3
12th Grade	High School				3	3
Ungraded						
TOTAL		6	12	18	21	21

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE

GRADES	LEVEL	2024-25	2025-26	2026-27	2027-28	2028-29
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	20	20	20	20	20
7th Grade	Middle School	0	20	20	20	20
8th Grade	Middle School	0	0	20	20	20
9th Grade	High School	20	20	20	20	20
10th Grade	High School	0	20	20	20	20
11th Grade	High School	0	0	20	20	20
12th Grade	High School	0	0	0	20	20
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	60	120	180	180	180
Total High School Enrollment	60	120	180	240	240
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**120**	**240**	**360**	**420**	**420**
Change in Net Enrollment from Prior Year (Count)	120	120	120	60	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	16.7%	0.0%
Anticipated rate of attrition (Percent)	10.0%	10.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	120	240	360	420	420
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	BUFFALO CITY SD	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 985,000,000	$ 985,000,000	$ 985,000,000	$ 985,000,000	$ 985,000,000
ENROLLMENT (*Charter School*)		120	240	360	420	420
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://www.buffaloschools.org/Page/1672				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	6, 9	6-7, 9-10	6-11	6-12	6-12
	Enrollment	120	240	360	420	420

***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					Description of Assumptions
Executive Management	1.0	1.0	1.0	1.0	1.0	1 President FY25-FY29
Instructional Management	1.0	1.0	1.0	1.0	1.0	1 Principal FY25-FY29
Deans, Directors & Coordinators	0.0	0.0	1.0	2.0	2.0	1 Dean FY27-FY29, adding 1 Admissions Director FY28-FY29
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	1 Business Manager
Administrative Staff	0.0	0.0	1.0	1.0	1.0	1 Receptionist FY27-FY29
TOTAL ADMINISTRATIVE STAFF	3.0	3.0	5.0	6.0	6.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	6.0	12.0	18.0	21.0	21.0	6 GenEd Teachers FY25, 12 FY26, 18 FY27, 21 FY28-FY29
Teachers - SPED	2.0	4.0	6.0	8.0	8.0	2 SpEd Teachers FY25, 4 FY26, 6 FY27, 8 FY28-FY29
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	3.0	8.0	10.0	10.0	10.0	3 TA's FY25, 8 FY26, 10 FY27-FY29
Specialty Teachers	0.0	0.0	0.0	0.0	0.0	
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	2.0	2.0	4.0	4.0	4.0	1 Mental Health Counselor, 1 Academic Couselor FY25-FY26, adding 1
Other	0.0	0.0	1.0	1.0	1.0	1 Summer Youth Directors FY27-FY29
TOTAL INSTRUCTIONAL	13.0	26.0	39.0	44.0	44.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	1.0	1.0	1.0	1.0	1.0	1 Nurse FY25-FY29
Librarian	1.0	1.0	1.0	1.0	1.0	1 Librarian FY25-FY29
Custodian	1.0	2.0	2.0	2.0	2.0	1 Custodian FY25, 2 FY26-FY29
Security	1.0	1.0	2.0	2.0	2.0	1 Security Guard FY25, 2 FY27-FY29
Other	3.0	3.0	4.0	4.0	4.0	2 Lunch Coordinators FY25, 3 FY27-FY29, 1 Athletic Director FY25-FY29
TOTAL NON-INSTRUCTIONAL	7.0	8.0	10.0	10.0	10.0	
TOTAL PERSONNEL SERVICE FTE	23.0	37.0	54.0	60.0	60.0	

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
	Grades	6, 9	6-7, 9-10	6-11	6-12	6-12
	Enrollment	120.00	240.00	360.00	420.00	420.00

***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.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	2.00%	2.00%	2.00%	2.00%	2.00%	
Executive Management	$ 85,000	$ 85,000	$ 86,700	$ 88,434	$ 90,203	$ 92,007	1 President FY25-FY29
Instructional Management	$ 65,000	$ 65,000	$ 66,300	$ 67,626	$ 68,979	$ 70,358	1 Principal FY25-FY29
Deans, Directors & Coordinators	$ 55,000	$ -	$ -	$ 55,000	$ 111,100	$ 113,322	1 Dean FY27-FY29, adding 1 Admissions Director FY28-FY29
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 65,000	$ 65,000	$ 66,300	$ 67,626	$ 68,979	$ 70,358	1 Business Manager
Administrative Staff	$ 45,000	$ -	$ -	$ 45,000	$ 45,900	$ 46,818	1 Receptionist FY27-FY29
TOTAL ADMINISTRATIVE STAFF		$ 215,000	$ 219,300	$ 323,686	$ 385,160	$ 392,863	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 36,134	$ 216,804	$ 437,944	$ 663,507	$ 785,179	$ 800,883	6 GenEd Teachers FY25, 12 FY26, 18 FY27, 21 FY28-FY29
Teachers - SPED	$ 36,134	$ 72,268	$ 145,981	$ 221,169	$ 297,860	$ 303,818	2 SpEd Teachers FY25, 4 FY26, 6 FY27, 8 FY28-FY29
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 35,084	$ 105,252	$ 282,777	$ 358,601	$ 365,773	$ 373,088	3 TA's FY25, 6 FY26, 10 FY27-FY29
Specialty Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 50,000	$ 100,000	$ 102,000	$ 204,040	$ 208,121	$ 212,283	1 Mental Health Counselor, 1 Academic Couselor FY25-FY26, adding 1 College Counselor, 1 Community Outreach FY27-FY29,
Other	$ 45,000	$ -	$ -	$ 45,000	$ 45,900	$ 46,818	1 Summer Youth Directors FY27-FY29
TOTAL INSTRUCTIONAL		$ 494,324	$ 968,702	$ 1,492,317	$ 1,702,833	$ 1,736,890	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ 45,000	$ 45,000	$ 45,900	$ 46,818	$ 47,754	$ 48,709	1 Nurse FY25-FY29
Librarian	$ 45,000	$ 45,000	$ 45,900	$ 46,818	$ 47,754	$ 48,709	1 Librarian FY25-FY29
Custodian	$ 35,000	$ 35,000	$ 70,700	$ 72,114	$ 73,556	$ 75,027	1 Custodian FY25, 2 FY26-FY29
Security	$ 40,000	$ 40,000	$ 40,800	$ 81,616	$ 83,248	$ 84,913	1 Security Guard FY25, 2 FY27-FY29
Other	$ 40,000	$ 120,000	$ 122,400	$ 164,848	$ 168,145	$ 171,508	2 Lunch Coordinators FY25, 3 FY27-FY29, 1 Athletic Director FY25-FY29
TOTAL NON-INSTRUCTIONAL		$ 285,000	$ 325,700	$ 412,214	$ 420,458	$ 428,867	
TOTAL PERSONNEL SERVICE WAGES		$ 994,324	$ 1,513,702	$ 2,228,217	$ 2,508,451	$ 2,558,620	

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**416,667**	Assumes CSP installment
Total Expenses	**411,716**	Assumes staffing and operational start-up costs
Net Income	**4,951**	Assumes net income from planning year

	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	416,667	Assumes $1.25m CSP allocation; $416k (Y1), $416k (Y2), $416k (Y3)
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**416,667**	
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	**416,667**	

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**416,667**	Assumes CSP installment
Total Expenses		**411,716**	Assumes staffing and operational start-up costs
Net Income		**4,951**	Assumes net income from planning year
		START-UP PERIOD	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	85,000	Assumes hired July 2023
Instructional Management	0.50	32,500	Onboard Jan 2024
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	65,000	Onboard July 2023
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	**2.50**	182,500	
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	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**2.50**	**182,500**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		13,961	Assumes 6 2% of salaries for SS-ER, 1.45% of salaries for MED-ER
Fringe / Employee Benefits		18,250	Assumes 10% of salary for health benefits
Retirement / Pension		5,475	Assumes 3% 403b match in Pre-Op and Year 1
TOTAL PAYROLL TAXES AND BENEFITS		**37,686**	
TOTAL PERSONNEL SERVICE COSTS	**2.50**	**220,186**	
CONTRACTED SERVICES			

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**416,667**	Assumes CSP installment
Total Expenses	**411,716**	Assumes staffing and operational start-up costs
Net Income	**4,951**	Assumes net income from planning year

	START-UP PERIOD	
Accounting / Audit	2,500	Assumes cost for AUP Audit
Legal	6,000	Assumes cost for policy review
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	2,700	Assumes cost for payroll services ($90/employee/month)
Special Ed Services	-	
Titlement Services (i e. Title I)	-	
Other Purchased / Professional / Consulting	24,000	Assumes costs for Back-Office CFO services
TOTAL CONTRACTED SERVICES	**35,200**	

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**416,667**	Assumes CSP installment
Total Expenses	**411,716**	Assumes staffing and operational start-up costs
Net Income	**4,951**	Assumes net income from planning year

	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	3,250	Assumes costs for board retreat and trainings
Classroom / Teaching Supplies & Materials	25,200	Assumes 60% of classroom supplies ordered for Year 1 in Pre-OP year, at $250 per scholar
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	33,500	Assumes costs for office and classroom furniture - ordering early to avoid delays, $4000/classroom, $2000/other room (4) and $250/teacher
Telephone	1,080	Assumes cell phone costs for leadership ($60 per staff member)
Technology	4,500	Staff computers and equipment at $1.5K, for 3 staff members in Y0
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,800	Assumes monthly office expenses of $150
Staff Development	6,000	Assumes PD for President, Principal, Business Manager during Y0 - $2k per
Staff Recruitment	9,000	Assumes $500 per FTE hire, 80% of costs for FY25 recruitment
Student Recruitment / Marketing	24,000	Assumes $200 per new student
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	**108,330**	
FACILITY OPERATION & MAINTENANCE		
Insurance	4,000	Assumes liability, D&O insurance
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	40,000	Assumes Apr 2024 move in @ $100 per sq ft per student @ 92 sq ft per student
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	4,000	Assumes 3 months utiliies
TOTAL FACILITY OPERATION & MAINTENANCE	**48,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2023 - June 30, 2024

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**416,667**	Assumes CSP installment
Total Expenses	**411,716**	Assumes staffing and operational start-up costs
Net Income	**4,951**	Assumes net income from planning year

	START-UP PERIOD	
TOTAL EXPENSES	**411,716**	Total expenses for planning year
NET INCOME	**4,951**	Net income from planning year

PRE-OPENING CASH FLOW 1-YEAR	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**83,333**	**416,667**
Total Expenses	**26,571**	**17,621**	**20,021**	**24,021**	**20,021**	**20,521**	**30,206**	**26,706**	**32,206**	**49,773**	**52,773**	**91,273**	**411,716**
Net Income	**56,762**	**(17,621)**	**(20,021)**	**59,312**	**(20,021)**	**(20,521)**	**53,127**	**(26,706)**	**(32,206)**	**33,560**	**(52,773)**	**(7,940)**	**4,951**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**-**
Net Income	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**4,951**	**4,951**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	83,333	-		83,333			83,333			83,333	-	83,333	416,667
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	83,333	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	416,667
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	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**83,333**	**416,667**

PRE-OPENING CASH FLOW 1-YEAR

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL

***NOTE:**
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2023 - June 30, 2024

Total Revenue	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**83,333**	**416,667**
Total Expenses	**26,571**	**17,621**	**20,021**	**24,021**	**20,021**	**20,521**	**30,206**	**26,706**	**32,206**	**49,773**	**52,773**	**91,273**	**411,716**
Net Income	**56,762**	**(17,621)**	**(20,021)**	**59,312**	**(20,021)**	**(20,521)**	**53,127**	**(26,706)**	**(32,206)**	**33,560**	**(52,773)**	**(7,940)**	**4,951**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**-**
Net Income	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**4,951**	**4,951**

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Instructional Management	0.50	-	-	-	-	-	-	5 417	5 417	5 417	5 417	5 417	5 417	32 500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	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
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.50	12,500	12,500	12,500	12,500	12,500	12,500	17,917	17,917	17,917	17,917	17,917	17,917	182,500
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	2.50	12,500	12,500	12,500	12,500	12,500	12,500	17,917	17,917	17,917	17,917	17,917	17,917	182,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		956	956	956	956	956	956	1,371	1,371	1,371	1,371	1,371	1,371	13,961
Fringe / Employee Benefits		1,250	1,250	1,250	1,250	1,250	1,250	1,792	1,792	1,792	1,792	1,792	1,792	18,250
Retirement / Pension		375	375	375	375	375	375	538	538	538	538	538	538	5,475
TOTAL PAYROLL TAXES AND BENEFITS		2,581	2,581	2,581	2,581	2,581	2,581	3,700	3,700	3,700	3,700	3,700	3,700	37,686
TOTAL PERSONNEL SERVICE COSTS	2.50	15,081	15,081	15,081	15,081	15,081	15,081	21,616	21,616	21,616	21,616	21,616	21,616	220,186
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	2,500	-	-		2,500
Legal		-	-	-	-	-	-	-	-	3 000	-	3 000	-	6 000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		180	180	180	180	180	180	270	270	270	270	270	270	2,700
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000

PRE-OPENING CASH FLOW 1-YEAR	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**83,333**	**416,667**
Total Expenses	**26,571**	**17,621**	**20,021**	**24,021**	**20,021**	**20,521**	**30,206**	**26,706**	**32,206**	**49,773**	**52,773**	**91,273**	**411,716**
Net Income	**56,762**	**(17,621)**	**(20,021)**	**59,312**	**(20,021)**	**(20,521)**	**53,127**	**(26,706)**	**(32,206)**	**33,560**	**(52,773)**	**(7,940)**	**4,951**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**-**
Net Income	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**4,951**	**4,951**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
TOTAL CONTRACTED SERVICES	2,180	2,180	2,180	2,180	2,180	2,180	2,270	2,270	7,770	2,270	5,270	2,270	35,200

PRE-OPENING CASH FLOW 1-YEAR

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL

***NOTE:**
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2023 - June 30, 2024

Total Revenue	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**-**	**83,333**	**-**	**83,333**	**416,667**
Total Expenses	**26,571**	**17,621**	**20,021**	**24,021**	**20,021**	**20,521**	**30,206**	**26,706**	**32,206**	**49,773**	**52,773**	**91,273**	**411,716**
Net Income	**56,762**	**(17,621)**	**(20,021)**	**59,312**	**(20,021)**	**(20,521)**	**53,127**	**(26,706)**	**(32,206)**	**33,560**	**(52,773)**	**(7,940)**	**4,951**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**-**
Net Income	**56,762**	**39,141**	**19,120**	**78,432**	**58,411**	**37,889**	**91,016**	**64,310**	**32,103**	**65,664**	**12,890**	**4,951**	**4,951**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	1,600	150	150	150	150	150	150	150	150	150	150	150	3,250
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	8,400	8,400	8,400	25,200
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	33,500	33,500
Telephone	60	60	60	60	60	60	120	120	120	120	120	120	1 080
Technology	3,000	-	-	-	-	-	1,500	-	-	-	-	-	4,500
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	150	150	150	150	150	150	150	150	150	150	150	150	1 800
Staff Development	-	-	-	4,000	-	-	2,000	-	-	-	-	-	6,000
Staff Recruitment	500	-	-	-	-	500	-	-	-	-	-	8,000	9,000
Student Recruitment / Marketing	-	-	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-		-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	5,310	360	2,760	6,760	2,760	3,260	6,320	2,820	2,820	11,220	11,220	52,720	108,330
FACILITY OPERATION & MAINTENANCE													
Insurance	4,000	-	-	-	-	-	-	-	-	-	-	-	4,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-				13,333	13,333	13,333	40,000
Repairs & Maintenance	-	-	-	-	-	-							-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-				1,333	1,333	1,333	4,000
TOTAL FACILITY OPERATION & MAINTENANCE	4 000	-	-	-	-	-	-	-	-	14 667	14 667	14 667	48 000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**26,571**	**17,621**	**20,021**	**24,021**	**20,021**	**20,521**	**30,206**	**26,706**	**32,206**	**49,773**	**52,773**	**91,273**	411,716
NET INCOME	**56,762**	**(17,621)**	**(20,021)**	**59,312**	**(20,021)**	**(20,521)**	**53,127**	**(26,706)**	**(32,206)**	**33,560**	**(52,773)**	**(7,940)**	**4,951**

PRE-OPENING CASH FLOW 1-YEAR	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2023 - June 30, 2024												
Total Revenue	83,333	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	416,667
Total Expenses	26,571	17,621	20,021	24,021	20,021	20,521	30,206	26,706	32,206	49,773	52,773	91,273	411,716
Net Income	56,762	(17,621)	(20,021)	59,312	(20,021)	(20,521)	53,127	(26,706)	(32,206)	33,560	(52,773)	(7,940)	4,951
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	56,762	39,141	19,120	78,432	58,411	37,889	91,016	64,310	32,103	65,664	12,890	-
Net Income	56,762	39,141	19,120	78,432	58,411	37,889	91,016	64,310	32,103	65,664	12,890	4,951	4,951

	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	56,762	(17,621)	(20,021)	59,312	(20,021)	(20,521)	53,127	(26,706)	(32,206)	33,560	(52,773)	(7,940)	4,951
Beginning Cash Balance	-	56,762	39,141	19,120	78,432	58,411	37,889	91,016	64,310	32,103	65,664	12,890	-
ENDING CASH BALANCE	56,762	39,141	19,120	78,432	58,411	37,889	91,016	64,310	32,103	65,664	12,890	4,951	4,951

YEAR 1 BUDGET AND ASSUMPTION			ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue			**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	
Total Expenses			**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
Net Income			**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	
Budgeted Student Enrollment			**120**	**-**				**120**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2022-23)							
PRIMARY School District:	BUFFALO CITY SD	13,416	1,626,019					1,626,019	Assumes $13,416 per FTE @ 120 FTEs
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.)	13,416	1,626,019					1,626,019	
Special Education Revenue				224,424				224,424	Assumes special education revenue pf $10390 per eligible student; we assume conservatively 18% of students will be eligible for funds
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,626,019	224,424	-	-	-	1,850,443	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	-	-			-	
Title I			54,000	-	-			54,000	Assumes $500 per eligible student, which we assume at 90% of enrollment
Title Funding - Other			4,320	-	-			4,320	Assumes $40 per eligible student, which we assume conservatively at 90% of enrollment
School Food Service (Free Lunch)			109,210	-	-			109,210	Assumes 80% reimbursement for food services
Grants									
Charter School Program (CSP) Planning & Implementation			416,667	-	-	-	-	416,667	Assumes second CSP installment
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			584,197	-	-	-	-	584,197	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	
Total Expenses	**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
Net Income	**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	
Budgeted Student Enrollment	**120**	**-**				**120**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	Assumes federal reimbursement rates with 70% of students eligigle for free lunch and 20% eligible for reduced lunch
Text Book	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	
TOTAL REVENUE	**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	

YEAR 1 BUDGET AND ASSUMPTION		ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	
Total Expenses		**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
Net Income		**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	
Budgeted Student Enrollment		**120**	**-**				**120**	
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	-	-	-	-	85,000	85,000	
Instructional Management	1.00	65,000	-	-	-	-	65,000	
Deans, Directors & Coordinators	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	65,000	65,000	
Administrative Staff	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	65,000	-	-	-	150,000	215,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	6.00	216,804	-	-	-	-	216,804	6 GenEd Teachers
Teachers - SPED	2.00	-	72,268	-	-	-	72,268	2 SpEd Teachers
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	3.00	86 307	18 945	-	-	-	105 252	3 TA's FY25
Specialty Teachers	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	2.00	82,000	18,000	-	-	-	100,000	1 Mental Health Counselor, 1 Academic Couselor
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	13.00	385,111	109,213	-	-	-	494,324	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	1.00	36,900	8,100	-	-	-	45,000	1 Nurse
Librarian	1.00	36,900	8,100	-	-	-	45,000	1 Librarian
Custodian	1.00	28,700	6,300	-	-	-	35,000	1 Custodian
Security	1.00	32,800	7,200	-	-	-	40,000	1 Security Guard
Other	3.00	98,400	21,600	-	-	-	120,000	2 Lunch Coordinators, 1 Athletic Director
TOTAL NON-INSTRUCTIONAL	7.00	233,700	51,300	-	-	-	285,000	
SUBTOTAL PERSONNEL SERVICE COSTS	23.00	683,810.64	160,513	-	-	150,000	994,324	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		52,312	12,279	-	-	11,475	76,066	Assumes 6.2% of salaries for SS-ER, 1.45% of salaries for MED-ER
Fringe / Employee Benefits		68,381	16,051	-	-	15,000	99,432	Assumes 10% of salary for health benefits
Retirement / Pension		20,514	4,815	-	-	4,500	29,830	Assumes 3% 403b match in Pre-Op and Year 1
TOTAL PAYROLL TAXES AND BENEFITS		141,207	33,146	-	-	30,975	205,328	
TOTAL PERSONNEL SERVICE COSTS	23.00	825,018	193,659	-	-	180,975	1,199,652	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	23,000	23,000	Assumes annual acccounting audit @ $23K
Legal		-	-	-	-	10,000	10,000	Assumes annual legal retainer @ $10K
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	FTE on staff
Food Service / School Lunch		136,512		-	-	-	136,512	Assumes Cost of meals is $6 per student for 187 days + 20% of students in Saturday Academy for 26 days, providing breakfast only @ $3
Payroll Services		-	-	-	-	24,840	24,840	Assumes $90/mo per FTE
Special Ed Services		-	-	-	-	-	-	

YEAR 1 BUDGET AND ASSUMPTION	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	
Total Expenses	**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
Net Income	**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	
Budgeted Student Enrollment	**120**	**-**				**120**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	81,504	81,504	Assumes back office provider cost based upon local costs of schools of similar size in start-up
TOTAL CONTRACTED SERVICES	136,512	-	-	-	139,344	275,856	

YEAR 1 BUDGET AND ASSUMPTION	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	
Total Expenses	**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
Net Income	**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	
Budgeted Student Enrollment	**120**	**-**				**120**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1 800	1 800	Assumes monthly board expense of $150
Classroom / Teaching Supplies & Materials	30,000	-	-	-	-	30,000	Assumes $250 cost per student
Special Ed Supplies & Materials	-	5,400	-	-	-	5,400	Assumes $250 per SpEd student, estimated at 18% of total enrollment
Textbooks / Workbooks	24,000	-	-	-	-	24,000	Assumes $200 per student
Supplies & Materials other	6,000	-	-	-	-	6,000	Assumes $50 per student
Equipment / Furniture	16,400	3,600	-	-	5,000	25,000	Assumes total remaining furniture costs and unforeseen furniture expenses
Telephone	720	-	-	-	720	1,440	Assumes cell phone costs for Leadership staff
Technology	71,700	10,800	-	-	-	82,500	Assumes technology costs for students and staff
Student Testing & Assessment	19,680	4,320	-	-	-	24,000	Assumes testing costs @ $200 per student
Field Trips	9,840	2,160	-	-	-	12,000	Assumes $100 per student in Y1
Transportation (student)	49,200	10,800	-	-	-	60,000	Assumes transportation costs of $666.67per student
Student Services - other	-	-	-	-	-	-	
Office Expense	-	-	-	-	24,000	24,000	Assumes $2k/mo for office expenses
Staff Development	18,860	4,140	-	-	-	23,000	Assumes $1K per FTE
Staff Recruitment	14,000	-	-	-	-	14,000	Assumes $1K per new hire needed and remaining Y0 expense
Student Recruitment / Marketing	19,680	4,320	-		-	24,000	Assumes $200 per each newly enrolled student needed for Y2
School Meals / Lunch	9,840	2,160	-	-	-	12,000	Assumes extra costs of meals not funded by federal government
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	289,920	47,700	-	-	31,520	369,140	
FACILITY OPERATION & MAINTENANCE							
Insurance	8,200	1,800	-	-	-	10,000	Assumes costs based on past insurance quote; D& O and all liability insurance coverage
Janitorial	12,000	-	-	-	-	12,000	Assumes costs of cleaning supplies
Building and Land Rent / Lease / Facility Finance Interest	480,000	-	-	-	-	480,000	Assumes $50 per square foot @ 80 square feet per student, assumes net lease that covers all renovation costs
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	FTE on staff
Utilities	48,000	-	-	-	-	48,000	Assumes $5 per square foot @ 80 square foot per student enrollment
TOTAL FACILITY OPERATION & MAINTENANCE	548 200	1 800	-	-	-	550 000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	Required escrow deposit
TOTAL EXPENSES	**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
NET INCOME	**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	

YEAR 1 BUDGET AND ASSUMPTION	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,210,216**	**224,424**	**-**	**-**	**-**	**2,434,640**	
Total Expenses	**1,799,650**	**243,159**	**-**	**-**	**376,839**	**2,419,648**	
Net Income	**410,566**	**(18,735)**	**-**	**-**	**(376,839)**	**14,992**	
Budgeted Student Enrollment	**120**	**-**				**120**	
	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	120					120	
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	**120**					**120**	
REVENUE PER PUPIL	**18,418**					**20,289**	
EXPENSES PER PUPIL	**14,997**					**20,164**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	391,741	-	308,407	83,333	341,913	-	413,583	15,552	330,249	98,885	59,246	391,731	2,434,640
Total Expenses	215,565	167,665	194,042	194,042	194,042	194,042	194,042	194,042	200,042	200,042	212,042	260,042	2,419,648
Net Income	176,175	(167,665)	114,365	(110,708)	147,871	(194,042)	219,541	(178,490)	130,207	(101,156)	(152,796)	131,689	14,992
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	-
Ending Cash Balance	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	14,992	14,992

			JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE															
REVENUES FROM STATE SOURCES			* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."												
Per Pupil Revenue		Basic Tuition (2022-23)													
PRIMARY School District:	BUFFALO CITY SD	13,416	271,003	-	271,003		271,003		271,003		271,003			271,003	1,626,019
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.)	13,416	271,003	-	271,003	-	271,003	-	271,003	-	271,003	-	-	271,003	1,626,019
Special Education Revenue			37,404	-	37,404	-	37,404	-	37,404	-	37,404	-	37,404	-	224,424
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			308 407	-	308 407	-	308 407	-	308 407	-	308 407	-	37 404	271 003	1 850 443
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	-	-
Title I			-	-	-	-	10,800	-	-	14,400	-	14,400	-	14,400	54,000
Title Funding - Other			-	-	-	-	864	-	-	1,152	-	1,152	-	1,152	4,320
School Food Service (Free Lunch)			-	-	-	-	21,842	-	21,842	-	21,842	-	21,842	21,842	109,210
Grants															
Charter School Program (CSP) Planning & Implementation			83,333	-	-	83,333	-	-	83,333	-	-	83,333	-	83,333	416,667
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			83,333	-	-	83,333	33,506	-	105,175	15,552	21,842	98,885	21,842	120,727	584,197
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	391,741	-	308,407	83,333	341,913	-	413,583	15,552	330,249	98,885	59,246	391,731	2,434,640
Total Expenses	215,565	167,665	194,042	194,042	194,042	194,042	194,042	194,042	200,042	200,042	212,042	260,042	2,419,648
Net Income	176,175	(167,665)	114,365	(110,708)	147,871	(194,042)	219,541	(178,490)	130,207	(101,156)	(152,796)	131,689	14,992
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	-
Ending Cash Balance	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	14,992	14,992
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	391,741	-	308,407	83,333	341,913	-	413,583	15,552	330,249	98,885	59,246	391,731	2,434,640

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	**391,741**	**-**	**308,407**	**83,333**	**341,913**	**-**	**413,583**	**15,552**	**330,249**	**98,885**	**59,246**	**391,731**	**2,434,640**
Total Expenses	**215,565**	**167,665**	**194,042**	**194,042**	**194,042**	**194,042**	**194,042**	**194,042**	**200,042**	**200,042**	**212,042**	**260,042**	**2,419,648**
Net Income	**176,175**	**(167,665)**	**114,365**	**(110,708)**	**147,871**	**(194,042)**	**219,541**	**(178,490)**	**130,207**	**(101,156)**	**(152,796)**	**131,689**	**14,992**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**176,175**	**8,510**	**122,876**	**12,167**	**160,039**	**(34,003)**	**185,538**	**7,048**	**137,255**	**36,099**	**(116,697)**	**-**
Ending Cash Balance	**176,175**	**8,510**	**122,876**	**12,167**	**160,039**	**(34,003)**	**185,538**	**7,048**	**137,255**	**36,099**	**(116,697)**	**14,992**	**14,992**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
Instructional Management	1.00	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	65 000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	17,917	215,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	6.00	-	-	21,680	21,680	21,680	21,680	21,680	21,680	21,680	21,680	21,680	216,804
Teachers - SPED	2.00	-	-	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	7,227	72,268
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	3.00	-	-	10,525	10,525	10,525	10,525	10,525	10,525	10,525	10,525	10,525	105,252
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	2.00	-	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	13.00	-	-	49,432	49,432	49,432	49,432	49,432	49,432	49,432	49,432	49,432	494,324
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	1.00	-	-	4 500	4 500	4 500	4 500	4 500	4 500	4 500	4 500	4 500	45 000
Librarian	1.00	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000
Custodian	1.00	-	-	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000
Security	1.00	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	40,000
Other	3.00	-	-	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	120,000
TOTAL NON-INSTRUCTIONAL	7.00	-	-	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	28,500	285,000
SUBTOTAL PERSONNEL SERVICE COSTS	23.00	17,917	17,917	95,849	95,849	95,849	95,849	95,849	95,849	95,849	95,849	95,849	994,324
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		1 371	1 371	7 332	7 332	7 332	7 332	7 332	7 332	7 332	7 332	7 332	76 066
Fringe / Employee Benefits		1,792	1,792	9,585	9,585	9,585	9,585	9,585	9,585	9,585	9,585	9,585	99,432
Retirement / Pension		538	538	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	29,830
TOTAL PAYROLL TAXES AND BENEFITS		3 700	3 700	19 793	19 793	19 793	19 793	19 793	19 793	19 793	19 793	19 793	205 328
TOTAL PERSONNEL SERVICE COSTS	23.00	21,616	21,616	115,642	115,642	115,642	115,642	115,642	115,642	115,642	115,642	115,642	1,199,652
CONTRACTED SERVICES													
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	23 000	23 000
Legal		10,000	-	-	-	-	-	-	-	-	-	-	10,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	13,651	13,651	13,651	13,651	13,651	13,651	13,651	13,651	13,651	136,512
Payroll Services		2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	2,070	24,840
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	6,792	81,504
TOTAL CONTRACTED SERVICES		18 862	8 862	22 513	22 513	22 513	22 513	22 513	22 513	22 513	22 513	45 513	275 856

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2024 - JUNE 30, 2025

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	391,741	-	308,407	83,333	341,913	-	413,583	15,552	330,249	98,885	59,246	391,731	2,434,640
Total Expenses	215,565	167,665	194,042	194,042	194,042	194,042	194,042	194,042	200,042	200,042	212,042	260,042	2,419,648
Net Income	176,175	(167,665)	114,365	(110,708)	147,871	(194,042)	219,541	(178,490)	130,207	(101,156)	(152,796)	131,689	14,992
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	-
Ending Cash Balance	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	14,992	14,992
SCHOOL OPERATIONS													
Board Expenses	150	150	150	150	150	150	150	150	150	150	150	150	1 800
Classroom / Teaching Supplies & Materials	30,000	-	-	-	-	-	-	-	-	-	-	-	30,000
Special Ed Supplies & Materials	5,400	-	-	-	-	-	-	-	-	-	-	-	5,400
Textbooks / Workbooks	24,000	-	-	-	-	-	-	-	-	-	-	-	24,000
Supplies & Materials other	500	500	500	500	500	500	500	500	500	500	500	500	6,000
Equipment / Furniture	25,000	-	-	-	-	-	-	-	-	-	-	-	25,000
Telephone	120	120	120	120	120	120	120	120	120	120	120	120	1,440
Technology		82,500	-	-	-	-	-	-	-	-	-	-	82,500
Student Testing & Assessment	24,000	-	-	-	-	-	-	-	-	-	-	-	24,000
Field Trips	-	-	-	-	-	-	-	-	-	-	6,000	6,000	12,000
Transportation (student)	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
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Staff Development	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	23,000
Staff Recruitment	2,000	-	-	-	-	-	-	-	-	-	6,000	6,000	14,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	6,000	6,000	6,000	6,000	24,000
School Meals / Lunch	-	-	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	120,087	92,187	10,887	10,887	10,887	10,887	10,887	10,887	16,887	16,887	28,887	28,887	369,140
FACILITY OPERATION & MAINTENANCE													
Insurance	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000
Janitorial	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Building and Land Rent / Lease / Facility Finance Interest	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	480,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
TOTAL FACILITY OPERATION & MAINTENANCE	55,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	550,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	215,565	167,665	194,042	194,042	194,042	194,042	194,042	194,042	200,042	200,042	212,042	260,042	2,419,648
NET INCOME	176,175	(167,665)	114,365	(110,708)	147,871	(194,042)	219,541	(178,490)	130,207	(101,156)	(152,796)	131,689	14,992
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													

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2024 - JUNE 30, 2025												
Total Revenue	391,741	-	308,407	83,333	341,913	-	413,583	15,552	330,249	98,885	59,246	391,731	2,434,640
Total Expenses	215,565	167,665	194,042	194,042	194,042	194,042	194,042	194,042	200,042	200,042	212,042	260,042	2,419,648
Net Income	176,175	(167,665)	114,365	(110,708)	147,871	(194,042)	219,541	(178,490)	130,207	(101,156)	(152,796)	131,689	14,992
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	-
Ending Cash Balance	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	14,992	14,992
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	176,175	(167,665)	114,365	(110,708)	147,871	(194,042)	219,541	(178,490)	130,207	(101,156)	(152,796)	131,689	14,992
Beginning Cash Balance	-	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	-
ENDING CASH BALANCE	176,175	8,510	122,876	12,167	160,039	(34,003)	185,538	7,048	137,255	36,099	(116,697)	14,992	14,992

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**2,434,640**	**4,485,133**	**6,151,967**	**7,235,350**	**7,293,985**	
Total Expenses			**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
Net Income (Before Cash Flow Adjustments)			**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Budgeted Student Enrollment			**120**	**240**	**360**	**420**	**420**	
			Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.0%**	**1.0%**	**1.0%**	**1.0%**	**1.0%**	Conservatively budgeted 1% increase each year
Per Pupil Revenue		Basic Tuition (2022-23)						
PRIMARY School District: BUFFALO CITY SD		13,416	1 626 019	3 284 559	4 976 107	5 863 512	5 922 147	Assumes revenue per enrollment
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.)	13,416	1,626,019	3,284,559	4,976,107	5,863,512	5,922,147	
Special Education Revenue			224,424	448,848	673,272	785,484	785,484	Assumes $10,390 per eligible student, with conservative estimate of 18% of students eligible
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,850,443	3,733,407	5,649,379	6,648,996	6,707,631	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			54 000	108 000	162 000	189 000	189 000	Assumes $500 per FRL student budgeted @ 90% FRL
Title Funding - Other			4,320	8,640	12,960	15,120	15,120	Assumes $40 per FRL student budgeted @ 90% FRL
School Food Service (Free Lunch)			109,210	218,419	327,629	382,234	382,234	Assumes 80% reimbursement for food services
Grants								
Charter School Program (CSP) Planning & Implementation			416 667	416 667	-	-	-	Final installment of CSP in FY26
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			584,197	751,726	502,589	586,354	586,354	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,434,640**	**4,485,133**	**6,151,967**	**7,235,350**	**7,293,985**	
Total Expenses	**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
Net Income (Before Cash Flow Adjustments)	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Budgeted Student Enrollment	**120**	**240**	**360**	**420**	**420**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	
TOTAL REVENUE	**2,434,640**	**4,485,133**	**6,151,967**	**7,235,350**	**7,293,985**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,434,640**	**4,485,133**	**6,151,967**	**7,235,350**	**7,293,985**	
Total Expenses	**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
Net Income (Before Cash Flow Adjustments)	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Budgeted Student Enrollment	**120**	**240**	**360**	**420**	**420**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions					*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	1.00	85,000	86,700	88,434	90,203	92,007	1 President FY25-FY29
Instructional Management	1.00	65 000	66 300	67 626	68 979	70 358	1 Principal FY25-FY29
Deans, Directors & Coordinators	-	-	-	55,000	111,100	113,322	1 Dean FY27-FY29, adding 1 Admissions Director FY28-FY29
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	65,000	66,300	67,626	68,979	70,358	1 Business Manager
Administrative Staff	-	-	-	45,000	45,900	46,818	1 Receptionist FY27-FY29
TOTAL ADMINISTRATIVE STAFF	3.00	215,000	219,300	323,686	385,160	392,863	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	216,804	437,944	663,507	785,179	800,883	6 GenEd Teachers FY25, 12 FY26, 18 FY27, 21 FY28-FY29
Teachers - SPED	2.00	72,268	145,981	221,169	297,860	303,818	2 SpEd Teachers FY25, 4 FY26, 6 FY27, 8 FY28-FY29
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	3.00	105,252	282,777	358,601	365,773	373,088	3 TA's FY25, 8 FY26, 10 FY27-FY29
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	2.00	100,000	102,000	204,040	208,121	212,283	1 Mental Health Counselor, 1 Academic Couselor FY25-FY26, adding 1 College Counselor, 1 Community Outreach FY27-FY29,
Other	-	-	-	45,000	45,900	46,818	1 Summer Youth Directors FY27-FY29
TOTAL INSTRUCTIONAL	13.00	494,324	968,702	1,492,317	1,702,833	1,736,890	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	45,000	45,900	46,818	47,754	48,709	1 Nurse FY25-FY29
Librarian	1.00	45,000	45,900	46,818	47,754	48,709	1 Librarian FY25-FY29
Custodian	1.00	35,000	70,700	72,114	73,556	75,027	1 Custodian FY25, 2 FY26-FY29
Security	1.00	40,000	40,800	81,616	83,248	84,913	1 Security Guard FY25, 2 FY27-FY29
Other	3.00	120,000	122,400	164,848	168,145	171,508	2 Lunch Coordinators FY25, 3 FY27-FY29, 1 Athletic Director FY25-FY29
TOTAL NON-INSTRUCTIONAL	7.00	285,000	325,700	412,214	420,458	428,867	
SUBTOTAL PERSONNEL SERVICE COSTS	23.00	994,324	1,513,702	2,228,217	2,508,451	2,558,620	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		76,066	115,798	170,459	191,896	195,734	Assumes 6.2% of salaries for SS-ER, 1.45% of salaries for MED-ER
Fringe / Employee Benefits		99,432	151,370	222,822	250,845	255,862	Assumes 10% of salary for health benefits
Retirement / Pension		29,830	45,411	66,846	75,254	76,759	Assumes 3% 403b match
TOTAL PAYROLL TAXES AND BENEFITS		205,328	312,580	460,127	517,995	528,355	
TOTAL PERSONNEL SERVICE COSTS	23.00	1,199,652	1,826,282	2,688,343	3,026,446	3,086,975	
CONTRACTED SERVICES							
Accounting / Audit		23,000	23,690	24,401	25,133	25,887	Assumes annual acccounting audit @ $23K in Y1, 3% COLA for out years
Legal		10,000	20,000	30,000	40,000	45,000	Assumes $10k retainer fee in Y1, increases as enrollment increases
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,434,640**	**4,485,133**	**6,151,967**	**7,235,350**	**7,293,985**	
Total Expenses	**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
Net Income (Before Cash Flow Adjustments)	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Budgeted Student Enrollment	**120**	**240**	**360**	**420**	**420**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
Food Service / School Lunch	136,512	273,024	409,536	477,792	477,792	Assumes Cost of meals is $6 per student for 187 days + 20% of students in Saturday Academy for 26 days, providing breakfast only @ $3
Payroll Services	24 840	44 400	71 280	86 400	93 600	Assumes $90/mo per FTE in Y1, increases each year
Special Ed Services	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	81,504	105,000	125,000	140,000	145,000	Assumes back office provider cost based upon local costs of schools of similar size in start-up
TOTAL CONTRACTED SERVICES	275,856	466,114	660,217	769,325	787,279	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Total Expenses	**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
Net Income (Before Cash Flow Adjustments)	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Budgeted Student Enrollment	**120**	**240**	**360**	**420**	**420**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
SCHOOL OPERATIONS						
Board Expenses	1,800	1,854	1,910	1,967	2,026	Y1 assumes monthly board expense of $150, 3% increase each year
Classroom / Teaching Supplies & Materials	30,000	61,800	95,400	114,450	117,884	Assumes $250 cost per student, 3% increase each year
Special Ed Supplies & Materials	5,400	11,124	17,172	20,601	21,219	Assumes $250 per SpEd student, estimated at 18% of total enrollment, 3% increase each year
Textbooks / Workbooks	24,000	49,440	76,320	91,560	94,307	Assumes $200 per student, 3% increase each year
Supplies & Materials other	6,000	12,360	19,080	22,890	23,577	Assumes $50 per student, 3% increase each year
Equipment / Furniture	25,000	33,500	40,200	80,400	104,520	Assumes cost to outfit new classrooms/offices, cushion added to replace aging furniture
Telephone	1,440	1,483	1,572	1,714	1,765	Assumes cell phone costs for Leadership staff
Technology	82,500	126,500	200,000	155,000	192,500	Assumes costs for staff and student laptops, tablets, classroom/office technology and replacements; assumes IT support Y2-Y5
Student Testing & Assessment	24,000	49,440	76,320	91,560	94,307	Assumes $200 per student, 3% increase each year
Field Trips	12 000	49 440	76 320	91 560	94 307	Assumes $200 per student Y2, 3% increase each year
Transportation (student)	60,000	126,000	210,000	266,000	336,000	Assumes costs for outsourced transportation
Student Services - other	-	-	-	-	-	
Office Expense	24,000	48,000	76,800	122,880	135,168	Assumes annual costs tied to school growth
Staff Development	23,000	75,110	114,480	130,800	134,724	Assumes $1k per FTE, 3% increase each year, add'l $1k per FTE for staff appreciation
Staff Recruitment	14,000	8,755	21,200	6,540	5,600	Assumes $500 per FTE hire, 3% increase each year, cushion added to account for turnover
Student Recruitment / Marketing	24,000	50,000	50,000	50,000	25,000	Assumes $200 per each newly enrolled student needed, added cushion for additional marketing as school grows, background checks
School Meals / Lunch	12,000	12,360	12,731	13,113	13,506	Assumes extra costs of meals not funded by federal government
Travel (Staff)	-	2,500	2,500	2,500	2,500	Assumes local staff travel to attend PDs Y2-Y5
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	369,140	719,666	1,092,005	1,263,534	1,398,909	
FACILITY OPERATION & MAINTENANCE						
Insurance	10,000	20,000	30,000	40,000	44,000	Assumes annual costs tied to school growth
Janitorial	12 000	18 000	27 000	40 500	40 500	Assumes cost of cleaning supplies, 3% increase each year
Building and Land Rent / Lease / Facility Finance Interest	480,000	960,000	1,440,000	1,680,000	1,680,000	Assumes annual costs tied to school growth
Repairs & Maintenance	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	48,000	98,880	148,320	173,040	173,040	Assumes annual costs tied to school growth
TOTAL FACILITY OPERATION & MAINTENANCE	550,000	1,096,880	1,645,320	1,933,540	1,937,540	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	25,000	-	Required deposits to escrow
TOTAL EXPENSES	**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
NET INCOME	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	ENGINEERING & TECHNOLOGY ACADEMY OF DISTINCTION CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2024-25 THROUGH 2028-29					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue	**2,434,640**	**4,485,133**	**6,151,967**	**7,235,350**	**7,293,985**	
Total Expenses	**2,419,648**	**4,133,942**	**6,110,885**	**7,017,845**	**7,210,702**	
Net Income (Before Cash Flow Adjustments)	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Budgeted Student Enrollment	**120**	**240**	**360**	**420**	**420**	
	Year 1 2024-25	**Year 2 2025-26**	**Year 3 2026-27**	**Year 4 2027-28**	**Year 5 2028-29**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: BUFFALO CITY SD	120	240	360	420	420	
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	**120**	**240**	**360**	**420**	**420**	
REVENUE PER PUPIL	**20,289**	**18,688**	**17,089**	**17,227**	**17,367**	
EXPENSES PER PUPIL	**20,164**	**17,225**	**16,975**	**16,709**	**17,168**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	
NET INCOME	**14,992**	**351,191**	**41,083**	**217,505**	**83,283**	
Beginning Cash Balance	-	14,992	366,182	407,265	624,770	
ENDING CASH BALANCE	**14,992**	**366,182**	**407,265**	**624,770**	**708,053**	

5-YEAR FISCAL IMPACT REPORT

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 (2024-25)	120	13,550	1,626,019	808,621	2,434,640	985,000,000	0.247%
Year 2 (2025-26)	240	13,686	3,284,559	1,200,574	4,485,133	985,000,000	0.455%
Year 3 (2026-27)	360	13,823	4,976,107	1,175,861	6,151,967	985,000,000	0.625%
Year 4 (2027-28)	420	13,961	5,863,512	1,371,838	7,235,350	985,000,000	0.735%
Year 5 (2028-29)	420	14,100	5,922,147	1,371,838	7,293,985	985,000,000	0.741%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.buffaloschools.org/Page/1672
OTHER NOTES:	

Second Largest Enrollment District: N/A							
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 Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 2 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 3 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 4 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 5 (2028-29)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

R-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.

Request is not applicable.

R-21g – Non-SUNY Financials

This Request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Request is not applicable.

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
Governance and Management			
Fundraising Plan Approved	Establish 501©(3) Create fundraising schedule/plan Conduct periodic reviews of grants	Finance Committee	July 2023
A head of school ("HOS") and director of operations ("DOO")has been named;	Written notice that the head of school and director of operations has been named within 5 days of the hire date.	Entire Board	July 2023
Insurance policy issued	Comparative research has been done and policy paid for.	Back Office Provider	July 2023
An Instructional Coordinator has been named.	Written notice that the instructional coordinator has been named within 5 days of the hire date.	Board & HOS	January 2024
Governance policies adopted	Policies drafted, reviewed and voted for.	Governance Committee	July 2023
Enrollment			
Enrollment targets made	Create recruitment plan and benchmarks; Design enrollment form; submit to SUNY for review; work with contractor to translate all school materials; set tabling locations and times; develop promotional video; work with marketing company to manage SEO and social media platforms; contact all print media outlets; enlist volunteers for targeted door-to-door campaign; collect enrollment forms; secure lottery announcer; secure translating services;	Head of School	July 2024
Staffing			

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
The number of teachers is adequate and their assignments match the staffing plan.	Confirm recruitment plan; implement plan; Complete staff roster including teaching assignments by grade level or specialty for all teachers.	Instructional Coordinator	May 2024
Teachers are certified or no more than the maximum number of non-certified teachers have been hired ((lesser of 5 or 30% of teachers) + 5 teachers + 5 teachers of math, science, computer science, technology or career and technical education); and non-certified teachers meet the qualifications of Education Law § 2854(3)(a-1).	Copies of teacher certifications, or appropriate proof of compliance with statutory exemptions.	Instructional Coordinator	May 2024
Teachers in core academic areas (as defined by No Child Left Behind Act, "NCLB") are highly qualified in accordance with NCLB.	Proof of certification or academic credentials (transcripts), relevant tests and subject matter competency for each teacher.	Instructional Coordinator	May 2024

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
Fingerprint supported criminal background checks have been completed and all employees have SED-OSPRA clearance for employment, **AND** all employees have been identified to SED as working for the new charter school; **OR** Fingerprints for each employee have been submitted to SED and all conditions of Emergency Conditional or Conditional Clearance have been met.	Copies of Fingerprint Clearance forms from OSPRA for each employee identifying the new charter school as the employee's current employer; **OR** Copies of fingerprint cards/LIVESCAN receipts and OSPRA forms/TEACH printouts showing submission to SED, and proof of Emergency Conditional or Conditional Appointment for each employee, including a signed statement regarding criminal record, **AND** an approved resolution from the Board (moved by the Board Chair) to extend such clearance to the employee(s); **AND** a Board approved supervision policy for such employee(s).	Director of Operations	August 2024
Curriculum and Instruction			
Needed instructional materials and supplies have been distributed to classrooms at every grade level.	Textbooks ordered. Classrooms should be adequately prepared for teaching and learning, including the appropriate distribution of curricular materials and supplies at time of Prior Action Visit.	Instructional Coordinator	February 2024

Provisions have been made for a child find system and serving students with	Written documentation that the school has contacted the school	Head of School Instructional Coordinator	February 2024

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
special needs and disabilities including those who may receive accommodations under Section 504 of the Rehabilitation Act of 1973.	district Committee on Special Education seeking records of each incoming student known to have a disability.		
	Copy of Section 504 policy to include: • identification, evaluation and reevaluation procedures; • placement procedures; • formation of a 504 team; • a system of procedural safeguards for parents including notice, records review and hearing in compliance with federal regulations.	Instructional Coordinator	February 2024
Students and Parents			
The school has developed required policies relating to student discipline (including special education students), complaints/grievances, FERPA, FOIL, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook or similar publication. A school calendar and class schedules	Copy of Student and Family Handbook (or similar publication) containing the specified policies including FERPA annual notification of rights, and notice of intent to distribute directory information, FOIL notice and the school calendar and schedules; **OR** standalone policies. Written assurance that Student and Family Handbooks (containing such policies) have been distributed. FERPA:	Head of School	August 2024

Item	Deliverable	Responsible Party	Due Date
exist and provisions have been made for them to be available to every student and every family.	• Copy of FERPA procedures for storage/handling of student files in school; • FERPA log on each file; or password protected student files if electronic with electronic access tracking; • FERPA list of persons with access; • List of records maintained (file schematic); and • confidentiality policy for school employees. FOIL: • Posted notice; • "Regulations"; • List of records; • Updated list of employees, positions, work locations and salaries; and • Website postings/links		
Student enrollment procedures have been documented.	Summary of school enrollment statistics including number of currently enrolled students, and number of students on the waiting list as of date of visit.	Director of Operations	May 2024
A preliminary count of students with special needs is available.	A summary roster of students with IEPs and any information related to their settings or related services that	Director of Operations Instructional Coordinator	May 2024

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
	are known at the time of the pre-opening visit.		
Student records have been received or requested, and are in locked storage.	Written assurance from the school that records have been requested or received, and are in locked storage. If records are electronic, the system is password protected.	Director of Operations	September 2024
Student health and immunization records have been separated from academic records and are in locked storage in the office of the school nurse. [If the nurse works for an entity separate from the school, the school must maintain its own copies of records.]	Copies of incoming student health records or written assurance from the school that they have been requested. Records made available to the school nurse and in locked storage [and, if applicable, copies retained by the school].	School Nurse	August 2024
Student health policies are in place.	Copies of school health policies including those for medication administration, and assurance that they have been distributed to parents.	Head of School	January 2024
Operations			
The school has made arrangements to be staffed with a school nurse, and has procedures for the administration of prescription and non-prescription medications to students, and for provision of required health services.	Written documentation of the school's relationship with a registered nurse and/or physician.	Director of Operations	July 2023
	Copies of procedures for medication administration and for the provision of required health services.	Head of School	July 2023

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
Each student has been properly immunized or exempted.	Written assurance that: 1) each student has proper immunization records on file, and 2) students who have not been immunized or exempted will be barred from school after 14 days.	School Nurse	August 2024
Appropriate provisions have been made for supplemental transportation of students if any are to be provided.	Copy of agreement with provider of supplemental transportation services.	Director of Operations	April 2024
	Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.		
There are written plans for such life safety procedures as fire drills and emergency evacuation including school safety plans in accordance with Project SAVE.	Copy of draft SAVE Plan and proof that the SAVE Plan has been submitted to SED for approval.	Director of Operations Head of School	April 2024
	Assurance that school will meet with required groups (parents, teachers) and submit final SAVE Plan, and revise as directed by SED.	Director of Operations Head of School	September 2024
Arrangements have been made for food service.	Copy of agreement with food service provider, if applicable, or written assurance that arrangements have been made with the school district. Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.	Director of Operations Head of School	April 2024
Facilities			
Leased has been signed	Negotiate square footage costs;	Back of Provider	July 2023

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
	confirm draft compliance; schedule and complete inspection	Head of School	
Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Inspection at time of Prior Action Visit	Head of School	May 2024
Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.	Inspection at time of Prior Action Visit Procedures for reasonable accommodation of handicapped persons.	Head of School	May 2024
A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits, but only if the school is located in private space.	Head of School	May 2024
Certificates of insurance are on file, meeting at least the minimum levels required by the NY Charter Schools Act and including a provision to provide notice to the Institute of any material change, non-renewal or termination of the policy.	Copy of certificate of insurance or insurance policy or binder.	Head of Schools	May 2024
Space is safe and secure; entrance and egress from the school's space is adequately controlled.	Inspection at time of Prior Action Visit	Head of Schools	May 2024

SAMPLE PRE-OPERATION ACTION PLAN

Item	Deliverable	Responsible Party	Due Date
Sign for the school is evident.	Inspection at time of Prior Action Visit		May 2024
Copies of school fire safety/evacuation plans/maps are posted in each classroom and room where students may be present.	Inspection at time of Prior Action Visit	Head of School	May 2024
Fire extinguishers have been recently inspected.	Inspection at time of Prior Action Visit	Back office Facility Support	May 2024
School has adequate food/beverage storage, heaters and coolers in kitchen/cafeteria area.	Inspection at time of Prior Action Visit	Back office Facility Support	May 2024
Compliance			
There is a staff person who is assigned to oversee and serve as the primary contact with regard to compliance.	Name of individual and contact information must be submitted to the Institute.	Head of School	May 2024
Finance			
All inclusive		Back Office Provider/Finance Committee	Continuous

R-23a – Supplemental Narrative

a. Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

Request is not applicable.

R-23b – Supplemental Attachments

b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

Request is not applicable.

R-06af – Curriculum and Instructional Design

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.

Curricular Program and Instructional Techniques

The mission of Engineering & Technology Academy of Distinction Charter School ("ET^{2}ECH") is to **support**, **engage** and **prepare** sixth through twelfth grade students through a multi-year journey leading to post-secondary education and/ or a career path in engineering or technology. The instructional design and curriculum planning will be accomplished by the Head of School and Instructional Coordinator in the planning year who will use the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) to adopt, refine, and design as needed the assessment tools and curricular materials.[i] We will draw significant materials for our curricular program from the publicly available materials from Success Academies and EngageNY.

There will be a prioritized focus on the development of powerful literacy skills for all students, our curricular program will be further informed by approaches outlined in Lemov's Reading Reconsidered[ii], instructional and professional development techniques detailed in Bambrick-Santoyo's *Get Better Faster*,[iii] and instructional taxonomies provided within Lemov's Teach Like a Champion 2.0[iv].

At ET^{2}ECH, we will incorporate materials reflecting a multicultural perspective and complex texts drawn from EL Education's Trade Book and Resources Procurement List[v] and the archived Common Core Text Exemplars[vi]. The scope and sequences for every content area will be developed by the Instructional Coordinator during the planning year and revised by Grade Level Leaders under the Instructional Coordinator every year thereafter. ET^{2}ECH curriculum approach is directly informed by our mission which will prepare students to be leaders in their respective fields, despite race, class, gender, perceived ability or any convergence of these attributes. We have chosen EL Education Language Arts Curriculum and EngageNY as the basis for our English Language Arts and Science curriculum as they adhere to Next Generation English Language Arts (2017) and Science (2016) Learning Standards. For Mathematics, eMAth will be used as it adheres to Next Generation Mathematics (2017) Learning Standards and aligns

to our elements of school design and rigorous college and career preparatory mission. We have selected the TCI Social Studies Alive Series (grades 6-8)[vii] and New Visions Global and US History Curriculum (grades 9-11)[viii] as it adheres to NY Social Studies Learning Standards (2014) and aligns to our elements of school design and focus on building community engagement and a global perspective.

The curricular program will align with all aspects of our vision and key design elements.

Effective community-school relationships

Our social studies curriculum will feature community-focused activities and multi-cultural global studies to ensure that all of our students develop positive self- and other-awareness and the ability to make a positive impact on our community. Based on the National Youth Leadership Council Service-Learning Model[ix], ET^{2}ECH will feature a course in civic education in all grades 6-12.

Transformative and inclusive educational environment

It is our intent to have a preference for students with identified intellectual disabilities, aiming to be a hub of opportunities in the Buffalo City School District, in which ALL students can achieve and apply their genius.

Technology

There is an interrelation between technology use, self-directed learning, and student engagement.[x] To prepare students for life after ET^{2}ECH we will utilize implement technology use in teaching and learning. For critical thinking and reflective abilities to be cultivated within our students, ET^{2}ECH will offer students hands-on engagement with the latest technology and associated terminology through a systems-based approach (PBIS).

Engaging and comprehensive socio-emotional health programming

Through community partnerships, immediate access to mental health services, and an inculcation of socio-emotional techniques within the curriculum, our approach will be systemic to ensure that Social Emotional Learning (SEL) is woven into ALL students' educational experiences. We believe that it is more than a single lesson or activity, SEL is an intregal component that must integrated across key settings where students live and learn: classrooms, schools, homes, and communities. [xi] Our curriculum will not only center a supportive classroom environment, building trust and relationships, teaching SEL through evidence-based programs, and providing opportunities to practice social and emotional competencies during all subjects, we will also ensure that SEL schoolwide creates caring learning environments that actively engage all students and adults in practicing and modeling SEL. [xii]

To provide a foundation for the curriculum, there will be an Advisory scope and sequence in all grades that builds in our values of Discipline, dedication and Determination. Additionally, the curriculum will follow the SAFE approach which is **S**EQUENCED (connected and coordinated activities to foster skills

development), **A**CTIVE (employing active forms of learning to help students strengthen new skills), **F**OCUSED (dedicated time and attention to developing personal and social skills) and **E**XPLICIT (targeting specific social and emotional skills). [xiii] This structure will ensure our Advisory will be values-based and highly structured, as we believe that structure is the foundation of joy and creativity, that predictability and clarity create a sense of personal safety and communal well-being. Through CASEL[xiv] and our values, a community of joy and creativity of learning will allow for students to thrive. Within our scope and sequence, there will be common language which is critical for the success of our target community. Our scholars will begin to shift from being recipients of information to a more autonomous approach where they will begin to exhibit self-directed learning via critical and analytical thinking.

Challenging academics

In the 21st Century, students are needing to develop an increasingly complex set of literacy skills in order to access a post-secondary education or a career. Given that, ET^{2}ECH's emphasis will be on differentiated instruction with a standard of academic excellence, despite where a student stands academically. To meet ET^{2}ECH's academically rigorous standards, all students will be given tools such as: intensive tutoring and extended instructional time. Additionally, we will implement well-respected resources to inform a rigorous curriculum that adequately prepares each student to be literate in today's society. Examples include Success Academy's reading program which focuses on the development of learners' skills in a way that also impassions students towards reading.[xv] Additionally, eMath's math program is designed and constructed to ensure that students are equipped with the conceptual understanding required to grasp the "why" behind mathematics.[xvi]

Helpful access to wrap around services

ET^{2}ECH will give students the support they need throughout the school day as well as access to resources outside of the school via community and organizational partnerships. We will provide access to wraparound services to students, parents, and families to curtail significant behavioral, emotional and development learning challenges. It is the goal to have a resident mental health professional that will not only be available to students, parents, and families but also all staff. ET^{2}ECH will also partner with local organizations to meet housing, nutritional, healthcare, and other needs. Within the walls of ET^{2}ECH there will be a food pantry, toiletry cabinet and laundry room for student use – with supervision.

Our classes will have an average size of 20 students and our school will backfill enrollment in all grades. Our goal is for 75% of our students to enroll in at least one Advanced Placement course starting in grade ten. There are four core areas of content on which we focus our foundational curriculum design: English Language Arts ("ELA"), Mathematics, Science, and Social Studies. The core classes will be present throughout the entire Lower School (grades 6-8), and Upper School (grades 9-12) for all students. In addition to the core courses, Lower School students will take Computer Science once per week; Upper School students will have opportunity to take more extended study of Engineering & Technology. Starting in grade nine students also will study a World Language.[xvii]

In the last year of our Lower School (grade 8) and all grades of our Upper School (grades 9-12), we will offer a wide variety of elective courses to ensure that our students are prepared for the undergraduate degree program of their choice upon graduation. In the ninth and tenth grades, elective courses will be made available according to each student's academic performance. In ninth grade, students will only take a World Language course in addition to Informational Computer Technology and their core courses. In tenth grade, students will have the chance to select multiple electives depending on their academic achievement.

The Head of School and Instructional Coordinator will develop the scope and sequences a for ELA, Math, Science, Social Studies, Engineering and Technology during the planning year. The lesson plans for the first eight weeks (typically the first two units) of instruction will be provided to the teachers to ensure that they become familiar with the ET^{2}ECH approach towards lesson planning. The Instructional Coordinator will oversee the lesson plan annotations for which all teachers will be responsible. Lesson plan annotations will include the prompts the teachers will use to engage students in the content, such as rhetorical questions, scaffolded questions, notation of expected misconceptions and checks for understanding. Annotations will also indicate when the teacher will provide clarity for a particular aspect of the lesson, doing such things as defining key vocabulary or exploring key figurative language, or exploring how a new concept relates to previously learned concepts. For example, using Explicit Direct Intruction and the Gradual Release Model[xviii] during an ELA class, a teacher might begin a lesson by modeling (focused lesson) how to analyze a poem such as Maya Angelou's *I Know Why A Caged Bird Sings* through notations made on the overhead projector, doc cam, or smart board. Predetermined annotations will be planned prior to the classroom lesson's execution and the teacher will provided guiding notes according to a marked/annotated lesson plan. Within this scenario, after the teacher modeled a stanza, students would assist the teacher with annotating the next stanza (guided instruction). Students would then try the skill on their own (independent learning). Based on the student's proficiency and understanding, the teacher may help students understand what "context" means by making statements without providing direct answers, but instead highlighting the confusion and guiding students to make the context clear through attention to pertinent textual details. Students would then repeat the "guided instruction" and "independent practice" portions until all students showed evidence of understanding.If students in this scenario needed additional time to reach proficiency, "productive group work" could be added to the sequence to allow for more language and background knoweldge to be created.[xix]

After the first eight weeks (typically the first two units of study), teachers will develop their unit plans, lesson plans, and mastery quizzes based on the scope and sequences provided to them and under the guidance of the Head of School and Instructional Coordinator. Once the Principal is brought on for those grades, the Principal will take on that role otherwise led by the Head of School.[xx] The Head of School, and then Principal(s) as hired, will appoint Grade Level Leads to oversee teachers during scope and sequence development. There will be continuous monitoring of pacing according to the scope and sequences and a monthly review of adjustment to student performance data.

Throughout the academic year to keep all students, families, and teachers abreast of the academic performance of our students, we will conduct internal teacher-developed unit assessments which will be

aligned to each interim assessment. These interim assessments will be essential to our ability to conduct error analysis, identify and remediate gaps, and forecast State-level assessment performance results.

Figure 6.01: Curriculum Development Resources[xxi]	
Subject Area	External Resources and Materials
English Language Arts	EL Education and EngageNY
Mathematics	eMathinstruction and Envisions
Science	Success Academy Curriculum
Social Studies and Civic Engagement	TCI Social Studies Alive (Series, 6-8) and New Visions Global and US History Curriculum (9-11)
Information Computer Technology	Cambridge Assessment International Examination ICT course model

Lemov, Doug. Teach Like a Champion 2.0. San Francisco, CA: Jossey-Bass. 2010.

English Language Arts

Lower School students in grades six through eighth, will have at least 120 minutes of literacy instruction daily, half of which will come from ELA and the other half from text-based social studies. These minutes will be carefully planned and will include at a minimum: 30 minutes of reading, 30 minutes of writing, and 60 minutes of literacy-based, text-driven social studies. As a part of our extended instructional time, students who require additional support in the area of literacy development will receive individualized tutoring in areas of phonics[xxii] and fluency in order for all students to read and comprehend complex, grade-level literary and informational texts independently and proficiently. To achieve this, our tutoring will concentrate on the phonics instruction, fluency, vocabulary, and reading comprehension using complex non-fiction literature, and supplementary material[xxiii]. Tutoring will occur for one full hour at the end of five school days each week, right after school dismissal. For information on the daily schedule, please refer to R-07ac Calendars and Schedules.

The approach of our English Language Arts program is strategically sequenced across our Lower (6-8 grades) and Upper (9-12 grades) Schools. The overarching goal of developing their advanced literacies aligns with ET^{2}ECH's mission to **support**, **engage** and **prepare** students through a multi-year journey leading to post-secondary education and/ or a career path in engineering or technology. ET^{2}ECH recognizes the needs for students to be prepared for careers that may not exist yet as well as the ability to communicate in diverse ways with diverse audiences[xxiv].

Students in our Lower School will develop the necessary skills to read at or above their grade level at the conclusion of each prospective grade level to ensure they can complete the entire learning progression of skills by the end of their twelfth grade year. In year one, students will arrive to our school in grades six

and nine, and in future years the majority will arrive in grade six; we anticipate that a significant portion of the student population will be either native speakers of English who read below grade level or English Language Learners ("ELLs"). On average, based on local and current metrics from NY State Assessments, 25% of students in Buffalo are proficient in ELA and 4% of students are English Language Learners.[xxv]

Our approach to ELA will consist of daily reading, writing, speaking and listening opportunities through both independent and collaborative work. Teachers may use a variety of strategies within these opportunities such as think-pair-share, jigsaw, extended and summary writing as well as generating and answering questions[xxvi]. Students will practice organizing their thoughts and supporting their observations and analysis through a scaffolded approach which would include thinking, writing/reading, and speaking in order to support their understanding[xxvii]. Discussions will be a method for students to demonstrate their thinking, learning and understanding as well as a way to support reading and writing instruction[xxviii]. The utilization of instructional scaffolding will be critical for those reading below grade level and our ELL students. Using both the levels within Bloom's Taxonomy and Hess's Depth of Knowledge, teachers will identify where a student is in their learning progression on any given standard and build scaffolding appropriate for the student to either reach or exceed the given learning target[xxix]. To ensure individualized instruction is aligned to the standards, teachers will utilize question stems crafted from the standards and model the New York State Assessment. Additionally, the Question Formulation Technique will be utilized to ensure students are also adequately prepared for complex problems that engineers and informational technology professionals may encounter[xxx]. To practice being an active reader, students will read closely and critically through the use of annotation. Writing will be scaffolded similarly with the addition of graphic organizers and frameworks for each type of writing explored. Teachers will confer regularly with each student, offering immediate feedback when necessary to ensure the student can progress through the writing process successfully. Checklists will be provided to promote self-guided goals, independent self-direction and guidance on time management.

Staff will use all classroom space to further student learning. Teachers will circulate the class continuously as students are competing individual work. Students with IEPs will be provided instruction in accordance with their plan.

In the Upper School (grades 9-12), our reading instruction will hold true to our mission of academic rigor and will feature a comprehensive variety of non-fiction texts written for multiple audiences and from various author perspectives. Students will be provided with reading instruction consisting of wide-ranging genres of literature and pieces based in multiple historical contexts and global settings. To enhance understanding and critical thinking, students will be challenged with reading assignments that will require them to analyze texts and paired selections of texts from a personal, regional, national, and global perspective, all while identifying opinions, facts, value statements, and judgements made by various authors.

Writing instruction will expand across and vertically align sixth grade to twelfth grade, incorporating the strands of skilled writing[xxxi]. The syntax and transcription strands, will be woven throughout the entire

curriculum which generally involves conventions, spelling, and grammar. The remaining instruction will focus on critical thinking, text structure and writing craft.[xxxii]

In the Lower School (grades 6-8) there will be a balance of the speaking and listening elements of literacy as well as a focus on complex composition. We believe that playing with and modeling language are crucial components in a student's literacy development. All students, not just English Language Learners, who have disparities in listening to and speaking Standard English benefit from these practices. Developing a student's spoken vocabulary requires that they are offered the opportunity to practice using the words on a continuous basis. Students in the sixth grade will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, as well as: introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.[xxxiii] Students in grades 7 and 8 will introduce claim(s), acknowledge alternate or opposing claims, and organize reasons and evidence logically. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, demonstrating an understanding of the topic or text.

Beginning on the first day, we will work to build our students' literacy skills as they learn about the world around them and engage in analysis of speeches, poetry, autobiographical nonfiction, drama, and fiction.[xxxiv] Upper School students in grade 9 -12 will hone their writing skills in alignment with the Next Generation English Language Arts learning Standards (2017). As part of their twelfth grade requirements, students will compose a senior thesis that will prepare them for the essay composition that will be expected of them during their undergraduate studies. As outlined in Figure 6.02, in grades 6-8, English Language I will be a literature course and English Language II will be a composition course; in grades 9-12, the courses will be based on the subjects (American Literature, World Literature, AP English, etc.).

Figure 6.02: Reading and Writing Sequence

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts I	English Language Arts I	English Language Arts I	American Literature	World Literature	AP English	AP English
English Language Arts II	English Language Arts II	English Language Arts II			English 11	English 12

Mathematics

ET²ECH's approach to mathematics will be informed by the New York Next Generation Mathematics Learning Standards (2017). Students studying in grade 6-8 will have double periods of math. Student proficiency levels recieved from grade five will inform placement in initial leveled math placement in the

Lower School. Students may enter the Lower School in Math I, aligned to sixth grade standards, or Math II, an enriched sixth grade course, preparing students for an accelerated progression.

Math at ET²ECH will focus on mathematic procedures and mathematic application with the following areas of concentration:

- Procedures: Focused on the mathematical process and fluency, designed to ensure students receive instruction aligned with the grade-level standards found within the New York Next Generation Mathematics Learning Standards (2017)
- Application: Focused on problem solving, designed to allow students to apply the knowledge and conceptual understanding of the New York Next Generation Mathematics Learning Standards (2017)

Students will analyze problems and persist in solving them while using abstract and quantitative reasoning. Teachers will require students to build practical arguments and apply critical analysis of one another's' reasoning. Per the standards for mathematical practice, proficiency will be shown by applying their mathematical knowledge to solve every day problems found in life using the appropriate mathematical tools, such as ruler, calculator, protractor, software, and spreadsheets. It will also be shown through precise mathematical communication by specifying the meaning of mathematical symbols and units of measure. Teachers will expose students to a variety of tasks that range from discerning patterns and structures to identifying the regularity of repeated reasoning. Students will be pushed to evaluate the practicality of intermediate results throughout the problem-solving process[xxxv]. Based upon academic growth, students will begin to differentiate in their math course sequence in grade 7, with all students completing a college preparatory course of math study that prepares them for the requirements of state assessments, the SAT, and AP opportunities as appropriate. As stated, our goal is that 75% or more of students are enrolled in one or more AP courses and earn college credit prior to high school graduation.

Figure 6.03: Mathematics Sequence

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math I and Math II	Math I and Math II	Math I/II or Algebra I	Algebra I	Geometry I	Pre-Calculus	AP Calculus
			Geometry	Algebra II or Trigonometry	Algebra II or Pre-Calculus	Advanced Statistics or Discrete Mathematics

Social Studies

At ET²ECH, we believe that social studies content and instruction is complimentary to the literacy instruction and necessary for fostering civic agency within our youth. The social studies instructional approaches will focus on kill-development in the areas of comprehension, inference, text analysis, sourcing, contextualization, argumentation, and civic participation. Our approach will utilize the following frameworks that provide learning standards, practices, structures to support authentic, diverse,

and rigorous social studies instruction that is aligned with NYSED's regulations. In addition, these structures will provide complementary, interdisciplinary opportunities for project-based, service-learning opportunities to support the overall STEM focus of the school. Standards, practices, and initiatives outlined below will form the basis of content-based curriculum maps:

- NYS Social Studies Framework[xxxvi]
- College, Career, and Civic Life (C3) Framework for Social Studies State Standards[xxxvii]
- NYS Seal of Civic Readiness[xxxviii]
- National Youth Leadership Council: Service Learning[xxxix]

The following curricular resources will support the goals, standards, and practices outlined above. Each of these resources provide specific supports in historical/social science ways of thinking accompanied with authentic, experiential, project-based/design-thinking approaches:

- TCI Social Studies Alive (Series, 6-8)[xl]
- New Visions Global and US History Curriculum (9-11)[xli]
- Project-Based Learning [xlii]
- Design Thinking [xliii]
- MS Argumentative Writing[xliv]
- OER Project: World History (grades 9&10) [xlv]
- Facing History and Ourselves (Routines, Current Events, Civics, Specific Units/Topics - i.e. Reconstruction, etc.) [xlvi]

ET^{2}ECH students must successfully pass the Regents exams in Global History and Geography II and US History and Government prior to their senior year. These exams will require that our students showcase an advanced level of knowledge application and disciplinary thinking skills. Our courses of study in the social studies area are designed to ensure that our students are developed in their abilities to make evaluate sources, make evidence-based claims, and synthesize information when responding to document-based questions. Furthermore, during high school course, our students will learn to master non-fiction texts in various series organized in a way that will require increased literacy skills as they progress.

Figure 6.04: Social Studies Sequence

Grade	Focus Area
Grade 6	The Eastern Hemisphere
Grade 7	History of the United States and New York - I
Grade 8	History of the United States and New York - II
Grade 9	Global History and Geography - I
Grade 10	Global History and Geography - II
Grade 11	United States History and Government
Grade 12	Participation in Government Economics, the Enterprise System, and Finance

Science

At ET²ECH, our approach to science will be aligned to New York Science Learning Standards.[xlvii] As such, the foundation of science program will focus on scientific inquiry using natural phenomena as a continuing and creative process[xlviii]. Students in the Lower School (6-8) will learn and apply scientific concepts, science and enginerring practices and cross cutting concepts as they pertain to the living environment and physical setting.[xlix] Our approach will acknowledge the interconnectedness of the content and skills required for mathematical problem solving and that of scientific application. The academic rigor of the science curriculum in the Lower Schools will be designed to ensure that by eighth grade, students will be prepared to take high school level science in the ninth grade. Our high school science program will ensure that all students can gather and process information, generate and analyze ideas, identify common themes, realize ideas and present results.

Figure 6.05: Science Sequence

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Integrated Science I	Integrated Science II	Integrated Science III	Regents Living Environment	Regents Earth Science	Regents Chemistry	Regents Physics
		Regents Living Environment (Accelerated)	Regents Earth Science (Honors)	Regents Chemistry	Regents Physics or AP Physics	AP Biology or AP Chemistry

Engineering & Technology (ET²ECH)

During our Engineering & Technology courses, students will use concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem solving that guides students in the understanding, design, and development of systems, devices, and products to serve human needs and wants, in alignment with Commissioner's Regulations Part 100.4 (a)(1). Engineering and technology are pervasive in all aspects of our lives. Every human activity is dependent upon the products, systems, and processes created to help grow food, provide shelter, communicate, work, and recreate. As the world grows more complex, it is increasingly important for everyone to understand more about engineering and technology. People need to understand technology's impacts on their lives, on society, and on the environment, as well as how to use and develop technological products, systems, and processes to extend human capabilities. Therefore, both the New York State mathematics, science, and technology (MST) Learning Standards and International Technology and Engineering Educators Association (ITEEA) Standards for Technological and Engineering Literacy (STEL) will be utilized for our ET²ECH courses. Using the Engineering by Design ("EbD") Summative Assessment students will have the opportunity to showcase what they have learned against setforth standards. EbD is the only standards-based national model for grades PreK-12 that delivers technological literacy in an integrative STEM context.[1]

Scope and Sequence Development

In the planning year, the scope and sequence for year one of operation will be developed by the Head of School and Instructional Coordinator and will be presented to teachers as a part of the Summer Session. For information regarding our Summer Session Professional Development, please refer to R-09ad Instructional Leadership. In all future years, and under the guidance and oversight of the Principal(s), scope and sequence development will be accomplished by the teachers each summer and approved by academy-level Principals before the start of the school year. The scope and sequence will be mapped backwards from year-end goals, aligned to all interim and unit assessments, and aligned to all Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014) and Engineering & Technology Standards. In order to maintain rigorous instruction aligned to the scope and sequences, weekly teacher observations and ongoing data analysis will be aligned with the details of the scope and sequence, noting where student learning should be and thus where instruction should be focused.

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;
- 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; 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 information

ET^{2}ECH's rigorous and frequent assessments along with robust data analysis cycles will lead to strategic, measurable action plans for instructional and content adjustment and will keep a focus on constant student growth and achievement.

To ensure that ALL students are achieving and applying their genius, we must carry out frequent evaluation of our programs to determine the efficacy of the curricular, instructional, and cultural practices within our school. For our system to truly follow the continuous improvement model, frequent assessment must be seen as complimentary to our well-managed planning and execution.

We will ensure effective school operations by aligning our instructional practices, professional development program, and student performance results with the Next Generation English Language Arts and Mathematics (2017), NY Science (2016) and NY Social Studies Learning Standards (2014). This

alignment will ensure that said assessment results will inform families of student academic performance as well as contribute to daily, weekly, monthly, and quarterly data analysis to identify and remediate gaps. Instructional decisions will be based on achievement data and families will use this data to learn of gains and deficits of their students, allowing the Board of Trustees establish and track achievement priorities aligned to our accountability goals and metrics.

At ET^{2}ECH our success will be defined based on how we meet the standards set out by state-level assessments from which all of our internals exams will be based.

We will use strategic assessments to provide us information on a variety of essential components to ensure our students are growing at the proper pace to be competitive with other students pursuing selective four-year colleges and careers. All the while, we will be cautious about the impact of over-testing our students. Therefore, we have carefully designed an assessment system that will provide a comprehensive picture of student achievement throughout a student's career, and most importantly inform the continuous development and refinement of all curricular choices, student supports, instructional approaches, and teacher development.

We will assess all newly enrolled students using the Scholastic Reading Inventory in order to capture students' literacy levels and thus allow us to be as responsive as possible to students' need from the start. All students will also be assessed using the Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") in Reading Comprehension and Mathematics, during the first week of school to establish a national benchmark against which we will measure student growth and programmatic impact at the midpoints and end-points of each academic year.

All daily exit tickets, weekly mastery quizzes, frequent unit assessments, cyclical interim assessments, and comprehensive end-of-year exams will be designed internally to ensure instructional rigor so that teachers are constantly driving towards ambitious end-of-year goals. Frequent assessments will be a part of a larger continuum to assess progress towards high student achievement goals. The continuum for student assessment will create a foundation that promotes intrinsic motivation for students and reinforces the efficacy and focus teachers need to have in relation to their instructional impact. The celebration and acknowledgment incorporated into the continuum will promote student mastery and student growth, and it will serve as a public incentive for students who have achieved to continue to do so, and an invitation to other students within our school community to monitor their behaviors that prevent achievement and adjust course. As these levers drive student ownership of their achievement, adults will be ensuring that they are constantly examining data and reflecting on their own practices so that they can make parallel changes to their own practices to model meta-cognition and reflection to students with aligned changes to their teaching.

At Engineering & Technology Academy of Distinction, daily exit tickets, weekly mastery quizzes, and frequent unit assessments will be appropriately aligned to interim exams to scaffold and reinforce key skills. These results will be processed quickly through efficient testing systems (well-designed quizzes that expedite feedback, online testing tools, or computer programs that increase the efficiency of feedback and organization) so that students, teachers, and parents can make the information actionable in the days

and weeks that immediately follow. This system will demonstrate the importance of these feedback mechanisms as students will see that they are individuals with specific needs who have the supportive network of educators who will be responsive so that they do not fall further behind as the course drives towards its ambitious goals. The Board's Academic Achievement Committee, as well as the full Board, will be presented with monthly academic dashboards to ensure that governance is tracking the school's progress towards goals.

At Engineering & Technology Academy of Distinction, we believe that it is imperative that families have frequent access to important information regarding their child's academic and behavioral progress. During Student and Family Orientation, families will be provided with a comprehensive picture of our approach to on-going communication, as well as what they can expect regarding our assessment cycle. They will learn when assessments are given, for what purposes, and how teachers will communicate progress. At the beginning of the year, advisors will share the results of the beginning of the year diagnostic assessments such as Scholastic Reading Inventory and MAP, as well as the supports that will be in place through Tier 1 instruction as well as tutoring and intervention. Our progress report meetings will allow for a more formal communication of student progress at the mid-point of each quarter.

Through our rigorous assessment system, examined and improved upon year to year based on outcomes, we will consistently refine our inputs to deliver excellent academic outcomes. That mantra will focus our locus of control by pushing ourselves to refine our curriculum, build our capacity for instructional execution, and develop our student and adult culture and supports as one constantly driving towards ambitious and explicit increases in student achievement.

Figure 6.06 ET²ECH's Assessments and Use

Type	Description	Format	Frequency	Purpose
Exit Tickets	5-minute assessment based on lesson learning objective	Multiple Choice and Open-ended responses	Daily	Assess mastery of learning objective
Mastery Quizzes	15-minute assessment of learning objectives taught throughout week	Multiple Choice and Open-ended responses	Weekly	Assess recall and mastery of learning objectives covered throughout week
Unit Assessments	Assessment of all content covered within particular unit	Subject specific - multiple choice and open responses	Monthly (approximate)	Results used to measure mastery, identify skills gaps, adjust content delivery, inform instructional design, and use as key reference point for progress monitoring
Interim Assessments	Assessment internally developed and aligned to New York State exam;	Multiple choice and free response questions	Every 6 weeks	Interim assessment data used to predict performance on state exams, adjust

	Assessment of entire quarter course at midpoint and end of quarter			curriculum and instruction
Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP")	Nationally-normed computer adaptive assessment administered at start, midpoint, and end of each year	Computer-based	Three times per year	Assesses reading, math, and language abilities and provides percentile rankings that approximates grade level; allows measurement of growth throughout year and from year to year; allows comparison to students across country and is predictive of performance on state assessment
End-of-Year Assessment	Final exam of course which covers all learning	Multiple choice and open response questions	Once per year	Assessment used to assess mastery and adjust curriculum
New York Regents Exam	Third-party/externally developed, state-level assessment	Multiple Choice	Once per year	Upon completion of certain number of Regent Exams student may earn a diploma
Scholastic Reading Inventory	Commercial computer-adaptive reading assessment	Computer-based	Once at enrollment	Upon enrollment to identify students' reading level
Upper School (Grades 9-12) Only				
ACT Aspire 10th Grade	Used to measure student academic growth and compares growth to national peers	Multiple choice and open ended	Twice per year in grade 10	Used to measure growth of individual students, cohorts, and school
10 PSAT[li] 11th Grade	Used as college-readiness benchmark mid-year and end of year	Multiple choice and open ended	Two times per year	Used to determine college readiness
SAT 12th Grade	Used as college-readiness benchmark, end of year	Multiple choice and open ended	Two times per year	Used as part of college admissions
Advanced Placement Exam	Externally developed assessment	Multiple choice and open ended	Once per year	Some colleges give credit for score of 3 or higher, with more competitive colleges giving credit for a 4 or 5.

All operational needs for collecting and presenting data to the instructional team and the larger staff will be managed by the Director of Operations; training and leading staff in the analysis of data will be led by the Head of School and then Principals as hired. The Director of Operations will also work with the Head of School to populate the monthly academic dashboard for the Academic Achievement Committee and full Board for its review and analysis and will include within that dashboard the annual goals and metrics aligned to various assessments and a breakdown of achievement results by all subgroups of learners within our school community.

All families will be provided with an annual school calendar, that lists all major assessment windows and the type of assessment within each window; families will also receive monthly newsletters which also capture this information; our website and all social media of the school will also transmit current and ongoing calendar details regarding assessments.

All formal report cards, issued at the end of each marking quarter, will include all up-to-date assessment results and analysis of their results in relation to growth and absolute goals.

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 6(a); and,
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.

We believe that a rigorously designed curriculum must be paired with high-quality instruction and transformational teachers. Our mission is to **support**, **engage**, and **prepare** all students for careers in the competitve world of engineering and technology.

To do so, we will implement school-wide instructional practices and strategies based on the best practices of the highest performing urban charter schools across the nation, that share the same demographics as our target neighborhoods, and we will build a professional development and teacher coaching cycle to build these skills within all teachers.

To maintain a structured environment in which we consistently uphold values of Discipline, Dedication, and Determination, it will be essential that students know what to do from the moment they cross our threshold into the school environment. This is especially important in the classroom as we believe that every moment of teaching and learning matters, and that even as a 6-12 school, we have limited time to remediate gaps and accelerate learning, thus putting every student firmly on the path to college or career.

Fidelity to our instructional model will be solidified through ongoing professional development. New teachers will complete the same professional development as a part of their onboarding experience. Teachers will also receive training on the intellectual preparation protocols required to provide quality instruction; please see Figure 6.07 for details. All classes will be managed using the same instructional practices from the sixth grade to the eighth grade (Lower School). Starting in ninth grade (Upper School), high school students will be allowed more self-direction as a part of the learning model. This will be done to recognize the maturing learning needs of our students and to ensure a smooth transition to the college learning environment after high school. While not an instructional strategy within the classroom, intellectual preparation for teachers prior to entering the classroom will be key; please see more detail on this in our narrative details on professional development found in R-09ad Instructional Leadership.

Figure 6.07 Lesson Level Intellectual Preparation Protocol Subject Specific Guidance [lii]	
Step	**Science**
1: Understand the big idea/concept at play in the lesson -- and be able to articulate it clearly and crisply	• Read the entire lesson plan. • In the Preparing for the Lesson section of the lesson plan: o Describe in 1-2 sentences how this lesson connects to the Next Generation Science Standard Performance Expectation. o Name in 1-2 sentences whether the science content OR the science practice is in the foreground for the lesson and how you know
2: Do the core tasks of the lesson to develop/refine exemplar student responses for key questions/tasks with clear criteria for success	• Gather and prep materials as indicated in the materials preparation portion of the lesson plan. • Conduct the actual investigations, activities, and/or readings as described in the lesson plan, recording Expected Student Responses in the indicated places throughout. • Annotate the plan in places that may be tricky and generate ideas to combat these challenges as they arise
3: Anticipate student misconceptions and create questions / supports to address these misconceptions	• Plan your instructional response for each anticipated student behavior into the formative assessment tables of the plan. • Populate the Formative Assessment Tracker(s) with your planned instructional responses at the end of the lesson plan. • Add additional anticipated misconceptions and instructional responses as needed. • Refine question sequences as needed to ensure students are able to meet the lesson goals.

The foundation on which our instructional methodologies rest is made up of the instructional taxonomies, grounded in the approaches and techniques outlined in Teach Like a Champion 2.0[liii] and Explicit Direct Instruction[liv].

Figure 6.08 Instructional Taxonomies	
Step	**Description**
1. Identify a clear, specific objective.	• Teachers name what students are expected to learn by the end of the lesson during planning

	○ Make sure that this objective builds on prior learning.
2. Break the information into chunks.	• Teacher takes the skill, concept, or information and breaks it down into manageable, sequential chunks.
3. Model with clear explanations	• Teacher explains or demonstrates the skill in the same way students will practice it. ○ Teacher uses language that is clear, concise, and consistent. • Teacher will focus on the most critical parts of the content being taught
4. Verbalize thinking process	• During modeling, the teacher does a think-aloud of what's going on in their mind
5. Provide opportunities to practice	• During guided practice, the teacher might work through several problems as a class and either pre-correct or correct errors as they occur. • Then allow students to move on to independent practice. ○ This is when the skill or strategy becomes fluent. ○ Students should master the tasks during independent practice about 90 percent of the time.
6. Give Feedback	• After independent practice, the teacher will do a cumulative review of both old and newly learned skills and knowledge.

Consistent Whiteboard Configuration, Show Call, and Aggressive Monitoring

We believe that children find security and success in routine. At Engineering & Technology Academy of Distinction, routine is established through our daily schedule and it is also maintained within the classroom and many other aspects of our use of physical space that inform our students' learning within each day.

The whiteboard is a central tool used by teachers to provide samples of student work, introduce topics, and conduct the lesson. Our school will use a standard configuration for the whiteboard across classrooms within each School. No matter which classroom a student walks into, they will know where to find the information required for them to start learning in the shortest time possible. By removing any opportunity for confusion, we ensure that every possible minute in the instructional day is used for instructional purposes.

Rooted in our belief in frequent assessments and a focus on results will allow students to excel, aggressive monitoring of student work will be a key instructional practice at ET^{2}ECH. Aggressive monitoring is a process by which teachers examine students' independent work, while students engage in the task, to determine whether students are on track to master the lesson objective.[lv] Teachers circulate purposefully during independent practice using proximity, monitor the proficiency of student work and give them targeted feedback to address immediately. This process allows teachers to assess student work in the moment, address errors and misconceptions in real time, and select student work to "show call"[lvi].

At ET^{2}ECH, show calls will be used frequently to maximize rigor, create a culture of accountability, and normalized error. In a show call, a teacher will select a piece of written work identified through

aggressive monitoring. This work will be selected to illustrate an effective strategy, highlight a misconception or common error, or spark a discussion around conflicting ideas or opinions across student work. The teacher then will present a student's work via document camera and open up a discussion about process and ideas. Effective show calls result in broadening student thinking and understanding of key concepts.

Data Literacy

We believe that all teachers must be data literate. They must possess the skills required to interpret and use student performance data in order to plan, deliver, and adjust high-quality, datainformed instruction. We believe that data should inform instructional planning and the adjustment of said plans. Teachers will be trained on every aspect of student performance data such as exit ticket results, data collected during aggressive monitoring, formative assessment/weekly test results, classwork and homework performance results, and unit assessment data. Following each week of instruction, teachers will discuss student performance data at the micro level reviewing responses and then analyzing the actual questions based on erroneous response data during grade level content meetings. These efforts will be led by the Grade Level Leaders and overseen by the Instructional Coordinator (Y1-Y2) and the Principals (Y3 and beyond as hired).

In addition to on-going daily data analysis, we also dedicated several professional development sessions in the form of Data Days. During each Data Day, teachers will work in grade-level teams to review questions and solve the problems, conducting a deep analysis of the steps required to solve the problems from a student perspective.[lvii] During micro-analysis, teachers will solve assessment questions themselves to identify common errors and misconceptions in order to design instructional strategies that will equip students with knowledge and skills required for mastery. Teachers will identify the particular skills required for students to be successful on our internal assessments as well as the third-party assessments after completing the assessments themselves. They will then review the course scope and sequence and identify if those skills are present among the objectives. Teachers will discuss how they could model steps to answer questions using the correct procedure. Following assessments, teachers will discuss pitfalls to inform instructional strategies used to ensure student avoid said pitfalls. Instructional leaders will also grade internal assessments in order to develop a concrete understanding of how students responded to particular questions. Teachers will backwards plan steps to answering a particular type of question to gain insight into student steps.

A typical Data Day would feature the following agenda:

8:00-8:30 AM: Data Day Opening - School Overview of Data, led by Head of School

8:30-10:00 AM: Content Team Analysis Data, led by the Instructional Coordinator

- Data analysis in content teams, with action planning around content specific next steps,

10:00-10:15 AM: Break

10:15-11:45 AM: Grade Team Analysis, led by Grade Level Leaders

- Data analysis in grade teams, with action planning around students receiving Academic and Behavior RTI interventions.

11:45-12:15 PM: Lunch

12:15-12:45 PM: Share Out by Grade Level Leaders
- Share out of content and grade team takeaways

12:45-4:00 PM: Individual Data Analysis Meetings with Coaches and Work Time
- All teachers meet with instructional coaches to review next steps and finalize data driven action plans

Extended Day and Teacher Professional Development

Our school day is longer than the typical Buffalo Public school day.[lviii] We use this time to prioritize Math and ELA instruction, as well as daily Tutoring and Intervention. Students in the sixth through eighth grades will experience double blocks of English Language Arts (ELA) and double blocks of Mathematics and an additional 50 minutes of Tutoring and Intervention daily.

Each summer, teachers will receive professional training and development around their scopes and sequences as well as development and implementation of daily Exit Tickets, weekly Mastery Quizzes, monthly Unit Tests, Cyclical Interim Assessments, Trimester Assessments, and End-of-Year Exams. The Instructional Coordinator in all years and Principals (Y3 and onward as hired), and with the support of Grade Level Leads starting in Year 2, will model the teaching taxonomies during teacher training and ensure that all teachers have extensive practice with their teaching methodologies during the summer, before they teach students. When the entire year plan is not provided to the teachers, the teachers will develop the unit plans based on the scopes and sequences under the supervision of the Instructional Coordinator. The Head of School must approve all unit plans before they are taught in class. This close monitoring best ensures that all unit plans are aligned to the scope and sequence and that unit plan design is informed by student performance data. The use and analysis of daily Exit Tickets and weekly Mastery Quizzes will inform the on-going lesson planning that sits inside of each unit.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules. This should include, at minimum:

- A general description of the specific 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.

English Language Arts

We believe that through a comprehensive level of mastery of literacy our students can access and excel in the Next Generation English Language Arts Learning Standards (2017). The aim of our English Language Arts program is to enable a high-level of engagement with high impact, quality instruction and rigorous text, allowing us to meet all accountability goals outlined in R-06g Accountability Plan, and successful execution of our ambitious college and/ or career preparatory mission for all students. English Language Arts will be a mandatory course for every student in all grades during their time at ET^{2}ECH. All English Language Arts courses will be fully aligned with the Next Generation English Language Arts Learning Standards (2017). We will draw curricular resources for our ELA program from EL Education, New Visions and EngageNY curriculum and will use multiple primary texts as outlined below. There will be a variety of elective courses as well as Advanced Placement courses offered within the high school, starting in Grade 10.

Grade 6

English Language Arts I

In sixth grade, students will learn to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will also learn to determine a theme or central idea of a text and how it is conveyed through particular details; students will learn to provide a summary of the text distinct from personal opinions or judgments. Students will learn to analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. During this course, students will learn to determine the meaning of words and phrases as they are used in a text, such as figurative and connotative meanings and they will analyze the impact of a specific word choice on meaning and tone. Students will learn to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. By the end of the course, students will showcase their ability to read and comprehend literature, including stories, dramas, and poems found within the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as *The Lightening Thief* by Rick Riordan, *The Boy Who Harnessed the Wind* by William Kamkwamba, *Hidden Figures* by Margot Lee Shetterly, various non-fiction texts aligned with the anchor texts as well as poetry to ensure building background knowledge and vocabulary are woven throughout.[lix]

English Language Arts II

In compliment to English Language Arts I, this course introduces students to how to compose a topic, organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect, and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Students will learn to use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Sixth grade students will be taught and expected to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. Students will demonstrate the ability to use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Grade 7

English Language Arts I

During this course, students will analyze how elements of plot are related, affect one another, and contribute to meaning in addition to analyzing how an author develops and contrasts the point of view and the perspectives of different characters or narrators.[lx] As a part of the language portion of the course, students will interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Students will also use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). As part of the reading portion of this course, students will read text that is on grade level according to NYS standards, such as a *Long Walk to Water* by Linda Sue Park, *Patient Zero: A Joe Ledger Novel* by Jonathan Maberry, *One Last Word: Wisdom from the Harlem Renaissance* by Nikki Grimes which will be complimented by various non-fiction texts aligned with the anchor texts as well as poetry to ensure building background knowledge and vocabulary are woven throughout.[lxi]

English Language Arts II

In compliment to English Language Arts I, in this course seventh grade students will demonstrate the ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Students be expected to apply NYS grade 7 reading standards to literature, e.g., "In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed."[lxii]Seventh grade students will create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. As a part of the language portion of this course, students will be required to explain the function of phrases and clauses in general and their function in specific sentences. Students will also distinguish among the connotations (associations) of words with similar denotations (definitions).[lxiii]

Grade 8

English Language Arts I

In this course, students will be expected to evaluate the authors' motives, purposes, and points of view, including whether and how conflicting viewpoints are addressed. Students will also analyze connections and distinctions among individuals, ideas, and events in the text. Eighth graders will compare the structure and meaning of two texts. Students will determine a theme or central idea of a text including its relationship to supporting ideas. As a part of this course, students will be required to come to discussions prepared, having read or researched material under study and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. They will also verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Students will read fiction and non-fiction text that is on grade level according to NYS standards, such as *Summer of the Mariposas* by Guadalupe Garcia McCall, *The Omnivore's Dilemma* (Young Readers Edition) by Michael Pollan, *Maus I: A Survivor's Tale: My Father Bleeds History* by Art Spiegelman, *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston which will be complimented by various non-fiction texts aligned with the anchor texts as well as poetry to ensure building background knowledge and vocabulary are woven throughout.[lxiv]

English Language Arts II

In compliment to English Language Arts I, in this course eighth grade students will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient, and they will recognize when irrelevant evidence is introduced. Students will also be expected to introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, including the use of strategies such as definition, classification, comparison/contrast, and cause/effect. [lxv] As a part of the writing curriculum students will also develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Grade 9

English Language Arts I

English I is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills by conducting and participating within in-depth discussions and will be asked to compose well-written analytical responses to fiction and nonfiction classic and contemporary selections. Students will be asked to write in multiple genres, including argumentative, informational, and narrative forms. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. The course will backwards-map from the New York Next Generation Learning Standards for English Language Arts. At the high school level, the ELA course will shift to emphasizing the accurate use of academic language at the college and career readiness level, therefore students will be held to a higher standard for verbal discourse. Sample Anchor Texts from English/Language Arts I include: Fahrenheit 451 (Ray Bradbury), The Color Purple (Alice Walker), When I Was Puerto Rican (Esmeralda Santiago), The Odyssey (Homer), Romeo and Juliet (William Shakespeare), The Tragedy of Macbeth (William Shakespeare), "Farewell Address" (George Washington), "Gettysburg Address" (Abraham Lincoln), "Letter from Birmingham Jail" (Martin Luther King, Jr.).59

English Language Arts II

During this course students in Grade 10 will learn to analyze text in order to: determine how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme and how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. [lxvi] Students will: determine the central ideas of a primary or secondary source; provide an accurate summary of how key events or ideas developed within the information found in a text. Students will read multiple texts and then make a comparison of two or more authors to determine how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.[lxvii]

Mathematics

All ET^{2}ECH's mathematics courses will be aligned to the New York 2017 Next Generation Mathematics Learning Standards. Students will be required to be enrolled in a math course in all four years of high school, including the three-course sequence of Algebra 1, Geometry, and Algebra 2. Students will

continue on to earn one or two additional math credits through advanced courses. We will draw from the curricular resources from eMathinstruction, Envisions and including all ancillary text as needed. Beginning in the eighth grade, the math department will provide an accelerated path to Algebra as well as Advanced Placement courses.

Grade 6

Mathematics I

This is a course designed based on the content requirements outlined in the New York 2017 Next Generation Mathematics Learning Standards. This course will feature four core components: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics II

In compliment to Math I, this course is provided to students as a second course to support and supplement the core mathematics class in grade 6. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course, and particularly allows for individualization of supports and extended time for independent practice.

Grade 7

Mathematics I (non-accelerated)

This is a course designed based on the requirement outline in the New York 2017 Next Generation Mathematics Learning Standards. This course will focus on four core components: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics II (non-accelerated)

In compliment to Math I, this course is provided to students as a second course to support and supplement the core mathematics class in Grade 7. The course is designed to improve the students' knowledge of prerequisite skills that are needed to access the grade level mathematics course, and particularly allows for individualization of supports and extended time for independent practice.

Mathematics I (Grades 7 and 8, accelerated)

This course varies from the non-accelerated 7th Grade course because it contains content from the 8th grade level. The Mathematical Practice Standards are applied through this course. Coupled with the content standards, students experience mathematics as a coherent, useful, and logical subject that calls on them to apply their situation analysis and problem-solving skills. The course retains coherence by building on content from the 6th Grade and the additional content, when compared to the non-accelerated course, requires an accelerated pace for instruction and learning. Content is organized into four core

components: (1) Rational Numbers and Exponents; (2) Proportionality and Linear Relationships; (3) Introduction to Sampling Inference; and (4) Creating, Comparing, and Analyzing Geometric Figures.

Grade 8

Mathematics I (Grade 8, non-accelerated)

This is a course designed based on the content requirements outlined in the New York 2017 Next Generation Mathematics Learning Standards. This course will focus on three core components: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three- dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra (Grades 8 or 9, accelerated)

This course formalizes and extends the mathematics learned in the middle grades. The core components of this course extend students' understanding of linear relationships by contrasting them with exponential phenomena and applying linear models to data that exhibit a linear trend. This course uses properties and theorems involving congruent figures to extend students understanding of geometric knowledge from prerequisite courses of study. The course concludes by tying together the algebraic and geometric ideas studied. During this course students experience mathematics as a coherent, useful, and logical subject that requires students to apply their situation analysis and problem-solving skills.

Grade 9

Algebra (Grades 8 or 9, accelerated)

This course formalizes and extends the mathematics learned in the middle grades. The core components of this course extend students' understanding of linear relationships by contrasting them with exponential phenomena and applying linear models to data that exhibit a linear trend. This course uses properties and theorems involving congruent figures to extend students understanding of geometric knowledge from prerequisite courses of study. The course concludes by tying together the algebraic and geometric ideas studied. During this course students experience mathematics as a coherent, useful, and logical subject that requires students to apply their situation analysis and problem-solving skills.

Geometry (grades 9 and 10)

This course is designed to build upon New York 2017 Next Generation Mathematics Learning Standards for Geometry/10th Grade Math. During this course, students learn a balance of trigonometry and the application of algebra to geometry. The course includes the study basic geometry: angles, angle pairs, area and perimeter of complex figures, polygons, triangles, and segments in two- and three-dimensional planes, right triangles and the Pythagorean Theorem, trigonometric right triangles and the Pythagorean Theorem, trigonometric functions including sine, cosine, tangent, cotangent, cosine, and secant.

Algebra II (grades 10 and 11)

This course is based aligned to the New York Next Generation Mathematic Learning Standards. In this course students will be mathematical explorers. We believe that exploring requires the student to learn the concept through a variety of instructional activities.[lxviii] In Algebra II, students will be required to factor quadratic expressions to reveal the zeros of the function it defines. Students will learn to understand inverse relationships between exponents and logarithms algebraically and graphically. Represent and evaluate the sum of a finite arithmetic or finite geometric series, using summation (sigma) notation. Students will explore the derivation of the formulas for finite arithmetic and finite geometric series. Grade 10 students will use formulas to solve problems use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Focus of standard is on cos(x), sin(x) and tan(x).

History-Social Science

All ET^{2}ECH social studies courses will be aligned to the New York State Next Generation Grades 6-12 History/Social Studies Learning Standards (2017). Students will be required to enroll in a social studies course in every grade and in the traditional high school grades of 9-12 must successfully complete four 1-year credits to graduate. We will draw from the curricular resources from the TCI Social Studies Alive (Series, 6-8), New Visions Global and US History Curriculum (9-11) and include all ancillary text as needed, including the use of multiple primary sources.

Grade 6

The Eastern Hemisphere

This course is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

Grade 7

History of the United States and New York I

This course is aligned to New York State K-12 Social Studies Framework in the choice and analysis of text and its writing assignments. During this course, student will examine the social, political, intellectual, cultural, and economic aspects of the United States. Students will study United States History from the first settlers in America through the Civil War. Students will develop the skills necessary to gather, interpret, and use evidence. They will build on concepts learned in the 6th grade to develop skills in chronological reasoning, and comparison and contextualization. Content covered will include: Native American societies across North America; colonial development and European exploration of the Americas; American independence and the American revolution; development of the Constitution and the Bill of Rights; westward expansion; reform movements and the Second Great Awakening, and New York State's role in those movements; events leading to the Civil War, and the Civil War. Students will gain a

greater understanding of key events that shaped our modern nation and state and view present day issues through a historical context.

Grade 8

History of the United States and New York II

This course examines the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. This course builds on knowledge developed in the History of the United States and New York by examining industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. This course covers many themes such as; changes in technology, economic change, immigration and migration patterns in the US, urbanization and suburbanization, the development and expansion of the federal government, as well as an early study of U.S. foreign policy.

Grade 9

Global History and Geography I

This course begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

Grade 10

Global History and Geography II

This course provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. While course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

Grade 11

US History and Government

This course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

Grade 12

Participation in Government

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

Grade 12

Economics

Economics, the Enterprise System, and Finance: "Economics, the Enterprise System, and Finance" examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

Science

All ET^{2}ECH science courses will be aligned to the New York State P-12 Science Learning Standards (2016). As per New York State requirements, students in grades of 9-12 must successfully complete three years of 1-year credits and one Regents course with exam to graduate. We will draw from the curricular resources from Success Academy and including all ancillary text as needed.

Scope and Sequence for Science – Lower School (Grades 6-8)

Grade 6

Integrated Science I

This course is aligned to the NY Science Standards. During Integrated Science I, students will explore the cross-cutting concepts of structure and function, patterns, systems, and system models. Students will learn about weather, climate, energy, and the organization of living things. The first half of the course begins with the introduction to weather and climate, including the underlying causes of Earth's weather patterns. Then, students will explore global climate change and engage in engineering activities to discover the many ways in which to minimize human impact on the global environment. In the latter half of the course students will embark on a study of the structure of living things from cell to organism. Students will learn how behavior, environment, and genetic factors impact the survival and growth of organisms.

Grade 7

Integrated Science II

This course is aligned to the NY Science Standards. During Integrated Science II, students will build on the concepts learned in Integrated Science I and extend their knowledge in the concepts of energy and matter, the cause-effect, cycles, and conservation. Students will continue their exploration into the human

impact on these systems as well as engineering approaches to these concepts. Students will further their scientific knowledge by exploring ecosystems, natural resources, and the structure and property of matter.

Grade 8

Integrated Science III

In this Integrated Science course aligned with the NY Science Standards, students will explore the cross-cutting concepts of stability and change along with scale, proportion, and quantity. These concepts will inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.

Scope and Sequence for Science – Upper School (Grades 9-12)

In order for our high school students to qualify to take a Regents exam in any of the sciences, students must complete a course of study leading to that exam and complete 1200 minutes of actual hands-on (not simulated) laboratory experience with satisfactory documented laboratory reports. Our students will be required to pass at least one high school Regents exam in any of the four content areas to satisfy the requirements for a high school diploma. Therefore, we have designed and will continue to develop our science curriculum to ensure our students are prepared for the Regents Exams and SATs and have the opportunity to continue on the path to college after graduation.

Regents Living Environment (Either grade 8 or 9)

This course will fulfill both the ET^{2}ECH requirement for graduation as well as the laboratory science requirement for colleges. This course calls for students to develop a reasoned approach to problem solving and a higher understanding of how biology is present in their daily lives. Topics covered in this course include DNA, evolution, photosynthesis, cellular respiration, energy and reproduction.

Regents Living Environment (Either grade 9 or 10)

This course will fulfill the ET^{2}ECH requirement for graduation as well as the laboratory science requirement for colleges. This course demands that students have a firm foundation in basic algebraic and problem-solving skills. Topics covered in this course include atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations.

Regents Chemistry (Either grade 10 or 11)

This course will fulfill the ET^{2}ECH requirement for graduation as well as the laboratory science requirement for colleges. This course demands that students have a firm foundation in basic algebraic and problem-solving skills. Topics covered in this course include atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations.

Information Computer Technology (ICT)

This course will adapt the Cambridge Assessment International Examination ("Cambridge")'s ICT course model[lxix] for our students. This model is used across the nation (there are over 300 Cambridge schools in the USA) and around the world. The program will be provided from grade 6 to grade 12. The program will be administered for the Lower and Upper Schools according to the threshold descriptors provided by

Cambridge. The scope and sequences and assessment planning will all be aligned to the Cambridge amplifications of assessment criteria found within the syllabus[lxx]. This series of courses will be administered according to the Cambridge ICT Starters Administrative Guide[lxxi].

Grade 6 – ICT Starters

Students will continue their ICT skill development with the Starting Images module to introduce our students to the use of graphics software for creating, editing, and saving pictures. They will also develop the skills required to select and use a number of basic graphical tools. Students will learn how to draw and modify simple pictures or patterns, using a combination of lines, simple shapes, and fill tools: they will learn to select colors, shapes, and line widths from a simple tool palette. They will apply their skills to select, cut, copy, paste, and undo commands to modify their work, and will save the finished picture.

Grade 7 – ICT Starters

Students will complete the module Starting Graphs.[lxxii] During this course, students will learn how to use ICT to classify information and present their findings in the form of simple charts or graphs. This will add value to the presentations they will create for the English Language Arts and Social Studies courses. Our 7th Grade students will discover the mathematical implication of using ICT as they use graphs and charts to answer questions or compare information.

Grade 8

Students will complete the Starting Programming module. During this course, our students will plan simple programs and then create them in Scratch software[lxxiii] by controlling the actions of a sprite (an on-screen character that can be programmed to move relative to the background) by giving it a sequence of instructions.[lxxiv] This course has been designed to guide learners as they move through the design process. In the first steps, students analyze the specified objective and plan an approach to achieve it (e.g. to move a sprite to a particular location). Students then create a working program in Scratch that meets the outlined objective. By the end of this course, students will be able predict the output of another program by following its logic (rather than by observing it running).[lxxv]

Grade 9

In preparation for the increased demands and standards placed on our students in the Upper School, our Grade 9 students will complete the Research for Academic Purposes course, based on Cambridge's Started Searching.[lxxvi] During this course our students will learn to use the internet and e-books to discover the many ways they can access digital information. Students will learn the various search technique. These skills be used across many subjects including English Language Arts and Social Studies. Students will differentiate between menus and indexes, and they will learn how to identify specific links and buttons on webpages used for scholarly research such as Google Scholar. Students will learn how to identify and differentiate between opinions, value statements, and facts. They will use these skills to improve their accuracy when citing and quoting sources to support their ideas and claims.

Grade 10

In the Upper School, Grade 10 students will continue to use their ICT skills for academy purposes. They will also begin to hone their professional use of ICT; in this stage our students will complete the Starting

Email [lxxvii] module. This course will be an introduction to using email professionally. Students will learn to use different types of email software to write and send messages, and to collect, read, and reply to messages. These skills will be applied as a part of their community outreach projects. Students will be introduced to the professional advantages that email brings to organizations, students will also learn the main features of email software used for professional purposes.

Physical Education (Grades 6-12)

In this course, students will study the essentials of healthy living in a safe and structured physical education class. Topics including nutrition, the importance of sleep, and self-care will be paired with exercise and games designed to develop skills in teamwork as well as physical acuity. Students will build flexibility and strength while learning the basics of a number of team and individual sports.

Course sequences for high school graduation can be seen in section a in Figures 6.01 through 6.05 and below in response to section e.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next. 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. If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
- Include any additional specific graduation requirements and the rationale for their selection

Promotion and Retention Policy

Standards for Promotion[lxxviii]

Students will earn promotion from grade to grade based on demonstrated mastery of our school's standards, which are informed by and align with the NYS Next Generation Learning Standards as most currently adopted in each content area. We detail our approach to and requirements for grading and promotion to teachers during our Summer Professional Development Session ("Summer Session") each year. Training includes strong focus on how we intend to support every student's success through promotion, and our commitment to avoiding social promotion based on age rather than readiness for the next grade. Teachers will grade students on a 100-point scale, with corresponding letter grades. These grades will be provided to families on mid-Quarter progress reports and end-of-Quarter report cards. We will use IEP goals to inform grades as indicated on the student's IEP; otherwise, all grade level goals apply. Standards for promotion are detailed below. Classes considered for promotion are ELA I and II (or appropriate grade level math course), Math I and II (or appropriate grade level math course), Science, and Social Studies.

Grading Policy[lxxix]

At ET²ECH, we prepare students in sixth through twelfth grade to graduate from college and positively impact their community. We believe that mastery is indicated upon the minimal achievement of 70% of the learning objective. Each grade level has a progressive series of objectives that must be achieved to inform the school that the student has attained the intended level of mastery to progress on towards the next grade level's objective. Each course of study will include a series of explicit learning objectives, and these objectives will be assessed daily and weekly during the units of study as well as at a pre-established cyclic and end-of-year sequence. At the end of each unit there will be cumulative learning objectives that must be mastered. All objectives will be based on the New York State Learning Standards as adopted for each content area.

Figure 6.09: Grading Scale

Points	Letter Grade	Description
97-100	A+	Demonstrating advanced levels of mastery with the content standards.
93-96	A	
90-92	A-	
87-89	B+	Demonstrating proficiency in the content standards with only minor gaps in understanding or execution.
83-86	B	
80-82	B-	
77-79	C+	Demonstrating basic competency with the content standards.
73-76	C	
70-72	C-	
60-69	D	Scholar has not yet mastered the content standards and must demonstrate at least basic competency to earn credit.
0-59	F	

For grade-level promotion, mastery is indicated by a 70% or higher. Internally developed comprehensive assessments are given at the end of each Quarter and account for 25% of each Quarter's grade.

A student who earns a 70% or higher in all core classes (defined as those that meet four or five times per week) and reaches annual reading targets earns promotion; a student who fails to earn 70% in one or two classes is eligible for a two-week Summer Academy, at the conclusion of which the student must pass a comprehensive assessment in each subject(s).

A student who fails three or more courses is retained. Students with IEPs will be individually evaluated for promotion based upon their satisfaction of schoolwide goals and individual goals as outlined within their IEP and which differ from schoolwide goals. All students with IEPs will receive progress reports on their growth and performance towards IEP goals to the same extent and at the same intervals as all regular education students.

A student must also fulfill attendance requirements and may be retained if they are absent for more than 10 days of the school year. We will closely monitor all daily attendance and meet with families when a student has earned three absences, six, and then nine, working as needed from attendance improvement

plans to best support the success of every student. Further, families will receive weekly performance snapshots through our student information management system and will have multiple opportunities throughout the year to discuss academic progress and performance, especially if a student is at-risk academically for retention. The Head of School and Instructional Coordinator (Y1-Y2) and Principals (Y3 and beyond) as hired will track students' academic progress, and ensure all academic supports are in place. The Head of School will make all final promotion decisions.

Graduation Requirements

Coursework

- 4 years of English
- 4 years of Social Studies
- 3 years of Math
- 3 years of Science
- 1 year of world languages
- 1 year of Visual Art, Music, Dance, and/or Theater
- 2 years of PE
- .5 year of Health
- 3.5 years of Electives (i.e. ACT Aspire/PSAT/SAT/ACT[lxxx] Prep)

Regents Exams

- Integrated Algebra / Algebra I CC
- Living Environment
- Global History
- Geometry / Geometry CC
- Chemistry or Physics
- English / English CC
- US History
- Algebra II Trigonometry
- Volunteering/Service Learning/Internship

Attendance and Tardiness Policy

- **Attendance:** At ET^{2}ECH we believe that timely attendance to school every day is critical to long-term academic success.
- **No Absences in a Quarter:** The student and family are congratulated and recognized for exceptional attendance and commitment to their education.
- **Three Absences in a Quarter:** ET^{2}ECH considers three absences in a single Quarter a serious issue. When this occurs, the school reserves the right to notify the student's parent/guardian, and further steps such as requiring families to attend formal meetings and create attendance "action plans" may be required.

- **Six Absences in a Year:** ET^{2}ECH considers six absences over the course of a school year a serious issue. When this occurs, the school reserves the right to call the student's parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed, and an attendance plan will be developed.
- **More than Nine Absences in a Year:** If a student is absent more than nine times in a year, the student may be considered a truant. When this occurs, the student is at risk of not being promoted to the next grade. The parent/guardian will be called to the school to meet with the school leader. The school leader reserves the right to retain any student who misses more than nine days of school. In addition, a report may be filed with the Buffalo Office of Child and Family Services or the New York State Office of Children and Family Services.
- **Twenty Absences in a Year:** If a student is absent twenty times in a year, the student may be considered a habitual truant. At this point, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs. The Board of Trustees or its designee will submit an annual report to the New York State Office of Children and Family Services that reports the number of habitual truants at its school.
- **Tardiness:** We believe that being on time to school each day is critical for school and life success. An ET^{2}ECH student is considered tardy if they arrive to school after 8:45 (grades 6 and 7) and 8:03 (grades 8-12).
- **No Tardies in a Quarter:** The student and family are congratulated and recognized for being "on time" and for their true commitment to education.
- **Three Tardies in a Quarter:** If a student is late three times in a Quarter, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to discuss the problem and develop an "On Time" plan.
- **Three Tardies Equals One Absence:** Three tardies is equivalent to one absence and will be recorded as such in the student's file.
- **Seven Tardies in a Year:** If a student is late seven times in a year, it is considered a serious issue. Should this occur, the school reserves the right to call the parent/guardian to the school to meet with the school leader. At such a meeting, the problem will be discussed and an "On Time" plan will be developed, or — if such a plan is already in place — will be modified or reinforced.
- Since every three tardy arrivals will be recorded as an absence, excessive tardiness is also a truancy problem. If a student is absent more than nine times (and some or all of these absences may actually be due to excessive tardiness), the student will be at risk of not being promoted to the next grade. Students with excessive tardy arrivals may also be considered habitual truants. In such cases, the school administration may file a written complaint with a relevant court or child services agency alleging the belief that the acts or omissions of the child are such that his/her family has service needs.

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.

Financial Audit

The ET^{2}ECH Board of Trustees will have a Finance Sub Committee, which will be responsible for selecting an auditor to annually certify the accuracy and reliability of the financial statements, accounting systems, and methods of financial control ET^{2}ECH. The Board of Trustees will ensure that both internal and external controls are in place to prevent any fiscal mismanagement. It will also ensure that the auditor will have access to all needed financial and, where required, nonfinancial records and documents maintained by the school. Preparation for the annual audit by the school will begin with the preparation, approval, and adoption of the annual budget and continue throughout the year. The list of documents prepared, collected, and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor. According to the NYSED Audit Guide, and in accordance with the charter school's charter agreement, the charter school shall retain an independent Certified Public Accountant ('CPA'), licensed in New York State, to perform an audit of the charter school's annual financial statements in accordance with GAAS ('Generally Accepted Auditing Standards') and GAGAS ('Generally Accepted Government Auditing Standards') issued by the Comptroller General of the United States as well as any additional requirements and guidelines provided by the Board of Regents.

At the first Board meeting at the end of the academic year, the selected auditing firm will provide the Board with an overview of the audit process and the timetable for completion and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school. After the audit is complete, the Board's Finance Committee will review any audit exceptions or deficiencies and with the auditor will report to the Board of Trustees with recommendations on how to resolve the deficiencies. An audit finding will be considered major if it indicates a deliberate act of wrongdoing, reckless conduct causes a loss of confidence in the abilities or integrity of the school or jeopardizes the continued operation of the school. An audit finding will be considered minor if it indicates that problems can be addressed via existing mechanisms. When relevant, the Board will report a corrective plan to SUNY and The Board of Regents via the Annual Report regarding how the exceptions and deficiencies have been or will be resolved.

Annual Reporting

In adherence to Education Law § 2851(2)(f), ET^{2}ECH will conduct annual audits to ensure the fidelity of instructional methods, curricular resources, and assessments in service of our mission to **prepare** all

students for college preparatory high schools. We plan to submit an annual report to our authorizer as well as The New York State Board of Regents, including the following information:

- Financial health of the organization
- Revenues
- Expenditures
- Enrollment
- Academic health of the organization
- Student outcomes
- Student growth
- Student attrition
- Student discipline rates
- Special student populations (IEP, ELL) performance
- Organizational outlook
- Action planning for specific issues
- Highlights from the previous year

ET^{2}ECH will hire an outside contractor to perform a whole school review to assess our entire educational program. Audit events will include:

- Interviews with board, staff, students, families
- Operational observations
- Instructional observations
- Interview with ET^{2}ECH leadership team

We intend to create a transparent environment for the audit process, sharing any and all information with our staff as requested. Based on the outcomes of the audit, ET^{2}ECH's leadership will present outcomes to all staff as well as the Board of Trustees of the organization. Annual Reports will be available on the ET^{2}ECH's website as well as SUNY's website.

Administrative Review

The Board of Trustees will conduct an annual internal administrative audit, consisting of:

- Board of Trustees' self-review
- Board of Trustees' review of the Head of School
- Head of School's review of the Instructional Coordinator (Y1-Y2) and Principals (Y3 and beyond)

This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

Future Support

ET^{2}ECH plans to utilize an outside source for administrative, operation support, and auditing services for the school. After chartering and during the initial operational years, ET^{2}ECH will receive support from another outside source in the form of mentoring and access to resources ensuring operational and fiscal

succes of the school. Access to resources will result in but not be limited to: cultivating successful school culture, curriculum development, recruitment and hiring, and governance.

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[i] We will be adopting curriculum from several sources, outlined throughout this response, and will be refining these sources based upon any internal needs, and supplementing per any unique offerings or requirements of our school. For details, please see various components of this response accordingly.
[ii] Lemov, Doug, et al. Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction. San Francisco, CA: Jossey-Bass, 2016.
[iii] Bambrick-Santoyo, Paul. Get Better Faster: A 90-Day Plan for Developing New Teachers. San Francisco, CA: Jossey-Bass, 2016.
[iv] 4 Lemov, Doug. Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College. San Francisco, CA: JosseyBass, 2015.
[v] EL Education Curriculum: https://curriculum.eleducation.org/curriculum
[vi] Common Core Standards for ELA and Literacy in History/Social Studies Appendix B: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/appendix-b-text-exemplars-and-sample-performance-tasks.pdf
[vii] Curriculum Resource: https://www.teachtci.com/social-studies/
[viii] Curriculum Resource: https://curriculum.newvisions.org/social-studies
[ix] https://www.nylc.org/page/WhatisService-Learning
[x] Rashid, T., Asghar, H. (2016). Technology use, self-directed learning, student engagement and academic performance: Examining the interrelations. *Computers in Human Behavior*, 63(604-612)
[xi] CASEL Systemic Implementation: https://casel.org/systemic-implementation/
[xii] Ibid
[xiii] https://casel.org/systemic-implementation/sel-in-the-classroom/
[xiv] Advancing Social and Emotional Learning - CASEL
[xv] Success Academy Approach: https://www.successacademies.org/our-approach-elementary-school/
[xvi] eMath Instruction: https://www.emathinstruction.com/courses/
[xvii] Final decision on which world language will be made at the conclusion of the 2022-2023 school year as Buffalo has become an increasingly diverse city with an influx of refugees and immigrant communities from such regions and nations as Bangladesh, Somalia, and Eritrea, our final decision on language choice will take into account the communities we are serving, our college preparatory mission, and our ability to staff our instructional team accordingly
[xviii] Gradual Release Model: formativeassessmentandccswithelaliteracymod_3-reading3.pdf (ascd.org)
[xix] Ibid
[xx] For staffing plan, please see responses to Requests
[xxi] Lemov, Doug. Teach Like a Champion 2.0. San Francisco, CA: Jossey-Bass. 2010.
[xxii] For remedial phonics instruction, we most likely use an Orton-Gillingham program.
[xxiii] Introduction to the Next Generation Learning Standards: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-english-language-arts-standards.pdf
[xxiv] Advanced Literacies For Academic Success (nysed.gov)
[xxv] NYSED Performance Data: https://data.nysed.gov/essa.php?instid=800000052968&year=2022&createreport=1&38ELA=1&regents=1
[xxvi] Advanced Literacy Instruction (nysed.gov)
[xxvii] Life Long Practices of Readers and Writers: Introduction New York State Next Generation English Language Arts Learning Standards (nysed.gov)
[xxviii] Advanced Literacy Brief: Hallmark 2 of Advanced Literacies Instruction: Classroom Discussion (nysed.gov)
[xxix] Hess Cognitive Rigor Matrix: http://media.wix.com/ugd/5e86bd_f8856db71d39479698be466ac9443d75.pdf
[xxx] Question Formulation Technique: https://rightquestion.org/what-is-the-qft/
[xxxi] The Writing Rope: https://dyslexiaida.org/joan-seditas-writing-rope/

[xxxii] Sedita, Joan. *The Writing Rope: A Framework for Explicit Writing Instruction in All Subjects*. Paul H. Brookes Publishing Co. 2023

[xxxiii] New York State Next Generation English Language Arts Learning Standards. http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-english-language-artsstandards.pdf

[xxxiv] Success Academy Curriculum: https://www.successacademies.org/wp-content/uploads/2022/09/ms-curriculum-guide-2022-23-v03.pdf

[xxxv] Based on the 8 NY Standard for Mathematical Practice found within the New York State Next Generation Mathematical Learning Standards (2017).

[xxxvi] Grades K-8: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf

Grade 9-12: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/framework-9-12-with-2017-updates.pdf

[xxxvii] https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf

[xxxviii] http://www.nysed.gov/curriculum-instruction/seal-civic-readiness

[xxxix] What is Service-Learning?: https://www.nylc.org/page/WhatisService-Learning

[xl] Curriculum Resource: https://www.teachtci.com/social-studies/

[xli] Curriculum Resource: https://curriculum.newvisions.org/social-studies

[xlii] PBL Works: https://www.pblworks.org/

- [xliii] Henry Ford Learning Institute: Design Thinking: https://hfli.org/

[xliv] Read, Inquire, Write: https://readinquirewrite.umich.edu/

[xlv] https://www.oerproject.com/

[xlvi] https://www.facinghistory.org/

[xlvii] http://www.nysed.gov/curriculum-instruction/science-learning-standards

[xlviii] Introduction to the NYS Science Standards: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf

[xlix] Ibid

[l] ITEEA - Engineering byDesign™ (EbD): www.ITEEA.org/STEMCenter/EbD.aspx

[li] Cost is covered by ET^{2}ECH

[lii] Based on the intellectual preparation protocols used within the Achievement First Charter School Network. This framework will serve as guidance for each content area.

[liii] emov, Doug. Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College. San Francisco, CA: JosseyBass, 2015.

[liv] Hollingsworth, John & Ybarra, Silvia. *Explicit Direct Instruction: The Power of a Well-Crafted, Well-Taught Lesson*. Corwin, 2017.

[lv] Bambrick-Santoyo, Paul. Get Better Faster: A 90-Day Plan for Developing New Teachers. San Francisco, CA: Jossey-Bass, 2016.

[lvi] Lemov, Doug. Teach Like a Champion 2.0: 62 Techniques That Put Scholars on the Path to College. San Francisco, CA: Jossey-Bass, 2015.

[lvii] Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. John Wiley & Sons, 2011

[lviii] The typical Buffalo Public School day is 6 hours; we provide, on average, an additional 3 hours per day as well as an extended year of 185 days and an extended week that includes Saturday Academy. For more details, please see Request 7

[lix] ELA 2019 6 | EL Education Curriculum

[lx] 68 ELA Standards at a Glance (nysed.gov)

[lxi] ELA 2019 6 | EL Education Curriculum

[lxii] ELA 2019 7 | EL Education Curriculum

[lxiii] 68 ELA Standards at a Glance (nysed.gov)

[lxiv] ELA 2019 6 | EL Education Curriculum; ELA 2019 7 | EL Education Curriculum; ELA 2019 8 | EL Education Curriculum

[lxv] 68 ELA Standards at a Glance (nysed.gov)

[lxvi] 912 ELA Standards at a Glance (nysed.gov)
[lxvii] Ibid
[lxviii] Based on New York Next Generation Learning Standards. http://www.nysed.gov/common/nysed/files/programs/curriculuminstruction/nys-math-standards-algebra-ii-snapshot.pdf
[lxix] Cambridge ICT Starters Syllabus for 2018. https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabusenglish-.pdf
[lxx] Ibid
[lxxi] https://www.cambridgeinternational.org/Images/467451-cambridge-ict-starters-administrative-guide.pdf
[lxxii]
[lxxiii] The details of our budget planning for technology could be found in R-21e Budget Template
[lxxiv] Cambridge ICT Starters syllabus. https://www.cambridgeinternational.org/Images/25106-cambridge-ict-starters-syllabus-english- .pdf
[lxxv] Ibid
[lxxvi] Ibid
[lxxvii] Ibid
[lxxviii] Based on the Standards of Promotion Policies of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School.
[lxxix] Based on the grading policy of Forte Preparatory Academy and Democracy Prep Harlem Prep Middle School
[lxxx] 1 We will encourage and support students as they may choose to take the Universities and Colleges Admission Service ("UCAS") in addition to or in substitution of the SAT/ACT should they want to pursue advanced study abroad rather than in the United States.